



The Influence of Family Factors on Emotional Intelligence in ABK

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Abstract

This study aims to analyze the influence of family factors on the emotional intelligence of children with special needs (ABK) at Al Ihsan 01 Special School in South Tangerang. Emotional intelligence is measured as the dependent variable, while the independent variables in this study include gender, child's age, family economic factors, mother's age during pregnancy, parental education, and the presence of a special assistant. Data was collected through questionnaires distributed to parents and interviews with teachers based on Goleman's (2009) emotional intelligence indicators. The results of this study are expected to provide a deeper understanding of the role of family factors in the development of emotional intelligence in children with special needs and offer recommendations for more effective educational strategies in special schools.

Keywords:

Emotional Intelligence, Children with Special Needs, Family Factors, Special Education, Emotional Development.

INTRODUCTION

The family is the first place where children get an education and will affect children throughout their lives as well as children with special needs. The types of children with special needs, according to the Directorate of Special Education Development, are blind, deaf, paralyzed, gifted, mentally disabled, slow learning, learning difficulties, autism, and mental retardation. Especially regarding autism, Autism is a very complex developmental disorder in children. The signs that occur are disturbances in the field: the growth of two-way interaction, the growth of mutual interaction, and the growth of behaviour (Ngatini. 2011). Autism is a developmental disorder of the nervous system that is usually found hereditary and can often be detected when the baby is 6 months old.

Autistic disorders are more common in men than women, but this classification is rarely given to parents because it is expected to influence attitudes and interventions chosen. For treatment and intervention between mild, moderate, and severe autism, there is no difference. Treatment and intervention must be intensive and integrated to provide optimal outcomes. Parents need to pay more attention to autistic children. In addition, acceptance and affection are the most important things in guiding and raising autistic children, just like normal children, and, in general, even stronger.

Another thing that often escapes the development of autistic children is emotional intelligence. Emotional problems in autistic children are often discussed in several previous studies. However, in contrast to emotional intelligence, here we will see what factors can affect the development of emotional intelligence autism, especially





concerning the family as the closest party. Mayer and Salovey (2006) said that Emotional intelligence is a social intelligence that relates to an individual's ability to monitor his own emotions and those of others and control his own emotions towards others. Distinguish emotions from others, where this ability is used to guide thoughts and behaviours. The term emotional intelligence emerged in the mid-1990s. Previously, Gardner (Goleman, 2009) revealed 8 human intelligences (multiple intelligences) and added that emotional intelligence is a manifestation of the view of intellectual intelligence (IQ). The intelligence in question is interpersonal intelligence and intrapersonal intelligence. Emotional intelligence can ease an individual's emotions by making informed decisions, managing satisfaction, and managing self-esteem. Goleman (2009) argues that emotional intelligence is being able to take care of oneself, having the endurance to face problems, being able to control impulses, motivate, be able to manage oneself, be confident, and have the ability to empathize and build relationships with the environment. Emotional intelligence can extinguish other people's emotions, maintain satisfaction, and control self-esteem. Self-esteem alignment is the essence of good social relationships; being good at adapting and even having a high level of empathy will give a person a good emotional stage, make them easily adapt, and allow them to have good social and environmental interactions.

Mayer and Salovey argue that emotional intelligence is social intelligence, related to the ability of individuals to monitor their emotions and distinguish between emotions from oneself and one's environment. We can use this ability to control behaviour; Robert and Cooper stated that emotional intelligence is the ability to feel, manage, and effectively harness the power and sensitivity of emotions and understand emotions in relationships with other human beings. Can act correctly and make decisions without causing pain, as Emotions can vary from individual to individual in the form of stimuli that can lead to mental health and cause anxiety. Individuals who have more energy and skills can harm other individuals.

Aspects of emotional intelligence in crew members with autism require separate attention. Therapy to ABK is carried out in his study to educate intelligence according to his abilities, interests and talents. Because according to Tilton (2013) In reality, many professionals in the world work with high achievements, in the past are people with autism who have been successfully directed according to their abilities, interests and talents, after going through a number of special education and autism therapy (Abidin et al., 2019). Factors that affect emotional intelligence require attention so as not to hinder the improvement of emotional intelligence of ABK. Among other factors, the family environment. In this study, the influence of the family environment on the emotional intelligence of ABK with autism will be examined

METHOD

In this study, the bound variable used is emotional intelligence, while the independent variables in this study are gender, age, economic factors, age of pregnant women, parental education, and the existence of special assistants. Data collection was carried out using a questionnaire. To measure the emotional intelligence of ABK, the implementation was carried out through teacher interviews with ABK with reference



to the emotional anxiety indicator from Goleman (2009). This research was carried out on students at Al Ihsan 01 South Tangerang special school.

