

## EMOTION-RELATED PARENTING STYLE, SELF-CONTROL, AND EMPATHY ON ADOLESCENT MORAL COMPETENCE

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### Abstract

The rapid pace of modern life poses a significant challenge for adolescents as they navigate the complexities of moral development and fulfill their developmental obligations. Several factors, including parental influences and adolescent characteristics, play a crucial role in shaping their moral development. This study examined the impact of family dynamics, adolescent characteristics, emotion-related parenting styles, self-control, and empathy on adolescent moral competence. Conducted in the Bandung City area, the study employed an explanatory research design and utilized a quantitative survey method with a sample of 110 pairs of high school students aged 15-18 and their parents. Results revealed that girls exhibited higher levels of empathy than boys and that self-control tended to decrease with grade level. Additionally, parents with a college education were more likely to employ emotion-coaching strategies. While there was no significant correlation between emotion-related parenting styles and adolescent moral competence, self-control and empathy demonstrated a positive and influential relationship with moral development in adolescents. The implications of this study underscore the importance of educating parents about emotion coaching and developing programs aimed at reducing academic pressure to enhance self-control and empathy in adolescents.

Keywords: adolescent, emotion-related parenting style, empathy, moral competence, self-control

## PENGASUHAN YANG BERHUBUNGAN DENGAN EMOSI, KONTROL DIRI, DAN EMPATI PADA KOMPETENSI MORAL REMAJA

### Abstrak

Pesatnya perkembangan zaman menjadi tantangan tersendiri bagi remaja dalam melawan degradasi moral dan memenuhi tugas perkembangannya. Beberapa faktor yang dapat memengaruhi perkembangan moral pada remaja dapat bersumber dari orang tua atau pun dari diri remaja itu sendiri. Penelitian ini bertujuan untuk menganalisis pengaruh karakteristik remaja, karakteristik keluarga, gaya pengasuhan emosi orang tua, kontrol diri, dan empati terhadap kompetensi moral remaja. Penelitian ini menggunakan desain eksplanatori melalui metode survei dan pendekatan kuantitatif yang melibatkan 110 pasang responden siswa SMA berusia 15-18 tahun dan orang tua siswa di wilayah Kota Bandung. Hasil uji korelasi menunjukkan bahwa remaja perempuan cenderung memiliki empati yang lebih baik dibandingkan remaja laki-laki dan semakin tinggi kelas yang ditempuh remaja, semakin rendah kontrol diri yang dimiliki remaja. Selain itu, ditemukan bahwa orang tua yang menamatkan perguruan tinggi cenderung menggunakan *emotion coaching* dibandingkan orang tua yang bukan lulus perguruan tinggi. Tidak ditemukan pengaruh gaya pengasuhan emosi orang tua terhadap kompetensi moral remaja sedangkan kontrol diri dan empati berpengaruh positif signifikan terhadap kompetensi moral remaja. Implikasi dari penelitian ini menunjukkan pentingnya edukasi bagi orang tua tentang *emotion coaching* dan pengembangan program untuk mengurangi tekanan akademik guna meningkatkan kontrol diri dan empati pada remaja.

Kata kunci: empati, gaya pengasuhan emosi, kompetensi moral, kontrol diri, remaja

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## INTRODUCTION

Adolescents typically embark on a journey to discover their identity as they navigate the challenging transition from childhood to adulthood. This period is marked by significant changes and developmental tasks that are crucial for their optimal growth. According to Erikson's psychosocial development theory, adolescents are at a stage where they struggle with finding their self-identity amidst the confusion of societal roles. In cognitive development, according to Santrock (2011), adolescents begin to think more abstractly, idealistically, and logically, while in social-emotional development, adolescents will face challenges in seeking independence, conflicts with parents, and the desire to spend more time with peers.

