



## THE EFFECT OF AUTHORITARY PARENTING STYLES ON EMOTIONAL INTELLIGENCE IN LATE ADOLESCENTS IN MEDAN CITY

Duwi Agustiani Siahaan<sup>1</sup>, Nancy Naomi Aritonang<sup>2</sup>

Fakultas Psikologi, Universitas HKBP Nommensen, Medan, Indonesia

[duwia.siahaan@student.uhn.ac.id](mailto:duwia.siahaan@student.uhn.ac.id), [nancyaritonang@uhn.ac.id](mailto:nancyaritonang@uhn.ac.id)

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### Abstract

*This study aims to determine the extent to which authoritarian parenting styles applied by parents influence the emotional intelligence of late adolescents in Medan City. Based on the results of a simple linear regression analysis, it was found that authoritarian parenting styles did not have a significant influence on emotional intelligence. This is indicated by the results of the hypothesis test which showed a significance value higher than  $\alpha = 0.05$ , so that the alternative hypothesis ( $H_a$ ) was rejected and the null hypothesis ( $H_0$ ) was accepted. The results of the data categorization showed that the majority of adolescents in this study experienced authoritarian parenting styles at a moderate level. Similarly, most respondents had emotional intelligence in the moderate category. This finding indicates that the application of authoritarian parenting styles with moderate intensity does not directly affect the high or low emotional intelligence of adolescents. In other words, although this parenting style is applied by parents, authoritarian parenting is not proven to be the only or dominant factor that determines the development of children's emotional intelligence. The development of adolescent emotional intelligence is influenced by various factors, both internal and external. Internal factors include the child's psychological condition and personality, while external factors include parenting styles, social environment, school, culture, and peer relationships. Authoritarian parenting, while restrictive and demanding of absolute obedience, does not necessarily significantly decrease or increase emotional intelligence, especially when implemented in less extreme forms. Therefore, it is important for parents and educators to develop parenting styles that are more open, communicative, and responsive to children's emotional needs, thereby supporting optimal emotional intelligence development.*

*Keywords: Parenting Style, Authoritarian, Intelligence, Emotional*

### INTRODUCTION

Adolescence is a transitional phase from childhood to adulthood characterized by various biological, psychological, and social changes. One significant change occurs in the emotional aspect, where adolescents show high sensitivity and strong responses to social situations. Adolescents tend to be temperamental, easily offended, or feel anxious when facing environmental pressures. This condition requires adolescents, especially in late adolescence, to begin developing emotional maturity as part of their developmental tasks. Adolescence is defined as a transitional developmental period between childhood and adulthood that includes significant biological, cognitive, and socio-emotional changes. Santrock (Octaviani & Oktaviansyah, 2022) hormonal changes, which can increase negative emotions.

Teenagers often have difficulty expressing their feelings, which can lead to sulking. If adolescents cannot handle the conflicts they face constructively, these conflicts will be followed by negative emotions that conflict with moral principles in response to the situation. As a result, adolescent behavior becomes uncontrolled. Furthermore, this uncontrolled behavior can hinder the achievement of developmental tasks faced by adolescents (Fadhilah, Handayani, & Rofian, 2019).

Late adolescence is characterized by the beginning of adolescence when they begin to see themselves as adults, exhibiting increasingly mature thoughts, attitudes, and behaviors, and experiencing more stable emotions. Henokh (Hendri, 2019) stated that good relationships with those around them significantly influence anxiety reduction in adolescents. Affection, attention, and warmth in parenting are crucial because they support a child's emotional development.

Based on the phenomenon that occurs in the city, namely many teenagers who cannot control their emotions or behave aggressively, such as being rude to others, often fighting, hanging out with problem children, being stubborn at home and at school, being stubborn and having mood swings, talking too much, often making fun and having a high temper Nurnaningsih (Putri & Hutasuhut, 2022). Some teenagers get physical when fighting because they cannot control their emotions, some teenagers are trapped in drug abuse due to role conflicts because they are too emotional.

In the city of Medan, there was a case of a teenager in Deliserdang, North Sumatra, who died after being hit in the eye by an arrow in a brawl on Jalan Klambir 5, Lingkungan 2, Tanjunggusta Village, Medan Helvetia District, Medan City. (Tempo, 8/8/2024). In addition, there was another case, namely the murder of a junior high school student in Grabag, Magelang Regency, which is one of the characteristics that the perpetrator has a low level of emotional intelligence. The Magelang Police have named IA (15) as a suspect in the murder of WSH (13). IA was the victim's classmate. He stole WSH's cellphone and killed him. (Tribun Jogja, Tuesday 9/8/2022).

