



The Effect of Perceived Father Involvement on Emotional Intelligence in Adolescents

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Keywords

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Abstract

The period of adolescence is often characterised by emotional agitation, creating a vulnerability to the influence of the surrounding environment. Adolescents frequently lack the capacity to recognise, regulate and control their emotions, which can result in social difficulties. This indicates that adolescents exhibit a deficiency in emotional intelligence. To fulfil their emotional intelligence, adolescence is influenced by a variety of factors, including the role of parents. Parents, as the primary figure in the care of adolescents, have a significant role in the development of adolescent emotional intelligence. The involvement of fathers in parenting is an important factor to consider when examining the relationship between fathers and their children in the context of emotional intelligence development. This study aims to determine the effect of perceived father involvement in parenting on adolescents' emotional intelligence. The research method was correlational research, conducted on a sample of 180 adolescents in Indonesia, aged between 13 and 18 years. A convenience sampling technique was used for the selection of participants. The father's involvement scale consists of 27 items with an alpha coefficient of 0.959, while the emotional intelligence scale consists of 12 items with a coefficient of 0.868. In this study, the hypothesis test is a simple linear regression analysis, using JASP 0.18.3 software. The findings of this study evidenced a significant influence between adolescents' perceptions of father involvement and their emotional intelligence. Furthermore, this study emphasises that adolescents with divorced parents have positive perceptions of father involvement and their emotional intelligence.

INTRODUCTION

Adolescence is usually characterised by a lack of emotion, rendering it more vulnerable to the impact of the environment. The fluctuating emotional state might make it challenging to regulate and manage emotions. This is evident from the numerous instances of teenage conduct that progressively disrupt the surrounding environment, such as what occurred in Mojokerto, when two junior high school students murdered their classmates and put their bodies beneath a railway bridge. This was purportedly done in retaliation for being charged dues (CNN Indonesia, 2023). Furthermore, at the end of September, an MA student in Demak attacked his teacher out of disappointment for not being permitted to participate in the examination (Saifudin, 2023). Then, in a similar incident that occurred in Samarinda last October, a 17-year-old adolescent prosecuted his buddy out of anger and envy against the victim, who got branded products but neglected to pay his debts (Rachmawati, 2023).

Based on data from the Ministry of PPPA and BPS from the results of the National Survey on the Life Experience of Children and Adolescents in 2021 (SNPHAR 2021) for adolescents aged 13–17 years, 9,543 people, and aged 18–24 years, 8,735 people.

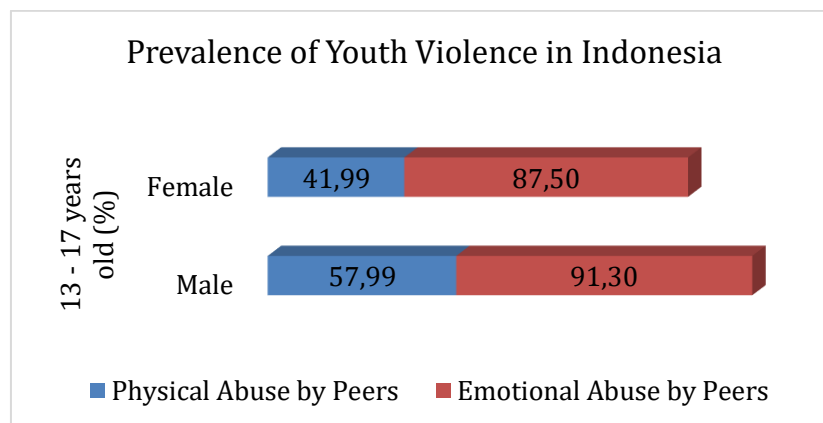


Figure 1. Prevalence of Youth Violence in Indonesia

Based on this phenomenon, shows that adolescents have uncontrolled emotions as a result of failing to recognise, manage, and control emotions in themselves. So, it can be concluded that these adolescents have low emotional intelligence. Soltani et al., (2017) argue that someone who has a deficiency in emotional intelligence will generally experience difficulties in terms of discipline and academic achievement because they are unable to understand and recognise themselves, especially in terms of emotions which can have an impact on social difficulties. Hariyanto (2018) research revealed that individuals who lack emotional intelligence will struggle to manage their feelings, which will hurt their daily lives. Therefore, adolescents need to have a good level of emotional intelligence to avoid

potential negative impacts that may arise due to major changes in adolescence (Hastuti & Baiti, 2019). Emotional intelligence is an important aspect of individual development, especially in adolescence a critical period in personality formation. Human development includes the development of emotional intelligence, aimed at helping people express their feelings in a way that is less offensive to others in late adolescence rather than exploding in front of others (Hurlock, 2011). Goleman (2016) says that emotional intelligence contributes about 80% to a person's success.

