



## THE RELATIONSHIP OF PARENTS SUPPORT AND SCHOOL ENVIRONMENT WITH EMOTIONAL INTELLIGENCE OF STUDENTS IN MTsN 3 PASAMAN

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### Abstract

This research is based on low emotional intelligence which is a problem for students in everyday life. Parental support and the school environment are factors that are thought to influence the emotional intelligence of students at MTsN 3 Pasaman. The aim of this research is to analyze (1) parental support, (2) school environment, (3) emotional intelligence, (4) the relationship between parental support and students' emotional intelligence, (5) the relationship between the school environment and students' emotional intelligence, and (6) the relationship between parental support and the school environment with students' emotional intelligence. This research is quantitative research with a correlational descriptive method. The research population was students of class VIII and class IX of MTsN 3 Pasaman with a total of 575 respondents. Sampling used the Proportional Random Sampling technique with a sample size of 254 respondents. The instrument of this research is a likert scale model. Data were analyzed using simple correlation and multiple regression using SPSS version 20.00. The results of this study show that: (1) on average the support from parents of students is in the medium category, (2) the school environment of students is in the medium category, (3) the emotional intelligence of students is in the medium category, (4) there is a significant relationship between parental support and emotional intelligence with  $r = 0,223$  and a significance of 0,000 (5) there is a significant relationship between the school environment and emotional intelligence with  $r = 0,526$  and a significance of 0,000, and (6) there is a significant relationship between parental support and the school environment with emotional intelligence with  $r = 0,536$  and significance 0,000.

Keywords: *Parents Support, School Environment, Emotional Intelligence*

### 1. INTRODUCTION

Apart from improving intellectual abilities, education also develops the character of students, one of which is how students are emotionally intelligent. Education is a conscious and planned effort to realize learning efforts and learning processes so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation and state (UU No. 20 of 2003 concerning the National Education System). Based on this law, it can be seen that intelligence is the goal of realizing education. In order to realize education for students, students need to increase their intelligence, one of which is by increasing emotional intelligence.

Emotional intelligence is the ability to recognize oneself and the feelings of others, motivate oneself, manage emotions well in oneself and in relationships with others (Goleman 2009). Furthermore, Hadi & Netrawati (2021) stated that emotional intelligence is a set of skills that enable individuals to navigate a complicated world, including personal, social and defensive aspects of all intelligence, mysterious common sense and sensitivity that functions effectively in everyday life. day. Baron (2004) suggests that emotional intelligence is a composition of non-cognitive capabilities, competencies and skills that influence an individual's ability to successfully cope with demands and pressures in the environment they face. Emotional intelligence can place a person's emotions in the right portion, choose satisfaction and regulate mood (Illahi, Neviyarni Said

& Ardi, 2018). Uçak & Yıldırım (2020) states that most academically successful people are dissatisfied with their lives and cannot build good social relationships, causing the concept of emotional intelligence not to gain greater importance. Individuals who are intelligent in managing their emotions will have a happy mood, they are able to correctly behave with other people (Monalisa, Daharnis & Syahniar, 2016).

According to Goleman (2009) emotional intelligence contributes as much as 80% to a person's success. Many people are intelligent in the sense of being educated, but do not have emotional intelligence, there are people who have lower intellectual intelligence but are superior in their emotional intelligence skills. Kong, Zhao & You (2013) stated that if the mental stress and negative feelings of people with high emotional intelligence, then it can be said that the person has low emotional intelligence and if the mental pressure and positive feelings of people who have good emotional intelligence, then it can be said they have high emotional intelligence.

The results of research conducted by Musyarofah (2021), found that of 36 students, 38.88% had emotional intelligence in the low category. Research by Purwiantomo & Rusmawati (2020) found that out of 114 students, the majority of students had emotional intelligence in the very low category, namely with a percentage of 92.98%. Furthermore, the research results of Rezkiki, Kartika, Gemilang, Fakhri & Meiyarsi (2021) show that some respondents (58.25 %) have low emotional intelligence. Based on several research results above, it can be concluded that students' emotional intelligence is still in the low category. Rey, Quintana, Mérida & Extremera (2018) stated that teenagers with high emotions can regulate and handle their own negative emotions and the emotions of others and this leads to improving teenagers' lives, namely happiness and psychological well-being and being able to prevent them from living an inappropriate life. Based on the research results of Motamedi, Ghobari Bonab, Beh-pajooh, Yekta & Afroz (2017), to measure emotions and behavioral problems in children aged 11 to 18 years, use the Child Behavior Checklist (CBCL) and Youth Self Report (YSR) models.