A Criminal Sociology expert from Gadjah Mada University (Ruqayah, 2025) stated that at that age, all feelings are already present, for example, happiness, sadness, like, hate, annoyance, and others, but the level of emotional intelligence of each child is different," He explained, the perpetrator's emotional intelligence or EQ is not yet stable, namely being able to control oneself and understand others. Emotional intelligence refers to the ability to understand, control, and evaluate emotions.

Data collected by the Federation of Indonesian Teachers' Unions (FSGI) revealed 23 cases of bullying in various educational institutions from January to September 2023. Of these 23 cases, 50 percent occurred at the junior high school (SMP) level, followed by 23 percent at the elementary school (SD) level, and the remainder at the senior high school (SMA) and vocational high school (SMK) levels. (Tempo, Jakarta, October 3, 2023).

The Secretary of the East Java Almuslim Foundation (Tuwa & Faraz, 2018) stated that adolescence is a period of children with unstable emotions. They are still in the process of finding their identity and trying to seek recognition of their existence from their surroundings, coupled with a lack of closeness between children and their parents and inappropriate parenting patterns. Authoritarian parenting can cause children to vent their anger when socializing outside the home by bullying. Families who like to punish physically and use harsh words, then children will feel that such actions are justified so that when they have problems with friends, they will also behave violently towards their friends.

This authoritarian parenting can also cause children to vent their anger when socializing outside the home because when at home, they are powerless when faced with their parents.

Late adolescents are vulnerable to mental health issues, such as stress, anxiety, and depression, particularly due to academic, social, and personal demands. Late adolescents often engage in risky behaviors, such as drug abuse, promiscuity, or impulsive decision-making. High emotional intelligence can help adolescents manage their emotions, reduce the risk of mental health problems, and improve psychological well-being. In line with this, children are taught emotional and social skills. This will make them better able to overcome various challenges that arise during their development (Apritia & Barnadib, 2015)..

In dealing with various problems, children can manage their emotions well. Effective emotional management is an important aspect of emotional intelligence. Emotional intelligence is a social intelligence that enables people to recognize their own emotions and those of others. Furthermore, emotional intelligence helps individuals differentiate between different emotions and make informed choices in thinking and acting.

Emotional intelligence is the ability of adolescents to control and express their emotions appropriately based on the conditions and situations they are experiencing. Goleman (Adu & Pandie, 2022) states that emotional intelligence is an individual's ability to control emotions through intelligence, maintain emotional harmony and emotional expression, social skills, empathy, self-control, and self-motivation. Goleman states that emotional intelligence is not determined by a person's intellectual abilities, but by character and personal traits. Therefore, social and emotional skills are considered more important for achieving success in life than intellectual skills.

According to Goleman (Kusumastuti, 2020) emotional intelligence refers to the ability to recognize one's own feelings and the feelings of others, the ability to motivate oneself and in establishing relationships with others. According to Goleman, (Ruqayah, 2025) emotional intelligence includes five important components, namely, (1) Recognizing emotions, an ability to recognize feelings when they occur, (2) Managing emotions, an individual's ability to handle feelings so that they can be expressed appropriately or harmoniously, so that balance is achieved within the individual. (3) Motivating oneself, the ability to persist and continuously try to find many ways to achieve goals, (4) Recognizing the emotions of others, a person's ability to recognize others or care, show one's empathy, be sensitive to the feelings of others and be more able to listen to others. (5) Building relationships, individuals are able to handle the emotions of others, this allows someone to form a relationship to move others, build close relationships, convince, make others feel comfortable.

Researchers also interviewed two late-teenagers in Medan. AM, an 18-year-old high school student, NS, and a 20-year-old college student, discussed emotional intelligence. The following are the results of the interviews:

"I have a hard time controlling myself, sis. I often have too high expectations and want everything to go my way. However, reality often doesn't match my expectations, which makes me tend to blame myself, and sometimes even blame others, especially my friends, for the discrepancy between my expectations. I'm a moody person, so I find it hard to hide my sadness and often cry. Sometimes I also feel weak in dealing with situations that don't go as I wish. Some time ago, I had a problem with a friend and we kept quiet. As a result, I felt reluctant to go to school because I felt uneasy, but on the other hand, I was also embarrassed to take the initiative to apologize or speak up first."

