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THE APPLICATION OF AUTHORITARIAN PARENTING IN DEVELOPING CHILDREN'S SOCIAL INTELLIGENCE

Dyah Ayu Sekar Anggini¹, Martini², Achmad Nur Hidayat³

¹sekaranggini22@gmail.com, ²martiniunpips70@gmail.com, ³achmadnurhidayat@unj.ac.id

Social Studies Education Study Program, Faculty of Social Sciences, Universitas Negeri Jakarta, Rawamangun Muka Street, East Jakarta 13220, Indonesia

Abstract: *Parents have the right to raise children. It was found that several parents applied authoritarian parenting to develop children's social intelligence. This study aims to determine whether the application of authoritarian parenting by parents to their children can develop social intelligence. The method used is qualitative. The research was conducted in April-May, at SMP Negeri 92 Jakarta to be precise, with the research subjects consisting of six key informants and four key informants. From this study, it was found that the authoritarian parenting style adopted by parents came from internal factors (parental personality, parenting beliefs, parents' age, and parents' gender) and external factors (parents' education, socioeconomic status, and environment). Not all children who grow from authoritarian parenting have good social intelligence. Because two out of four students actually withdraw from the environment that requires them to interact. For parents who believe that applying authoritarian parenting can develop children's social intelligence, they need to pay attention to several things, such as increasing knowledge by participating in parenting training, providing fair care for each child, and living in a good social environment. In addition, the application of authoritarian parenting by parents with the aim of developing children's social intelligence should be reconsidered because there are several things that need attention, such as the child's mental condition.*

Keywords: *Authoritarian Parenting, Social Intelligence*

Abstrak: Orang tua mempunyai hak dalam mengasuh anak. Ditemukan beberapa orang tua yang menerapkan pola asuh otoriter guna mengembangkan kecerdasan sosial anak. Penelitian ini bertujuan untuk mengetahui apakah penerapan pola asuh otoriter oleh orang tua kepada anaknya dapat mengembangkan kecerdasan sosial. Metode yang digunakan ialah kualitatif. Penelitian dilaksanakan di bulan April-Mei, tepatnya di SMP Negeri 92 Jakarta dengan subjek penelitian terdiri dari enam informan kunci dan empat informan inti. Dari penelitian ini, didapatkan bahwa pola asuh otoriter yang diterapkan orang tua berasal dari faktor internal (kepribadian orang tua, keyakinan mengasuh anak, usia orang tua, dan jenis kelamin orang tua) dan faktor eksternal (pendidikan orang tua, status sosial ekonomi, dan lingkungan). Tidak semua anak yang tumbuh dari pola asuh otoriter memiliki kecerdasan sosial yang baik. Karena dua dari empat peserta didik justru menarik diri dari lingkungan yang mengharuskan mereka untuk berinteraksi. Untuk orang tua yang meyakini bahwa penerapan pola asuh otoriter dapat mengembangkan kecerdasan sosial anak perlu memperhatikan beberapa hal, seperti menambah pengetahuan dengan mengikuti pelatihan *parenting*, memberikan pengasuhan secara adil kepada masing-masing anak, serta tinggal di tangan kondisi lingkungan sosial yang baik. Selain itu, penerapan pola asuh otoriter yang dilakukan para orang tua dengan tujuan untuk mengembangkan kecerdasan sosial anak sebaiknya dapat dipertimbangkan kembali karena ada beberapa hal yang perlu diperhatikan, seperti kondisi mental sang anak.

Kata-kata Kunci: Pola Asuh Otoriter, Kecerdasan Sosial.

INTRODUCTION

Parenting is a form that is applied in order to care, maintain, guide and train, and provide influence (Apriastuti, 2013). Parenting factors are one of the factors that influence the formation of children's personalities, will children become happy, or even become unhappy and tend to withdraw from associations, like to be alone, and it is difficult for them to trust other parties.

According to Hurlock (1999), parenting is divided into three, namely authoritarian parenting, democratic parenting, and permissive parenting. Of the three parenting styles, each has an impact on the development of children's social intelligence. If the parenting style applied is in accordance with the goals of parents in educating their children without making children feel uncomfortable, then their children's social intelligence can develop properly. But on the contrary, if the parenting style applied actually makes children depressed, then their social intelligence cannot develop properly.

