

## DOES PARENTING STYLE AFFECT ADOLESCENT EMPATHY? A STUDY ON HIGH SCHOOL STUDENTS

Auliya Ramadhanti<sup>1,\*</sup>, Rahman Pranovri Putra<sup>2</sup>, Deo Alfa Rizky<sup>3</sup>

<sup>1,2</sup> Universitas Negeri Yogyakarta, Yogyakarta, Indonesia

<sup>3</sup> Syekh Ahmed Kaftaru University, Damaskus, Syria

Corresponding author email: [aulyadhanti@gmail.com](mailto:aulyadhanti@gmail.com)

### Article Info

Received: 2 June 2023

Revised: 13 June 2023

Accepted: 24 June 2023

OnlineVersion: 30 June 2023

### Abstract :

This study aims to determine whether there is a relationship between types of parenting patterns and empathetic attitudes of SMA Negeri 2 Solok City students. This study uses a correlational quantitative method. Data was collected using a parenting scale totaling 31 items and an empathy scale totaling 17 items. The population in this study was 317 students of SMA Negeri 2 Solok City, and the sample amounted to 176 students. The sample was determined by a Simple random sampling technique. Then the data were analyzed using Pearson Product Moment correlation analysis. The results of this study indicate that the level of empathy is in the moderate category. The types of parenting patterns in SMA Negeri 2 Solok City students are divided into 3, namely authoritarian parenting, democratic parenting, and permissive parenting. Of the three types of parenting, the most influential and dominant parenting pattern used by parents of SMA Negeri 2 Solok City students is democratic parenting. The correlation test results between the types of parenting patterns and empathy show that authoritarian parenting and empathy do not have a significant relationship with the person correlation coefficient value of - 0.091; democratic parenting and empathy have a positive and significant relationship with the value of the person correlation coefficient. significant with a person correlation coefficient of 0.640, and permissive parenting and empathy have a negative relationship with a person correlation coefficient of -0.21. a person correlation coefficient of -0.218.

Keywords: Adolescents, Empathy, Parenting

*This is open access article under the [CC BY-NC-SA](https://creativecommons.org/licenses/by-nc-sa/4.0/) licence*



## INTRODUCTION

Humans are essentially social creatures who cannot live without the existence of others and basically always need help from others. With this, humans are always asked to establish good relationships with their surroundings. Helping each other, respecting and having empathy for others is one form of humans as social creatures. Empathy is defined as a person's ability to put himself in the situation faced by others (Yusnita, 2019). Individuals who have a sense of empathy tend to be easier to control anger, have high concern and understanding for others. Susanto (2015) states that empathy is not only about feelings but also evidenced by behavior. Empathy is also related to the process of social interaction. People who have high empathy always take good actions towards others.

Empathy is an important attitude for individuals to have. It is needed so as not to cause problems to individuals such as becoming antisocial, being ostracized because they do not care and understand their role in the environment. Empathy is also needed for idea development and problem

solving. Empathy is effective in avoiding and preventing conflict. Empathy is important to develop for the betterment of an individual's life. (Pedersen, 2007). Empathic behavior is an important component of social interaction with others in this modern era. Not only for adults, even adolescents and children must also have an empathetic attitude. Hurlock (2008) states that the development of adolescents when achieving the role of women and men is in the process of social and responsible behavior. To create an attitude of responsibility in adolescents, empathy is needed. This is useful so as not to cause problems in adolescents both personally and towards others (Kusuma, et al 2017).

However, with the development of the times, empathy seems to have been put aside by society, especially teenagers. Many teenagers nowadays are indifferent to their surroundings. Teenagers begin to be individualistic, lack respect for others and act as they please without regard to the feelings of others. Some of the behaviors seen in everyday life such as the number of teenagers who mock each other, insult and even laugh at their own friends. This is no longer uncommon in the lives of teenagers today. Based on preliminary observations made by the author at the research location, there are still students who have a lack of empathy. This can be seen from the behavior of not caring about the environment, lack of greeting, saying harsh words without thinking about the feelings of their friends and much more. Observations made by the author illustrate some students who are ignorant of the surrounding environment. Students seem to be more individualistic and busy with their own world. They are more closed to the environment and do not care about the responses of others (SMA Negeri 2 Kota Solok).