"I often choose to be silent and hold back my feelings because I am afraid that asking will accept the situation, which makes me often feel depressed, if I want to talk to someone I am confused about who to tell, my relationship with my friends is also a bit complicated because I feel uncomfortable talking or confiding in others, because at home I learned to hide my feelings, which makes it difficult for me to get close to others even though I have tried, and I am also someone who gets angry easily, sometimes even without a clear reason, which usually affects my eating patterns because even small things can make me sad, so that when I eat it doesn't taste good, and I am also easily offended.

Based on the interview results obtained, it was seen that both subjects experienced difficulties in managing their own emotions, as well as difficulties in empathy and lack of social skills. In addition, children raised in an authoritarian environment tend to learn to follow rules, develop good habits and responsibilities, and can be independent in certain situations. Authoritarian parenting also helps them understand the limits and consequences of actions, which involves their moral and ethical development.

Emotional intelligence can be influenced by external and internal factors. External factors that influence a person's emotional intelligence are the family and non-family environment, while internal factors that influence a person's emotional intelligence can come from various things, but the main source is the brain.

According to Goleman (ANDI, 2023) there are several factors that influence emotional intelligence, namely:

- a. Family Environment: The family is the first and primary environment for individuals to learn to interact and become part of society. Family life provides the initial foundation for learning emotions. Parents play a crucial role because they are the first role models whose behavior can be imitated and internalized by children. The development of emotional intelligence occurs directly through interactions between parents and children and is greatly influenced by parental parenting styles.
- b. Non-Family Environment: Non-family environments include the community and educational environment. These environments help individuals recognize the emotions of others, allowing them to learn and develop emotional intelligence as they grow physically and mentally.

Parenting is a form of interaction between children and parents, encompassing the process of educating, guiding, disciplining, and protecting children to achieve maturity in accordance with societal norms. Children's development will proceed optimally if they receive adequate support from their parents and family, who serve as their primary educational environment. Therefore, parenting styles have a significant influence on various aspects of a child's development, including psychological, emotional, mental, and behavioral aspects (Ilham, 2022). The family is the first environment to welcome a child and has a significant impact on the formation of their character.

Damayanti (2019) found that parenting styles directly influence children's behavior. Therefore, parents are expected to implement appropriate parenting styles to support the development of their children's potential, as child development is highly dependent on the parenting styles they receive. Furthermore, the family environment also determines a child's success in life. Unfortunately, not all parents understand good parenting styles. Many parents unconsciously inherit and apply parenting styles they received in the past, without adapting them to the current context. As a result, children can experience various obstacles

in their developmental tasks, including psychological, cognitive, mental, and emotional aspects.

Baumrind (Sayekti, Darmawati, & Sulistyandari, 2020) identified three parenting styles: authoritarian, permissive, and authoritative. In authoritarian parenting, parents tend to set strict boundaries, pay little attention to children's feelings, rarely engage in two-way communication, and demand maturity without allowing room for discussion. This parenting style is rigid, coercive, and often ignores children's psychological well-being. While some believe this style fosters disciplined and responsible children, in reality, it can have negative impacts such as low self-confidence, aggressive behavior, and even rejection of authority.

Authoritarian parenting is considered to hinder children's emotional and social development. Children who grow up in an authoritarian environment tend to feel depressed, fearful, unhappy, and have difficulty expressing themselves. Santrock (2011) adds that children of authoritarian parents often exhibit symptoms of unhappiness, low initiative, poor communication, and aggressive behavior. Yusuf also revealed that parental authoritarianism contributes to the emergence of various behavioral problems in adolescents, such as delinquency, low motivation and emotional intelligence, and psychomotor disorders.

Adolescents raised with authoritarian parenting styles tend to be withdrawn, anxious, and less social. They also tend to be dependent on others and lack self-confidence. The effects of this parenting style are not limited to adolescence but can have long-term impacts on a child's personality development and emotional intelligence.

Researchers also conducted interviews with late adolescents in Medan. MS is an 18-year-old high school student, RM is a 19-year-old college student, and RM is a 19-year-old college student. The following are the results of the interviews:

"My parents have very strict rules, sis. They control everything, from friendships to school. Sometimes I feel lazy when they interfere in my life. Everything is forbidden, and I have to follow everything they want. Even regarding education after graduation, my parents have also regulated it, even though their wishes are the opposite of what I want."