According to Albrecht (2006), social intelligence is intelligence that allows humans to establish relationships and cooperate with others. The same opinion was expressed by Thorndike (Hermstein, 1973), stating that social intelligence is different from academic ability. Social intelligence is the main ingredient that makes people successful in life. Social intelligence is basically the ability to understand others.

When viewed from the concerns of parents due to the rapid development of the times, authoritarian parenting is one of the parenting styles that has succeeded in attracting the attention of researchers. Based on one of the previous studies by Umi Listyaningsih and published in the *Journal of Population*, Vol. 27, No. 2 conducted in the Special Region of Yogyakarta in 2018 on children aged 10-14 years, there are field survey results that show that 49% of parents in the area apply democratic parenting, 37% apply authoritarian parenting, 5% apply permissive parenting, and the remaining 9% of parents are indifferent.

For authoritarian parenting, a percentage of 37% is a fairly high number, meaning that many parents apply the parenting style to educate the child. Although it gives a firm impression, the application of this authoritarian parenting style will have an impact (positive and negative) on children's social intelligence, especially teenagers who

have a lot of curiosity.

The problems examined in this study, namely the reasons why authoritarian parenting is applied by parents in developing children's social intelligence; and how parents apply authoritarian parenting in developing children's social intelligence. The benefit of this study is to find out why authoritarian parenting is applied by parents in developing children's social intelligence and to find out how parents apply authoritarian parenting in developing children's social intelligence.

In addition, the benefits of this study are to obtain empirical data, facts, and valid and in-depth information about the application of authoritarian parenting in developing children's social intelligence in students of SMP Negeri 92 Jakarta. In addition, this study also aims to be used as a reading reference for the wider community as an effort to educate children in adolescence by applying appropriate parenting styles so that their social intelligence can develop well according to children their age.

Parenting is a form that is applied in order to care, maintain, guide and train, and provide influence (Apriastuti, 2013). Parenting factors are one of the factors that influence the formation of children's personalities, will children become happy, or even become unhappy and tend to withdraw from associations, like to be alone, and it is difficult for them to trust other parties. According to Hurlock (1999), parenting styles are distinguished into: (1) Authoritarian parenting, which is a parenting style that is based on applicable rules and forces children to behave and behave according to parental wishes; (2) Democratic Parenting, which is a parenting style characterized by an attitude of parents who are willing to accept, responsive, and enthusiastic about paying attention to children's needs accompanied by controlled restrictions; and (3) Permissive Parenting, which is a parenting style that gives full freedom to children to make their own decisions according to their wishes and wills, this leads to the indifferent attitude of parents towards children. Usually, parents who use this parenting style tend to never play a role in the child's life.

According to Baumrind (in Agustina, 2014), there are four aspects of parental behavior in parenting practices for their children, namely Parental Control, Parental Maturity Demands, Parent-Child Communication (communication between

parents and children), and Parental Nurture (parenting or parental maintenance of children). Parental Control is how parental behavior accepts and deals with the behavior of children who are considered not in accordance with the behavior patterns expected by parents. Parental Maturity Demands (demands for mature behavior) is how parents behave in encouraging children's independence and encouraging children to have a sense of responsibility for all their actions. Parent-Child Communication (communication between parents and children), is how parents try to create verbal communication with their children, including things related to themselves, school and friends. And Parental Nurture (a way of parenting or caring for children) is how parents express in showing affection, attention to children, and how to give encouragement to their children.

According to Santrock (2011), authoritarian parenting is a restrictive and punitive style when parents force children to follow their directions and respect their work and efforts. Hurlock (1980) explains that the application of authoritarian parenting as an authoritarian parental discipline that is traditional discipline. In authoritarian discipline, parents set rules and tell children that they must obey them. Children are not given an explanation why they must obey and are not given the opportunity to express opinions even though the rules set are not reasonable. The relationship between parents and children becomes a very important aspect through the type of parenting applied by parents.

The aspects of authoritarian parenting consist of aspects of behavioral boundaries, aspects of the quality of emotional relationships, aspects of supportive behavior, aspects of the level of conflict between parents and children, and aspects of maintaining emotional intelligence.

Social intelligence is defined as everything that takes place between two individuals, characterizing the processes that arise as a result of the interaction of individuals with other individuals. Social intelligence indicates a person's ability to be sensitive to the feelings of others. They tend to understand and interact with others so that it is easy to socialize with the environment around them. Albrecht (2006) suggests social intelligence is the ability to get along well and invite others to cooperate.

