

## RESEARCH ARTICLE

## The Role of Religiosity and Father Attachment on Emotional Intelligence In Students of SMAN 1 Wonoayu

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### ABSTRACT

*The research aims to determine whether there is a correlation between religiosity and father attachment to emotional intelligence in students at SMA Negeri 1 Wonoayu. The variables in this research are emotional intelligence as the dependent variable, while religiosity and father Attachment are independent variables. This type of research is quantitative research with a correlational approach. The population in this study was 1020 students. The sample in this study was 258 students who were determined using a stratified random sampling technique. The data collection technique used is using a psychological scale measuring instrument. Data analysis in this study used multiple regression through the SPSS version 29 computer program. The conclusion-based research conducted on students of SMA Negeri 1 Wonoayu is that there is a positive and significant influence between father attachment on the emotional intelligence of adolescent students of SMA Negeri 1 Wonoayu. Based on testing together or simultaneously (F test) amounting to,126 and significance  $p < 0.001$ .*

**Keywords:** Emotional Intelligence, Father Attachment, Religiosity

### INTRODUCTION

The failure of adolescents to control emotional turmoil is caused by a lack of emotional intelligence so emotional problems arise. Data from (Center for Disease Control and Prevention 2019) shows that in the United States in 2016-2019, 32.5% or around 20,000,000 children experienced emotional problems. Indonesia in 2013-2018 had a prevalence of mental-emotional disorders at the age of 15 years and above of 9.8% (Risekdas 2018). Based on previous research conducted on XII grade students at SMA Kartini Kota Batam, totaling 120 respondents, students who have low emotional intelligence 57 people (47.5%) while students who have high emotional intelligence 63 (52.5%) (Nopitupulu 2019).

Emotional intelligence is a person's ability to self-motivate, be resilient in the face of failure, control emotions and delay gratification, and regulate mental states. In other words, emotional intelligence helps individuals manage emotions appropriately by controlling emotions and being able to motivate themselves. If an individual's

emotional intelligence is high, the ability to motivate themselves and control their emotions is also high (Cahyaningtiyas 2022). According to John D Mayer and Peter Salovey, as quoted by Yudrik Jahja in his book, emotional intelligence is intelligence that leads to the natural potential to feel, use, consume, recognize, remember, regulate, and understand emotions (Maitriani 2021).

In high school students, emotional intelligence has a very important role in various aspects of life, including academic achievement, social relationships, and personal development. In the rapid development of technology and information, as well as the challenges of globalization, emotional intelligence is one of the abilities that students must have to compete and adapt to an ever-evolving environment.

The development from childhood to adulthood, everyone enters a transition period or a period known as adolescence (Andryani 2022). Adolescence is a period full of emotional turmoil so adolescents are easily influenced by the

environment. The impact of unstable emotional changes is related to the lack of ability of adolescents to regulate and control emotions (Fitria, Harahap, and Agustina 2022). According to Sarwono (Hikmandayani 2023) adolescence is in the category range at the age of 10-19 years. Where it is divided into 3 categories 10-12 years old is early adolescence, 13-15 years old is middle adolescence, and 16-19 years old is late adolescence.

Many people perceive by concluding that the child is intelligent if the values obtained are very proud. But in reality, intelligence is very diverse. This is in line with Goleman's opinion (Sulastrri, 2020) which states that "intelligence or IQ only contributes 20% to success, while 80% is the contribution of other strength factors including emotional intelligence or *emotional quotient* (EQ), namely the ability to motivate oneself, overcome frustration, control impulses, regulate mood, empathize and the ability to work together".

Based on the results of an initial survey conducted in class X SMA Negeri 1 Wonoayu, shows that the emotional intelligence of students varies. In general, the emotional intelligence of class X students at SMA Negeri 1 Wonoayu is classified as good, with the majority of students showing a high level of emotional intelligence. However, there are several aspects where some students have low emotional intelligence. The aspect of emotion management is one of the lowest, with 37% of students having difficulty managing their emotions. In addition, in the aspect of self-motivation, 23% of students also show low emotional intelligence. Based on the results of interviews with counseling teachers, it was found that some students had difficulty managing negative emotions. In addition, counseling teachers at SMAN 1 Wonoayu have a comprehensive approach to understanding and dealing with students' characters and problems where they recognize the character of each student through observation and collaboration with other teachers, and prefer a personal approach in dealing with student problems in class, focusing on solutions rather than punishment. This is comparable to Salovey and Mayer's theory which

explains that emotional intelligence is the skill of reaching, understanding, and motivating emotions to think and being able to control emotions comprehensively in order to provide good emotional and intellectual development (Azizah 2021).

