

## **The Relation Between Permissive Parenting and Emotional Intelligence with Adolescent Autonomy**

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### **ABSTRACT**

This study aims to determine the relationship between permissive parenting and emotional intelligence with adolescent autonomy. The population in this study was students of SMP IT Abu Bakar Fullday School Miliran Yogyakarta. The research sample amounted to 106 respondents. The data collection method uses quantitative methods with simple regression analysis techniques with the help of SPSS 16.0 for windows. The results showed that permissive parenting has a very significant and negative relationship with adolescent autonomy. This is obtained with a value of  $r_{xy} -0.274$  with a significance level of 0.002. Furthermore, the results of emotional intelligence in this study showed a very significant and positive relationship with autonomy. This is obtained with a  $r_{xy}$  value of 0.632 and a significance level of 0.000. Permissive parenting contributed 3.48% and emotional intelligence 37.98%, the rest was contributed by other factors. The results showed that there was a very significant relationship between permissive parenting and emotional intelligence with the autonomy of adolescents at SMP IT Abu Bakar Fullday School Miliran Yogyakarta. This is obtained from the value of the R coefficient of 0.644 with a significance level of 0.000. Based on the results of the above research, it can be concluded that there is a very significant relationship between permissive parenting and emotional intelligence with the autonomy of adolescents at SMP IT Abu Bakar Fullday School Miliran Yogyakarta.

**Keywords:** emotional intelligence, permissive parenting and autonomy

### **Introduction**

For teenagers, it is not easy to gain autonomy. Based on an analysis conducted by Steinberg (2013), if early adolescents are able to do things without always having parental emotional support or breaking away from parental emotional bonds, then they have gained a basis in achieving autonomy. Adolescents who fail to achieve autonomy are the cause of the tendency to do something outside of social and societal norms. One of them is the increasing abuse of narcotics, liquor, ecstasy and illegal drugs (BNN, 2013). The desire to search for self-identity makes adolescents imitate cultural patterns and behaviors that are considered progress in following trends. According to Steinberg (2013), autonomy acquired in adolescence is as important as the achievement of their self-identity.

According to Hurlock (1999) there are three stages of adolescent development, that is early adolescence or early adolescence in the age range of 11-13 years, middle adolescence or middle adolescence in the age range of 14-16 years and late adolescence or late adolescence in the age range of 17-20 years. In general, early adolescents are in junior high school or junior high school. Desmita (2012) stated that junior high school children are included in adolescence is a period of life to obtain and use knowledge to reach its peak which is characterized by the brain reaching perfection, thinking reaching formal operations, being able to think abstractly, hypothetically and idealistically and formulating propositions logically. This supports adolescents internally in achieving autonomy. During this period, the demands of autonomy and self-identity become dominant with increasingly logical, abstract thinking and standards for something and spending more time not with family (Santrock, 2011).

Autonomy is also a process that is in line with human development to achieve life goals, and adolescent autonomy is related to the courage to make decisions and be able to understand the consequences of their behavior with responsibility (Ali and Asrori, 2015). Autonomy is termed autonomy by Steinberg (2013) with the concept of self-governing person or the ability to control oneself. The concept is the ability to understand, control, and manage oneself. This is shown by adolescents by not being emotionally dependent on others, especially parents, capable of making their own decisions and able to take responsibility for those decisions and understanding the concept of morality or right and wrong as well as important and unimportant. There are two factors that affect autonomy according to Basri (2000), including internal factors which include gender, intelligence ability or intelligence and development. While the second factor is external factors which include parenting, socio-cultural, and socio-economic environment. The aspects that are divided into autonomy according to Steinberg (2013) are the ability not to depend on others, especially parents, categorized as emotional autonomy, being able to make their own decisions as behavioral autonomy and understanding moral concepts or right and wrong, as well as important and unimportant as values autonomy.

The development of emotional autonomy is the main or the basis for the development of further autonomy, that is behavioral autonomy and then value autonomy. Emotional autonomy is obtained as adolescents are able to take care of themselves which is developed through increased authority and responsibility in daily life, changes in expressing affection, reduced verbal relationships with parents and closer relationships with peers. Emotional autonomy will reach its peak in late adolescence. Behavioral autonomy is not only physical autonomy as it has developed since childhood and continues until adolescence, but also the increasing quality of adolescent cognitive development (Steinberg, 2013). Value autonomy is the final process in the development of autonomy but it is the most complex. This happens because value autonomy is also obtained through the internalization process and especially develops in the last years of adolescence (Steinberg, 2013). Autonomy of value is obtained after emotional autonomy and behavioral autonomy are adequate.