Parenting plays a pivotal role in shaping adolescents' growth and development, with emotional development being a crucial aspect that is often overlooked by parents. Gottman's concept of emotion-related parenting styles, which is the way parents react and respond to their children's emotions, highlights the importance of nurturing emotional connections with children to promote their overall well-being. He also introduced the concept of emotional coaching, which has been identified as the most effective parenting style that can lead children to have better physical health, higher academic achievement, positive social relationships, greater resilience, lower incidence of behavioral problems, and low levels of aggression (Gottman et al. 1997). Furthermore, emotional intelligence cultivated through emotion coaching can be valuable in fulfilling developmental tasks, including moral development.

According to Piaget, adolescents are expected to reach the highest stages of moral development, where they can make new rules (Santrock 2011). Kohlberg aligns with Santrock, who postulated that adolescents should reach conventional and post-conventional levels of moral development. At these stages, adolescents are able to effectively navigate and maintain positive relationships within their community. Emotional interactions within the family lay the groundwork for instilling values and nurturing moral competence in adolescents (Pizarro et al., 2002). This competence, defined as the ability to make decisions based on societal norms and principles, is crucial for adolescents to navigate the complexities of social interactions and live harmoniously in society (Winurini, 2016; Hoffman et al., 2018). Additionally, Kohlberg (1964 in Oleg, 2007) defines moral competence as an individual's capacity to make moral decisions and judgments based on internal principles and to act on these judgments. Thus, good moral competency is essential for adolescents to successfully navigate and thrive in society.

In addition to parenting, adolescents' self-control and empathy play significant roles in shaping their moral competence. Self-control is essential to regulating and directing oneself toward positive outcomes (Hurlock, 1973). According to Moffitt et al. (2011), self-control encompasses impulsivity, self-awareness, self-regulation, delayed gratification, and willpower, serving as a crucial construct for individual development. Besides, empathy is one's capacity to comprehend and resonate with the emotions of others, allowing them to step into another person's shoes (Hurlock, 1999). According to Baron et al. (2005), empathy involves not only understanding and sympathizing with the emotional state of others but also actively engaging in problem-solving from their point of view. Good self-control can inhibit delinquent behavior and positively impact moral judgment (Hidayah, 2020; Hidayah, 2021; Wu et al., 2021), while empathy fosters a sense of caring and understanding in moral decision-making.

Despite the substantial body of literature on adolescent development, there remains a gap in understanding the intricate dynamics between parent-adolescent attachment, sibling relationships, and decision-making abilities. Most studies have focused separately on parenting styles, self-control, and empathy, without integrating these elements to examine their combined effect on moral competence and decision-making in adolescents. This study aims to fill this gap by exploring the interrelationships among these factors, providing a more comprehensive understanding of adolescent development.

The novelty of this research lies in its integrative approach, examining not only the direct effects of parent-adolescent attachment and sibling relationships on decision-making ability but also considering the moderating roles of self-control and empathy. By doing so, this study offers a holistic view of the various influences on adolescent decision-making, which has not been extensively covered in previous research.

The findings of this study are expected to have significant practical implications. By highlighting the critical role of emotional parenting and sibling relationships in shaping adolescents' decision-making abilities, the research can inform parents, educators, and policymakers on effective strategies to support adolescent development. Furthermore, understanding the interplay between self-control, empathy, and moral competence can guide interventions aimed at fostering these traits in adolescents, ultimately contributing to their overall well-being and societal harmony.

Overall, good parenting, self-control, and empathy are essential in fostering good moral competence in adolescents. However, societal shifts and technological advancements pose challenges to maintaining these

values, leading to moral degradation among adolescents (Yolanda et al., 2019; Ningrum, 2015). Therefore, this study aims to explore the relationship between adolescent characteristics, family dynamics, emotional parenting styles, self-control, empathy, and moral competence to understand better and address these pressing issues.