Emotional intelligence is the ability possessed by individuals to manage emotions, understand the feelings of themselves and others, be able to make good decisions, be able to motivate themselves and be able to establish good communication with others (Arsana, 2019; Goleman, 2015; Serrat, 2017). Goleman (2016) revealed that emotional intelligence consists of four domains: recognising one's own emotions, recognising the feelings of others, regulating emotions, and expressing emotions. Several factors influence emotional intelligence, namely internal factors in the form of a person's emotional brain, and external factors in the form of stimulus, environment, and family life including parental care (Goleman, 2016). Parents as the main figure in parenting adolescents have a huge role in shaping adolescents' emotional intelligence. The relationship that adolescents have with their parents in presenting many social lives and emotional experiences that occur continuously and continuously has a significant impact on the development of adolescent emotional intelligence (Ediati, 2015).

Parental care is not only the role of the mother's involvement but also of the father's involvement. Kusumasari (2020) state that fathers who are involved in the parenting process will develop children's ability to empathise, be attentive to themselves and others, and be able to establish good relationships in their social environment. In line with this statement, it can be seen that the role of fathers can be a factor in developing emotional intelligence in children. Father involvement in parenting, known as "father involvement" includes direct interaction with children and the emotional and psychological support provided to them (Pleck, 2010). Despite the importance of fathers' role in parenting, there is a gap between the idealistic and the practice, where often the task of parenting is entirely placed on mothers. Previous research has confirmed that in Indonesia, the focus in parenting is more on the mother's role, while fathers are only considered as breadwinners (Istiyati et al., 2020; Partasari et al., 2017). This is due to the strong patriarchal culture in Indonesia, where the role of the father is considered limited to fulfilling the economic needs of the family, while the role of caregiving is placed on the mother.

Perceptions of father involvement in parenting are important for understanding the relationship between fathers and children in the context of emotional intelligence development. To assess the role of fathers, adolescents often face subjective elements that influence their views on interactions with fathers

(Syarifah et al., 2012). The perceptions generated by adolescents indicate a pleasant and intimate relationship between fathers and adolescents. This will result in emotional closeness and contribute to the development of emotional intelligence in adolescents that allows them to have empathy, concern for themselves and others, and the ability to establish positive relationships in their social environment. Thus, the perception of a father's involvement in parenting has the potential to influence the fulfilment of emotional intelligence in adolescents.

Based on this explanation, researchers are interested in examining "The Effect of Perceived Father's Involvement in Parenting on Emotional Intelligence in Adolescents." This is due to the importance of emotional intelligence at the adolescent stage and the key role played by fathers in the parenting process. Furthermore, there is a need for more in-depth research into how perceptions of fathers' role in parenting influence the development of emotional intelligence in adolescents, given that there are few studies that specifically investigate this. Most studies on emotional intelligence tend to relate to the role of parenting in general (Ardianti, 2018; Arsana, 2019; Dzunnuroin & Kustanti, 2020; Putri, 2019; Wijayanto, 2020; Winarti et al., 2014)

METHOD

Design

This study uses a quantitative approach with a correlational design, which is a research method focused on the analysis of numerical data. The data collection procedure is processed using a statistical analysis method, with the objective of identifying whether there is a relationship between two or more existing variables. The aim of this research is to determine how perceptions of father involvement affect emotional intelligence in adolescents.

Participants

The population characteristics in this study are: 1) adolescents aged 13–18 years old, 2) female and male, and 3) living with parents, either father only or mother only. Sampling uses non-probability sampling, namely convenience sampling. The determination of the sample size in this study was carried out using G*Power 3.1.9.7 software with an effect size of 0.3, statistical power of 0.95, and α 0.05, resulting in a minimum sample size of 134. This study was conducted on 180 adolescents.

