

The relationship between father involvement and emotional intelligence of grade X Adolescents at SMA Kolombo Sleman

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Abstract

Adolescence is a crucial transitional phase in individual development, marked by complex physical, emotional, and social changes. One crucial aspect of this period is emotional intelligence, which plays a role in adolescents' ability to manage feelings and social relationships. Paternal involvement in parenting is believed to significantly influence the development of children's emotional intelligence. In 2023, the prevalence of depression in the 14-25 age group was 2%. In 2024, 3,239 people with mental disorders were found, with a prevalence of 0.78%, and 1,285 of them were severely mentally ill. Objective To determine the relationship between father involvement and emotional intelligence of class X adolescents at SMA Colombo Sleman. Method This research is a quantitative study conducted with a cross-sectional approach design. Data collection was carried out with total sampling in a population of 44 respondents involving inclusion and exclusion criteria. The data collection method with primary data consisting of 20 questions on the role of fathers and 20 questions on emotional intelligence in adolescents adopted from other studies. Data analysis used bivariate analysis of the Spearman Rank test. Results The results of statistical tests that have been carried out using the Spearman Rank statistical test show that the sig. (2-tailed) value is 0.000 ($p < 0.05$) then H_0 is rejected, and H_a is accepted, meaning there is a relationship between father involvement and emotional intelligence of class X adolescents at SMA Colombo Sleman. Then the Pearson correlation value is .599** meaning a moderate close relationship. Conclusion There is a relationship between the role of fathers and the emotional intelligence of adolescents.

Keywords: adolescents; emotional intelligence; father involvement

1. Introduction

Adolescence, which spans ages 10 to 19, is a transitional period from childhood to adulthood. During this phase, adolescents experience significant physical, mental, emotional, and social changes. Physical changes include growth in height and changes in body shape, which can cause discomfort and a lack of self-confidence. Emotionally, adolescents often experience rapid mood swings, which can lead to difficulties in regulating emotions and impulsive behavior. Social challenges also greatly affect adolescents, including pressure to meet academic expectations and adapt to social environments. Peer pressure can encourage risky behavior. Therefore, support from parents and the community is crucial to help adolescents cope with these challenges (Rahmah *et al.*, 2024).

Emotional intelligence in adolescents is the ability to manage feelings, regulate mood, and control emotions. This includes the ability to not exaggerate pleasure or sadness, as well as to deal with emotional pressure without disrupting thinking abilities. Emotional intelligence helps adolescents understand themselves and others. The role of fathers is very important in shaping the character and personality of children, because support from fathers can help adolescents develop healthy emotional intelligence (Dewi & Yusri, 2023).

The negative effects of negative emotions on adolescents aged 15–19 years include aggressive behavior, problematic internet use, academic stress, social media addiction, self-harming behavior, and suicide risk (Pamungkas, Dimas, and Dinda 2024). A father's involvement in the family contributes to a reduction in children's behavioral problems. This includes good interaction, attention to growth and development, and appropriate emotional responses. Fathers also encourage independence and exploration, and broaden children's horizons through their work (Alfian & Zuhda, 2024).

Teenagers' emotional intelligence should be understood as one of the predictors of social-emotional well-being, which is directly or indirectly related to psychological constructs. These psychological constructs can influence academic performance and the ability to adapt to changing circumstances. One of the psychological constructs of adolescents is self-efficacy, self-control, self-esteem, and motivation. Emotional intelligence enables adolescents to adapt more easily to their social environment (Quílez-Robres *et al.*, 2023).

Father involvement in child rearing is very important for the overall development of children, emotionally, socially, and cognitively. An actively involved father can serve as a role model, provide emotional support, and enhance various aspects of a child's development. A father's involvement can manifest in how he behaves toward his child, provides emotional support, participates in the child's activities, educates the child at home, and helps the child learn to interact with others (Nurmalasari *et al.*, 2024).

According to the World Health Organization (2021), the most common psychological issue among adolescents is depression, which arises because adolescents struggle to control their emotions. The incidence of depression worldwide among adolescents aged 10–14 years is 1.1%, and 2.8% among adolescents aged 15–19 years. The prevalence of depression among adolescents in the United States was 15.8% between 2009 and 2019 (World Health Organization, 2021). About one in 10 people in Indonesia suffer from mental illness. In the same document, Riskesdas 2018 revealed that more than 19 million people over the age of 15 in Indonesia suffer from mental illness. In addition, more than 12 million people in the same age group suffer from depression (drg. Widyawati, 2021).