"My parents were very strict in their upbringing, but that strictness actually prevented me from being able to choose what I liked and did. I felt like I wasn't given any freedom, and that made me lose my motivation to do anything. Honestly, I don't really care about my major and the education I'm currently pursuing. The thing is, my major was their choice, and I feel really frustrated because everything is always dictated by them. I don't enjoy it and sometimes feel hopeless."

Based on observations and interviews with two teenagers in Medan, an authoritarian parenting style was found in the family. This approach tends to impose its will, with rules that children must follow without considering their rights and desires. Communication is one-way, often in the form of commands, so children's voices and desires are often ignored. As a result, children tend to become quiet and withdrawn. Teenagers raised with an authoritarian parenting style feel they can imitate their parents' behavior, but when they are in a social environment, this condition actually becomes a reason for their friends to distance themselves, which has a negative impact.

An authoritarian parenting approach not only affects a child's behavior but also their emotional development. External factors, such as the family's socioeconomic and cultural conditions, also play a role in shaping parenting styles and their impact. Basic Health Research (Risksedas) data shows that of 722,329 samples aged 15 and over, 0.8% of girls and

0.6% of boys experienced suicidal ideation. This can be caused by various factors, including depression and emotional instability.

Parenting patterns influence children's intelligence Kholifah, (2018). This is supported by research by Mano & Soetjningsih, (Risthantri & Sudrajat, 2015) based on 160 students of SMA N 1 Jayapura who were the subjects of the study showed that the empirical mean, on the authoritarian parenting scale, 82 students were in the high category with a percentage of 51.25% and on the emotional intelligence scale, 102 students were in the medium category with a percentage of 63.75%. This shows that the authoritarian parenting scale is at a high level and the emotional intelligence scale is at a medium level.

In line with research conducted by Novianty (Rosada, 2019) where the research concluded that, as much as 43.9% of the total research subjects or as many as 68 students of MA Riyadlotut Thalabah showed authoritarian parenting patterns from parents with a medium category while 19 students (12.3%) were in the high category. This research shows that 38.1% of the total research subjects, namely as many as 59 students, had medium emotional intelligence while 43 students still had low emotional intelligence.

From the results of Dewi and Susilawati's research on "The Relationship Between Authoritarian Parenting Style Tendencies and Symptoms of Aggressive Behavior in Adolescents," it can be concluded that the application of authoritarian parenting styles by parents often involves the use of physical punishment as a consequence of violating established rules and standards. Based on research conducted by Ikesari, (2024) involving 209 students of SMP Negeri 3 Kandungan, Temanggung Regency. The results of data analysis showed a significant negative relationship between authoritarian parenting styles and students' emotional intelligence. Thus, the hypothesis proposed in this study was accepted. Research by Novianty (2016) involved 100 middle-aged adolescents, consisting of men and women, who were high school and vocational high school students in Bogor aged 15-18 years.

From the description above, it can be seen that authoritarian parenting has a significant impact on emotional intelligence in children. Authoritarian parenting negatively impacts emotional intelligence in late adolescence, leading to low self-awareness. Children raised with authoritarian parenting are often not taught to recognize or express their emotions. This can result in difficulty understanding their own feelings, which is essential for developing self-awareness. Children with authoritarian parenting also have poor self-regulation, as strict parenting can hinder adolescents' ability to manage their emotions. They may tend to suppress negative feelings, which can lead to accumulated stress and anxiety.

Authoritarian parenting often discourages the development of empathy, making it difficult for children to understand or feel what others are feeling, which can hinder their social relationships because they are not used to interacting openly. Previous research on the influence of authoritarian parenting on emotional intelligence in late adolescents is generally limited and has not specifically examined various local contexts.

While most studies have focused on the general population, specific age groups, and specific regions, research specifically examining the influence of authoritarian parenting on emotional intelligence in late adolescents in Medan is limited. This situation emphasizes the importance of research to understand how authoritarian parenting contributes to emotional intelligence, as well as its relevance in supporting the development of more appropriate child development and mental health intervention programs for the community and adolescents, particularly late adolescents aged 18-21 in Medan.

This study aims to address this knowledge gap by examining in-depth the influence of authoritarian parenting on emotional intelligence among college students in Medan City, providing new insights relevant to efforts to improve psychological well-being in the study area. Based on the aforementioned phenomena, the researcher aims to examine whether there is a true relationship between authoritarian parenting and emotional intelligence, particularly among late adolescents aged 18-21 in Medan City.

