
The Influence Of Emotional Intelligence and Parenting Styles On The Resilience Of Students At SMK Tirta Sari Surya

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Abstract

The objectives of this research are 1) to determine the effect of emotional intelligence on the resilience of students at SMK Tirta Sari Surya. 2) to determine the effect of parenting styles on the resilience of students at SMK Tirta Sari Surya. 3) to determine the effect of emotional intelligence and parenting styles on the resilience of students at SMK Tirta Sari Surya. This study utilizes a quantitative approach with a survey method. The population for this research consists of 518 students from SMK Tirta Sari Surya. The samples were obtained using the proportionate stratified random sampling method, resulting in a total of 225 students for this research. The data collected was then analyzed using SEM-PLS (Structural Equation Model – Partial Least Square) with data processing utilizing the SmartPLS 4.0 software. The data analysis techniques in this study include measurement model analysis, structural model analysis, and hypothesis testing. The results of this research indicate that are 1) there is a positive and significant effect between emotional intelligence on resilience. 2) there is a positive and significant effect between parenting styles on resilience. 3) there is a positive and significant effect jointly between emotional intelligence and parenting styles on resilience.

Keywords: Emotional Intelligence, Parenting Styles, Student Resilience

Abstrak

Tujuan dalam penelitian ini adalah 1) untuk mengetahui pengaruh kecerdasan emosional terhadap resiliensi siswa SMK Tirta Sari Surya. 2) untuk mengetahui pengaruh pola asuh orang tua terhadap resiliensi siswa SMK Tirta Sari Surya. 3) untuk mengetahui pengaruh kecerdasan emosional dan pola asuh orang tua terhadap resiliensi siswa SMK Tirta Sari Surya. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survey. Populasi dalam penelitian ini adalah siswa SMK Tirta Sari Surya sebanyak 518 siswa. Sampel diperoleh dengan menggunakan metode proportionate stratified random sampling sehingga sampel dalam penelitian ini sebanyak 225 siswa. Data yang diperoleh kemudian dianalisis dengan menggunakan SEM-PLS (Structural Equation Model – Partial Least Square) dengan pengolahan data menggunakan perangkat lunak SmartPLS 4.0. Teknik analisis data pada penelitian ini meliputi analisis model pengukuran, analisis model struktural, dan pengujian hipotesis. Hasil dari penelitian ini adalah 1) terdapat pengaruh positif dan signifikan kecerdasan emosional terhadap resiliensi siswa. 2) terdapat pengaruh positif dan signifikan pola asuh orang tua terhadap resiliensi siswa. 3) terdapat pengaruh yang positif dan signifikan secara bersama-sama kecerdasan emosional dan pola asuh orang tua terhadap resiliensi.

Kata kunci: Kecerdasan Emosional, Pola Asuh Orang Tua, Resiliensi Siswa

INTRODUCTION

The progress of a nation is inseparable from the role of its successors and their productivity in the advancement of the nation. Therefore, the meaning of successors indicates that the role of the youth is highly correlated with and dependent on the youth themselves, making them a crucial component in the process of building the Indonesian nation. In the current era of globalization, education across various parts of the world, serving as a bridge between cultures and human civilizations, has undergone fundamental changes. Despite numerous advancements in science and technology that offer various benefits, these advancements are also accompanied by challenges that students must confront.

Based on research by Rosanti et al. (2022) indicates that approximately 69.7% of students experience academic stress at a high level. Consequently, this can trigger a decline in the resilience possessed by students and hinder them from realizing their full potential. In line with

this, based on the report released by the Indonesia-National Adolescent Mental Health Survey (I-NAMHS) as referenced in Health et al. (2022), it is stated that 5.3% of adolescents aged 10-17 years have experienced depression in the past 12 months. The report also reveals that the prevalence of depression is significantly higher among older adolescents, specifically those aged 14-17 years, with a percentage of 7.7%, compared to younger adolescents aged 10-13 years, which stands at 3.2%.