Reporting from [rejogja.republika.co.id](http://rejogja.republika.co.id) based on an interview with Hudaniah, a psychologist from the University of Muhammadiyah Malang stated that adolescents are considered children as children either, nor adults because the experience is still simple and not much, so they are prone to commit suicide (Rahadi, 2023). In 2022, a joint team of Indonesia, Australia and the United States conducted a national mental health survey in Indonesia involving 5,664 households with adolescents aged 10-17 years. Based on the results of the survey, only 4.3% of parents detected that their teenagers needed help, 19.2% did not know about the help services, and the rest of the teenagers tended to solve their problems on their own either with friends, family or improve on their own and still had difficulty paying service fees (Wahdi et al., 2022).

In adolescence, autonomy is a dynamic development from childhood autonomy that is full of comfort and security with parents to autonomy in adulthood (Steinberg, 2013). Based on the statement of Professor of the Faculty of Psychology, Gadjah Mada University, Prof. Koentjoro, when contacted by [kompas.com](http://kompas.com) (Kusuma, 2023), stated that parents should not only carry out their functions to meet functional needs but also the psychological needs of children by always accompanying and educating as the main task. In addition, religion is also a strong defense for children as a social control and controller, so it is important for children to learn religion. According to Baumrind (Driscoll, 2013).

Parenting has a role in determining the development of children through daily life that begins since they are born so that children have the potential to develop (Sa'diyah, 2017). An individual is able to develop reasonably and achieve his developmental tasks, needs the encouragement and support of others to guide and direct according to his potential, both through educational institutions, society and most importantly, family.

Parenting has a role in determining the development of children through daily life starting from the moment they are born so that children have the potential to develop (Sa'diyah, 2017). An individual is able to develop reasonably and achieve his developmental tasks, needs the encouragement and support of others to guide and direct according to his potential, both through educational institutions, society and most importantly, family. The process of maturation of children is influenced by the way parents take care of them. The parenting style applied by parents is different influenced by how parents view educating children. Negative parenting will hinder the child's developmental tasks, especially autonomy.

According to Baumrind (Driscoll, 2013), permissive parenting is the tendency of parents to be more responsive and less demanding of children, as well as the absence of discipline in daily rules. In addition, another definition of permissive parenting style states that a warm parenting style, respecting children and not providing limits, demands, and control but lacking in communication (Bee and Beyond, 2007). Permissive parenting is shown by a parenting style with parents who position themselves as the fulfillment of the child's internal needs so as to give the child the freedom to control himself (Desmita, 2013). The following criteria for permissive parenting according to Hurlock, (2004) include lack of supervision, indifference, freedom to choose educational institutions and neglect. This parenting style causes children who are impulsive, aggressive, spoiled, less autonomy, less confident, always dependent, missociable, inferior, mischievous, have poor self-control, are selfish, like to impose their desires, are irresponsible, behave aggressively and are antisocial (Gordon, 2000; Santrock, 2007; Papalia, 2008). This is supported by research conducted by Aprilianarsih and Mil (2023) showing that permissive parenting has an influence in the low category on children's autonomy. Parents with weak upbringing in children, giving freedom and not giving rules cause children to lack discipline, responsibility, confidence and find it difficult to change if they get reprimands from others. This causes children's development, especially autonomy, to be suboptimal. Permissive parenting patterns cause children with a lack of respect for others, difficulty controlling their behavior, tendency to dominate others in groups, egocentric, disobeying rules and difficulty in establishing interaction with peers (Auliah, Fitriani & Widjayatri, 2019).