## **METHOD**

In the study "The Influence of Authoritarian Parenting Styles on Emotional Intelligence in Late Adolescents in Medan City", the researcher will use a quantitative approach. Azwar, (2015) stated that quantitative research focuses on data in the form of numbers (numeric) which will be processed using statistical methods. Creswell added that this study uses numbers, where data is obtained in the form of numbers such as scores, values, rankings, or frequencies, which are then analyzed statistically to answer questions or hypotheses Alsa, (Patimbangi, 2018). Quantitative research methods, according to Sugiyono (Wangania & Takaliuang, 2021) are based on the philosophy of positivism, used for research on certain populations or samples, with sampling techniques that are generally carried out randomly. Data collection uses research instruments, and data analysis is carried out quantitatively/statistically with the aim of testing the established hypotheses.

Furthermore, this study will incorporate descriptive and correlational research designs. The descriptive study will analyze and describe the concept of emotional intelligence and perceptions of authoritarian parenting styles. Meanwhile, the correlational study aims to identify the relationship between existing variables, specifically to determine the effect of authoritarian parenting styles on the emotional intelligence of late adolescents in Medan City. This study is also a population study, where the sample used includes all members of the population.

## **RESULTS AND DISCUSSION**

### **Research Subject Overview**

The research subjects were 155 respondents who were women and men at an early age, namely 18 to 21 years in the city of Medan. Through the scale that had been distributed to the subjects, a description of the research subjects was obtained based on age, domicile, religion, ethnicity, education level, number of siblings, parental status, parental occupation, parental age, parental income, parental last education, and residential status.

### **Assumption Test**

#### **Normality Test**

The normality test aims to determine whether the data from the research variables are normally distributed. In this study, the normality test was conducted using *the One-Sample Kolmogorov-Smirnov Test method* with the help of SPSS for Windows version 26.0. The criteria used in interpreting the test results are: if the significance value (p) is greater than 0.05, then the data is considered normally distributed. Conversely, if the p value is less than 0.05, then the data is declared not normally distributed.

**Table 1. Normality Test Results**

<b>Variable</b>	<b>Sig</b>	<b>Information</b>
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Authoritarian Parenting Style	0.200	Normally Distributed
Emotional Intelligence		

The table shows a significance value of 0.200, meaning it is greater than 0.05 and meets the decision-making criteria in the *Kolmogorov-Smirnov normality test*. Therefore, the assumption or requirement for normality in the regression model has been met, indicating that the research data is normally distributed.

### Linearity Test

A linearity test was conducted to determine whether there is a linear relationship between the Authoritarian Parenting Pattern and Emotional Intelligence variables. This test was conducted using SPSS for Windows version 26.0. A relationship is considered linear if the calculated F value is greater than the F table or if the significance value (p) is less than 0.05. The results of the linearity test are presented in the following table.

**Table 2. Linearity Test**

Variables	F	Sig	P	Information
Authoritarian Parenting Style*Emotional Intelligence	1,046	0.415	P>0.05	Linear

Based on table 4.37 above, it is known that the coefficient value  $F = 1.046$  and  $P = 0.415$ . The significance or p obtained is 0.415 or  $p < 0.05$  so it can be concluded that there is a linear influence between Authoritarian Parenting Patterns on Emotional Intelligence.

### Hypothesis Testing

Hypothesis testing was conducted using simple linear regression to examine the effect of authoritarian parenting on emotional intelligence in late adolescents in Medan. To test this hypothesis, calculations were performed using *SPSS for Windows 26.0*, resulting in the following values:

**Table 3. Simple linear regression test**

R	R Square	Adjusted square	R	F	Sig.
0.051	.003	-.004		0.394	0.513

Based on the results of the simple linear regression analysis, a correlation coefficient (R) value of 0.051 was obtained, indicating a very weak relationship between the independent and dependent variables in this study. The R Square value of 0.003 indicates that only 0.3% of the variation in the dependent variable can be explained by the independent variable. The Adjusted R Square value of -0.004 indicates that the regression model is less able to explain the relationship between the two variables optimally. Furthermore, the calculated F value of 0.394 with a significance level (Sig.) of 0.513 ( $> 0.05$ ) indicates that the regression model used is not statistically significant. In other words, there

is no significant influence of the independent variable on the dependent variable. This analysis was conducted using SPSS for Windows version 26.0 software.

