

Father Involvement to Emotional Intelligence in Junior High School Students After Online Learning During the COVID-19 Pandemic

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Abstract

The focus of this study is on Father Involvement and Emotional Intelligence, with the aim of this study to examine whether or not there is an influence of father involvement on emotional intelligence in junior high school students after learning online during the COVID-19 pandemic. This study uses a quantitative approach with a correlational research design, namely analyzing the presence or absence of the influence of variable IV on DV. This study used non-probability sampling techniques and saturated sampling types. The population in this study is grade 7 junior high school students who attend SMP X in Jakarta with a total of 177 students.

Keywords: emotional intelligence, father involvement, junior high school student.

1. Introduction

Junior high school students are in the transition phase of late childhood to early adolescence. Physical changes that occur go hand in hand with emotional changes experienced. In this adolescent phase, junior high school students should be able to recognize the emotions they feel. Then express it appropriately. However, the phenomenon that occurred from the data of the psychologist practice desk that researchers handled from October 2022 – January 2023, based on consultation data on 11 parents of junior high school students that the complaints submitted by parents (mothers) varied among them some said that their children cried easily when disturbed by friends at school, often panicked when they wanted to go to school but when asked did not know the reason. Children often feel lonely at school even though there are many friends in class, children are often sad to hold back their feelings, when doing assignments easily give up and even to the point of running away from school, there are also other cases of children when forbidden something at home by parents respond to it.

The above problem phenomenon is related to emotional problems experienced by students, and shows the inability of students to recognize and express their emotions when in uncomfortable situations. This relates to students' emotional intelligence in overcoming everyday problems faced both at home and at school. Emotional intelligence is the ability of individuals to recognize and understand the feelings of themselves and others, then be able to motivate themselves, and be able to control emotions properly and appropriately in themselves and others in order to maintain relationships (Goleman, 2003).

This phenomenon is also supported by research conducted by Kaligis (2021) that some of the causes of adolescent emotional instability are due to the start of reproductive hormone activity, ongoing brain development, and the formation of self-identity. Coupled with the pandemic, where there is more interaction with gadgets than communication and direct interaction with people around. So that children have difficulty understanding their emotions, the emotions of others, it is easier to be surprised to see emotional responses from others because previously more often saw emotional expressions through words on social media than seeing direct expressions of other people's faces.

Kaligis (2021) also said in his research that through an online survey of 393 adolescents conducted in his research, it was found that 96.4% of subjects did not understand how to deal with stress due to problems they often experienced. In fact, 51.4% ended up hurting themselves or even becoming discouraged and ending their lives (57.8%). The inability to recognize one's emotions and cope with the emotions experienced results in damage in the form of self-harm in adolescents/students.

In another study conducted by Komala et al. (2020) in 93 adolescents of SMAN 2 Rangkasbitung through their descriptive research with electronic survey techniques from May to July 2020 that 27.96% (26 adolescents) experienced emotional problems. According to him, the emotional state of adolescents is in a period of "storm" and "stress", which is a time when the emotional state rises. This is in line with the phenomenon that occurred in SMP X, from the observations seen the lack of empathy of students to other friends such as when there are friends who are busy cleaning the class but most of the students are busy chatting and do not take the initiative to help. Not only that, students in SMP X also give up easily when doing difficult tasks, and their social skills are also problematic, such as being less able to interact with each other, more irritable by the words and attitudes of other friends.

Cases like this must be overcome because if it continues, it will have an impact on student achievement and also have an impact on the future of students. As stated by Vahedi and Nickdel (2011), that intelligence other than non-cognitive intelligence such as emotional intelligence is very important to predict students' ability to succeed in life.

The phenomenon of emotional problems in students can be prevented and overcome by improving the relationship of father with child. Like a study conducted by Dewi and Kristiana (2017) entitled the relationship between the perception of father's involvement in parenting with emotional intelligence in grade X male students of SMK Negeri 4 Semarang conducted on 211 male students from the results of regression analysis, it is known that the higher the *perception of father's involvement in parenting, the higher the emotional intelligence of male students* of grade X SMKN 4 Semarang. From this study, it is also known that 12.4% of emotional intelligence is influenced by the perception of father's involvement in parenting. Dewi and Kristiana (2017) hope that the results of this research can be a consideration for students, parents, schools and reference providers for future research. For this reason, the novelty of our research is that the subjects we studied were junior high school subjects and were in Jakarta where Jakarta is the capital where most fathers spend a lot of time working all day. For this reason, we were interested in examining the involvement of fathers on students' emotional intelligence in junior high school students in Jakarta.