In 2005, Karl Albrecht suggested in

the theory of multiple intelligence that aspects of social intelligence consist of five points in his book *Social intelligence*, namely Situational Awareness (understanding the rights of others), Presence (the ability to carry oneself), Attitude (honest and trusted), Charity (the ability to invite and convince someone), and Empathy (empathy).

RESEARCH METHODS

This research uses qualitative methods. According to Jaya (2020: 110) Qualitative research is research carried out thoroughly on an object. Researchers become the main instrument in a qualitative research. The results of qualitative research are described in the form of words obtained through valid data. This is because qualitative research emphasizes meaning rather than generalization and the data cannot be solved by statistical calculations. Qualitative research is research that provides an overview of a phenomenon or situation that occurs.

This is in line with the opinion of Sukmadinata (2009: 60) in Rukajat (2018: 10) which explains that qualitative research is a research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions of thoughts of individuals and groups. In other words, qualitative research seeks to understand how an individual sees and interprets his social world, because qualitative research seeks to analyze social life by describing the social world from the informant's point of view (Sudaryono, 2019: 91).

Qualitative research is carried out because researchers see the nature of the problem under study can develop naturally according to conditions and situations in the field. In qualitative research, data obtained in the field are analyzed using existing social theories, paradigms, and facts. In qualitative research, research data is not determined based on variables alone, but must be determined as a whole by paying attention to the social situation in it. The social situation referred to in this case includes aspects of places, sources of information, and activities that interact synergistically.

Therefore, qualitative research focuses on aspects of understanding, namely describing a phenomenon that occurs by prioritizing in-depth communication between researchers and informants. Therefore, this

study was conducted to get a deep picture of the application of authoritarian parenting in developing children's social intelligence in students of SMP Negeri 92 Jakarta.

Data sources are where authors obtain data and information. In other words, research departs from the data and information obtained. According to Pongtiku & Kayame (2019: 151), data sources consist of primary data and secondary data. Primary data is sourced from information, statements, and information from informants. Primary data are obtained through data collection techniques used in research, namely data collected through observation and direct interviews with informants. To determine informants in this study was carried out by purposive sampling, meaning that researchers choose informants in accordance with the criteria set by the researcher (Arman, 2017: 57).

Informants in this study include key informants, namely informants who have comprehensive information about the problems raised by the researcher. A key informant is one who is willing to share concepts and knowledge with researchers to get a complete and thorough picture of the problem being observed. The key informants in this study were homeroom teachers of students whose parents applied authoritarian parenting and Guidance Counseling teachers at SMP Negeri 92 Jakarta, as well as neighbors of core informants (RN, IC, BD).

Core informants are informants appointed by key informants who are related and directly involved with the problem being studied. The core informants in this study were 4 parents of grade VII students who had been selected based on predetermined criteria (SKI, RH, SC, and LH).

Secondary data is data collected by researchers from available sources, in other words not obtained directly. Secondary data sources are books, journals, sources from archives, supporting documents, scientific papers, and data from the internet related to research.

The data collection techniques used are observation, interviews, documents, and literature studies. In this study, researchers used the non-participant observation method. By using non-participant observation methods, researchers are not directly involved and only become independent

observers. Researchers only observe, record, analyze, and conclude about the behavior of the community that researchers observe to obtain data on the application of Authoritarian Parenting in developing children's social intelligence in students of SMP Negeri 92 Jakarta.

In its implementation, this study used semistructured interviews. In its implementation, semistructured interviews are conducted more freely when compared to structured interviews. The purpose of this semistructured interview is to obtain information about the problem openly, where respondents are asked for their opinions and ideas. Researchers will listen more carefully and record what is conveyed by informants.

RESULTS AND DISCUSSION

Result

Factors that influence authoritarian parenting are able to develop children's social intelligence

In order to be able to develop children's social intelligence, the application of authoritarian parenting carried out by parents is certainly influenced by several factors, which can come from within him (internal) or from outside (external). Both of these factors are actually able to influence the mindset, attitude pattern, communication pattern, and also the parenting style of the parents themselves. It does not rule out the possibility that a child's social intelligence can be affected by parenting and also the attitudes applied by parents, the environment in which he grows up, and also the education that is being pursued. Here are the factors that influence the application of authoritarian parenting in developing children's social intelligence:.

a. Internal Factors

1. Parents' Personalities

For parents' personalities, this can be answered during the interview session. Researchers asked parents of selected students questions about self-assessment. In addition, researchers also asked neighbors about the personalities of these parents when carrying out daily activities at home. Based on the interviews, neighbors as core informants knew about the authoritarian parenting style that parents applied to children at home. They also realize and often see that parents have a tough attitude towards the rules that have been set for children. Nevertheless, parents are considered to have a good personality with

people around. Like humans as social creatures, of course, they must be able to interact well with people in the surrounding environment.