In addition to field observations, the author also conducted initial interviews with 4 students of SMA Negeri 2 Solok City from class XI. Based on the results of these initial interviews, the subject stated that he did not like to greet others and did not like to ask about other people's conditions. Another subject stated that he did not like to pay attention to others and did not like to help others due to unpleasant personal experiences. The data shows that students of SMA Negeri 2 Solok City have less empathy towards others. Of the 4 subjects that researchers interviewed, some of them came from families who neglected their children. The subjects said that parents do not really monitor children's activities and development. Children are left to choose and do activities as they please. Researchers found an initial description of the factors causing the emergence of empathetic attitudes that occurred in several subjects. Many things trigger the emergence of a lack of empathy, one of which is family care factors. Hoffman (2000) states that parenting factors in the family can affect the development of empathy in children. Children who are raised in good care and a comfortable home atmosphere, it will cause children's empathy to grow well too (Muhaiyinah, 2017).

According to KBBI, parenting patterns are models, ways of working or systems and maintaining and caring (Kamus Besar Bahasa Indonesia, 2008). Diana Bumrind (1991) states that parenting is a way of how parents educate and care for children. Parenting is also a form and process of interaction between parents and children that affects the development of the child's personality (Agustina, 2017). Meanwhile, parenting according to Gunarsa is a method or method chosen to educate children which includes how parents treat their children (Subagia, 2021). Based on the explanation above, it is concluded that parenting is the overall interaction between parents and children, where parents provide encouragement to children by changing behavior, knowledge, and values that are considered appropriate for parents with the hope that children can be independent and grow optimally and have self-confidence, curiosity, friendship with others and oriented to success (Tridhonanto, 2014; Camoirano, 2017).

Parenting patterns are very influential for children's development, both cognitive, social and emotional development. Baumrid explains about 3 forms of parenting, namely (a) authoritarian parenting, (b) democratic parenting, and (c) permissive parenting. Besides Baumrid, Hurlock and Hardy & Heyes also have similar opinions. The form of parenting instilled by parents affects the formation of individual personalities in adulthood. This means that the treatment of parents to children since childhood will have an impact on their moral development in adulthood. This is what will shape the character and attitude of the individual (Ayun. 2017). Parents who educate children's character well through modeling behavior and habituation, good parenting and involving children in decision making make children feel more fulfilled, children are more independent and children become more obedient (Fita & Zamroni, 2014; Hodges et al, 2010). Different parenting patterns are sometimes an obstacle for individuals in developing empathetic behavior or attitudes. This is because parents are less supportive in terms of providing attention that can develop children's empathetic attitudes. Basically, every individual

is born with an empathetic attitude, but it depends on how parents and the environment instill this empathetic attitude (Muhaiyinah, 2017; Calandri et al, 2019).

Parenting plays an important role in children's attitudes and behavior, one of which is empathy. This is supported by several previous studies used as references by researchers. First, research conducted by Listiani, et al (2013) with the research title "The Relationship Between Parental Democratic Parenting and Empathy in Adolescents". This study explains that there is a significant relationship between democratic parenting and empathy in adolescents. The higher the democratic parenting applied by parents, the higher the empathy that exists in adolescents. research conducted by Hanna Rizkia Aditia, et al (2016) entitled "The Relationship between Parental Parenting and Adolescent Social Care". This study explains that there is a positive and significant relationship between parenting and adolescent social care. Third, research conducted by Anggraini, et al (2017) with the title "The Relationship between Parental Parenting and the Personality of High School Students in Bengkulu City". This study states that there is a positive and significant relationship between parenting and personality. The strong level of relationship means that the higher the parenting style, the higher the personality of the students. Vice versa, the lower the parenting style, the lower the personality of the students. The difference between the research that the author will do with existing research is that the author will examine each type of parenting with student empathy. While existing research tends to look directly at one type of parenting alone. Thus, researchers are interested in conducting research on the relationship between parenting patterns and the empathetic attitudes of high school students.

## RESEARCH METHOD

This research was conducted using correlational research, with quantitative research methods. Correlational research according to Arikunto (2006) aims to find whether or not there is a relationship between two research variables. This study uses a type of correlational research because researchers want to see if there is a relationship between parenting patterns and empathetic attitudes in students of SMA Negeri 2 Solok City. Population is a generalization area that has certain qualities and characteristics that researchers set to study and draw conclusions (Sugiyono, 2016; Ramadhanti et al, 2022). The population in this study were students of SMA Negeri 2 Solok City, especially class XII students totaling 317 people. According to Sugiyono (2016) the sample is part of the amount of data characteristics possessed by the population. To determine the number of samples, the authors used the Slovin formula (Tejada and Unzalan, 2012; Winarni & Lutan 2020). Based on the Slovin formula, the sample size in this study was 176 students of SMA Negeri 2 Solok City. The sampling technique in this study was Probability Sampling. Probability sampling is a sampling method that provides equal opportunities for each sample member. The probability sampling technique used in this study is Simple random sampling by taking samples from the population at random (Sugiyono, 2013; Suud et al, 2022; Ramadhanti et al, 2022).