## METHOD

This study utilized quantitative research with an explanatory design conducted through a survey method, which involved the completion of a questionnaire. Parents filled out a printed questionnaire to assess their emotional parenting style, while adolescents completed a Google Form Questionnaire in the classroom to report their self-control, empathy, and moral competence. Parents filled out a questionnaire at home to measure their emotional parenting style (Paterson et al., 2012), while adolescents completed questionnaires using Brief Self-Control Scale (Tangney et al., 2004), Questionnaire for Child and Adolescents (Overgaauw et al., 2017), and Moral Competency Inventory (Lennick et al., 2005 modified by Winurini, 2016).

This study was conducted in the Bandung City area, with a total population of 61,127 students. The sample included middle adolescents or high school students aged 15-18 years living with parents from three randomly selected schools (two public and one private). The methodology employed involved non-probability sampling, specifically utilizing a voluntary sampling approach. A total of 189 adolescent respondents completed the questionnaire, resulting in 110 pairs of teen-parent questionnaires for analysis.

Data analysis was conducted using Microsoft Excel for data entry, editing, coding, cleaning, and analysis, followed by Statistical Package for Social Science (SPSS) software. Data on emotional-related parenting style, self-control, empathy, and moral competence will be summed and converted into an index. Based on the index score, the parental emotional parenting style variable will be assessed by looking at the highest score of the four dimensions of parental emotional parenting to determine the most dominantly used emotion-related parenting style. For the variables of self-control and empathy, adolescents will use cut-offs such as low (0,00-60,00), medium (61,00-80,00), and high (80,00-100,00). Furthermore, for the moral competence variable, the highest number of scores that respondents can obtain is 100, and the lowest is 20. To assess moral competence, the assessment norms that have been made by Lennick et al. (2005) as follows: very low (20-39), low (40-59), average (60-79), high (80-89), and very high (90-100) which are then converted into an index, namely low ( $\leq 24,99$ ), medium (25,00-49,99), average (50,00-74,99), high (75,00-86,50), and very high ( $>86,51$ ) (Lennick et al., 2005).

The study utilized both descriptive and inferential data analysis techniques. The descriptive analysis involves presenting numbers, percentages, means, standard deviations and ranges to describe adolescents and their family characteristics, emotions-related parenting styles, self-control, empathy, and moral competence. Inferential analysis, on the other hand, involved conducting Pearson correlation and multiple linear regression tests. Correlation tests were used to examine relationships between adolescent and parent characteristics with emotion-related parenting style, self-control, empathy, and moral competence. Multiple linear regression tests were employed to investigate the impact of parenting styles, self-control, and empathy on adolescents' moral competence.

## RESULTS

### Adolescent Characteristics

The study involved a total of 110 pairs of parents and their adolescent children. Regarding gender distribution, 69,1% of the adolescent respondents were female, while the remaining 30,9% were male. The majority of the respondents were 16 years old, with an average age of 16,2 years. Additionally, based on academic class, 56,4% of the respondents were in the 10th grade, and 43,6% were in the 11th grade.

### Family Characteristics

Parents who participated in completing the questionnaire were either the father or the mother, but not both. Analyzing the parental participation in the questionnaire, it was found that 60 percent of the parent respondents were mothers, while the remaining 40 percent were fathers. Regarding the parents' educational background, the majority had graduated from high school or an equivalent level, accounting for 31,8 percent of the respondents. The study identified that two parents had only elementary school education. Additionally, 5,5 percent of the parents held master's or doctoral degrees.

Family income, as considered in this study, includes the total earnings of all working family members. Based on the data, 33.6 percent of the respondents reported a family income in the range of IDR 2.500.001 to IDR 5.000.000 per month. Other findings indicated that 6.4 percent of the respondents had a family income below IDR 500,000 and in the range of IDR 500.001 to IDR 1.000.000, while 16,4 percent of the respondents reported a family income above IDR 10.000.000.

The study also revealed that nearly all respondents belonged to nuclear families, where only the father, mother, and their children resided in a single household. Furthermore, more than half of the respondents were part of small families, consisting of fewer than four nuclear family members, and 42,7 percent were medium-sized families. Importantly, no respondents were classified as belonging to large families, which would have included more than six nuclear family members.