2. Parenting Beliefs

In parenting, parents certainly have principles that are adjusted to the child's character and it is hoped that later the child can achieve success in the future. However, not everyone complements their principles with an understanding of what values are the basis for parenting. Parents have confidence that they can take care of their children in the way they have set them to. This can be seen from the answers of parents when asked questions about participating in socialization or training in parenting.

From the answers of the parents above, one person has attended parenting training, and the other three have never. And the average of them thinks that parenting training does not have much influence on their child's habits when at home. They have faith in the way they have chosen to raise children, because they believe that the ones who know the character of children best are their own parents.

3. Age of Parents

The parents the researchers interviewed ranged in age from 40 to 50 this year. This year's SKI is 45 years old, RH is 43 years old, SC is 47 years old, and LH is 45 years old. They are in a range of birth years that are not much different. Along with age, a person will certainly experience changes in psychic and psychological aspects. Therefore, because the age range of parents is not much different, the four go through relatively the same time phase and have gone through many things that mature their psychology. Along with age, a person will certainly experience changes in psychic and psychological aspects. Therefore, because the age range of parents is not much different, the four go through relatively the same time phase and have gone through many things that mature their psychology.

4. Gender of Parents

The parents the researchers interviewed consisted of a single parent mother (SKI), a housewife (RH and SC), and a single parent father (LH). Gender usually determines the way parents care for children. From the existence of sex differences, there are also gender differences between women and men. In terms of taking care of children, of course, women who become mothers are more believed to be able to carry out this role

well than men who become fathers.

b. External factors

1. Parent Education

Educational background certainly affects the mindset of parents in parenting. The last education taken from parents is certainly different. One graduated from a bachelor's degree, three others graduated from high school. There is one parent who has attended parenting training or seminars, but three others have never. The difference in mindset of the three was seen when researchers asked whether parenting training such as parenting training was important, and whether parents had ever been involved in such activities. From the educational background of parents, it certainly has an influence on the mindset in parenting. However, no parent wants their child to experience the difficulties they once felt.

2. Socioeconomic Status

It can be seen from different social and economic statuses can also be one of the factors that influence parents in applying authoritarian parenting. This is certainly expected to develop children's social intelligence so that many good things happen in the future of their children.

3. Environmental

The environment is one of the factors that can influence the actions of parents in nurturing and improving the process of developing children's social intelligence. The environment can also actually act as a means of education and also a place to socialize to develop children's social intelligence.

Application of authoritarian parenting in developing children's social intelligence

a. Authoritarian parenting

Authoritarian parenting is a form of limiting and forcing children to obey or follow directions and respect the work and efforts of parents. There are many views about authoritarian parenting applied by parents to the child. In this study, researchers wanted to know the views of parents regarding authoritarian parenting. Initially, the researchers asked whether parents understood what parenting was, which was further clarified by asking about what authoritarian parenting was. All informants know in general what is meant by authoritarian parenting.

1. Social Intelligence

Social intelligence is a person's ability to understand interactions with others so that they can easily socialize with the surrounding

environment. After questions about parenting, researchers also asked about social intelligence. From the things that have been conveyed by informants regarding their views on children of parents who apply authoritarian parenting, it turns out that authoritarian parenting applied by parents certainly affects their children's social intelligence. And each child also reacts differently.

Analysis

Factors that influence authoritarian parenting are able to develop children's social intelligence

a. Internal Factors

1. Parents' Personalities

Koentjaraningrat (1996) suggests that personality is a character trait that everyone has since birth that is consistent and consequential. Therefore, the personality of parents is a personality possessed by each parent in accordance with the disposition they have had since birth and is still consistent until now. However, because of the socialization process that takes place as long as humans live in this world, the personality of each individual can also be formed in behavior so that it has a special identity that is different from others.

This theory is certainly in line with the results of research that has been done by researchers. This can be seen when observations and interview sessions with parents take place. The personalities between parents certainly have differences. That difference is what makes each parent have a characteristic of their disposition.