The model of the parenting scale and empathy scale is in the form of a Likert scale. Likert scale is a scale used to measure the perceptions, attitudes and opinions of a person or group of people about an event, based on operational definitions that have been determined by the researcher. This scale is applied through a questionnaire. This scale is usually used for research and surveys. Likert scale is also used for descriptive surveys (Febriko & Ira. 2018; Kamaruddin et al, 2023). The parenting scale is taken from the types of parenting patterns described by Baumrind (1991) includes 3 types of parenting, namely authoritarian parenting, democratic parenting and permissive parenting. The empathy scale using the dimensions put forward by Davis (1980) includes Perspective Taking, Fantasy, Empathic Concern, Personal Distress. The validity and reliability tests used the help of the Statistical Package for Social Sciences (SPSS) 25.0 for Windows. This research analysis technique uses Pearson correlation techniques and is calculated using the help of the SPSS version 25.0 for windows program.

## RESULTS AND DISCUSSION

This research was conducted at SMA Negeri 2 Solok City. Data collection for this study was carried out on July 13, 2022 to July 16, 2022 by distributing scales to research subjects.

Table. 1 Research Subjects

Class	Male	Female	Total
XII IPA 1	16	18	34
XII IPA 2	9	15	24
XII IPA 3	12	22	34
XII IPA 4	10	24	34
XII IPA 5	6	19	25
XII IPA 6	10	15	25
Total	63	113	176

So the subjects in this study amounted to 176 students of SMA Negeri 2 Solok City consisting of 63 male students and 113 female students.

Table. 2 Categorization of Parenting

Type of Parenting	Number of Respondents	Percentage
Authoritarian	31 people	17,6 %
Democratic	119 people	67,6 %
Permissive	26 people	14,8 %
Total	176 people	100 %

Based on the table above, it is known that out of 176 students of SMA Negeri 2 Solok City, students with parents who apply authoritarian parenting are 31 people with a percentage of 17.6%. Students with parents who apply democratic parenting amounted to 119 people with a percentage of 67.6%. Students with parents who apply permissive parenting amounted to 26 people with a percentage of 14.8%. Therefore it can be concluded that of the 176 students of SMA Negeri 2 Solok City, democratic parenting is the most applied parenting pattern with 119 respondents and a total percentage of 67.6%.

Table. 3 Empathy Categorization

Categorization	Range	n	Percentage
Low	$X < 59.5$	22	12,5 %
Medium	$60 \leq X < 73.5$	121	68,7%
High	$74 \leq X$	33	18,8%
Total		176	100%

Based on the table above, it can be seen that of the 176 students of SMA Negeri 2 Solok City, there are 22 subjects in the low empathy category with a percentage of 12.5%, then 121 subjects are in the moderate empathy category with a percentage of 68.8% and as many as 33 subjects are in the high empathy category with a percentage of 18.8%. So it can be concluded that the level of empathy in students of SMA Negeri 2 Solok City is in the moderate category.

Table. 4 Normality Test of Empathy and Parenting Scale

Variables	Statistical Coefficient	P	Description
Empathy	0.910	0.379	Normal
Authoritarian	1.078	0.196	Normal
Democratic	0.895	0.399	Normal
Permissive	1.152	0.141	Normal

The Kolmogorov smirnov sample table above shows the significance value (Asymptotic Significance 2-tailed) of the empathy variable Z value = 0.910 and P = 0.379, while for the authoritarian parenting variable Z value = 1.078 and P = 0.196, democratic parenting Z value = 0.895 and P = 0.399, and permissive parenting Z value = 1.152 and P = 0.141. Based on the test criteria, if the significance value is  $> 0.05$ , it means that the data is normally distributed. So it can be concluded that the empathy scale, and the scale of authoritarian, democratic and permissive parenting are normally distributed.