Instruments

The instruments used in this study were two Likert scale instruments, namely, a scale regarding father involvement that was compiled by the researcher himself based on Pleck's (2010) aspects of 27 items, with the item-rest correlation coefficient on this research scale moving from 0.432 to 0.850, and the scale

reliability was 0.959. Each item has five response alternatives, ranging from extremely unsuited (STS) to very acceptable (SS).

Table 1
Father Involvement Scale

No.	Aspect	Item Number	Sample Items
1.	Positive Engagement	1,2,3,4,5,6,	I inform my father of the activities in which I am engaged at school. <i>(Saya bercerita kepada ayah mengenai kegiatan yang saya lakukan di sekolah)</i>
2.	Warmth and Responsiveness	7,8,9,10,11,12	In the absence of my father, he initiates video and voice calls to inquire about my well-being. <i>(Ketika Ayah tidak dirumah, ayah menelfon untuk menanyakan keadaan saya)</i>
3.	Control	13,14,15,16,17,18	My father set the regulations that I was permitted to adhere to when leaving the house at night. <i>(Ayah menetapkan aturan ketika saya pergi saat malam hari)</i>
4.	Indirect Care	19,20,21,22	My father provides the necessities that I desire. <i>(Ayah menyediakan kebutuhan yang saya inginkan)</i>
5.	Process Responsibility	23,24,25,26,27	When I was sick, my father took me to the hospital. <i>(Ketika saya sakit, ayah membawa saya ke rumah sakit)</i>
<i>Total</i>		27	

Then, to measure emotional intelligence, Sugianto (2016) compiled an emotional intelligence scale based on aspects of Goleman (2016), with as many as 12 items, with the item-rest correlation coefficient on this research scale moving from 0.408 to 0.698 and a scale reliability of 0.868. Each item has five response alternatives, ranging from extremely unsuited (STS) to very acceptable (SS).

Table 2
Emotional Intelligence Scale

No.	Aspect	Item Number	Sample Item
1.	Self-awareness	3	I am capable of regulating my temperament and emotional responses. <i>(Saya mampu mengatur emosi yang dirasakan)</i>
2.	Self-regulation	12	I stay positive even when I'm upset. <i>(Saya tetap berpikir positif Ketika saya sedang kecewa)</i>
3.	Motivation	2,4,6,11	If something gets in my way, I'll try a different way to reach my goal. <i>(Apabila saya menemui hambatan dalam mencapai tujuan, saya akan terus mencari cara lain)</i>

4.	Empathy	5,8	I understand what people are feeling in their voices and facial expressions. <i>(Saya memahami perasaan orang lain dari nada suara dan ekspresi wajah mereka)</i>
5.	Social Skill	1,7,9,10	I have a bad relationship with others. <i>(Saya memiliki hubungan yang kurang baik dengan orang lain)</i>
<i>Total</i>		12	

Procedure

This research was conducted for 3 months (January to March 2024). The initial stage of the research undertaken was to determine the research location based on the specified characteristics. Researchers chose to conduct research on adolescents aged 13–18 years in Indonesia who live with biological parents, either both or one. This research was conducted online using Google Forms, which were distributed through social media platforms including Twitter, Instagram, and WhatsApp. The Google form included three sections: informed consent, demographic data, and psychological scales for measuring father involvement and emotional intelligence.

Data Analysis

The data analysis technique used in this research is inferential analysis, including the classical assumption test and hypothesis testing. The classical assumption tests used are the data normality test, linearity test, and heteroscedasticity test. The next stage in data analysis is testing the hypothesis. The hypothesis test used in this study is to use simple regression analysis. All data analysis in this study used JASP 0.18.3 software for Windows.