Some ways that adolescents can control their emotions are by increasing their religiosity in the form of ablution (*thaharah*), praying on time, dhikr, wirid, tahlil, and reading the Qur'an. According to Glock & Stark, religiosity is the level of knowledge and depth of insight related to the teachings of the religion he adheres to. Religiosity is a deep belief and understanding of religious teachings that directs behavior based on the teachings it adheres to (Jas 2020). Religiosity in a broad sense relates to piety, which is something that contains truth about the purpose of human existence. In research conducted by (Pramono 2021), it was found that the value of the correlation coefficient or the value of  $r = 0.308$  showed a low positive correlation, it can be concluded that the higher the level of religiosity, the higher the emotional intelligence in students. As research conducted at SMA Negeri 1 Pantai Cermin on 173 students, provides results that religiosity provides a figure of 30.6% for emotional intelligence. It can be concluded that there is a positive accurate relationship between religiosity and emotional intelligence (Panjaitan 2019).

Adolescents' closeness to their fathers is related to adolescents' emotional intelligence, where they feel confident that a father will accompany them with affection (Safitri and Khoiryasdien 2023). Adolescent attachment to parents has many positive benefits for adolescent psychological development (Agustin and Kusnadi 2019). According to Santrock, attachment is a close emotional bond between two people. This definition is in line with what Ainsworth stated that attachment is an emotional bond formed by an explicit individual, considering them in a closeness that is eternal over time (Sulastrri 2019). *Attachment* is a relationship supported by *attachment behavior* that is planned to maintain the relationship. This attachment will be gradual for quite a long time in

the human life span, starting with the child's attachment to the mother or other mother substitute figures. The attachment will help the process of developing adolescent emotional intelligence because it is parents who are the first figures to interact with adolescents until finally, the teenager can interact with others. *Secure Attachment* is what helps adolescents improve their emotional development in the surrounding environment (Yanti and Mariyati 2023). Adolescents' closeness to their fathers is related to adolescents' emotional intelligence, where they feel confident that a father will accompany them with affection (Safitri and Khoiryasdien 2023).

This research is different from previous research in the research variables. Where previous research only combined two variables, namely emotional intelligence variables with religiousness variables and emotional intelligence variables with *father attachment*. Meanwhile, this study seeks to combine the three variables. This study focuses on emotional intelligence as the *dependent* variable. The benefit of this research is to be used as a reference for parents to increase closeness with students and improve student welfare.

## METHOD

### *Research Design*

This type of research is correlational quantitative research with emotional intelligence as the dependent variable, while religiosity and father attachment are independent variables. The sampling technique in this study is stratified random sampling.

According to Cresswell, quantitative research is an investigation of social problems based on testing a theory consisting of variables, measured by numbers, and analyzed by statistical procedures to determine whether the predictive generalization of the theory is true. The correlational approach is research conducted by researchers to determine the relationship between two or more variables without changing or manipulating the available data (Arikunto 2013).

According to (Nguyen 2019) stratified random sampling (SRS) is a sampling technique that is widely used for approximate query processing. This method is widely used for data analysis, and it features prominently in the toolbox of almost all approximate query processing systems.

### *Participants*

Based on Sarwono's idea of late adolescence, the conditions for middle adolescence were determined to be between the ages of 14 and 17 (Hikmandayani 2023). The number of samples in this study was determined using the Krejcie Morgan table with the number N is 1020 and  $\alpha$  error probability of 5% to get a result of 258 as the minimum number of participants. Based on the data received, there were 258 participants (M age=1.33; SD age=0.47) who were dominated by female participants with a total of 172 participants (67%) while male participants totaled 86 participants (33%).