Observing the phenomena occurring in Indonesia, this is reinforced by research conducted by Mujahidah & Listiyandini (2018). The study found that resilience has a significantly positive effect on depression symptoms in adolescents with an effective contribution of 1.8%, indicating that an increase in resilience can lead to a reduction in depression symptoms among adolescents, and vice versa. The emotional intelligence of students in Indonesia remains a significant issue, as evidenced by the numerous cases of student brawls, bullying in schools, and the low capabilities of students in managing stress and emotions when faced with academic and social pressures. In addition to emotional intelligence, which plays a crucial role in shaping students' behaviour, the presence of parental involvement is an important factor that must be considered in the mental health of students, enabling them to develop good resilience. In addition to emotional intelligence, which plays an important role in shaping student behaviour, the role of parents is also a significant factor that must be considered for the mental health of students so that they can develop good resilience. As reported by kumparan.com, the parenting styles in Indonesia are quite concerning. It has been reported that there are two cases of parents killing their children. This indicates the mental unpreparedness of individuals to become parents, leading to acts of violence against children when they require attention and patience from their parents (Nuraisah, 2023).

Previous research by Reyes-Wapano (2022) indicates that emotional intelligence and parenting styles have an influence on resilience. Therefore, the higher the emotional intelligence, the greater the resilience. Additionally, the better the parenting style, the better the resilience will be as well. This study was conducted on adolescents in general, aged 17-21 years, and employed descriptive analysis as the data analysis technique. Most studies examine the relationship between emotional intelligence and resilience, or between parenting styles and resilience separately. Therefore, research that combines emotional intelligence and parenting styles as two factors that simultaneously influence resilience is still relatively limited. Thus, the novelty of this research is to investigate the influence of emotional intelligence and parenting styles on the resilience of students in vocational high schools simultaneously using a quantitative approach.

According to Kumaat et al. (2022), resilience is defined as a personal characteristic that enables individuals to thrive amidst difficulties. In line with this, the findings in Ramadhani (2022) state that resilience is a process aimed at enhancing an individual's ability to confront physical, social, and emotional challenges, thereby creating opportunities for personal growth. The research conducted by Kuo et al. (2024) states that there are three main factors that shape resilience, namely, risk factors, protective factors, and vulnerability factors.

Ramadhani (2022) cites a theory from psychologist Daniel Goleman, stating that emotional intelligence is an additional skill possessed by an individual that enables them to self-motivate, be resilient in the face of failure, control emotions, delay gratification, and manage their mental condition. Furthermore, findings from the study Sari & Fridari (2024) indicate that emotional intelligence is the ability of an individual to control and understand their own feelings and those of others. According to the study conducted by Mukhlisa et al. (2024), Goleman reveals that there are two factors that influence a person's emotional intelligence, namely internal factors, which originate from within the individual as a result of the brain's condition in regulating their emotions, and external factors, which come from outside the individual and can affect or change their behaviour.

According to a study conducted by Agustina & Appulembang (2017), it is stated that according to Baumrind, parental parenting styles refer to the ways in which parents raise and

educate their children, which in turn influences the development of the child's personality. In accordance with that explanation, Subagia (2021) states that parenting style, which is often referred to as 'parenting', is a behavioural pattern applied to children in a flexible manner over time. The findings by Bahmani et al. (2023) elucidate that parenting styles can be influenced by parental personality, mental and physical health, parenting approaches, education levels, types of employment, as well as the economic and cultural status of the family.

RESEARCH METHODS

This research employs a quantitative approach using survey methods. The population in this study comprises students of SMK Tirta Sari Surya, totalling 518 students with the expertise programs in Office Management and Business Services, as well as Accounting and Financial Institutions. Therefore, the sample consists of 225 students, calculated using Slovin's formula. This research employs a survey method with data collection techniques through questionnaires. The data analysis technique in this study is based on the Structural Equation Model (SEM) approach using Partial Least Squares (PLS) analysis. This analysis technique is processed using the SmartPLS 4.0 software, which is compatible with Partial Least Squares (PLS).