RESULT

Research Demographics Data

This research was conducted on 180 adolescents aged 13-18 years in Indonesia, this demographic data aims to identify the background of the respondents focused on gender, age, domicile of residence, marital status of parents, and living with biological parents or one of them. The following is an overview of the research respondents:

Table 3
Demographic Data

Category	Total (N)	%
Domicile		
Bali	2	1,11
Banten	5	2,78
D.I. Yogyakarta	8	4,44
DKI Jakarta	39	21,67
Jambi	1	0,56
West Java	30	16,67

Category	Total (N)	%
Central Java	76	42,22
East Java	8	4,44
South Kalimantan	1	0,56
East Kalimantan	1	0,56
North Kalimantan	1	0,56
Riau Island	1	0,56
Lampung	2	1,11
West Nusa Tenggara	1	0,56
West Sulawesi	1	0,56
South East Sulawesi	1	0,56
South Sumatera	2	1,11
Gender		
Female	156	86,67
Male	24	13,33
Age		
13 - 15 years old	53	29,44
16 - 18 years old	127	70,56
Marital Status of Parents		
Married	162	90
Divorced	18	10
Living with		
Biological Parents	152	84,44
Biological Mother	20	11,11
Biological Father	8	4,44

Based on Table 3. it is known that the respondents in this study cover 17 provinces in Indonesia, the majority of whom come from Central Java with as 71 adolescents (42.22%), DKI Jakarta as many as 39 adolescents (21.67%), West Java as many as 30 adolescents (16.67%), and others from Sumatra, Sulawesi, Kalimantan, Nusa Tenggara, and Bali. The number of respondents in this study was 156 adolescent girls (86.67%) and 24 adolescent boys (13.33%), with an age range of 16 - 18 years with as 127 respondents (70.56%) and 53 other respondents (29.44%) aged 13 - 15 years. Based on the marital status of parents, it is known that 18 adolescents (10%) have parents who are divorced, while 162 adolescents (90%) have intact parents. Then, 152 adolescents (84.44%) lived with both biological parents, 20 adolescents (11.11%) lived with their biological mother, and 8 adolescents (4.44%) lived with their biological father.

Result of Inferensial Analysis

Assumptions Test: Normality, Linearity, and Heteroscedasticity

The data normality test is used to determine that the data from each variable is normally distributed. Figure 1. shows that the residual histogram tends to follow the shape of a normal curve where at the edges it slopes and peaks in the middle. In addition, in the residual Q-Q plot results, it can be seen that the data distribution is located along a straight diagonal line. Thus, the data in this study are assumed to be normally distributed.

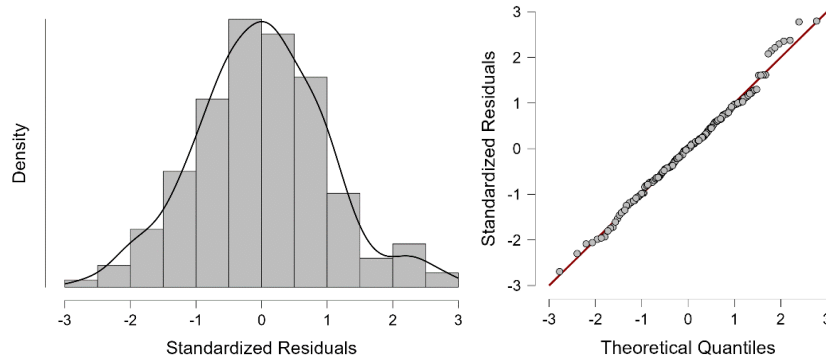


Figure 1. Result of normality test

Furthermore, the results of the scatter plot show that the data is spread following a straight line and does not form a certain pattern. So that the data in this study the assumption of linearity is fulfilled.

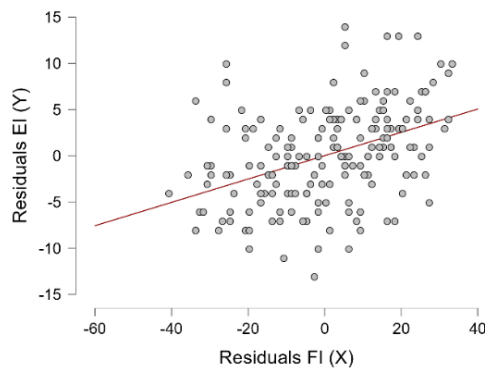


Figure 2. Result of linearity test

Heteroscedasticity test is conducted to determine whether the regression model has the same error diversity or not, Figure 3 shows that the data is scattered at the top and bottom of the horizontal line and does not form a certain pattern, so the data in this study does not contain heteroscedasticity.