### Emotion-Related Parenting Style, Self-Control, and Empathy

An emotion-related parenting style is an organized feeling and thought related to parents and children's emotions. In this study, the emotion-related parenting style variable is divided into three dimensions: emotion coaching, parental acceptance of negative emotion, and parental rejection of negative emotion. In the emotion coaching dimension, almost half of the respondents were in the moderate (47,3%) and high (45,5%) categories, with an average of 79,71 percent. Furthermore, in the dimension of parental acceptance of negative emotion, the average respondent is in the moderate category, namely 41,6 percent, followed by the low category of 40,9 percent of the total respondents. Then, in the dimension of parental rejection of negative emotion, more than half of the respondents were in the moderate category (60%). As many as 30,9 percent of respondents were in the low category.

Self-control is a person's ability to regulate and direct themselves. Based on the study results, respondents' self-control was in the moderate category, averaging 61,73. Of the 110 respondents, only one fell into the high category with an index score of 83,08 percent, and the remaining 45 respondents were in the low category with the lowest index score of 40 percent.

Empathy is a person's ability to recognize emotions in others and put himself in that person's position. This study divides the empathy variable into three dimensions: affective empathy, cognitive empathy, and intention to comfort. The results showed that the respondents' empathy was moderate, averaging 77,19 (Table 1). In all dimensions of empathy, more than half of the respondents were in the moderate category. Thirty-nine respondents had affective empathy in the high category and 11 respondents in the low category, while in cognitive empathy, as many as 23 respondents (20,9%) fell into the low category. In the intention to comfort dimension, 44,5 percent of respondents fell into the high category.

Table 1 Distribution of respondents by category, minimum and maximum values, mean, and standard deviation based on variables of emotion-related parenting style, self-control, and empathy

Dimensions	Category						Mean±SD
	Low		Medium		High		
	n	%	n	%	n	%	
Emotion coaching	8	7,3	52	47,3	50	45,5	79,71±11,48
Parental acceptance	45	40,9	51	46,4	14	12,7	67,45±9,98
Parental rejection	34	30,9	66	60,0	10	9,1	65,24±14,79
Self-Control	45	40,9	64	58,2	1	0,9	61,73±8,23
Affective Empathy	11	10,0	60	54,5	39	35,5	76,21±10,88
Cognitive Empathy	23	20,9	65	59,1	22	20,0	73,21±12,96
Intent to Comfort	4	3,6	57	51,8	49	44,5	80,76±9,35
Empathy	2	1,8	73	66,4	35	31,8	77,19±8,21

### Adolescents Moral Competence

In this study, the moral competence variable is divided into four dimensions: integrity, responsibility, compassion, and forgiveness. According to Table 2, the results showed that the respondents' moral competence was average at 73,41, and no respondents fell into the low category both compositely and in each dimension. One respondent was in the medium category regarding responsibility and compassion. 61,8 percent of respondents were in the average category on the integrity dimension and 48,2 percent on the apology dimension. Most respondents in the very high category were in the compassion dimension, namely

22 respondents, while compositely, only two fell into the very high category. No respondents were found in the low category in all dimensions and compositely.

Table 2 Distribution of respondents by category, minimum and maximum values, mean, and standard deviation based on moral competence variables

Dimension	Category										Min-Max	Mean±SD
	Low		Medium		Average		High		Very High			
	n	%	n	%	n	%	n	%	n	%		
Integrity	0	0			68	61,8	39	35,5	3	2,7	55,00-95,00	72,23±7,13
Responsibility	0	0	1	0,9	46	41,8	44	40,0	19	17,3	43,33-100,00	76,11±9,95
Compassion	0	0	1	0,9	45	40,9	42	38,2	22	20,0	40,00-100,00	75,00±13,60
Forgiveness	0	0			53	48,2	45	40,9	12	10,9	52,50-95,00	73,70±9,52
Moral Competence	0	0	1	0,9	67	60,9	40	36,4	2	1,8	45,00-95,00	73,41±7,68