Development of Resilience Variable Instruments

Resilience is the psychological capacity that enables individuals to endure, recover, and effectively adapt when facing stress, obstacles, or mental pressure. The indicators of resilience variables are: self-reliance, equanimity, perseverance, meaningful life, and existential aloneness. The resilience measurement scale in this research utilizes the dimensions of the Resilience Scale developed by Wagnild and Young (1993). The statement instrument was developed by adapting and modifying the research of Sa'diyah et al. (2024).

Development of Emotional Intelligence Variable Instruments

Emotional intelligence is an individual's ability to understand, control, and effectively manage emotions, both their own and those of others. The indicators of the emotional intelligence variable include: self-awareness, emotional regulation, motivation, empathy, and social skills. The scale for measuring emotional intelligence in this study uses the Emotional Intelligence Scale based on dimensions developed by Goleman (1995). The instruments on this measurement scale are modified from research conducted by Akbar et al. (2025).

Development of Parenting Styles Variable Instruments

The parenting style is defined as an interactive and continuous process between parents and children that encompasses the fulfilment of physical and psychological needs, the instillation of social values, as well as the development of the child's character and personality. Indicators of the parenting style variable include authoritarian, authoritative, and permissive. Research Instrument The measurement scale for parenting styles in this study utilizes the Parenting Styles and Dimensions Questionnaire-Short Form (PSDQ-SF) which adapts Baumrind's theory (1966). The statement instrument was developed by modifying the research conducted by Risnawaty et al. (2021).

RESULTS AND DISCUSSION

In the analysis of the outer model, the relationship between the variables will be obtained by measuring the results of reliability. The following presents the data processing results conducted by the researcher.

Table 1. Cronbach's Alpha

Variable	Cronbach's alpha
Emotional Intelligence (X1)	0.950
Parenting Styles (X2)	0.959
Resilience (Y)	0.944

Source: data processed by the researcher (2025)

Based on the data obtained in Table 1, it shows that the value of Cronbach's Alpha for the Emotional Intelligence variable is $0.950 > 0.7$, for the Parenting Style variable is $0.959 > 0.7$, and for the Resilience variable is $0.944 > 0.7$. Therefore, the researcher can conclude that all constructs or latent variables in this study are valid.

The reliability testing in this research also includes the analysis results on Average Variance Extracted (AVE) and Cronbach's Alpha. The table below presents the results on Average Variance Extracted (AVE), Composite Reliability, and Cronbach's Alpha as follows:

Table 2. Composite Reliability

Variable	Cronbach's alpha	Composite reliability	Average variance extracted (AVE)
Emotional Intelligence (X1)	0.950	0.951	0.608
Parenting Styles (X2)	0.959	0.961	0.638
Resilience (Y)	0.944	0.944	0.639

Source: data processed by the researcher (2025)

Based on the data results in Table 2, it is shown that all variables exhibit composite reliability values and Cronbach's alpha values greater than 0.7, as well as AVE values greater than 0.5. Therefore, it can be concluded that all latent variables or constructs in this study are reliable.

The analysis of the inner model aims to determine and observe the relationships between exogenous and endogenous variables in a study.

Table 3. R Square

	R Square	R-square adjusted	Description
Resilience (Y)	0.593	0.589	Moderate

Source: data processed by the researcher (2025)

Based on the data obtained in Table 3, the R Square value for the Resilience variable is 0.593. This indicates that the Emotional Intelligence variable (X1) and the Parental Parenting variable (X2) have an influence of 59.3% on the Resilience variable (Y). Furthermore, a more accurate result can be observed from the Adjusted R Square value for the Resilience variable, which is 0.589, indicating that the Emotional Intelligence variable (X1) and the Parental Parenting variable (X2) have an influence of 58.9% on the Resilience variable (Y).