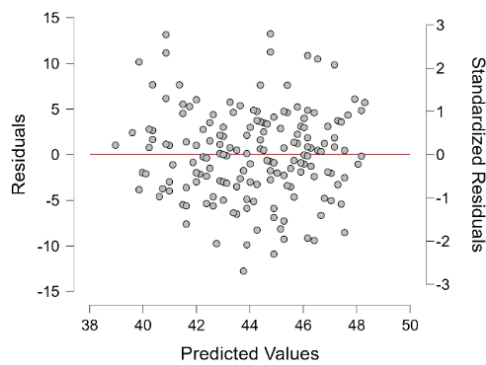


Figure 3. result of heteroscedasticity test

Hypothesis Test

After all the assumption tests were carried out, then the hypothesis test of this study was carried out to find out how much influence between perceptions of father's involvement in parenting on emotional intelligence in adolescents. Hypothesis testing used simple regression analysis using JASP 0.18.3 data processing software for windows. The results of hypothesis testing are in the table below:

Table 4
Result of hypothesis test

		ANOVA				
Model		Sum of Squares	df	Mean Square	F	p
H ₁	Regression	863.409	1	863.409	38.288	< .001
	Residual	4013.985	178	22.550		
Total		4877.394	179			

Note. The intercept model is omitted, as no meaningful information can be shown.

Based on the results of the analysis conducted, the data in Table 4. shows that the calculated F value is 38.288 with sig. $P < .001$ ($p < 0.05$). Thus, H_a is accepted and H_0 is rejected, which means that there is an influence between the perception of father's involvement in parenting on adolescent emotional intelligence.

Furthermore, from the results of the analysis conducted, the results of the regression equation are obtained, the following table shows the results of the regression equation in this study:

Table 5
Regression equation

		Coefficients				
Model		Unstandardized	Standard Error	Standardized	t	p
H ₀	(Intercept)	44.094	0.389		113.332	< .001
H ₁	(Intercept)	32.403	1.922		16.855	< .001
	FI	0.126	0.020	0.421	6.188	< .001

Note. The intercept model is omitted, as no meaningful information can be shown.

Based on Table 5. the regression equation results are as follows:

$$Y = B.X + C$$

$$Y = 0.126 X + 32.403$$

Based on the regression equation above, it shows that the direction of the relationship is positive. This means that the more positive the perception of father's involvement, the higher the emotional intelligence possessed by the respondents. Then, from the results of the equation can predict that every one-point increase in the score of perceived father's involvement in parenting will increase the emotional intelligence score by 32.403.

In addition, from the results of the data analysis that has been carried out, the results of the coefficient of determination (R^2) are also obtained which can indicate the extent to which the independent variable affects the dependent variable. The following are the results of the coefficient of determination (R^2) in this study:

Table 6
Result of the coefficient of determination

Model Summary - EI				
Model	R	R^2	Adjusted R^2	RMSE
H ₀	0.000	0.000	0.000	5.220
H ₁	0.421	0.177	0.172	4.749

Based on Table 6, the coefficient of determination (R^2) is 0.177. The findings indicate that perceived fathers' involvement in parenting contributes to adolescent emotional intelligence to the extent of 17.7%. The remaining 72.9% is influenced by factors not examined in this study. Furthermore, the Standard Error of Estimate value is 4.749, suggesting that a lower value indicates greater precision in the regression model's ability to predict the criterion variable.

DISCUSSION

This study found a correlation between perceptions of a father's involvement in parenting and adolescent emotional intelligence, with a calculated F value of 38.288 and a significance value of $p < 0.001$ ($p < 0.05$). This indicates that the more positive adolescents' perceptions of their father's involvement in parenting, the higher the level of emotional intelligence they have. This finding is in line with the results of research by Islami & Fardana N., (2021), which showed a positive relationship between perceptions of a father's involvement in parenting and adolescents' emotional intelligence.

Adolescents are in a sensitive and complex psychological and social condition. The emotional instability of adolescents, especially during times of "storm and stress," which are characterised by sharp emotional surges due to physical and hormonal changes (Bariyyah & Latifah, 2019), makes it difficult to manage emotions and may lead to impulsive behaviour. However, emotional intelligence is of key importance for adolescents, as it helps them understand and manage emotions, maintain self-control, and thrive in society. Goleman (2016) asserts that emotional intelligence contributes up to 80% to individual success. Therefore, adolescents must have good emotional intelligence.