Based on a preliminary study conducted by the Yogyakarta Special Region Health Department in 2023, there were 9,702 people receiving mental health services, accounting for 94.7% of the total. The highest number of cases was recorded in Sleman District, with 2,549 people aged 15–59 years. Based on a preliminary study conducted by the Sleman District Health Office in 2024, the highest incidence of depressive disorders was recorded at the Depok III Community Health Center, with 436 cases, including 99 males and 337 females. Among those aged 15–19 years, there were 45 cases.

According to data obtained from the Yogyakarta City Health Department in 2022, a national survey on mental health among adolescents aged 10–17 years showed that 5.5% experienced mental disorders, with 1% suffering from depression, 3.7% from anxiety disorders, 0.9% from Secondary Post-Traumatic Stress Disorder (SPTSD), and 0.5% from Attention Deficit Hyperactivity Disorder (ADHD). In 2023, the prevalence of depression in the 14–25 age group was 2%. In Yogyakarta City in 2024, 3,239 people were found to have mental disorders with a prevalence of 0.78%, and 1,285 of them were severe ODGJ (Yogyakarta City Health Department, 2024).

Based on Law No. 35 of 2014 concerning child protection, section four, number 15, article 26, paragraph (1), parents have the obligation and responsibility under letter a to care for, nurture, educate, and protect their children; letter b to develop their children in accordance with their abilities, talents, and interests; letter c states: preventing marriage at a young age; and letter d states: providing character education and instilling moral values in children.

2. Method

This study is a quantitative study using a cross-sectional approach. Through this study, the researcher wants to find out the relationship between father involvement and the emotional intelligence of tenth grade students at Kolombo Sleman High School.

The population in this study were tenth grade students at Kolombo Sleman High School, totaling 44 students, 25 male and 19 female. Exclusion criteria include students who were absent from school during data collection, while inclusion criteria include tenth-grade students at SMA Kolombo Sleman, students present at school during data collection, and those willing to participate as respondents and provide informed consent. The sampling technique used is total sampling. The sample consists of 44 tenth-grade students at SMA Kolombo Sleman.

The data collection method in this study used primary data, which was obtained directly in the field by the researcher. Data collection was conducted through the completion of a questionnaire consisting of 20 statements to determine the role of fathers and 20 statements to determine the emotional intelligence of adolescents, adopted from Muhammad Syaiful Mizan's 2021 study titled "The Influence of Fathering on Emotional Intelligence in Grade XI Students at Islamic Vocational High School 1 in Blitar City" in the validity and reliability test. Cronbach's alpha was obtained (0.883). The reliability test results for the Fathering variable were 0.883 and Emotional Intelligence.

3. Results and Discussion

3.1. Results

The characteristics of respondents analyzed in this study include student age, father's age, gender,

and father's education. This can be seen in the following table:

Table 1. Characteristics of respondents in grade X at Kolombo High School in Sleman

No	Character	Frequency	%
1	Age		
	16 Years	36	81.8
	17 Years	8	18.2
	Amount	44	100.0

Based on Table 1 respondent characteristics, student age characteristics show that the majority are 16 years old, totaling 36 (81.8%), and 8 are 17 years old (18.2%).

Table 2. Frequency Distribution of the Roles of Fathers of Grade X Students at Kolombo High School in Sleman

Variable	Classification	Frequency (F)	Percentage (%)
Husband's Support	Very low	0	0
	Low	0	0
	Moderate	7	15.9
	High	30	68.2
	Very high	7	15.9
	Amount	44	100.0

Based on Table 2, the frequency distribution data shows that the majority of fathers' roles are categorized as high, with 30 students (68.2%), while the minority are categorized as moderate, with 7 students (15.9%), and very high, with 7 students (15.9%). Meanwhile, in terms of emotional intelligence among adolescents, the majority fall into the high category with 31 students (70.5%), while the minority fall into the moderate category with 8 students (18.2%) and the very high category with 5 students (11.4%).