In addition to parenting, children's autonomy is obtained through internal influences or those that come from within themselves, one of which is through emotional intelligence. The characteristics of autonomy according to Covey (1997) are that emotionally all activities carried out are able to be accountable for themselves. The ability of individuals with the potential and intelligence they have to influence others to be able to endure, face and handle difficulties from the environment is a form of individuals who have emotional intelligence (Bar-On, 2006). An autonomy person has a close relationship with the social environment and is able to make daily decisions without asking for help from others (James, 2002). According to Goleman (2015), emotional intelligence is the ability of individuals to detect and manage perceived emotions, encourage self-enthusiasm to survive difficult situations and maintain relationships with others. The ability of individuals to detect and interpret

with capacity and sensitivity emotions as part of the resources of both energy, facts, corrections and influences possessed by humans, is included in emotional intelligence (Cooper and Sawaf, 2002). Goleman (2015) mentioned several aspects of emotional intelligence including self-awareness, social awareness, self-management and social skills. Individuals who have emotional intelligence have the ability to recognize their own emotions and those of others, push themselves and others to be better and build good relationships (Goleman, 2015). As research conducted by Siregar (2018) shows that emotional intelligence has an influence on adolescent autonomy. This is shown by adolescents who have high emotional intelligence, are able to think positively, are able to control emotions, have empathy, are healthier and capable in fostering relationships with their environment. Emotional autonomy is obtained through personal awareness of the management of one's emotions which is then actualized to the environment. Therefore, emotional intelligence encourages the achievement of the development of autonomy in adolescence.

Based on this background description, the purpose of this study is to examine the relationship between permissive parenting and emotional intelligence and adolescent autonomy between permissive parenting and emotional intelligence and adolescent autonomy at SMP IT Abu Bakar Fullday School Miliran Yogyakarta. Based on these objectives, the hypothesis in this study is that there is a significant relationship between permissive parenting and emotional intelligence and adolescent autonomy.

## **Method**

This research was conducted using a quantitative method using three scales. The autonomy scale with 14 items, the permissive parenting scale with 19 items and the emotional intelligence scale with 26 items. The population in this study is students of SMP IT Abu Bakar Fullday School Miliran Yogyakarta. Sampling was obtained by purposive sampling. The research sample amounted to 106 respondents. Data This study uses analysis with multicollinearity techniques with the help of SPSS 16.0 for windows.

## **Results**

### **A. Overview of Autonomy**

Category	Frequency	Presented (%)
High	30	28,3%
Medium	75	70,8%
Low	1	0,9%
Sum	106	100%

Based on the results of the hypothesis score categorization above, it was concluded that from 106 research samples, as many as 30 (28.3%) of the samples had autonomy in the high category, as many as 75 (70.8%) had autonomy in the medium category and 1 (0.9%) had autonomy in the low category. This shows that most of the autonomy in this study is in the medium category. In early adolescence, there are other factors, that is the beginning of the transition from childhood to adolescence so that

early adolescence just begins its developmental tasks, especially the emotional autonomy of parents and adults (Ali & Asrori, 2015). This is in accordance with the psychological basis of the task of early adolescent development according to Ali & Asrori (2015), that adolescents still behave emotionally contrary to alternating at the same time or at the same time such as hatred and affection, towards their parents. Teenagers have a desire to be free but the world is still quite difficult to understand and foreign, so they hope that parents still provide protection but parents on the contrary, want their children to develop more maturely.

#### B. Overview of Permissive Parenting

Category	Frequency	Presented (%)
High	14	13,2%
Medium	92	86,8%
Low	-	-
Sum	106	100%

Based on the results of the categorization of the hypothesis score above, it was concluded that from 106 research samples, there were 14 (13.2%) of the samples who received permissive parenting in the high category, and as many as 92 (86.8%) received permissive parenting in the medium category. This shows that most of the samples received permissive parenting in this study belonging to the medium category. Lack of supervision and control over adolescents' daily lives causes them to become less autonomy in terms of discipline, responsibility and lack of confidence.

#### C. Overview of Emotional Intelligence

Category	Frequency	Presented (%)
High	42	39,6%
Medium	63	59,4%
Low	1	0,9%
Sum	106	100%

Based on the results of the categorization of hypothetical scores above, it was concluded that from 106 research samples, there were 42 (39.6%) of the samples had emotional intelligence in the high category, as many as 63 (59.4%) had emotional intelligence in the medium category and 1 (0.9%) had intelligence in the low category. This shows that most of the emotional intelligence in this study is in the medium category. In adolescence, it is closely related to fostering closer relationships with others as well as continuing the experience of fostering relationships at an earlier age. According to Goleman (2015), it is termed as handling relationships or fostering relationships and recognizing emotions in other or recognizing other people's emotions or empathy. This is in accordance with the definition and one aspect of emotional intelligence is the ability to recognize other people's emotions or empathy. Even so, early adolescence often has difficulty adjusting to the changes that exist in them, that is physical changes, interaction patterns with parents and peers, changes in external views and changes in interaction with school (Ali & Asrori, 2015).