Table. 5 Linearity Test of Empathy and Parenting Scale

Variables	F	P	Description
Empathy* Authoritarian	1.532	0.040	Linear
Empathy* Democratic	3.852	0.001	Linear
Empathy* Permissive	8.669	0.034	Linear

Based on the table above, it can be seen that empathy and authoritarian parenting produce a value of  $F = 1.532$  and  $P = 0.040$  which concludes that the relationship between the two is linear. Furthermore, between democratic parenting and empathy produces a value of  $F = 3.852$  and  $P = 0.001$  which means that the relationship between the two variables is linear. Finally, between permissive parenting and empathy produces a value of  $F = 8.669$  and  $P = 0.034$ , which means that both variables are linear.

Table. 6 Hypothesis Test of Empathy Scale and Authoritarian Parenting

Variables	N	Pearson-Correlation	Description
Empathy	179	-.091	Not Significant
Authoritarian	179	-.091	Not Significant

The results of the table analysis above show that the person correlation coefficient value of the authoritarian parenting and empathy variables is  $-0.091$ , meaning that the empathy and authoritarian parenting variables have a negative relationship. This means that the two variables have values that are inversely proportional or do not go in the same direction. This means that if the value of authoritarian parenting is high, the value of empathy will decrease and vice versa. If the significance value is greater than  $0.05$ , the hypothesis is rejected. In the table above, it can be seen that the significance value of authoritarian parenting with empathy is  $0.229$ , which means that the significance value is greater than  $0.05$ . Therefore it can be concluded that there is no relationship between authoritarian parenting and empathy in students of SMA Negeri 2 Solok City.

Table. 7 Hypothesis Test of Empathy and Democratic Parenting

Variables	N	Pearson-Correlation	Description
Empathy	179	.640	Significant
Democratic	179	.640	Significant

The results of the table analysis above show that the person correlation coefficient value of the democratic parenting and empathy variables is  $0.640$ , meaning that the empathy and democratic parenting variables have a positive relationship. That is, if the value of democratic parenting applied by parents is high, the value of empathy will also be high, and vice versa. If the significance value is greater than  $0.05$ , the hypothesis is rejected. In the table above, it can be seen that the significance value of democratic parenting with empathy is  $0.000$ , which means that the significance value is smaller than  $0.05$ , so the two variables show that there is a relationship between democratic parenting and empathy in students of SMA Negeri 2 Solok City.

Table. 8 Hypothesis Test of Empathy and Permissive Parenting

Variables	N	Pearson-Correlation	Description
Empathy	179	-.218	Significant
Permissive	179	-.218	Significant

The results of the table analysis above show that the person correlation coefficient value of the permissive parenting and empathy variables is -0.218, meaning that the empathy and permissive parenting variables have a negative relationship. This means that the more permissive parenting is applied by parents, the lower the empathy possessed by children. If the significance value is greater than 0.05, the hypothesis is rejected. In the table above, it can be seen that the significance value of democratic parenting with empathy is 0.004, which means that the significance value is smaller than 0.05, so the two variables show that there is a relationship between permissive parenting and empathy in students of SMA Negeri 2 Solok City.

Based on the analysis of the data obtained, it shows that there are 3 types of parenting patterns in students of SMA Negeri 2 Solok City, authoritarian parenting, democratic parenting, and permissive parenting. Of the 176 students of SMA Negeri 2 Solok City, there are 31 students with the application of parental authoritarian parenting with a percentage of 17.6%. There are 119 students with the application of parental democratic parenting with a percentage of 67.6%. And as many as 26 students with the application of parental permissive parenting with a percentage of 14.8%. Therefore, it can be concluded that of the 176 students of SMA Negeri 2 Solok City, parental democratic parenting is the most parenting pattern applied by parents with 119 respondents with a percentage of 67.6%.

Democratic parenting is a parenting pattern where parents encourage and support children's wishes, decisions at home are made by deliberation, and the attitude of parents who listen to children and provide explanations about something that children can easily understand (Baumrind, 1991; Krauthamer, et al, 2019). In this parenting pattern, parents do not argue with what children say, but parents always listen and provide explanations with sentences that children understand if what children do is not good. In democratic parenting, parents are less flexible with children. The rules made by parents are not rigid and are made based on deliberations between parents and children. Children with democratic parenting usually have prominent behavior and are good at socializing with the environment (Baumrind, 1991; Moilanen et al, 2015).

The level of empathy in SMA Negeri 2 Solok City students can be seen from the acquisition of scores, where the higher the score achieved, the higher the level of empathy of that person. And vice versa if the score is low, it means that empathy is in the low category. Empathy is a psychological state in which a person puts himself, his feelings and thoughts into other people both those he knows and those he does not know. People who empathize usually experience a tendency to take the other person's point of view. Empathic people have empathic concerns where there is sympathy and concern for others who are experiencing difficulties. In addition, the emotional responses of empathic people are also more focused on other people's conditions such as anxiety. Tend to be more happy to help others who are experiencing difficulties and sad if others are sad (Hasyim & Farid, 2012; Megavitri et al, 2023).