The process of forming emotional intelligence does not happen instantly, but through a long journey that starts with the smallest social environment, namely the family. Goleman (2016) asserts that the family acts as the first school in the

development of emotional understanding. The majority of adolescents learn emotional skills from their families, including the ability to resist urges, delay gratification, motivate themselves, understand social cues from others, and face challenges in life (Naghavi & Redzuan, 2012). Adolescents' interactions with their parents in the context of social life and ongoing emotional experiences have a significant impact on the development of emotional intelligence (Carminati, 2021).

Previous research suggests that adolescents' emotional intelligence is influenced by the parenting styles of both parents and adolescents' perceptions of those parenting styles (Asghari & Besharat, 2011). Fathers who are involved in the parenting process have an important role in developing empathy, attention to themselves and others, and the ability to build positive relationships in the social environment of their children (Kusumasari, 2020). The findings of this study confirm that approximately 17.7% of adolescents' emotional intelligence is influenced by their perceptions of their father's involvement in parenting, while 82.3% is influenced by other factors not studied.

Perceptions of the father's involvement in parenting reflect the extent of the father's role in raising adolescents (Islami & Fardana N., 2021). When fathers are involved in the care of adolescents, especially during times of emotional instability and extreme emotional experiences, adolescents tend to view fathers as positive models of behaviour (Sari et al., 2021). A good relationship between fathers and adolescents creates a safe environment for adolescents to grow and explore, while positive perceptions of father involvement have a positive impact on adolescent development. These include the development of self-evaluation skills, improved emotion regulation, and reduced levels of stress hormones in the adolescent's body. Father's involvement in parenting can also strengthen adolescents' social skills and emotional stability, and prevent future deviant behaviour (Amanda et al., 2018; Ibrahim et al., 2017; Risnawati et al., 2021; Volker & Gibson, 2014).

A unique finding of this study was that 18 adolescents (10%) had divorced parents, with 16 adolescents living with their biological mother and 2 adolescents living with their biological father scoring high in perceived father involvement, in line with the emotional intelligence scores obtained. This is because there is still a relationship and support from the father for the needs of adolescents, even though they do not live together. The study by Pertiwi et al., (2023) showed that fathers who do not live with their children still provide attention through daily communication online or meetings during work leave. The concept of 'indirect care' in a father's care, such as fulfilling children's material and social needs, shows that the presence of fathers is not always direct and in physical form but can also be through other forms. Previous research has shown that, while indirect, father involvement helps adolescents feel supported and safe, lowering their risk of deviant behaviour (Yoder et al., 2016). As a result, adolescents from divorced

families maintain positive perceptions of father involvement in parenting and high emotional intelligence.

Overall, the study's findings show that adolescents' emotional intelligence is positively influenced by their perceived father's involvement in parenting. Unstudied factors have an impact on 82.3% of the population, despite having a 17.7% effect. As a result, the father's involvement in parenting has a significant impact on adolescents' emotional intelligence. Fathers who are involved in parenting, either directly or indirectly, require support from their families, especially when dealing with sensitive issues. This will have a positive impact on adolescents' emotional intelligence, which is important for their future success. There are limitations in this study that affect the results, namely that the number of male and female respondents is not the same, and the lack of data regarding the duration and type of activities carried out by father-child, as well as the father's status on respondents with divorced parents, whether they have a serial father or not.

CONCLUSION

The results of this study indicate a significant correlation between adolescents' perceptions of fathers' involvement in parenting and their emotional intelligence. In particular, the findings suggest that adolescents in Indonesia tend to perceive their fathers' involvement in parenting positively and demonstrate high levels of emotional intelligence.

Based on these limitations, this study advises future researchers to use mixed methods and expand the population to include various social, economic, and cultural backgrounds, as well as family dynamics such as family structure (intact blended and disrupted families), to get more comprehensive results. Future researchers can research other factors that affect adolescent emotional intelligence, such as peers relationship, educational environment, cultural and life experiences. In addition, the results of this study have implications for many parties, such as parents, especially fathers, who believe it is important to increase involvement in the care of their children. Fathers are advised to engage more frequently in daily activities with their children and provide consistent emotional support. They are also expected to be more active in interacting with their fathers and inviting them to engage in various aspects of daily life, including positive activities and constructive interactions.

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