Table 3. Frequency distribution of emotional intelligence among tenth-grade students at Kolombo High School in Sleman

Variable	Classification	Frequency (F)	Percentage (%)
Emotional Intelligence	Very Low	0	0
	Low	0	0
	Moderate	8	18.2
	High	31	70.5
	Very High	5	11.4
	Amount	44	100.0

Based on Table 3, the frequency distribution data of emotional intelligence among adolescents shows that the majority are in the high category, with 31 students (70.5%), while the minority are in the moderate category, with 8 students (18.2%), and the very high category, with 5 students (11.4%).

Table 4. Cross-tabulation of the relationship between the role of the father and the emotional intelligence of students in grade X at SMA Kolombo Sleman.

Emotional Intelligence	P-Value				Pearson Correlatin	
	Very High					
High	F	%	F	%	F	%
Moderate	5	11.4	2	4.5	0	0
High	3	6.8	25	56.8	2	4.5
Very High	0	0	4	9.1	3	6.8
Amount	8	18.2	31	70.5	5	11.8

Based on Table 4, the cross-tabulation results show that there were 5 (11.4%) cases of moderate father involvement with moderate emotional intelligence and 2 (4.5%) cases of high emotional

intelligence. Based on the results, there were 3 cases (6.8%) of high father involvement with moderate emotional intelligence, 25 cases (56.8%) of high emotional intelligence, and 2 cases (4.5%) of very high emotional intelligence. There were 4 cases (9.1%) of very high father involvement with high emotional intelligence and 3 cases (6.8%) of very high emotional intelligence. Based on the statistical test results obtained using the Spearman Rank test, the P-value was 0.000 ($p < 0.05$), so the null hypothesis (H_0) was rejected, and the alternative hypothesis (H_a) was accepted, indicating a relationship between father involvement and emotional intelligence among 10th-grade students at SMA Kolombo Sleman. The Pearson correlation coefficient was 0.599**, indicating a moderate level of association.

3.2. Discussion

3.2.1. Fathers Role

Based on the results of the study, positive statements show that students strongly agree with the statement “my father works to meet my needs and those of my family members” with a percentage of 52.3%. Meanwhile, the results of negative statements show that most students strongly disagree with the statement “my father does not know what time I leave for school.” This shows that the role of fathers of 10th grade students at Kolombo High School in Sleman is already good. Father involvement, based on the research results, is very good because fathers play an active role in their children's lives. Based on the data, according to the researcher's perspective, all fathers of students play a significant role in all of their children's activities. From the results, students expressed “strong agreement” with positive statements and “strong disagreement” with negative statements, indicating that students feel that their fathers' involvement their fathers is highly noticeable throughout their teenage years.

The role of fathers is an important factor because the closeness between fathers and children in maintaining good communication can create a comfortable atmosphere for teenagers, enabling them to feel more at ease expressing their feelings and the issues they are facing (Safitri *et al.*, 2023).

According to research conducted by Nurlaeliah & Saloko (2024), child rearing will be better if fathers and mothers practice co-parenting, which means that parents support each other as a team that works together, rather than opposing each other. Fathers and mothers should be given equal roles in child rearing and should no longer focus solely on the role of the mother. The importance of family in a child's socialization is part of how fathers and mothers are involved in parenting. It is argued that a father's involvement in parenting is one way to influence a child. The behavioral model demonstrated by the father to the child can lead the child to either imitate or distance themselves from that behavioral model. The behavioral patterns acquired are the result of learning through observing others' behaviors and adapting their own behavior accordingly.

According to Sa'id (2024), the absence of fathers in children's lives causes children to lose role models in determining the principles of their lives, where children must be firm, make decisions, and face challenges in their lives related to life values. Based on research conducted by Roslita (2022), the role of the father can have a positive impact on the adaptability and self-confidence of adolescents in the family, school, and community environments.

The closeness between adolescents and their fathers can affect their mental health and well-being. If adolescents maintain positive psychological well-being, they can avoid risky behavior. Fathers' involvement in their children's emotional maturity can also prevent children from engaging in risky behavior. If adolescents have low emotional maturity, they may engage in experimentation and have uncontrollable curiosity about sexuality. The form of father involvement that can reduce adolescent delinquency is the aspect of discipline, as noted by Fauzana (2023).