### Correlation between Adolescent Characteristics, Family Characteristics, Emotion-related parenting style, Self-Control, Empathy, and Adolescent Moral Competence

Relationship tests examined the relationship between adolescent and family characteristics and emotion-related parenting style, self-control, empathy, and moral competence. Based on Table 3, two characteristics of adolescents showed significant results associated with self-control and empathy variables. Gender showed a significant positive relationship at  $p < 0,01$  of 0,208 with adolescent empathy, and class showed a significant negative relationship at  $p < 0,01$  of -0,237 with adolescent self-control. Based on these results, girls have higher empathy than boys, and the higher the grade level of adolescents will reduce their self-control. In family characteristics, parental education shows a significant positive result at  $p < 0,01$  of 0,223 with the emotion coaching dimension of emotion-related parenting style variables. This means that parents who complete their education at the college level are more likely to use the emotion-coaching parenting style.

Table 3 Correlation coefficients of adolescent characteristics and family characteristics with overall variables

Variables	EC	PA	PR	SC	EM	MC
Adolescents characteristics						
Sex (0=male, 1=female)	-0,092	-0,001	0,048	-0,072	<b>0,208**</b>	-0,015
Age	-0,055	-0,187	0,131	-0,148	0,050	0,092
Class	-0,010	0,008	-0,038	<b>-0,237**</b>	0,102	-0,002
Birth order (0=not youngest, 1=youngest)	-0,063	0,120	0,013	-0,131	0,072	0,002
Family characteristics						
Education (0=no college graduate, 1=college graduate)	<b>0,223**</b>	0,101	0,104	0,091	-0,130	-0,144
Family income	0,037	0,142	-0,045	-0,121	0,006	-0,003
Family type (0=not nuclear family, 1=nuclear family)	-0,044	-0,077	0,034	-0,028	0,124	-0,011
Size of nuclear family (1= small, 2= medium)	0,125	-0,108	0,084	-0,083	0,049	0,051

\*\*significant at  $p < 0,01$  (2-tailed)

Then, the relationship between emotion-related parenting style, self-control, empathy, and moral competence was tested. The results show that two of the three variables have a relationship with moral competence (see Table 4). Self-control and empathy each have a positive significant relationship at  $p < 0,01$  of 0,253 and 0,500, which means that the higher the self-control and empathy in adolescents, the higher the

moral competence, while the emotion-related parenting style variable does not show a relationship with adolescent moral competence.

Table 4 Correlation coefficients between variables

Variabel	Emotion Coaching	Parental Acceptance	Parental Rejection	Self-Control	Empathy	Moral Competence
Emotion Coaching	1	0,009	-0,009	0,078	-0,023	0,044
Parental Acceptance		1	-0,140	-0,046	0,014	0,067
Parental Rejection			1	0,036	0,039	-0,003
Self-Control				1	0,007	0,253**
Empathy					1	0,500**
Moral Competence						1

\*\*significant at  $p < 0,01$  (2-tailed)

### The Influence of Adolescent and Family Characteristics, Emotion-related parenting style, Self-Control, and Empathy on Moral Competence

The regression model in this study examines the influence of adolescent characteristics, family characteristics, emotion-related parenting style, self-control, and empathy on adolescent moral competence with a significance value of 0,000 ( $p < 0,001$ ) so that it has met the significant requirements. The regression test results show a coefficient of determination (Adjusted  $R^2$ ) of 0,375, which means that this model can explain 37,5 percent of the influence of adolescent characteristics, family characteristics, emotion-related parenting style, self-control, and empathy on moral competence than the remaining 62,5 percent is influenced by other variables not examined.