Hartanto & Helmi (2021) state that emotional intelligence can be caused by social support factors, namely from family, peers and the school environment. Goleman (2009) states that there are several factors that influence emotional intelligence, namely the family environment (the role of parents, parental support) and the non-family environment (school environment and community environment). If parental support is good and the school environment is conducive, students can achieve high emotional intelligence. On the other hand, if students receive less support from parents and the school environment is not conducive, then students' emotional intelligence will be low. Emotional intelligence is strongly influenced by the environment, is not permanent and can change (Thaib, 2013).

Based on the explanation above, it can be concluded that students' emotional intelligence is influenced by several factors, including parental support and the school environment. Students' emotional intelligence needs to be developed. So that development is effective and on target Guidance and guidance teachers and other parties play an important role in developing and improving students' emotional intelligence.

## **2. METHOD**

This research uses a quantitative approach with correlational methods. The population in the study were students in class VIII and class IX at MTsN 3 Pasaman with a population of 575 students. The research sample was 254 students with sampling using the Proportional Random Sampling technique. This research instrument is a Likert scale model which has been tested for validity (weighed by experts) with analysis (item total) and reliability test. The results of the reliability test for the parental support instrument were 0.836, the school environment was 0.901 and emotional intelligence was 0.868. Data were analyzed using simple correlation and multiple regression.



### 3. RESULTS AND DISCUSSION

#### Data Description

##### a. Parent Support

The description of the results of the data on the support of parents of students with a sample of 254 respondents can be seen from table 1 below :

**Table 1 .** Description of Average Parental Support

| No    | Aspect  | Ideal | Max | Min | Sd    | Mean   | %     | Note |
|-------|---|-------|-----|-----|-------|--------|-------|------|
| 1     | Caring and affection                          | 35    | 33  | 14  | 3.81  | 22.89  | 65.39 | S    |
| 2     | Provide motivation and positive assessment    | 45    | 40  | 16  | 4.83  | 28.01  | 62.25 | S    |
| 3     | Providing facilities, finances and time       | 40    | 36  | 18  | 3.76  | 25.93  | 64.83 | S    |
| 4     | Providing information, advice and suggestions | 45    | 41  | 19  | 4.49  | 29.11  | 64.68 | S    |
| Whole |   | 165   | 140 | 74  | 13.63 | 105.94 | 64.20 | S    |

Based on the results of the analysis in Table 1 above, it is known that, on average, data on parental support for MTsN 3 Pasaman students is in the medium category with a percentage of 64.20% of the ideal score.

##### b. School Environment

The description of the students' school environment data with a sample of 254 respondents can be seen in Table 2 below:

**Table 2.** Average Description of School Environment

| No    | Aspect   | Ideal | Max | Min | Sd    | Mean   | %     | Note |
|-------|--|-------|-----|-----|-------|--------|-------|------|
| 1     | Student relationships with friends             | 30    | 29  | 11  | 3.15  | 20.30  | 67.66 | S    |
| 2     | The relationship between students and teachers | 25    | 23  | 9   | 2.66  | 16.35  | 65.40 | S    |
| 3     | Student relationships with other personnel     | 30    | 28  | 10  | 3.69  | 20.03  | 66.77 | S    |
| 4     | School atmosphere                              | 25    | 25  | 8   | 3.74  | 15,17  | 60.69 | S    |
| 5     | Atmosphere of learning activities              | 30    | 28  | 9   | 3.56  | 19.32  | 64.40 | S    |
| 6     | The atmosphere of extracurricular activities   | 30    | 29  | 10  | 3.96  | 19.84  | 66.14 | S    |
| Whole |  | 170   | 145 | 67  | 13.98 | 111.02 | 65.30 | S    |

Based on the results of the analysis in Table 2 above, it is known that on average the school environment data for MTsN 3 Pasaman students is in the medium category with a percentage of 65.30% of the ideal score.

**c. Emotional Intelligence**

The description of students' emotional intelligence data with a sample of 254 respondents can be seen in Table 3 below:

**Table 3.** Description of Average Emotional Intelligence

| No | Aspect  | Ideal | Max | Min | Sd    | Mean   | %     | Note |
|----|---|-------|-----|-----|-------|--------|-------|------|
| 1  | The ability to understand yourself                    | 35    | 30  | 11  | 3.59  | 19.07  | 54.49 | S    |
| 2  | Ability to manage feelings                            | 40    | 35  | 12  | 3.88  | 23.01  | 57.53 | S    |
| 3  | The ability to motivate yourself                      | 35    | 35  | 12  | 4.19  | 24.50  | 70.00 | T    |
| 4  | The ability to recognize other people's emotions      | 35    | 35  | 11  | 6.05  | 24.72  | 70.64 | T    |
| 5  | Ability to build good relationships with other people | 35    | 31  | 11  | 3.57  | 21.28  | 60.80 | S    |
|    | Whole   | 180   | 150 | 83  | 11.44 | 112.59 | 62.55 | S    |

Based on the results of the analysis in Table 3 above, it is known that on average the emotional intelligence data of MTsN 3 Pasaman students is in the medium category with a percentage of 62.55% of the ideal score.