RESULTS AND DISCUSSION

The population of this study is Autistic students in South Tangerang City with a sample of 48 Autistic ABK. was collected through a questionnaire given to teachers who handled each ABK so that they knew the families of each ABK. Filling out the questionnaire by the teacher had previously obtained permission from the parents of the ABK. A brief description of the crew is shown through the following graphs:

The composition of the research sample by gender is as follows:

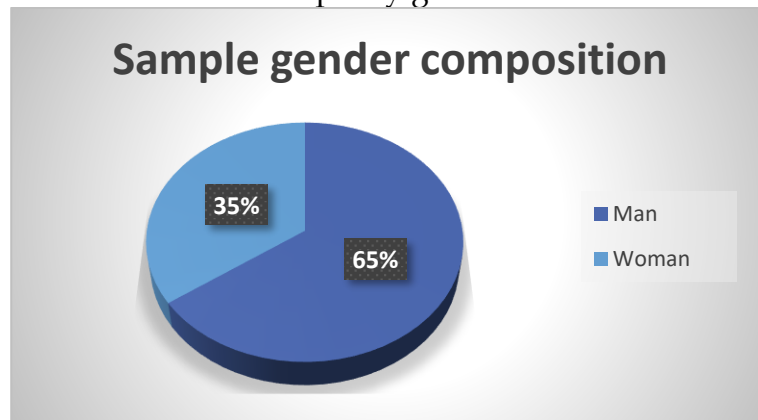


Figure 1. Gender composition of respondents

From the gender information of the respondents, coincidentally, the sample selected for male crew members was more than female crew members.

Meanwhile, information about the level of education of ABK parents is presented in the following graph:

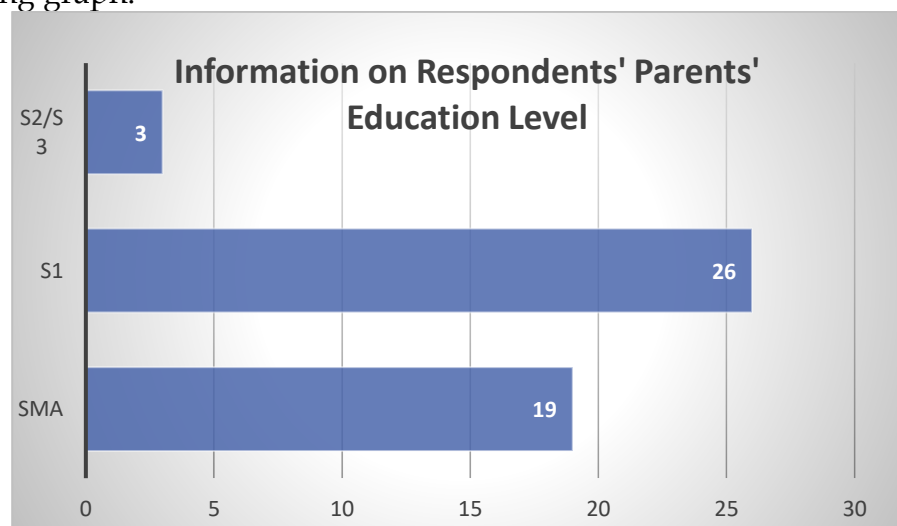


Figure 2. Education level of ABK parents

Using data collected through filling out questionnaires by teachers, the data was then analyzed using the *ordinal logistic model method*. results of the study are as follows



1. Gender relationship with emotional highs and lows
Gender does not have a significant effect on a child's emotional intelligence. It can be seen from the significance score ($p=0.848$) which is greater than 0.05.
2. The relationship between children's age and emotional intelligence
The age of the child has a significant effect on the emotional intelligence of the child. An increase of 1 unit of children's age, the possibility of lower emotional intelligence is 2,028 times greater than medium and low emotional intelligence. It can be seen from the significance score ($p=0.004$) which is smaller than 0.05 and *the estimate* score is 2.028.
3. The relationship between birth order and emotional intelligence
The order of a child's birth has a significant effect on a child's emotional intelligence. An increase of 1 unit in the birth order, the likelihood of higher emotional intelligence is 15.738 times greater than that of medium and low emotional intelligence. It can be seen from the significance score ($p=0.000$) which is smaller than 0.05 and *the estimate* score is 15.738.
4. The relationship between maternal age during pregnancy and emotional intelligence
The mother's age during pregnancy does not have a significant effect on the emotional intelligence of the child. It can be seen from the significance score ($p=0.544$) which is greater than 0.05.
5. The relationship between parental education and emotional intelligence
Parental education does not have a significant effect on children's emotional intelligence. It can be seen from the significance score ($p=0.125$) which is greater than 0.05.
6. The relationship between parental income and emotional intelligence
Parents' income has a significant effect on children's emotional intelligence. An increase of 1 unit of parental income, the possibility of higher emotional intelligence is 1.513 times greater than that of medium and low emotional intelligence. It can be seen from the significance score ($p=0.004$) which is smaller than 0.05 and *the estimate* score of (-1.513).
7. The relationship between the availability of a dedicated assistant and emotional intelligence
The availability of a dedicated assistant does not have a significant effect on a child's emotional intelligence. It can be seen from the significance score ($p=0.356$) which is greater than 0.05.