Another novelty of this study is that it was carried out after students studied online and distance learning for two years 2020-2022 made children interact a lot with cyberspace, express emotions indirectly through cyberspace such as social media, of course it is different when learning directly to meet friends and teachers at school. Emotional problems that occur in adolescence are increasing with online intensity during the COVID-19 pandemic. As revealed by Herawati and Utami (2022) that technological advances and easy internet access provide adolescents with addiction to the internet. The results of his study on 58 selected subjects with

purposive sampling techniques obtained a fairly strong correlation between the level of internet addiction with emotional and behavioral problems in adolescents. He concluded that the increasing addiction of adolescents to the internet increases emotional and behavioral problems in adolescents.

Adolescence is a critical period in human development since the individual begins to establish a position towards the world during this adolescent period. Therefore, the family became the first school where all emotional lessons were studied. Shylla and Bapu (2021) in their study entitled *Emotional Intelligence and Perceived Styles among Late Adolescents* conducted on 129 subjects (92 women and 37 men) aged 18-24 years, it was found that maternal and paternal independence was significantly related to the development of emotional intelligence in late adolescence. However, no significant gender differences were found among late adolescents between emotional intelligence and perceived parenting styles. The study also found that adolescent boys have higher scores in emotional intelligence than women.

In Kapas and Wikelund's research in Vahedi and Nickdel (2011) affirmed that the more intensively parents are involved in their children's learning, monitoring and encouraging children to actively participate in school, parents are involved in teacher and parent interaction, parents guiding children to respond to their environment will have a positive impact on children's achievement in school.

In another study conducted by Hidayat and Hastuti (2022) using an explanatory research design on 289 first-year students who lived completely with both parents, it was found that the role of father's parenting had a positive effect on character strength, and the role of father's parenting had a positive impact on positive emotional responses in students.

2. Method

2.1 *Research design*

The method used in this study is a quantitative method by conducting a regression test to see the influence of variable "father involvement" on emotional intelligence in junior high school students in Jakarta after learning online during the COVID-19 pandemic.

2.2 *Research measuring tools*

2.2.1 *Emotional intelligence measurement tool*

In measuring emotional intelligence, Goleman's *refinement model of emotional intelligence*, from Goleman (2003) developed by Khaili (2011) consists of 28 items.

2.2.2 *Father involvement measuring tool*

In measuring the *father involvement* variable, a measuring instrument is used based on dimensions from the theory of Gony and Dullman (2010) developed by Risnawati et al. (2021) which refers to the three dimensions of the theory of Gony and Dullman (2010).

2.3 *Population and sample*

The population of this study is junior high school students from one of the junior high schools in the East Jakarta area. The sample in this study was 7th grade junior high school students

with a total of 177 students. The sampling technique used is *saturated sampling* so that the entire research sample is used as research subjects.

2.4 Data analysis methods

2.4.1 Validity test

The validity test is carried out by item analysis, which correlates the scores on each item with the total score. The validity test calculation uses the product moment correlation technique from Pearson which calculates it using SPSS (Statistical Program for Social Science) version 24 for Windows.

Reliability test. To measure instrument reliability tests using the Likert scale are measured using the Alpha Cronbach (α) reliability coefficient formula. The instrument is said to be reliable if it obtains a value of (α) > 0.6.

3. Results

Research demographic data. From the results of research on 177 junior high school students at SMP X, demographic data in the form of gender and age are known as follows.

Table 1. Subject demographics by sex and age

Gender	Frequency	Percentage
Male	91	51,4%
Female	86	48,6%
	177	100%
Age	Frequency	Percentage
13 years old	33	18,6%
14 years old	132	74,6%
15 years old	12	6,8%
	177	100%

It can be seen from Table 1 above that the number of male students is 51.4% (91 students) and the number of female students is 48.6% (86 students). Shows that there are more male students (91 male students) than female students (86 female students). Then, based on the age of the subjects, students aged 13 years 18.6% (33 students), aged 14 years 74.6% (132 students), and aged 15 years 6.8% (12 students). The highest number of students at the age of 14 years 74.6% (132 students).

Descriptive analysis. Descriptive analysis was carried out to determine empirical descriptive data from the results of this study. The data can be seen in the table below.

Table 2. Statistical descriptive data

Scale	Xmin	Xmax	SD	Mean
<i>Father Involvement</i>	56	179	22,468	128,57
<i>Emotional Intelligence</i>	43	86	9,486	64,73

It can be seen that the minimum value on the father involvement scale is 56, and the maximum value is 179, then the standard deviation is 22.468 and the mean value is 128.57. While

on the emotional intelligence scale, the minimum value is 43, the maximum value is 86, the standard deviation value is 9.486, and the mean value is 64.73.