**D. The Relationship Between Autonomy and Emotional Intelligence and Adolescent Autonomy**

This study aims to determine the relationship between permissive parenting and emotional intelligence with adolescent autonomy at SMP IT Abu Bakar Fullday School Miliran Yogyakarta. Based on the analysis of data on the research hypothesis, it was obtained :

**The Results of Hypothesis Mayor Test**

Model	R	R <sup>2</sup>	F	Sig.
Regression	0,644	0,415	36,463	0,000

Based on the results of multiple regression analysis that has been carried out by the researcher, it shows that the coefficient values of R= 0.644, R<sup>2</sup>= 0.415, F= 36.463 and p= 0.000 (p<0.001). Therefore, it is concluded that the major hypothesis is accepted. This indicates that there is a positive and significant relationship between permissive parenting and emotional intelligence towards autonomy at SMP IT Abu Bakar Fullday School Miliran Yogyakarta. Then, the minor hypothesis in this study can be seen in this table.

**The Results of Hypothesis Minor Test**

Variable	r	P	Information
Permissive parenting with autonomy	-0,274	0,002	Very significant
Emotional intelligence with autonomy	0,632	0,000	Very significant

Based on the results of the table above, it can be concluded that both hypotheses are accepted. In the first minor hypothesis, it discusses that permissive parenting has a significant relationship with autonomy. In this study, the analysis was carried out with the help of a computer using Statistical Product and Service Soluttion (SPSS) 16.0 for windows software. In this hypothesis, the value of r=-0.274 between the variables of permissive parenting and autonomy and has p=0.002 (p<0.01). Based on the results of the analysis, it shows that permissive parenting has a very significant relationship that is negative and has an effective contribution of 3.48% to autonomy at SMP IT Abu Bakar Fullday School Miliran Yogyakarta., so that if the permissive parenting style is higher, the lower the autonomy and instead, the lower the permissive parenting, the higher the student's autonomy. Then, in the second minor hypothesis regarding emotional intelligence has a very significant relationship with autonomy. In this study, the analysis was carried out with the help of a computer using Statistical Product and Service Soluttion (SPSS) 16.0 for windows software. In this hypothesis, a value of r=0.632 was obtained between the variables of permissive parenting and autonomy and had p=0.000 (p<0.01). Based on the results of the analysis, it shows that emotional intelligence has a very significant positive relationship with autonomy, and has an effective contribution of 37.98% to autonomy at SMP IT Abu Bakar Fullday School Miliran Yogyakarta, so that the higher the emotional intelligence of students, the higher the level of student autonomy.

**Discussion**

Based on the results of the analysis conducted by the researcher, it was shown that there was a very significant positive relationship between permissive parenting and emotional intelligence and autonomy at SMP IT Fullday School Miliran Yogyakarta. The autonomy variable, that is permissive parenting, provides an effective contribution of 3.48 percent. and emotional intelligence of 37.98%. This indicates that around 58.54% of the contribution of other variables that are not in this study to autonomy. The results of this study explain that both minor hypotheses are accepted, thus proving that permissive parenting and emotional intelligence have a very significant relationship with autonomy. Permissive parenting has a negative relationship, so the higher the permissive parenting, the lower the autonomy and instead, the lower the permissive parenting, the higher the autonomy at SMP IT Abu Bakar Fullday School Miliran Yogyakarta. In addition, the permissive parenting variable contributed 3.48% to autonomy. Furthermore, based on the results of the categorization of permissive parenting, as many as 14 students (13.2%) received permissive parenting in the high category, as many as 92 students (86.8%) received permissive parenting in the medium category and no sample of students received permissive parenting in the low category. This shows that most of the students of SMP IT Abu Bakar Fullday School Miliran Yogyakarta get permissive parenting in the medium category.

Based on this, it shows that permissive parenting affects adolescent autonomy. However, in early adolescence there are other factors, that is the beginning of the transition from childhood to adolescence so that early adolescence only begins its developmental tasks, especially the emotional autonomy of parents and adults (Ali & Asrori, 2015). This is in accordance with the psychological basis of the task of early adolescent development according to Ali & Asrori (2015), that is, adolescents still behave emotionally contrary to alternating at the same time or at the same time such as hatred and affection, towards their parents. Teenagers have a desire to be free but the world is still quite difficult to understand and foreign, so they hope that parents still provide protection but parents on the contrary, want their children to develop more maturely. Furthermore, low permissive parenting contributions can occur due to a lack of supervision and control over adolescents' daily lives, causing them to become less autonomy in terms of discipline, responsibility and lack of confidence.