Discussion

Emotional intelligence in children with special needs (ABK), especially those with autism and ADHD, is an important aspect in the development of their social and emotional skills. Based on the latest findings in education and parenting, several family factors play a significant role in shaping emotional intelligence in ABK.

1. The Role of Gender in Emotional Intelligence of ABK

According to recent research, gender does not have a significant influence on emotional intelligence in children, including ABK. This is in line with the theoretical view that a child's emotional development is more influenced by the social



environment and emotional support received than biological factors such as gender (Almasi, 2017). Research conducted by Falenttino et al (Falenttino et al., 2017). (2017) showed that in children with ADHD, the ability to manage emotions did not show significant differences based on gender, especially in children under the age of eight. This shows that at an early age, emotional intelligence is not fully developed and is more influenced by social interaction and family support.

2. The Influence of Children's Age on Emotional Intelligence

The age of the child is a significant factor in the development of emotional intelligence. Research shows that the earlier ADHD symptoms are detected, the more effective treatment can be done, which ultimately increases children's emotional intelligence (Rofiah et al., 2018). Child development theory also supports the view that children's emotional development is closely related to certain age phases, where proper parenting can help children develop better emotional control (Thompson, 1994). Therefore, early intervention and appropriate handling are the key in the development of emotional intelligence in ABK.

3. Birth Order and Emotional Intelligence

The order of birth also affects the emotional intelligence of the child. Children who have siblings, especially supportive older siblings, tend to have higher emotional intelligence. Safaria (2010) suggests that interactions with siblings, especially older ones, can help children with ADHD feel more cared for and emotionally more stable. Attachment theory states that relationships established in the family, including with siblings, play an important role in the emotional development of children (Bowlby, 1988).

4. Mother's Age during Pregnancy and Its Effect on Emotional Intelligence

While some studies show that the mother's age during pregnancy does not have a significant influence on a child's emotional intelligence, the importance of parenting in shaping emotional intelligence remains a major concern. Democratic parenting, in which parents provide freedom but still guide children, has proven to be effective in increasing emotional intelligence in children (Anggraeni, 2019). This is supported by modern parenting theory which emphasizes the importance of a flexible and adaptive approach in educating children with special needs (Martineli et al., 2018).

5. Parent Education and Children's Emotional Intelligence

Parental education does not directly affect children's emotional intelligence. However, parents with higher education have better access to information and resources that can assist them in educating children with ADHD (Ardianto & Kurniasari, 2019). However, parents' ability to manage stress and provide consistent emotional support to children plays a greater role in the development of children's emotional intelligence than their formal education level (Goleman, 1995).

6. The Influence of Family Economic Conditions on Children's Emotional Intelligence

Stable family economic conditions can positively affect children's emotional intelligence. Families with sufficient resources can provide a quieter and more conducive environment for children with ADHD, which in turn helps in the



development of emotional intelligence (Setianingsih et al., 2018). Bronfenbrenner's ecological theory emphasizes that contextual factors such as the economic condition of the family play an important role in the development of the child ((Bronfenbrenner, 1979).

7. The Role of Special Assistants in the Development of Emotional Intelligence

Although the existence of a special assistant does not have a significant effect on the emotional intelligence of the child, the active role of the family remains very important. Family harmony and emotional support from parents have a greater influence than intervention from a special assistant (Wahyuni et al., 2021). The family systems theory emphasizes that the quality of relationships in the family determines the emotional development of children more than outside intervention.

CONCLUSION

Based on research on emotional intelligence in autistic people at Al Ihsan Special School 01 South Tangerang, emotional intelligence in children with special needs (ABK) is an important aspect that is influenced by various family factors. Although factors such as gender, maternal age during pregnancy, and parental education do not show a statistically significant influence, aspects such as parenting, emotional attention, and social interaction within the family play an important role in a child's emotional development. A harmonious family, with democratic parenting and consistent support, can help children manage their emotions better.

The interaction between ABK children and siblings has also been proven to be significant in increasing emotional intelligence. Older siblings, especially caring ones, can be a strong source of emotional support for children with disabilities. In addition, family economic stability also affects the ability of parents to provide attention and meet the needs of children, including health needs that support emotional development.

In conclusion, the family factor has a crucial role in the development of emotional intelligence of children with disabilities. Proper parenting, positive interactions with siblings, and family economic stability are important foundations in helping children with disabilities develop their emotional abilities. Therefore, a holistic approach involving all family members is needed to support the optimal development of children with special needs.

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