### *Collection Strategy*

The data collection technique used is using a psychological scale measuring instrument. A psychological scale is a tool used to measure non-cognitive attributes presented in a written format (Azwar 2019). The type of psychological scale used is a Likert scale. The Likert scale is the most widely used psychometric scale in survey research and is often used in questionnaires (Taluke 2019). The emotional intelligence variable uses an emotional intelligence scale adopted from research (Oktriya 2024) and produces an Alpha Cronbach reliability test of 0.817. The religiosity variable uses the Muslim Religiousness Scale (MRS) consists of 18 items and produces an Alpha Cronbach reliability test of 0.808 adopted from research (Aldawiyah 2021). In the father Attachment variable using the Parent and Peer Attachment Inventory (IPPA) which was adapted from research (Hartanti 2023) and produced a Cronbach Alpha reliability test of 0.937. Using a Likert scale with the ratings listed below: responses to items are either favorable or positive, while unfavorable questions receive scores of 1, 2, 3, and 4, favorable questions receive scores of 4, 3, 2, and 1. Strongly agree, agree, disagree, and strongly disagree are the responses on the Likert scale.

The validity test is used to determine whether a statement is valid or not. The validity test results are said to be valid if the  $R_{hitung} > R_{tabel}$  value, where  $df = N - 2$ ,  $df = 258 - 2 = 256$ .  $R_{tabel}$  of 5% significance is 0.138. In summary, the item statements of emotional intelligence, father bonding, and religiosity are valid, according to the findings of the tests that were completed.

The reliability test is used to measure the stability and consistency of respondents in answering things related to question items in a variable. In testing reliability, researchers use a statistical aid program in the form of SPSS (*Statistical Product and Service Solution*), the level of reliability based on the Alpha value is as follows, the Cronbach's Alpha number on variable religiosity is 0.870, variable father attachment is 0.959, and variable emotional intelligence is 0.820. If Cronbach's Alpha  $> 0.60$  it is declared reliable. Therefore, it can be assumed that every variable tested in the current research is valid.

Additionally, multiple linear regression hypothesis testing and a normality test are used in this research. To verify if the residual distribution is normal, the normality test employs the Kolmogorov Smirnov test. Data is said to be normally distributed if the sig or p-value is greater than 0.05 ( $>0.05$ ). The results of the normality test using *One Sample Kolmogorov-Smirnov*, show the value of Asymp. Sig. (2-tailed) of 0.079 which is more than 0.05 ( $>0.05$ ). Then the data is concluded to be normally distributed. Based on the partial t-test results, all X1 variables (religiosity) show a significance value of more than 0.05. Then it does not influence Y. While variable X2 (*father attachment*) shows a significance value of less than 0.05. The test results using the simultaneous f test of the independent variable on the dependent variable show a significance value of 0,881 which shows that there is no relationship between religiosity and *father attachment* on emotional intelligence in SMA Negeri 1 Wonoayu.

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#### *Data analysis*

Multiple linear regression is used in the current research to evaluate the hypothesis. Before that, researchers conducted descriptive statistical analysis which aims to describe the data in the form of mean, minimum, and maximum values and range. Then the researchers conducted an assumption test consisting of normality test, linearity test, heterocedacity test, and multicollinearity test. Researchers conducted assumption tests with the help of the IBM SPSS Statistics 29 for Windows program. If the assumption test is fulfilled, then multiple linear regression tests can be carried out to test the hypothesis.

## RESULTS

Descriptive test results show that participants consist of men with a percentage of 33% and women with a percentage of 67%. In addition, the descriptive test results also show that emotional intelligence has a value (M = 42.28; SD = 4.82; Min = 21; Max = 55), religiosity has a value (M = 57.88; SD = 5.41; Min = 27; Max = 68) and father attachment has a value (M = 60.12; SD = 11.99; Min = 23; Max = 80). The results of multiple linear regression test analysis show that the predictor model of emotional intelligence is appropriate in explaining the data (F(0.126);  $p=0.001$ ;  $R^2=0.881$ ) thus indicating that father attachment only explains

88.1% of emotional intelligence while the other 11.9% is explained by religiosity. Therefore, religiosity ( $B=0.898$ ;  $SE=1.932$ ;  $t=0.465$ ;  $p<0.001$ ) is negatively correlated with emotional intelligence. Meanwhile, father attachment ( $B=0.030$ ;  $SE=0.872$ ;  $t=0.034$ ;  $p=0.001$ ) is positively correlated and has a strong influence on emotional intelligence.

## DISCUSSION

Based on testing together or simultaneously (F test) of 126 and significance  $p < 0.001$ . This shows that father attachment affects emotional intelligence in adolescents. The higher the father attachment a child has, it will be followed by high adolescent emotional intelligence.