3.1 Normality test

Before the hypothesis test is carried out, a normality test is first carried out to determine whether the research data used is normally distributed or not. This normality test uses the calculation of 1-Sample KS and obtained the following results:

Table 3. Normality test

Scale		Information
<i>Father Involvement</i>	0,003	Abnormal data distribution
<i>Emotional Intelligence</i>	0,03	Abnormal data distribution

In the normality test results, $p = 0.003 < 0.05$ is obtained so that it means that the data distribution is abnormal on the father involvement scale and $p = 0.03 < 0.05$ means that the data distribution is also abnormal, so for the next hypothesis test using a non-parametric test using Spearman correlation.

3.2 Test hypothesis

By using Spearman correlation calculations to test the hypothesis of this study, the following data were obtained:

Table 4. Test the father involvement hypothesis with emotional intelligence

	Sig.	Correlation	Information
<i>Father Involvement</i>			
	.000	0.287	Correlate
<i>Emotional Intelligence</i>			

3.3 Correlation test father involvement with dimension of emotional intelligence

To examine more deeply the relationship between the two variables, a correlation test was carried out between variable X and dimensions in variable Y, namely Father Involvement with four dimensions of Emotional Intelligence (dimensions of self-awareness, self-management, social awareness, and relationship management). Then obtained the following results.

Table 5. Correlation test of father involvement with emotional intelligence dimension

	Dimensions of Emotional Intelligence			
	<i>Self-Awareness</i>	<i>Self-Management</i>	<i>Social Awareness</i>	<i>Relationship Management</i>
<i>Father Involvement</i>				
<i>Significancy of Correlation</i>	0.000	0.036	0.014	0.000
	0.274	0.158	0.185	0.309

From the results of the correlation test of father involvement with the self-awareness dimension, a value of $p = 0.000 < 0.01$ shows that the relationship is significant with a correlation value of 0.274. Then the significance of father involvement with the self-management dimension obtained p value = $0.036 < 0.05$ shows that the relationship is significant but low correlation $r = 0.158$. Then father involvement with the social awareness dimension obtained p value = $0.014 < 0.05$ shows that the relationship is significant but low correlation $r = 0.185$. Then father involvement with the relationship management dimension obtained p value = $0.000 < 0.01$ shows that there is a significant relationship accompanied by r value = 309.

4. Discussion

Based on the results of this study, data was obtained that showed that there was a positive relationship between father involvement and emotional intelligence in junior high school students at SMP X. The results of this study are in line with Yee Von, Zhooriyati and Chuan (2022) that the involvement of fathers with children has an impact on children's emotional intelligence which will continue to have an impact on their academic performance at school.

The post-pandemic adaptation situation is not easy for some students to adapt back to the school environment, with changes in learning patterns from online to offline, so it takes the involvement of fathers to help students through this adaptation period. The role of father's involvement helps children to be able to recognize their emotions faster, regulate their emotions, understand the social situation around them and make them more quickly adapt to be able to interact with fellow teachers and friends.

Fathers who are actively involved in daily communication with children, fathers who are involved with activities with children be it schoolwork, worship, sports, and others, and fathers who have a positive emotional closeness with children will provide positive values to children in the form of social and emotional skills (Roy & Garcia, 2018), so that children become easier to recognize and manage their emotions, socially it becomes easy to help others and reduces antisocial behavior.

The correlation of father involvement with the relationship management dimension shows a fairly strong correlation than other dimensions. This means that the involvement of fathers is quite closely related in the ability of students to regulate and manage their emotions when interacting socially with others, so that students are able to act according to situations and conditions carefully to their social environment, they become able to cooperate and be able to solve problems with others. This research is also in line with Dewi and Kristiana (2017) that the involvement of fathers contributes 12.4% to emotional intelligence. Children will also have good emotional intelligence if the father has good emotional intelligence as well (Gideon, 2017).

5. Conclusion

It can be concluded that there is a relationship between father involvement and emotional intelligence in SMP X students after learning online during the COVID-19 pandemic. Father involvement has a fairly strong correlation on the relationship management dimension on emotional intelligence variables. That means the involvement of fathers is quite closely related in the ability of students to regulate and manage their emotions when interacting socially with others, so that students are able to act according to situations and conditions carefully to their social environment, they become able to cooperate and be able to solve problems with others.

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