The results of research conducted by Aprilianarsih and Mil (2023) show that permissive parenting has a positive influence of 2% on the autonomy of children aged 5-6 years. This happens because permissive parenting does not provide firmness to children's autonomy through discipline, responsibility and confidence in daily activities. In addition, permissive parenting does not support the development of children's autonomy because there is less supervision and control over autonomy and children are not given reprimands if they are less autonomy in daily activities, such as discipline, responsibility and confidence. Although it has a positive influence, it does not fully have a big impact so that reducing permissive parenting practices to children is expected to support autonomy appropriately. The results of another study conducted by Sunarty (2016) show that permissive parenting ranks third in the order of parenting styles that have a relationship with children's autonomy. Communication or interaction carried out by parents always gives freedom to children so that they lack demands to be responsible, provide neglect, weak parenting for disciplined children and lack of firmness in implementing regulations. According to Santrock (2009), the behavior of these parents inhibits children's autonomy.

Based on another result in this study, it is the acceptance of the second hypothesis, that is emotional intelligence has a very significant positive relationship with children's autonomy. This shows that the higher the emotional intelligence, the higher the autonomy of the child and instead, the lower the emotional intelligence, the lower the autonomy at SMP IT Abu Bakar Fullday School Miliran Yogyakarta. The variable of emotional intelligence made an effective contribution of 37.98% to autonomy. Furthermore, based on the results of the categorization of emotional intelligence, it shows that as many as 42 students (39.6%) have emotional intelligence in the high category, as many as 63 students (59.4%) have emotional intelligence in the medium category and 1 student (0.9%) has emotional intelligence in the low category. This shows that most of the students of SMP IT Abu Bakar Fullday School Miliran Yogyakarta have emotional intelligence in the medium category. Even so, early adolescence often has difficulty adjusting to the changes that exist in them, that is physical changes, interaction patterns with parents and peers, changes in external views and changes in interaction with school (Ali & Asrori, 2015). Teenagers find it difficult to control themselves. The main need of adolescence is to be accepted by the environment so that it becomes the basis for growing confidence in oneself and for the health of emotional development. Adolescents who have emotional intelligence have a level of autonomy at the level of accuracy (Ali & Asrori, 2015), one of which is to see the diversity of emotions, motives, and perspectives of themselves and others.

The researcher realized that this study had limitations so it was still far from what was expected. The limitation in this study is that not all students contribute to being research subjects. This is because there were several students who did not attend school when the research was carried out and there were results from 3 research samples that were not used because the sample answers did not meet the requirements for filling in the research scale. In addition, there are several other variables or factors that can affect autonomy, including gender factors, and development as well as internal factors, or external factors, like socio-cultural, and socio-economic environment. This will make the data and information more comprehensive. The advantage of this research is the information obtained to add to scientific studies, especially in the development of psychology and development for teachers and related schools.

### **Conclusion**

Based on the results of research conducted on students of SMP IT Abu Bakar Fullday School Miliran Yogyakarta, it can be concluded that there is a very significant relationship between permissive parenting and emotional intelligence in adolescent autonomy. The autonomy variable of permissive parenting provided an effective contribution of 3.48% and emotional intelligence made an effective contribution of 37.98% to adolescent autonomy. This means that there are still around 58.54% of contributions from other variables.

Based on the results of research that has been conducted on the relationship between permissive parenting and emotional intelligence and adolescent autonomy, the researcher provides suggestions that the results of this study can be used as a source of information for future researchers to expand their studies on other factors that have an influence on autonomy, and conduct research with subjects at different levels of education.



Suggestions for teachers who teach at SMP IT Abu Bakar Fullday School Miliran Yogyakarta are expected to be able to provide information about student autonomy so that they can guide or facilitate students in teaching and others for the development of student autonomy. And suggestions for schools are expected to increase student autonomy as one of the factors prepared externally by the school by adjusting activities at school. One of these can be started by taking advantage of orientation with parents of students to provide a forum on adolescent development and ways to fulfill adolescent development tasks, one of which is autonomy.

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