The purpose of this research was to ascertain how father attachment (X2) and religiosity (X1) affected the emotional intelligence of SMA Negeri 1 Wonoayu (Y) participants. In this study, researchers used 258 respondents. The validity and reliability analyses are part of the instrument test in the current research. The validity test findings show that each variable item is valid if the value of  $R_{hitung}$  is greater than  $R_{tabel}$ . So that these items can be used in measuring research variables. Furthermore, the reliability test using *Cronbach alpha* is greater than 0.6. Then the classic assumption test is carried out which consists of a normality test where the test uses the *KolmogorovSmirnov* method with a sig value. more than 0.05 which means normal distribution. Then the multicollinearity test with a variable tolerance value of more than 0.1 and a VIF value of less than 10, it can be said that there is no multicollinearity between variables. Furthermore, the heteroscedasticity test uses the park test with sig results  $> 0.05$ , so there are no symptoms of heteroscedasticity.

The relationship between religiosity and *father attachment* to emotional intelligence in SMA Negeri 1 Wonoayu. Multiple linear regression test findings indicate that the X1 variable (religiosity) has a significance value of 0.898, which is  $> 0.05$ . Therefore, it can be assumed that there is no correlation among emotional intelligence and the

religiosity part. This is because the significance value obtained is greater than the standard error. In this research,  $T_{hitung}$  is smaller than  $T_{tabel}$ . The conclusion is  $H_0$  accepted  $H_a$  rejected. The findings in this study found that SMA Negeri 1 Wonoayu students did not make religiosity a benchmark for increasing emotional intelligence in themselves. This is in line with research conducted by (Farhan and Rofi'ulmuiz 2021) that several factors cause religiosity do not always have a significant relationship with emotional intelligence. Namely the focus on rituals and external compliance, some individuals may emphasize formal worship practices or religious rules without exploring deep emotional or spiritual understanding. Research shows that aspects of religiosity that are only normative are often not strong enough to improve emotional skills, because they involve less self-reflection or management of emotions.

Meanwhile, variable X2 (*father attachment*) shows a significance value of less than 0.05, namely 0.030. So it can be concluded that the X2 variable (*father attachment*) has a relationship with Y. The sig value of emotional intelligence, as determined by the partial T-test, is -38.873, which is less than 0.05. Consequently,  $H_a$  is approved and  $H_0$  is refused. Therefore, there is an incomplete correlation between the father attachment of SMA Negeri 1 Wonoayu learners and the emotional intelligence variable. research indicated an attachment between emotional intelligence and paternal bonding. This is reinforced by research conducted by (Yanti and Mariyati 2023) showing that the higher the attachment of a father to his child, the higher the emotional intelligence of adolescents. Secure attachment to the father contributes to the child's positive attitudes, such as empathy, sensitivity to social conditions, and the ability to build social relationships.

Santrock argues that fathers also have a role that is no less important than mothers. Fathers will help adolescents with physical and motor development. Fathers influence adolescents in areas related to peers and academic achievement. Furthermore, according to the results of multiple regression

analysis, father attachment impact emotional intelligence due to 88.1%, with other factors accounting for the remaining 11.9%. This is indicated by a  $R^2$  score for 0.881. Peers and culture are other elements that impact emotional intelligence.

Based on the statistical data analysis that has been carried out, the three hypotheses proposed by the researcher can be accepted. The hypothesis that religion and emotional intelligence are connected is rejected ( $H_0$  approved) since the first hypothesis states that there is a negative and negligible association between the two. The second hypothesis is that there is a significant relationship between father attachment and emotional intelligence. These results support the hypothesis that father attachment is positively related to emotional intelligence in students.

### CONCLUSION

The conclusion-based research conducted on students of SMA Negeri 1 Wonoayu is that there is a positive and significant influence between father attachment on the emotional intelligence of adolescent students of SMA Negeri 1 Wonoayu. Based on testing together or simultaneously (F test) amounting to, 126 and significance  $p < 0.001$ . This shows that father attachment affects emotional intelligence in adolescents. The higher the father attachment that a child has, it will also be followed by high adolescent emotional intelligence. In contrast, religiosity does not show a significant relationship to emotional intelligence, indicating that the normative aspects of religiosity are not strong enough to influence students' emotional development.

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benefits and support the development of education at SMA Negeri 1 Wonoayu.

### DECLARATION OF POTENTIAL CONFLICT OF INTEREST

“Niswah Nailan Nafisah and Zaki Nur Fahmawati do not work for, consult, own shares in, or receive funding from any company or organization that would benefit from this manuscript, and have disclosed no affiliations other than those noted above.”

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