**Data Analysis Requirements Testing**

The analytical requirements tests carried out on this research data are the normality test, linearity test and multicollinearity test. Before being carried out, the three tests had met the specified requirements.

**Relationship between Parental Support and Emotional Intelligence**

The relationship between parental support and emotional intelligence can be seen in Table 4 below:

**Table 4.** Results of Simple Correlation Analysis  $X_1$  to Y

| Variable  | R     | Sig.  |
|-----------|-------|-------|
| $X_1 - Y$ | 0.223 | 0,000 |

Based on Table 4 above, it can be seen that the calculated  $r_{value}$  of parental support with emotional intelligence is 0.223 with a significance of 0,000. This means that parental support has a significant relationship with students' emotional intelligence.

**The Relationship between School Environment and Emotional Intelligence**

The relationship between the school environment and emotional intelligence can be seen in Table 5 below :

**Table 5.** Results of Simple Correlation Analysis  $X_2$  to Y

| Variable  | r     | Sig.  |
|-----------|-------|-------|
| $X_2 - Y$ | 0.526 | 0,000 |

Based on Table 5 above, it can be seen that the calculated  $r_{value}$  of the school environment with emotional intelligence is 0.526 with a significance of 0,000. This means that the school environment has a significant relationship with students' emotional intelligence.



## The Relationship between Parental Support and the School Environment with Emotional Intelligence

The relationship between parental support and the school environment with emotional intelligence can be seen in Table 6 below :

**Table 6.** Results of Multiple Regression Analysis between  $X_1$   $X_2$  to  $Y$

| Variable      | $r_{count}$ | $r_{square}$ | Sig.  |
|---------------|-------------|--------------|-------|
| $X_1 X_2 - Y$ | 0.536       | 0.287        | 0,000 |

Based on Table 6 above, it can be seen that the multiple correlation coefficient between parental support and the school environment and students' emotional intelligence is 0.536 with a significance of 0,000. This means that there is a significant relationship between parental support and the school environment and students' emotional intelligence. The contribution of parental support and the school environment to emotional intelligence is 28.7 % .

### Discussion

#### 1. Parent Support

The results of research data analysis of support from parents of MTsN 3 Pasaman students are in the medium category. The data results show that overall parental support data is in the medium category with a percentage of 64.20% of the ideal score.

From the overall analysis results and per indicator data obtained from parental support is in the medium category. This means that students have moderate parental support and this must be improved so that students have high parental support, because parents need to provide good support for children so that the child's development runs well. This is in line with the opinion of Wijayanto (2020) who states that parents are very influential and play an important role in forming a child's personality, especially in relation to children's emotional intelligence. The need for positive support because parents are the first education of children. The way parents educate their children has a big relationship with emotional intelligence for their children's psychological and behavioral development (Agusriya, 2014). Therefore, education and good examples from parents are needed which can help increase emotional intelligence.

Based on the explanation above, it can be understood that parental support needs to be increased. The important role of parents is to provide good support to children so that children have high levels of parental support so that the development of children's emotional intelligence can increase. Because parental support is an important thing in forming and improving children's emotional intelligence, efforts need to be made by Guidance Teachers/Counselors to provide services at school to parents or guardians of students regarding the importance of support from parents in forming and increasing children's emotional intelligence which can be done through information and consultation services.

Information services are effectively used in increasing parental support, because providing information services can help parents obtain information about the importance of providing support to children (Ratnasari & Bilqis, 2020). Yuliya, Tobing & Wulansari (2020) also stated that information services can be provided as an understanding for parents in paying attention to and meeting children's needs which are not only given in material form but also in psychological form to children.



## **2. School Environment**

Based on the results of research data analysis, the school environment of MTsN 3 Pasaman students is in the medium category. The data results show that overall the students' school environment data is in the medium category with a percentage of 65.30% of the ideal score.

From the results of the analysis as a whole and per indicator, the data obtained from the school environment is in the medium category. This means that students have a moderate school environment and this must be improved so that students have a positive school environment in order to form and improve students' emotional intelligence.