The results of research conducted at SMA Negeri 2 Solok City illustrate that the research subjects have low empathy category of 12.5%, moderate empathy category with a percentage of 68.8%, and high empathy category of 18.8%. Based on the aspects of empathy in this study, subjects who are in the moderate category are less able to take the perspective of another person's point of view so that individuals can understand the feelings of other individuals, have a tendency to identify with movie characters, novels, dramas, and other fictional situations, are less able to express warmth, compassion, care, and sensitivity to others, and the emergence of feelings of anxiety and anxiety in seeing unpleasant situations happen to others (Davis, 1980; Leerkes et al, 2015). According to Borba, each individual has different abilities to empathize. Basically, empathy emerges naturally during infancy, but there is no guarantee that this ability will continue to develop properly. Thus, the ability of empathy is required to be continuously improved to be even better (Taufik, 2012; Bartsch et al 2022). The ability to empathize is an important key in getting along and socializing in society. A person can be well accepted in society if they are able to understand the feelings of others and provide appropriate treatment in accordance with the expectations of that person. The ability to empathize needs to be improved and honed so that each individual can adapt to the surrounding environment well (Wulandari, 2012; Sudiansyah et al, 2023).

Person correlation analysis conducted in each type of parenting shows that authoritarian parenting and empathy have no relationship. This can be seen from the results of hypothesis testing which states that the correlation value between authoritarian parenting and empathy is - 0.091 with a significance value of 0.229. This means that authoritarian parenting and empathy have a negative

relationship. Furthermore, democratic parenting with empathy has a correlation value of 0.640 with a significance value of 0.000. Thus it can be concluded that democratic parenting and empathy have a positive and significant relationship. And the last parenting pattern is permissive parenting. Between permissive parenting and empathy has a correlation value of -0.281 with a significance value of 0.04. That way there is a significant relationship between permissive parenting and empathy but very weak. From the data above, it can be concluded that the parenting pattern that has a major effect on empathy is democratic parenting with a correlation value of 0.640.

This is reinforced by research conducted by Listiani, et al (2013) which obtained a correlation value between democratic parenting and empathy of 0.100 in adolescents. The higher the democratic parenting pattern applied by parents, the higher the empathy in adolescents. This shows that parental democratic parenting is an important factor in the existence of empathy in a person. In addition, research conducted by Kurniawati, et al (2022) also stated that democratic parenting applied by parents by providing rules that must be carried out by children, always giving good directions to children, and always supporting children's wishes according to their abilities while positive. This is what makes children's empathy develop well. In line with research conducted by Aniq Hadiyah Bil Haq (2010) states that the emergence of empathy in children has many factors, one of which is the parenting style applied in the family. If children are raised in a family that applies discipline with an excessive punishment system, does not provide understanding to children, has rigid rules and always scolds children, then this attitude will make children tend to hinder their prosocial development which includes empathy.

According to Baumrind, democratic parenting is parenting that prioritizes children's interests, but still controls them. Parents who use this parenting style tend to be rational, and their actions are always based on ratios. Parents with this type are always realistic about children's abilities and give children the freedom to choose and take actions according to their abilities (Listiani, 2013; Kholilah et al, 2020; Antonopoulou et al, 2012). Democratic parenting is very important in determining the growth and development of children. One of the developments that occur in children is the growth of empathy. Semiun (2006) states that the family is a place to shape a person's characteristics and self-adjustment, and parenting plays an important role in it. Democratic parenting, where parents show affection to children directly, can train children's sensitivity to the feelings of others. This sensitivity is one aspect of empathy. This is supported by Angghi Prananingrum's research (2015).

Septiari. (2012) states that the right parenting pattern given to children is democratic parenting. The application of this parenting pattern, parents do not decide unilaterally based on their own desires and wishes. Parents also do not give up on the child's ability. There is negotiation between children and parents about what children can and cannot do so that children can control themselves well to reach a mutual agreement. This research has many weaknesses due to the author's limitations. The weakness is that it is difficult to find detailed data because the author uses random sampling to determine the sample, making the data not well categorized. In addition, the method used by researchers in obtaining data only uses questionnaire data. And in this study, researchers only discussed the relationship between parenting and empathy, but actually what affects empathy is not only from parenting but from various other factors.