Table 5 Regression coefficients adolescent and family characteristics, emotion-related parenting style, self-control, empathy, and adolescent moral competence

Variables	Standard error	Beta standardized coefficient ( $\beta$ )	Sig.
Constant	17,825		0,532
Adolescents characteristics			
Gender	1,328	-0,074	0,384
Age	1,083	0,162	0,127
Class	1,629	-0,023	0,834
Birth order	1,184	-0,052	0,521
Family characteristics			
Parental education	1,412	-0,163	0,091
Family income	0,479	0,132	0,143
Family type	1,378	-0,097	0,254
Nuclear family size	1,231	0,049	0,557
Emotion-related parenting styles			
Emotion coaching	0,051	0,020	0,804
Parental acceptance of negative emotion	0,041	0,118	0,162
Parental rejection of negative emotion	0,059	0,059	0,468
Self-control	0,075	0,299	0,001**
Empathy	0,075	0,536	0,000**
	$R^2$		0,455
	Adjusted $R^2$		0,375
	F		5,671
	Sig.		0,000**

\*\*signifikan pada  $p < 0,01$  (2-tailed)

According to Table 5 below, self-control variable shows positive significant results at  $p < 0.01$  of 0.001 ( $B = 0.299$ ) on moral competence, meaning that every unit increase in respondents' self-control will increase their moral competence by 0.299 points. In addition to self-control, empathy also shows positive significant results at  $p < 0,01$  of 0,000 ( $B = 0,536$ ), which means that every one-point increase in respondents' empathy will increase by 0,536 points of respondents' moral competence.

## DISCUSSION

Moral competence is a crucial aspect of human development, reflecting an individual's ability to navigate ethical dilemmas and adhere to societal norms. Ma (2012) defines moral competence as encompassing not only the capacity to perform altruistic acts but also the ability to assess moral issues with logical consistency, particularly at higher stages of cognitive and moral development. This competence is shaped by various factors, including the emotional climate provided by parents, the individual's self-regulation abilities, and their empathetic understanding of others (Goleman, 1996; Gottman et al., 1997; Molchanov, 2014; Hidayah, 2021).

In the context of parenting, the current study highlights a significant trend towards the adoption of emotion coaching among parents of adolescents. Emotion coaching involves parents engaging in empathetic and supportive responses to their children's emotional experiences, aiming to teach them how to understand and manage their emotions effectively. Research consistently associates emotion coaching with positive developmental outcomes, such as improved emotional regulation, higher social competence, and better academic performance (Gottman et al., 1997; Hidalgo et al., 2020).

Moreover, the study reveals a correlation between parental education levels and the utilization of emotion coaching. Parents with higher educational attainment are more likely to employ emotion coaching strategies effectively. This finding resonates with previous research indicating that educated parents often possess greater knowledge of child development principles and have access to resources that facilitate positive parenting practices (Miyati et al., 2021). These resources may include psychological insights into emotional development, access to supportive networks, and the ability to engage in reflective parenting practices that promote emotional resilience in adolescents.

Additionally, the study identified an intriguing trend concerning adolescents' levels of self-control across different grade levels. It was observed that as adolescents progress through higher grades, their levels of self-control tend to decrease. This phenomenon may be attributed to the escalating academic pressures and responsibilities that accompany higher levels of education. Research by Lee et al. (2013), Guo (2020), and Dautov (2020) supports these findings, suggesting that increased academic demands can lead to reduced motivation for learning and heightened feelings of laziness among students.

Gender differences in empathy also emerged as a significant finding, with female adolescents demonstrating higher levels of empathy compared to their male counterparts. This finding aligns with previous studies by Molchanov (2014) and Christov-Moore et al. (2014), which have consistently shown that girls tend to exhibit greater empathy, sympathy, and pro-social attitudes from childhood through adolescence. The higher empathy levels among female adolescents may be attributed to socialization processes that encourage nurturing and empathetic behaviors in girls from a young age.