$$Y = a + bx + e$$

Information:

Y = dependent variable (tendency to internet addiction)

X = independent variable (self-control)

A = constant

$$Y = 182.738 + (0.130) x + e$$

$$Y = 113.015 + (0.164) x + e$$

The value of the equation means that if there is a one-unit increase in the Authoritarian Parenting Pattern, the value of Emotional Intelligence in Late Adolescents in Medan City will increase by 0.164 so that the value of Emotional Intelligence in Late Adolescents in Medan City is  $113,015 + 0.164 \cdot x$ .

From the output it can be seen that testing the significance of the regression coefficient between the independent variable Authoritarian Parenting Pattern and the dependent variable Emotional Intelligence. With the condition that  $t\text{-count} > t\text{-table}$  then  $H_0$  is rejected and if  $t\text{-count} < t\text{-table}$  then  $H_a$  is accepted. Then  $t\text{-count} = 1.780$ , for  $t\text{-table} = 3.168$  so that the result  $t\text{-count} < t\text{-table} = 1.780 < 3.168$  then  $H_0$  is accepted,  $H_a$  is rejected (there is no influence). The result is that there is no influence of Authoritarian Parenting Pattern on Emotional Intelligence.

## Discussion

This study aims to determine the effect of authoritarian parenting on emotional intelligence in late adolescents in Medan City. Based on the results of the hypothesis test conducted by the researcher using simple linear regression analysis, it was obtained that  $H_0$  was accepted and  $H_a$  was rejected. In this study, the results of the hypothesis test showed that there was no significant effect between authoritarian parenting on emotional intelligence in late adolescents in Medan City. This indicates that there are other factors that influence adolescent emotional intelligence, which are not included in the scope of this study. Emotional intelligence can be influenced by various other factors, such as the social environment, educational experiences, peer support, and other individual factors.

Novianty (Sinaga, Pardede, & Siahaan, 2022) found that authoritarian parenting negatively impacts emotional intelligence, with a significance value of 0.000 ( $p < 0.05$ ) and a correlation coefficient (R) of 0.828, indicating a strong negative relationship. The higher the level of authoritarian parenting, the lower the emotional intelligence, and vice versa. Research by Annuzul (Apriliyani, 2020) also shows that authoritarian parenting negatively impacts the formation of positive self-concept in children. Strict control, punishment, and minimal two-way communication leave children with less room to express themselves, thus reducing their self-confidence and self-esteem.

Talib et al. (Witri & Muslikah, 2022) stated that children raised in authoritarian parenting styles tend not to fully internalize the value of discipline, but instead obey rules out of fear of consequences. Adolescents with authoritarian parents often feel less accepted by their peers, lack independence, lack creativity, have low social competence and awareness, low self-esteem, and experience depersonalization. Outside of parental supervision, they are often confused when facing new situations, such as at school.

Based on the data obtained, parents with lower secondary education (junior high school and senior high school/vocational high school) tend to be more likely to be in the highly authoritarian parenting category. The latter part of the productive age group also shows a similar trend, likely influenced by life experiences and strong traditional values. Based on occupation, farmers are the group with the highest percentage, while in terms of income, families earning less than Rp1,000,000 account for the highest proportion (20%) in the highly authoritarian parenting category. This indicates that economic limitations and access to parenting knowledge can encourage the implementation of stricter parenting styles as a form of control in stressful situations.

This aligns with research by Nufus & Adu (2020), which states that one of the main factors influencing authoritarian parenting is local culture. This culture encompasses the norms, rules, values, and customs prevailing in a region. Cultural differences shape parents' perspectives and behaviors regarding childrearing, leading to variations in parenting styles between families, even within the same geographic region. Economic status also influences parenting styles. Parents with limited economic resources tend to place greater emphasis on meeting basic needs and strict control over their children, while those with more stable economic conditions tend to adopt more open and responsive parenting styles. Thus, culture and economic conditions are important factors shaping parenting styles, both directly and indirectly.