## CONCLUSION

Based on the results of data analysis of the research that has been conducted, namely regarding the relationship between parenting patterns and empathy in students of SMA Negeri 2 Solok City, it can be concluded that democratic parenting patterns in SMA Negeri 2 Solok City are mostly 67.6%, the level of empathy in students of SMA Negeri 2 Solok City is in the moderate category with the acquisition of 121 subjects (68.8%). This means that the subject is less able to realize the aspects that exist in empathy in everyday life, and the results of the correlation test of the types of parenting patterns of parents of students of SMA Negeri 2 Solok City with empathy show the results that of the three types of parenting patterns applied by parents of students of SMA Negeri 2 Solok City, the results of parenting patterns that are positively and significantly related to empathy are the types of democratic parenting. Where the person correlation coefficient value is 0.640 with a significance value of 0.000. This means that if the value of democratic parenting applied by parents is high, the value of empathy will also be high, and vice versa. Based on the data above, it can be concluded that parenting patterns



that have a major effect on empathy are democratic parenting. However, the lack of empathy in students of SMA Negeri 2 Solok City can also be caused by other factors.

#### REFERENCES

- Aditia, H. R., Hamiyati, H., & Rusilanti, R. (2016). Hubungan pola asuh orang tua dengan kepedulian sosial remaja. *JKKP (Jurnal Kesejahteraan Keluarga Dan Pendidikan)*, 3(2), 89-93. <https://doi.org/10.21009/JKKP.032.08>
- Agustina, (2017). Pengaruh Pola Asuh Terhadap Kualitas Hidup Siswa Pelaku Tawuran, *Jurnal Muara Ilmu Sosial, Humaniora, dan Seni*, 1(1). <https://doi.org/10.24912/jmishumsen.v1i1.351>
- Anggraini, A., Hartuti, P., & Sholihah, A. (2018). Hubungan Pola Asuh Orang Tua Dengan Kepribadian Siswa Sma Di Kota Bengkulu. *Consilia : Jurnal Ilmiah Bimbingan Dan Konseling*, 1(1), 10–18. <https://doi.org/10.33369/consilia.1.1.10-18>
- Antonopoulou, K., Alexopoulos, D. A., and Maridaki-Kassotaki, K. (2012). Perceptions of father parenting style, empathy, and self-esteem among greek preadolescents. *Marriage Fam. Rev.* 48, 293–309. <https://doi: 10.1080/01494929.2012. 66501>
- Arikunto, S. (2006). *Metode Penelitian Kualitatif*. Jakarta: Bumi Aksara.
- Ayun, Q. (2017). Pola asuh orang tua dan metode pengasuhan dalam membentuk kepribadian anak. *ThufuLA: Jurnal Inovasi Pendidikan Guru Raudhatul Athfal*, 5(1), 102-122. <http://dx.doi.org/10.21043/thufula.v5i1.2421>
- Bartsch, D, R, Roberts R, & Proeve M. (2022) Relationships between parental borderline symptom severity, empathy, parenting styles and child psychopathology, *Clinical Psychologist*, 26:2, 211-221, <https://DOI: 10.1080/13284207.2022.2031947>
- Baumrind, D. (1991). The Influence of Parenting Style on Adolescent Competence and Substance Use. *The Journal of Early Adolenscence*, 11 (1). <https://doi.org/10.1177/0272431691111004>
- Calandri E, Graziano F, Testa S, Cattelino E and Begotti T (2019) Empathy and Depression Among Early Adolescents: The Moderating Role of Parental Support. *Front. Psychol.* 10:1447. <https://doi: 10.3389/fpsyg.2019.01447>
- Camoirano, A. (2017). Mentalizing Makes Parenting Work: A Review About Parental Reflective Functioning And Clinical Interventions To Improve It. *Frontiers in Psychology*, 8, 1–12. <https://doi.org/10.3389/fpsyg.2017.00014>
- Davis, M.H. (1980). *A Multidimensional approach to Individual Difference in empathy*. JSAS Catalog of Selected Document in Psychology.
- Fita dan Zamroni. (2014) Pendidikan Karakter dalam Lingkungan Keluarga. *Jurnal Ilmu-Ilmu Sosial*. 11(1). 57-70. <http://dx.doi.org/10.21831/socia.v11i1.5290>
- Febriko, Anip & Ira, P. (2018). Mengukur Kreativitas dan Kualitas Pemograman pada Siswa SMK Kota Pekanbaru Jurusan Teknik Komputer Jaringan dengan Simulasi Robot. *Jurnal Teknologi dan Sistem Informasi Univrab*, 3(1). <https://doi.org/10.36341/rabit.v3i1.419>
- Hasyim, M, M, & Farid, M. (2012). Cerita Bertema Moral dan Empati Remaja Awal. *Jurnal Psikologi*, 7(1). <https://doi.org/10.26905/jpt.v7i1.203>
- Haq, A. H. B. (2010). Hubungan antara pola asuh demokratis dengan empati pada anak sekolah inklusi dan non-inklusi. Universitas Muhammadiyah Surakarta: *Fakultas Psikologi*.
- Hoffman, M.L. (2000). *Empathy and Moral Development: Implication for Caring and Justice*. Cambridge: Cambridge University Perss.
- Hodges, S. D., Kiel, K. J., Kramer, A. D. I., Veach, D., & Villanueva, B. R. (2010). Giving birth to empathy: The effects of similar experience on empathic accuracy, empathic concern, and perceived empathy. *Personality and Social Psychology Bulletin*, 36(3), 398–409. <https://doi:10.1177/0146167209350326>
- Hurlock, E.B. (2008). *Child Development, Terjemahan Tjandra*. Jakarta: Erlangga.
- KBBI. (2008) . *Kamus Besar Bahasa Indonesia (KBBI)*. Pengembangan dan Pembinaan Bahasa; Balai Bahasa
- Kamaruddin, I., Leuwol, F., Putra, R., Aina, M., Suwarma, D., & Zulfikhar, R. (2023). Dampak Penggunaan Gadget pada Kesehatan Mental dan Motivasi Belajar Siswa di Sekolah. *Journal on Education*, 6(1), 307-316. Retrieved from <https://www.jonedu.org/index.php/joe/article/view/2944>