Interestingly, the study did not find a significant correlation between family income and adolescent self-control. This finding contrasts with previous research by Moffitt et al. (2011), which suggested that adolescents from socio-economically advantaged families generally exhibit higher levels of self-control. The discrepancy could be influenced by various contextual factors specific to the study sample, including cultural differences, regional socio-economic conditions, and educational opportunities available to adolescents.

The primary findings of this study underscore the critical roles of self-control and empathy in the development of moral competence among adolescents. The study revealed that adolescents with better self-control tend to demonstrate improved moral competence, consistent with previous research by Hidayah (2021), Georgoulas-Sherry (2022), and Mestvirishvili et al. (2023). Strong self-control enables adolescents to regulate their behaviors effectively and make decisions that align with moral and societal norms. Similarly, higher levels of empathy were associated with enhanced moral competence, as empathy facilitates the understanding of others' emotions and promotes moral reasoning and pro-social behaviors among adolescents.

The implications of this research are manifold. First, the findings highlight the importance of emotion coaching as a parenting strategy. Practitioners and educators can develop programs and workshops to educate parents on the benefits and techniques of emotion coaching, thus promoting healthier emotional development in adolescents. Secondly, schools and policymakers should consider the impact of academic

pressure on students' self-control. Interventions aimed at reducing academic stress and promoting balanced educational environments could help maintain or improve self-control among students. Additionally, understanding gender differences in empathy can guide the creation of gender-sensitive programs that foster empathy development in both boys and girls. Lastly, the study's findings on family income and self-control suggest that socio-economic factors alone do not determine self-control levels, indicating the need for a more nuanced approach in addressing self-control issues among adolescents.

Despite the valuable insights, this study has several limitations that warrant consideration. The potential for bias exists due to the simultaneous completion of questionnaires by adolescents in a classroom setting, which may have influenced their responses. Additionally, the absence of age data from parent respondents presents a gap in the demographic profile of the sample. The unequal participation of students from private and public schools could also impact the generalizability of the findings, as educational environments and resources differ significantly between these institutions.

## CONCLUSION AND SUGGESTION

The study encompassed 110 adolescents from grades 10 and 11, predominantly female, with an average age of 16,2 years. Nearly half of the respondents were the youngest children in their families. The majority resided in nuclear families, with a significant proportion from small family units. Sixty percent of the parents were mothers, and most had completed high school, with family incomes typically ranging between IDR2.500.001 to IDR5.000.000 per month.

Parents predominantly employed an emotion-coaching parenting style, emphasizing understanding and guiding their children's emotions. This approach overshadowed both the acceptance and rejection of negative emotions. Parental education positively correlated with the adoption of emotion-coaching, indicating that college-educated parents were more inclined towards this supportive parenting style. Conversely, higher grade levels negatively associated with self-control among adolescents, while gender exhibited a positive correlation with empathy levels.

The study found strong positive relationships between self-control and moral competence, as well as empathy and moral competence. These findings suggest that adolescents with higher self-control and empathy tend to demonstrate greater moral development. However, the study also revealed that self-control and empathy levels among adolescents were moderate to low, while moral competence fell within average levels.

Therefore, it is imperative for parents to increase their engagement in emotion-coaching interactions with adolescents to enhance their empathy, self-control, and moral competence. Furthermore, adolescents should be encouraged to cultivate awareness of their social environments and choose supportive peer relationships that foster their growth and ethical development. Schools play a pivotal role in providing conducive learning environments that nurture and support the enhancement of adolescents' emotional skills, self-control, empathy, and moral reasoning.

For future research, it is recommended to involve both parents in completing emotional parenting style questionnaires to comprehensively understand how dual-parent emotional styles impact adolescent development. Additionally, conducting interviews with parents on their parenting approaches and with adolescents on their perceptions of self-control, empathy, and moral competence could provide deeper insights into familial dynamics. Further studies should also explore the influence of peer environments and academic pressures on adolescent moral competence to broaden the understanding of developmental influences in this area.



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