According to research (Siti Rahmah, 2024), the role of fathers in child rearing within urban families in Jambi is emphasized. Fathers who are actively involved provide significant emotional, academic, and character support for children's development. This research aligns with Awallia Romadhona (2024), who states that children who experience fatherlessness have a higher risk of emotional issues such as difficulty recognizing, expressing, understanding, and managing emotions (Rahmah, Arneliawati, Zulfitri, 2024).

One factor contributing to high emotional intelligence in adolescents is the closeness of a child to a father with a high level of education. This aligns with the findings of Naghavi and Redzuan (2022), which show that a father's high level of education will give birth to children with high emotional intelligence, while children with low emotional intelligence tend to have fathers with lower levels of

education.

3.2.2. Teen Emotional Intelligence

Based on Table 3, the frequency distribution data shows that the majority of adolescents have high emotional intelligence, with 31 students (70.5%) in the high category, while the minority are in the moderate category with 8 students (18.2%) and very high with 5 students (11.4%). This indicates that the role of fathers in grade X at SMA Kolombo Sleman is already good. Emotional intelligence is an individual's ability to understand, manage, and express emotions effectively, as well as recognize and comprehend both their own emotions and those of others. Emotional Intelligence encompasses the ability to motivate oneself, manage stress, communicate effectively, and form good, healthy, and productive relationships with the surrounding environment and others (Doho *et al.*, 2023).

According to research conducted by Rahmah (2024), emotional intelligence is important for adolescents to have a good understanding of their own emotions, the ability to regulate themselves, the ability to constantly push themselves to do their best, a good understanding of the people around them, and to maintain social relationships. Therefore, high emotional intelligence is balanced with spiritual intelligence and intellectual intelligence.

According to Alfun Khusnia (2023), there are five elements of emotional intelligence, namely: (1) recognizing one's own emotions, (2) managing one's own emotions, (3) motivating oneself, (4) recognizing the emotions of others, and (5) fostering social relationships. With high emotional intelligence, an individual can develop self-regulation skills, the ability to consistently motivate themselves to strive for the best, a good understanding of those around them, and the ability to maintain social relationships.

Emotional intelligence in adolescents is influenced by various factors, both internal factors such as gender and age. External factors that can influence emotional intelligence include family, relationships with groups or peers, and the environment in which adolescents live (Yunalia and Etika, 2020).

Based on research conducted by Dewi and Yusri (2023), it was found that emotional intelligence in males is higher than in females. This is related to female students not yet being emotionally mature and still undergoing growth and development influenced by the hormone progesterone. Progesterone is one of the hormones involved in the menstrual cycle and ovulation, which causes teenage girls to feel uncomfortable during menstruation, such as abdominal and breast pain, bloating, acne, and extreme mood swings. Another study conducted by Fitria (2022) states that adolescent girls tend to suppress their emotions, while adolescent boys are more likely to express their emotions. This causes adolescent girls to experience greater emotional turmoil, which affects their emotional intelligence.

The impact of adolescents not having emotional intelligence is that they are unable to cope with various problems in carrying out their developmental tasks, making it difficult for them to behave deviantly or engage in delinquent behavior (Hidayat *et al.* 2024).

Teenagers with high emotional intelligence will find it easier to achieve high academic grades. According to the results of research by Sánchez-Álvarez, Berrios Martos, and Extremera (2020), students with high emotional intelligence are more likely to achieve academic success in school. In contrast, students with low emotional intelligence struggle to achieve satisfactory academic results. They tend to exhibit disruptive behavior, act mischievously, and fail to follow their teachers' instructions.

According to Ononye's (2022) research on the relationship between academic resilience, emotional intelligence, and academic performance at a university in Nigeria, emotional intelligence is a precursor to academic performance, and emotional intelligence has a positive impact on students' academic resilience. Emotional intelligence and academic intelligence are indeed interrelated.