The majority of respondents had moderate emotional intelligence, indicating a fairly good ability to recognize, understand, and manage their own and others' emotions, although not yet optimal. The relatively large proportion in the low category indicates the need for attention to factors that influence emotional intelligence, including parental parenting styles. Meanwhile, the majority of respondents also fell into the moderate category of authoritarian parenting styles, indicating that almost all late adolescents in this study experienced moderate authoritarian parenting styles. Emotional intelligence itself, according to Salovey, Mayer, and Caruso (Sulistiyanto & Abdullah, 2023) is the capacity to recognize, understand, and regulate emotions, which is dynamic and can develop according to conditions and environmental influences.

Joseph and John (Sari, Arya, & Syanti, 2022) found that while authoritarian parenting can produce obedient and skilled children in certain areas, these children tend to have low happiness, social competence, and self-esteem. This parenting style limits children's opportunities to make decisions or take initiative, leading them to become socially passive, dependent, lack self-confidence, and have low academic and social competence. Furthermore, they are less spontaneous, less curious, and not intellectually active enough to develop optimally.

The results showed that most aspects of authoritarian parenting were in the moderate category, indicating moderate levels of authoritarianism, with communication and discipline tending to be lower. Meanwhile, most aspects of emotional intelligence were also in the moderate category, with emotional regulation and self-motivation prominently appearing in the high category. These findings indicate that adolescents possess fairly good emotional abilities, although improvements in relationship management and self-awareness are needed.

In this regard, parenting styles play a crucial role in shaping and strengthening children's emotional intelligence (Erlina, 2016). Through appropriate parenting styles, children can learn to recognize and respond to emotions in a healthy manner, thereby

forming positive social relationships and developing adaptive emotional regulation skills in adolescence and adulthood.

Baumrind (Rifki & Anisah, 2021) that authoritarian parenting can have positive impacts, such as fostering discipline and obedience, but generally negatively impacts children's emotional development. Authoritarian parenting restricts children's freedom to express opinions and understand their feelings, thereby weakening emotional responsibility and the ability to manage feelings healthily. As a result, children are more susceptible to stress and anxiety, and are easily influenced by negative environments due to weak self-control and low self-confidence in decision-making.

Baumrind (Yola, GUSLINDA, & Fega, 2018) classified parenting styles into four types: authoritative, authoritarian, indulgent, and uninvolved. Not all parenting styles have a significant impact on emotional intelligence. Research shows that authoritarian and uninvolved parenting styles tend to have a negative impact, with the stronger the pattern, the lower the child's ability to recognize and manage emotions. Conversely, authoritative parenting styles have a positive influence, improving emotional regulation, empathy, and social relationships. Indulgent parenting styles, on the other hand, show no significant impact, either positive or negative. These findings emphasize the importance of a balanced parenting style between emotional support and healthy control in developing emotional intelligence.

## **CONCLUSION**

This study aims to determine the extent to which authoritarian parenting styles applied by parents influence the emotional intelligence of late adolescents in Medan City. Based on the results of a simple linear regression analysis, it was found that authoritarian parenting styles did not have a significant influence on emotional intelligence. This is indicated by the results of the hypothesis test, which showed a significance value higher than  $\alpha = 0.05$ , so the alternative hypothesis ( $H_a$ ) was rejected and the null hypothesis ( $H_0$ ) was accepted.

The data categorization results indicate that the majority of adolescents in this study experienced moderate levels of authoritarian parenting. Similarly, most respondents had moderate emotional intelligence. This finding indicates that the implementation of moderate authoritarian parenting does not directly influence adolescents' emotional intelligence. In other words, although this parenting style is implemented by parents, authoritarian parenting is not proven to be the sole or dominant factor determining the development of children's emotional intelligence.

The development of adolescent emotional intelligence is influenced by various factors, both internal and external. Internal factors include the child's psychological condition and personality, while external factors include parenting styles, social environment, school, culture, and peer relationships. Authoritarian parenting styles, although restrictive and demanding of absolute obedience, do not necessarily significantly reduce or increase emotional intelligence, especially when implemented in a less extreme manner. Therefore, it is important for parents and educators to develop parenting styles that are more open, communicative, and responsive to children's emotional needs, thereby supporting optimal emotional intelligence development.

This study has limitations because it focused only on authoritarian parenting, without comparing it with other parenting styles, such as democratic or permissive, which also have the

potential to influence adolescents' emotional intelligence. To obtain more comprehensive results, it is recommended that future research include various types of parenting styles as comparison variables, expand the study area, increase the number of respondents, and consider other relevant variables. Thus, future research is expected to provide a more complete and accurate picture of the factors influencing adolescents' emotional intelligence.

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