The personalities of the parents above certainly make parents able to interact with anyone without discriminating based on certain groupings of characteristics. As with most parents, if children break boundaries or engage in deviant behavior, parents will definitely give emphasis. For parents who adopt authoritarian parenting, the emphasis can be in the form of punishment or coercion to obey what is expected by them.

2. Parenting Beliefs

Santrock (2007) suggests that self-confidence is a person's confidence in his ability to master the situation and produce something profitable. So, it can be concluded that parents' confidence in parenting is the trust that parents have in their ability to take care of children so that later it is expected to produce something beneficial for them and the child's life in the future. This can be seen

from the answers of the parents during the interview session.

All parents have confidence in themselves to nurture their children. They assume that parents understand the character of children best, so they are confident that they can take good care of children. Even when asked questions about socialization or parenting training, only one in four took the training.

From the parents' answers to the question above, one person has attended parenting training, and the other three have never. And the average of them thinks that parenting training does not have much influence on their child's habits when at home. They have confidence in the way they have chosen to take care of children, because they believe that those who know the character of children best are their own parents so that what they apply as parents to children is the best.

3. Age of Parents

Age is the time that has passed since birth. In humans, age certainly affects many things. One of them is the belief of parents in parenting. Mubarak (2007) revealed that with age, a person will certainly experience changes in psychological and psychological aspects (mental). In this study, what is seen from age is the psychological change. Where the psychological (mental) aspect changes in terms of the level of thinking of someone who is maturing and maturing. Based on research conducted by researchers, the age range between one parent and another is not much different, namely 43-47 years. This year's SKI is 45 years old, RH is 43 years old, SC is 47 years old, and LH is 45 years old.

From this, it can be concluded that the development of the level of thinking of parents has something in common. They also apply authoritarian parenting not necessarily because they want to, but also because in their psychological development they have gone through various things that make them learn the situation they go through. Therefore, this can be one of the factors that influence the reason these parents apply authoritarian parenting that is believed to develop their children's social intelligence.

4. Gender of Parents

According to Faqih (2003), sex is a biologically determined characterization or division of human sex attached to a particular sex. For example, a male type of human is a man who has the characteristics of having a penis and producing sperm. While women

have reproductive organs such as the uterus and ducts for childbirth, produce eggs, have a vagina, and have tools for breastfeeding. From these sex differences, of course, there are gender differences (roles) in them. The difference in roles is what affects the sex of parents in parenting.

The definition of gender itself according to Usman in Sukri (2002) concerns the distinction of duties, functions, and roles given by society or culture to men and women, both in personal and social life. Usually gender is used to indicate the division of labor that is considered appropriate for men and women. Actually, gender is a mental and cultural interpretation of sex differences, not natural and not God's destiny. Gender is made and arranged by humans through social processes, is made by society which is influenced by social institutions, customs, traditions, geographical, demographic and environmental factors.

From the existence of sex differences, there are also gender differences between women and men. In terms of taking care of children, of course, women are more believed to be able to carry out these roles well than men.

b. External factors

1. Parent Education

Education is a process of changing one's attitude and behavior in an effort to mature humans through teaching and training efforts. Herman H. Horn in Amanudin (2019) suggests that education is an eternal process of adjustment of living things that have developed physically and mentally as manifested in the environment, intellectual, emotional and volitional of man himself.

The above theory is in line with the results of interviews conducted by researchers. In this study, not all parents' educational backgrounds were the same. The last education taken is certainly different. One graduated from a bachelor's degree, three others graduated from high school. From the differences in educational background, there are also differences in thinking from each parent.

Although not much different, parental education is one of the external factors in the application of authoritarian parenting because education is an adjustment process that develops physically and mentally and is manifested by the will of humans themselves to the environment.

2. Social and Economic Status

According to Soerjono Soekanto (in Abdulsyani 2007), social status is a place for a person who in general in his society relates to others in his social environment, rights, and obligations. While Nasution and Nur (1986) suggest that socioeconomic status is a level possessed by a person based on the ability to meet the needs of daily life from income or income obtained so that it has a role in one's social status in the structure of society.

In this study, the social and economic status of each parent is different. One of the things that affects social and economic status is the number of children in the family. This is in line with the results of research conducted by Robiatul, where the number of children in a family affects the parenting style applied by parents. The more the number of children, the tendency of parents not to apply their parenting style optimally because attention and time must be divided between children with each other.