The basic skills of emotional intelligence are not acquired suddenly, but require a process of learning them. The school environment has a way of forming students' emotional intelligence, including providing a conducive environment. A good school environment can provide good emotional lessons as well (Ali & Asrori, 2004). The meaning of the opinion above is that if the school environment is healthy or good, it will tend to get optimal results to support students' emotional intelligence in line with expectations.

Based on the explanation above, it can be understood that the school environment needs to be improved. The role of the principal, teachers, students and all school personnel is important in creating a good and conducive school environment, because this greatly influences the development of students, especially the emotional intelligence of the students themselves.

## **3. Emotional Intelligence**

MTsN 3 Pasaman students is in the medium category. The data results show that overall the students' emotional intelligence data is in the medium category with a percentage of 62.55 % of the ideal score.

From the results of the overall analysis and per indicator, the data obtained from emotional intelligence is in the medium category. This means that students have quite good emotional intelligence and this must be improved so that students have high intelligence. Emotional intelligence is said to be a person's ability to identify, understand, use and manage emotions in everyday life (Mudjiran, 2021). Students who have high emotional intelligence tend to be able to cope and are better able to understand and manage their own and other people's emotions, can help students have good social relationships and are able to communicate well with other people.

Based on the explanation above, it can be concluded that the emotional intelligence of MTsN 3 Pasaman students is still in the medium category and needs to be developed and improved. In order for students' emotional intelligence to increase, efforts are needed from Guidance Teachers/Counselors and other school personnel in forming students' emotional intelligence. Guidance and counseling teachers/counselors can provide services to students such as: information services, individual counseling services and group counseling to increase students' emotional intelligence.

## **4. The Relationship between Parental Support and School Environment and Emotional Intelligence**

The results of the research show that there is a significant relationship between parental support and the school environment and students' emotional intelligence. This means that parental support and the school environment are factors that influence emotional intelligence. These findings were obtained based on analysis of multiple regression test data of parental support and school environment with emotional intelligence.

Parental and environmental support greatly influences students' emotional intelligence. Hartanto & Helmi (2021) state that emotional intelligence can be caused by large social support



factors, namely from parents, peers and the school environment. Students with good parental support and a conducive school environment will have high emotional intelligence, conversely if parental support and the school environment are poor and not conducive, this will cause students' emotional intelligence to be low. This is supported by research by Abdullah (2013) which states that emotional intelligence can be developed through education at school, if the school environmental conditions are adequate, it will help increase the emotional intelligence of teenagers. However, if the school environment is inadequate, it will cause teenagers' low emotional intelligence.

To increase students' emotional intelligence, efforts by guidance and counseling teachers and other school officials are needed as well as collaboration with parents. So that the efforts made can increase students' emotional intelligence both from parental support and the students' own school environment. This means that when students receive high levels of parental support and a school environment, students tend to have high emotional intelligence as well.

Based on the data obtained in this research, parental support contributed 5% to emotional intelligence, while the school environment contributed 27.7% to emotional intelligence and the rest may be influenced by other factors. The development of emotional intelligence is influenced by parental support, the school environment and peers (Priatini, Latifah and Guhardja, 2008).

## CONCLUSION

Based on the research results and hypotheses regarding the relationship between parental support and the school environment with the emotional intelligence of MTsN 3 Pasaman students, it can be concluded that (1) parental support for MTsN 3 Pasaman students is in the medium category, (2) the school environment of MTsN 3 Pasaman students is in the medium category, (3) the emotional intelligence of MTsN 3 Pasaman students is in the medium category and (4) there is a significant relationship between parental support and the school environment and the emotional intelligence of MTsN 3 Pasaman students. The contribution of parental support and the school environment to emotional intelligence is 28.7 %.

## SUGGESTION

There are several suggestions put forward as a follow-up to this research, some suggestions put forward are: (1) students : the results of this research can be used as evaluation material for students. It is hoped that the student environment can develop and improve the emotional intelligence of the students themselves, especially from the support of parents and the school environment. If parental support and the school environment are positive, then students will be emotionally intelligent, (2) guidance and counseling teachers: can provide services at school to parents or guardians of students regarding the importance of support from parents in forming and improving children's emotional intelligence which can be done through services, (3) principal: the principal as the person in charge of overall guidance and counseling activities, is expected to provide full support to guidance and counseling teachers/counselors by facilitating guidance and counseling services that will be provided by guidance and counseling teachers, either by providing special learning hours every week or services BK outside of learning and (4) For future researchers: this research will be initial data in developing further research related to emotional intelligence.

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