Table 4. F Square

	Emotional Intelligence (X1)	Parenting Styles (X2)	Resilience (Y)
Emotional Intelligence (X1)			0.303
Parenting Styles (X2)			0.435
Resilience (Y)			

Source: data processed by the researcher (2025)

Based on the data obtained in Table 4, it is known that the effect of the Emotional Intelligence (X1) construct variable on Resilience (Y) has a value of $0.303 > 0.15$, which indicates that these two variables have a moderate influence. Furthermore, the effect of the Parenting Style (X2) construct variable on Resilience (Y) has a value of $0.435 > 0.35$, indicating that these two variables have a strong influence.

Table 5. Hypothesis Testing

	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Emotional Intelligence > Resilience	0.404	0.406	0.056	7.229	0.000
Parenting Styles > Resilience	0.485	0.487	0.052	9.352	0.000

Source: data processed by the researcher (2025)

The analysis results in Table 5 indicate that the overall T-statistics values of the resilience dimension have values greater than 1.66 and P-values of 0.000, which is less than 0.05. It can be concluded that all dimensions provide a positive and significant contribution to the measurement of student resilience.

H1: There is a direct positive and significant influence of Emotional Intelligence on the Resilience of students at SMK Tirta Sari Surya.

The results of this study are in line with previous research conducted by Solissa et al. (2022), which showed a positive and significant relationship between emotional intelligence and the resilience of students at SMK Muhammadiyah 1 Pontianak. This indicates that emotional intelligence consistently influences student resilience, even in different cultural contexts and settings. The results of this study are also in line with previous research conducted by Anggraini & Yanto (2023), which indicates that there is a relationship between emotional intelligence and resilience among students who are preparing their thesis at the Faculty of Social Sciences, Nusa Nipa University. This suggests that emotional intelligence consistently influences resilience, even with different backgrounds, specifically at the higher education level.

H2: There is a positive and significant influence of Parenting Styles on the Resilience of Students at SMK Tirta Sari Surya.

The results of this study align with previous research conducted by Andiyaman et al. (2022), which states that there is a relationship between parenting styles and the resilience of seventh-grade students at SMP Negeri 33 Semarang. This indicates that authoritative parenting styles consistently influence student resilience, even though there are differences across educational levels. The results of this study are also in line with previous research conducted by Wiyanto et al. (2023), which indicates that there is a relationship between parenting styles and the resilience of eleventh-grade students at SMA Negeri 1 Bandar Batang. This indicates that parental upbringing consistently influences students' resilience, despite differences in educational objectives.

H3: There is a positive and significant influence of Emotional Intelligence and Parenting Styles on the Resilience of students at SMK Tirta Sari Surya.

The results of this study align with previous research conducted by Reyes-Wapano (2022), which states that there is a relationship between emotional intelligence and parenting styles regarding resilience in adolescents in India. This indicates that emotional intelligence and parenting styles consistently influence adolescent resilience, despite differences in age and cultural backgrounds. The findings of this study also support previous research conducted by Mathibe (2015), which noted a strong positive relationship between resilience and permissive, authoritarian, and authoritative parenting styles among the general adolescent population in South Africa. This indicates that emotional intelligence and parenting styles consistently influence the resilience of adolescents, despite variations in age and cultural backgrounds.

CONCLUSION

Based on the results of the calculations and statistical data analysis conducted to determine the influence of Emotional Intelligence and Parenting Styles on the Resilience of Students at SMK Tirta Sari Surya, the following conclusions can be drawn: there is a positive and significant influence of Emotional Intelligence (X1) on the Students Resilience (Y), thus H1 is accepted. It can be stated that the higher the emotional intelligence of the students, the higher the resilience they possess to endure. Subsequently, there is a positive and significant influence of Parenting Styles (X2) on the Student Resilience (Y), thus H2 is accepted. Therefore, it can be stated that the better the parenting styles applied to students, the higher the resilience that students possess to withstand and face existing challenges. And lastly, there is a positive and significant influence

of Emotional Intelligence (X1) and Parenting Styles (X2) on the Student Resilience (Y), therefore, H3 is accepted. It can be stated that the higher the emotional intelligence and the better the parenting styles, the higher the resilience possessed by the students to endure and face the existing challenges.

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