Based on the narrative above, researchers consider this to be in line with the theory proposed by Nasution and Nur (1986) regarding socioeconomic status, namely a person's ability to meet the needs of daily life from income or income obtained affects the role of one's social status in the structure of society.

3. Environmental

Apart from being a means of education, the environment can also be a means to develop children's social intelligence. The social environment in which parents and children interact, both in the school environment and where they live, certainly has an influence on the parenting style applied by parents. This happens because children imitate the behavior of their parents during communication.

Maccoby & Mc loby suggest that the social environment is related to how parents and children establish relationships with the surrounding environment. Parents' interactions with others will be imitated by children in the surrounding environment. Therefore, the environment is included in one of the success factors of parents when applying authoritarian parenting which is expected to develop children's social intelligence.

The environment that influences the application of authoritarian parenting in developing children's social intelligence is the living environment and also the school environment where children study. As stated

by Darsono (1995), that the environment is all objects and conditions that contain humans and their activities. All these things are in a space where humans live. All these elements certainly affect the survival and welfare of human life and other living things that live.

From the theory, it can be said that what happens around us, what happens around where we grow and develop, it will affect us as well. In addition to the social environment around the residence, the school's social environment is also one of the factors that contribute to the growth and development of children. The role of several people such as teachers, classmates, and school residents can affect the enthusiasm for learning of students.

Teachers who show sympathetic attitudes and behaviors can provide support and motivation to students and show good examples, and are diligent, especially in terms of learning. In addition, peers can also help students in developing social intelligence because there are many interactions that spur students to do things that are believed to be right. The entire school community has a great influence on students.

Social intelligence in children can also be formed from self-confidence in interacting both in the school environment and in the home environment. This happens because of motivation and direction both from teachers when at school and from parents when at home. In addition, the acceptance of classmates and also the community around the place of residence without discrimination makes children able to blend in and not feel excluded from their environment.

Application of authoritarian parenting in developing children's social intelligence

1. Authoritarian Parenting

Authoritarian parenting is a parenting style applied by parents to children, where the parents provide certain limits while requiring children to obey these limits. If these limits are not complied with, there will be sanctions. This is in line with the theory put forward by Agustawati (2014), where she revealed that authoritarian parenting is a way of educating children carried out by parents by determining their own rules and boundaries that must be obeyed by children without compromise and taking into account the child's situation.

However, the average child of authoritarian parents is often unhappy, afraid

and wants to compare himself with others, fails to initiate activities and has weak communication, behaves aggressively. This is illustrated in some of the findings that have been described earlier. Children tend to be obedient because they are afraid, behave aggressively when parents pressure, or even find it difficult to express openness about their feelings to parents.

However, authoritarian parenting also has its advantages. As stated by Bjorklund and Bjorklund, children who are educated with authoritarian parenting will become disciplined and obey the rules. This is in accordance with the findings, where there is one child who actually gets good results from the application of authoritarian parenting. He grew up in the midst of discipline and it became a habit when he went about his daily activities.

The application of authoritarian parenting applied by parents actually has a purpose, namely the social intelligence of their children can develop both in the neighborhood and at school. However, it turns out that not all children who get authoritarian parenting have good social intelligence.

2. Social Intelligence

Social intelligence is the ability to observe and understand the intentions, motivations and feelings of others. The importance of social intelligence for child development is at least evidenced by the many formulations and studies of experts both theoretical and conceptual that one of the determining factors for the success of human life as a social creature is when this social intelligence develops optimally.

As stated by Karl Albrecht, social intelligence needs to be given attention because social intelligence can encourage a person to be able to interact with others in various situations. Albrecht (2006) suggests social intelligence is the ability to get along well and invite others to cooperate. But in fact, not all children have good sociability and also not all children can interact with others in various situations.

The application of authoritarian parenting applied by parents actually makes children unable to communicate well in various situations. Children tend to choose silence over stories and be open with the people around them. Even so, not all children are closed to people in the surrounding environment.

From statements that are reinforced by

existing theories, that actually social intelligence does not have to be achieved through hard or coercive means. This is in accordance with the findings that not all children who grow from authoritarian parenting have good social intelligence. Because two out of four learners actually withdraw from the environment that requires them to interact. Instead, they prefer to stay at home, and it is more convenient to keep everything to themselves.