- Kholilah, K., Ramadhanti, A., Fitriani, R., Febri, E., & Pratiwi, M. R. (2020). Hubungan Kerja Keras Dan Hasil Belajar Fisika Di Sma Negeri 1 Kota Jambi. *JSEP (Journal of Science Education and Practice)*, 4(1), 41-48. <https://doi.org/10.33751/jsep.v4i1.2829>
- Krauthamer E, E.S., Herres, J., Dilks, K.E. Rahim, F, & Trentacosta, C, J. (2019). Understanding of Emotions and Empathy: Predictors of Positive Parenting with Preschoolers in Economically Stressed Families. *J Child Fam Stud* 28, 1346–1358. <https://doi.org/10.1007/s10826-018-01303-6>
- Kurniawati, T., Abidin, R., & Rosalina, M. (2022). Analisis Pola Asuh Demokratis Terhadap Perkembangan Rasa Empati Anak 4-5 Tahun Pada Mada Pandemi Covid 19 Di RT 2/RW 5 Dusun Tulung Lamongan. *Didaktis: Jurnal Pendidikan dan Ilmu Pengetahuan*, 22(1), 100-107. <http://dx.doi.org/10.30651/didaktis.v22i1.12406>
- Kusuma, B. S., & Fauziah, N. (2018). Hubungan Antara Kecerdasan Adversitas Dengan Empati Pada Siswa Sma. *Jurnal Empati*, 6(4), 1-5. <https://doi.org/10.14710/empati.2017.19977>
- Leerkes, E. M., Supple, A. J., O'Brien, M., Calkins, S. D., Haltigan, J. D., Wong, M. S., & Fortuna, K. (2015). Antecedents Of Maternal Sensitivity During Distressing Tasks: Integrating Attachment, Social Information Processing, And Psychobiological Perspectives. *Child Development*, 86, 94–111. <https://doi.org/10.1111/cdev.12288>
- Listiani, D. (2013). Hubungan Antara Pola Asuh Demokratis Orang Tua Dengan Empati Pada Remaja. *Motivasi*, 1(1), 111-120. <http://ejurnal.untag-smd.ac.id/index.php/MTV/article/view/242>
- Megavitri, R, Mahendika, D, Putra, R, P, Fathurohman, A, & Luturmas, Y. (2023). The Analysis of Relationship Between Critical Thinking Ability in Early Childhood and Thematic Learning Outcomes. *Journal of Childhood Development*, 3(1), 47–55. <https://doi.org/10.25217/jcd.v3i1.3300>
- Moilanen, K. L., Rasmussen, K. E., and Padilla-Walker, L. M. (2015). Bidirectional associations between self-regulation and parenting styles in early adolescence. *J. Res. Adolesc.* 25, 246–262. <https://doi: 10.1111/jora.12125>
- Muhaiyinah. (2007). *Hubungan Pola Asuh Demokratis Denga Empati Anak Usia Dini Di TK Islam Al-Falah Kota Jambi*. Fakultas Keguruan dan Ilmu Pendidikan Universitas Jambi.
- Pedersen R. (2008). Empathy: a wolf in sheep's clothing?. *Medicine, health care, and philosophy*, 11(3), 325–335. <https://doi.org/10.1007/s11019-007-9104-0>
- Prananingrum, Angghi. (2015). Hubungan Antara Pola Asuh Demokratis dengan Empati. *Naskah Publikasi. Fakultas Psikologi. Universitas Muhammadiyah Surakarta*.
- Ramadhanti, A., Astalini, A., & Darmaji, D. (2022). Analisis Kebutuhan Mahasiswa Terhadap Penggunaan E-Modul Pada Perkuliahan Fisika Matematika I Materi Vektor. *Jurnal Pendidikan Mipa*, 12(1), 13-19. <https://doi.org/10.37630/jpm.v12i1.528>
- Ramadhanti, A., Kholilah, K., Fitriani, R., Rini, E. F. S., & Pratiwi, M. R. (2022). Hubungan Motivasi Terhadap Hasil Belajar Fisika Kelas X MIPA di SMAN 1 Kota Jambi. *Journal Evaluation in Education (JEE)*, 3(2), 60-65. <https://doi.org/10.37251/jee.v3i2.246>
- Semiun, Y. (2006). *Kesehatan Mental 1*. Yogyakarta : KANISIUS
- Septiari, B. B. (2012). *Mencetak Balita Cerdas*. Yogyakarta: Nuha Medika.
- Subagia, I. N. (2021). *Pola asuh orang tua: Faktor, implikasi terhadap perkembangan karakter anak*. Nilacakra.
- Sudiansyah, S., Lutfi, M., Bosco, F. H., Putra, R. P., Fauziyah, W. R. A., Rais, R., & Al Haddar, G. (2023). Peran Guru Bimbingan dan Konseling dalam Membina Kedisiplinan Belajar Siswa. *Global Education Journal*, 1(01), 51-61. Retrieved from <https://journal.civiliza.org/index.php/gej/article/view/141>
- Sugiyono. (2013). *Metode Penelitian Kuantitatif, Kualitatif, dan R & D*. Alfabeta.
- Sugiyono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R & D*. Bandung: PT Alfabet.
- Susanto, Ahmad. (2015). *Bimbingan dan Konseling di Taman Kanak-Kanak*. Jakarta: Penamedia Group
- Suud, F. M. Sudirman, S.A. Kibtiyah, M. Putra, R.P.. (2022). Local Wisdom as the Fundamental for Honest Behavior of Students in Aceh: A Social Psychology Study. *Journal of Pharmaceutical Negative Results*, 13(4), 863–869. <https://doi:10.47750/pnr.2022.13.04.118>
- Taufik. (2012). *Empati Pendekatan Psikologi Sosial*. Jakarta : Rajawali Pers