3.2.3. The Relationship Between Father Involvement and Emotional Intelligence in 10th Grade Students at Kolombo High School in Sleman

This study aims to determine the relationship between father involvement and the emotional intelligence process of tenth-grade students at Kolombo High School in Sleman. The data analysis technique used in this study is the Spearman Rank test. Based on the results of the study with 44 student samples tested using the Spearman Rank test, the significance value (2-tailed) obtained is 0.000 ($p <$

0.05). Thus, H_0 is rejected and H_a is accepted, which means that there is a relationship between father involvement and the emotional intelligence of tenth-grade students at Kolombo High School in Sleman. In addition, the correlation coefficient value of 0.599 indicates that the relationship between father involvement and adolescent emotional intelligence has a moderate level of closeness.

Closeness between fathers and adolescents in good communication can create a comfortable atmosphere for adolescents to dare to express their feelings and problems. This is in line with research conducted by Ayu Ratna Sari (2021), which states that father involvement influences adolescent development, where fathers provide attention and support that creates feelings of acceptance, care, and self-confidence in adolescents.

The role of fathers has a significant influence on the emotional intelligence of adolescents. High emotional intelligence in adolescents can also influence academic achievement. According to research findings, students with high academic achievement are those who have a high level of paternal involvement (Khajehpour, 2023).

The role of fathers is closely related to the emotional intelligence of adolescents. Adolescence is a time when children spend more time socializing. When children receive a high level of fatherly involvement during their early years, they develop high emotional intelligence, enabling them to socialize effectively (Mirza and Redzuan, 2022).

The role of fathers in the growth and development of adolescents, particularly in terms of emotional intelligence, is not immediately apparent from a young age. However, it becomes evident when the child enters adolescence. The father's role is very helpful for the child when they become adults and start thinking about the future. With the father's role, the child can develop high emotional intelligence, enabling them to more easily determine their direction when making choices in the future (Puglisi, Rattaz, and Favez *et al.*, 2024).

The role of fathers in adolescent emotional intelligence is very important because it encompasses several aspects, one of which is the affective aspect, where the affective aspect of father involvement can take the form of emotions, attitudes, father availability, and father closeness to children. The discipline provided by fathers during parenting can help reduce behavioral problems in children because a father's willingness to supervise their children can reduce the likelihood of behavioral issues such as misbehavior. A father's interaction with the responsibilities of raising, nurturing, and playing with children can be described as father involvement (Sari, Puspitasari, and Solfiah, 2023).

Based on research conducted by Roslita (2022), it was stated that the higher the father's involvement in individual parenting, the higher the prosocial behavior. Conversely, the lower the father's involvement in individual parenting, the lower the prosocial behavior. This statement is in line with research conducted by Rahmasari (2023), which shows a negative relationship between father involvement in parenting and aggressive behavior in adolescent girls. The higher the father's involvement in parenting, the lower the aggressive behavior of adolescent girls. Conversely, the lower the father's involvement in parenting, the higher the aggressive behavior of adolescent girls.

Father involvement in adolescent emotional intelligence, where fathers participate, exchange ideas with their children, and take responsibility for their children's needs and well-being. Father involvement is defined as the attitude that fathers show toward their children in terms of play, discipline, communication, and emotional support (Mahendra, 2023).

In fostering emotional intelligence in adolescents, the involvement of fathers in parenting and the support of the family are essential. It is necessary to provide support to fathers so that they are involved in parenting to shape the growth and development of adolescents. This is especially important for the emotional development of adolescents so that they can use their emotions well in the family, school, and outside environments. Emotional intelligence is essential for adolescents to become a successful generation, therefore fathers must be involved in parenting. Wives need to support their husbands so that they are willing to be involved in parenting to shape a smart and successful generation.

4. Conclusion

Based on the research results, there is a significant relationship between father involvement and the emotional intelligence of tenth-grade students at Kolombo High School in Sleman, with a moderate strength of relationship ($r = 0.599$; $p < 0.05$). This indicates that the higher the level of father involvement, the better the emotional intelligence of the adolescents.

It is hoped that fathers will be more involved in their children's development, not only as breadwinners but also as emotional companions. This involvement can be achieved through open communication, quality time, and setting a healthy emotional example. Schools are encouraged to organize parenting programs to promote the role of fathers. Further research should involve a larger and more diverse sample of respondents and consider a quantitative approach to explore the nature of father involvement in greater depth.

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