CONCLUSION

In this study, the parenting style applied by parents to children is authoritarian parenting. In the application of authoritarian parenting, parents expect children to obey the rules and limits that have been set. This authoritarian parenting style is applied due to several factors. Factors that influence the application of authoritarian parenting in developing children's social intelligence, among them there are internal factors and external factors. For internal factors themselves consist of:

a. Parents' Personalities

The personality of parents is a personality that is owned by each parent in accordance with the disposition they have had since birth and is still consistent until now. The personalities between parents certainly have differences. This is formed because of the socialization process that takes place as long as humans live in this world, so the personality of each individual can also be formed in behavior so that it has a special identity that is different from others.

The personalities of the parents above certainly make parents able to interact with anyone without discriminating based on certain groupings of characteristics. As with most parents, if children break boundaries or engage in deviant behavior, parents will definitely give emphasis. For parents who apply authoritarian parenting, the emphasis can be in the form of punishment or coercion to obey what is expected by them regardless of how the child's condition is.

b. Parenting Beliefs

Parents' confidence in parenting is the trust that parents have in their ability to take care of children so that later it is expected to produce something beneficial for them and the child's life in the future. All parents have confidence in themselves to nurture their children. They assume that parents understand the character of children best, so they are confident that they can take good

care of children.

Although there are various ways to recognize various characters in children, such as by parenting training or seminars, based on the findings, parents have confidence in educating children, that they know the character of children best and believe that they are able to take care of children according to their respective characters.

c. Age of Parents

Age is one of the factors that affect a person's readiness to take on the role of a parent to carry out the role of parenting for children. Sumantri said that if the age is too young or too old, the role of parenting cannot run optimally because the understanding of the boundaries that must be given to children has not been mastered properly. Because when viewed from a psychological (mental) aspect, the older you get, there will be changes in terms of the level of thinking of someone who is getting more mature and mature.

d. Gender of Parents

Gender influences the application of authoritarian parenting. Hurlock says there are differences between mothers and fathers in parenting. Usually, mothers understand more about what children feel than fathers because a father has a role as the backbone of the family, more often using logic. While a mother prioritizes her feelings. that gender affects how parents nurture their children. This can be seen because of gender differences or roles in it so that parenting is more considered as the role of a mother than the role of a father.

While external factors consist of::

a. Parent Education

Parental education certainly also has an influence on the application of parenting styles carried out by parents. This is in line with what Sumantri revealed, that parents who previously had knowledge of caring for children, they would be better prepared and able to carry out the role of caregiving. The education and experience of parents in caring for children will affect their readiness to carry out parenting roles and this can be obtained from the experience of previous people.

b. Social and Economic Status

Socioeconomic status is a level possessed by a person based on the ability to meet the needs of daily life from income or income obtained so that it has a role in one's social status in the structure of society. In

this study, the social and economic status of each parent is different. One of the things that affects social and economic status is the number of children in the family.

This is in line with the results of research conducted by Robiatul, where the number of children in a family affects the parenting style applied by parents. The more the number of children, the tendency of parents not to apply their parenting style optimally because attention and time must be divided between children with each other. In addition, middle to lower economic conditions also affect the process of implementing authoritarian parenting, where it is very possible that limits or coercion by parents are aimed at maintaining their economic stability.

c. Environmental

The community environment around the place of residence has a considerable role in shaping the direction of parental care for their children. In this case, it includes all kinds of rules, norms, customs and cultures that develop in it. In addition to the social environment around the residence, the school's social environment is also one of the factors that contribute to the growth and development of children. The role of several people such as teachers, classmates, and school residents can affect the enthusiasm for learning of students.

Parents certainly have hope for the future of their children. From the application of authoritarian parenting given by parents to children, of course, parents expect children to obey the rules and limits that have been set. Where from the things they set, it is hoped that later they can meet their expectations for a better life.

In authoritarian discipline, parents set rules and tell children that they must abide by them. They hope that the implementation of this parenting style can make their children live in order and discipline. However, the authoritarian parenting style applied by parents is also not due to trial and error. Their reasons are various. Some do apply this so that their role can run well, there are also those who apply this parenting style because they used to get similar treatment. Then, there are also those who do not want difficult things that have been felt to be repeated to their children, and there are those who apply authoritarian parenting so that all the things the child does can be monitored so that he knows what risks will have to be faced.

In addition, they also assume that if

children live in the midst of order, then the social intelligence possessed by children can develop properly. In fact, social intelligence does not have to be achieved through hard or coercive means. This is in accordance with the findings that not all children who grow from authoritarian parenting have good social intelligence. Because two out of four learners actually withdraw from environments that require them to interact.

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