- Tejada, J. J., & Punzalan, J. R. B. (2012). On the Misuse of Slovin ' s Formula. *The Philippine Statistician*, 61(1), 129-136. [https://www.psai.ph/docs/publications/tps/tps\\_2012\\_61\\_1\\_9.pdf](https://www.psai.ph/docs/publications/tps/tps_2012_61_1_9.pdf)
- Tridhonanto, A & Beranda Agency. (2014). *Mengembangkan Pola Asuh Demokratis*. Jakarta: PT Elex Media Komputindo.
- Winarni, S, & Lutan, R, (2020). Emphaty And Tolerance In Physical Education: Cooperative Vs. Classical Learning. *Cakrawala Pendidikan*, 39(2). <https://doi:10.21831/cp.v39i2.31851>
- Wulandari, S., Setyowani, N., & Mugiarto, H. (2012). Upaya Meningkatkan Empati Dalam Berinteraksi Sosial Melalui Dinamika Kelompok Pendekatan Experiential Learning. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 1(2). <https://doi.org/10.15294/ijgc.v1i2.2050>
- Yusnita, Novi Chyntia, dkk. (2019). Hubungan antara Kecerdasan Intepersonal dengan Sikap Empati Anak Usia 5-6 Tahun di RA Al-Hidayah Kecamatan Stabat. *Raudhah*, 07(1). <http://dx.doi.org/10.30829/raudhah.v7i1.470>