

The Influence of Parenting Democratic Parenting and Self-Efficacy on Interest in Learning Through Emotional Intelligence in 2nd Grade Students of Eskola Secundaria Geral "99" Atauro Timor Leste

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Abstract:- This study aims to explore the impact of democratic parenting styles and self-efficacy on students' learning interest through emotional intelligence as a mediating variable at Eskola Secundaria Geral "99" Atauro, Timor Leste. The research employs a descriptive quantitative approach, involving all second-grade students as the sample using total sampling technique. Data were collected through questionnaires measuring democratic parenting styles, self-efficacy, emotional intelligence, and learning interest. Data analysis was performed using path analysis with JASP version 19.0, including validity, reliability, and normality tests to ensure data quality. The findings indicate that democratic parenting styles have a positive and significant effect on students' emotional intelligence. Self-efficacy also has a positive and significant effect on emotional intelligence. Furthermore, both democratic parenting styles and self-efficacy directly influence students' learning interest, while emotional intelligence positively and significantly affects learning interest. However, emotional intelligence does not serve as a significant mediating variable in the relationship between democratic parenting styles and learning interest, nor does it mediate the relationship between self-efficacy and learning interest. These findings suggest that democratic parenting styles and self-efficacy have a direct impact on students' learning interest, while emotional intelligence plays a role in enhancing learning interest without acting as a mediator.

Keywords:- Democratic Parenting Styles, Self-Efficacy, Emotional Intelligence, Learning Interest.

I. INTRODUCTION

Education is considered a key to breaking the cycle of poverty and addressing social exclusion. Therefore, education plays a crucial role in improving quality of life and achieving community welfare. In this context, the state has a responsibility to provide equitable education services to all its citizens (Iskandar, 2021).

Timor-Leste, as a relatively new country, also strives to catch up with other nations, enhance its competitiveness, and fulfill human rights as recognized by the Universal Declaration of Human Rights. According to data released by the National Institute of Statistics Timor-Leste in 2022, the number of school students at all levels has been declining over the past five years, with only a minor increase at the general secondary level. The same data reports that more than 30 percent of Timor-Leste's adult population is illiterate (Inetl, 2023). This statistical data indicates weak learning interest among both school-age and out-of-school populations. Learning interest is essential as it represents the initial acceptance and open-mindedness towards education, driving motivation and enthusiasm in learning (Gunardi et al., 2023). Learning interest is crucial for successful education from both the government's perspective and the community's benefit. Without it, educational goals cannot be achieved. Theoretically, learning interest comprises innate interest and situational interest influenced by external factors (Trygu, 2021). Therefore, fostering interest requires intervention from others or the environment.

One significant factor influencing a child's interest, particularly situational interest, is parenting style. The democratic parenting style is considered ideal for educating children, especially during the learning phase. In this style, parents adopt an approach that rationally prioritizes the child's interests, aiming to positively shape the child's personality. Through democratic parenting, children are valued as individuals with their own needs and desires, facilitating the integration of their innate interests with those developed through parental intervention. This approach allows children to feel valued and motivated to develop their potential optimally (Amseke, 2023).

Additionally, innate interest in learning is closely related to self-efficacy, which provides resilience and strength in handling school situations, maintaining persistence, and effectively completing tasks. Students with high self-efficacy exhibit less boredom and more perseverance, while those with low self-efficacy tend to experience greater learning difficulties and lack of motivation (Merdekawati & Fatmawati, 2019). Self-efficacy, along with parenting style, does not operate in isolation. Emotional intelligence also plays a significant role in enhancing parenting quality and self-efficacy. Emotional intelligence refers to the ability to recognize, evaluate, manage, and control one's own and others' emotions, which is crucial for forming healthy and effective interactions that impact a child's interest and personal development (Lubis, 2020).

Eskola Sekundaria Geral "99" Atauro, a secondary school on the remote island of Timor-Leste, approximately 40 km from Dili, has seen significant educational development since the 2000s. Preliminary observations indicate a high dropout rate among students, suggesting weak learning interest at the school. Data from the school over the past decade show fluctuating student numbers, with a high dropout rate compared to other schools in the area. This situation is exacerbated by weak parenting styles, low self-efficacy, and emotional intelligence among students, influenced by the parents' own educational background and interest.

Previous research has investigated the determinants of learning interest, including parenting style, self-efficacy, and emotional intelligence as independent variables. Studies by Adawiyah & Suaedah (2022), Dewi et al. (2023), and Nur & Karismatika (2019) have concluded that parenting style affects students' learning interest. Research on self-efficacy's impact on learning interest, conducted by Sandi (2017), Sulistiawan (2019), and Wijaya et al. (2019), confirms its significance. Additionally, studies by Banjarnahor et al. (2020) and Shidiqi & Sasmita (2022) show a significant influence of emotional intelligence on learning interest. These findings are influenced by various factors such as student characteristics, parental attributes, and the environment, making further research relevant, particularly with emotional intelligence as a mediator. This study aims to evaluate and analyze the impact of democratic parenting, self-efficacy, and emotional intelligence on the learning interest of Grade 2 students at Eskola Sekundaria Geral "99" Atauro, Timor-Leste. It seeks to understand how democratic parenting and self-efficacy affect students' emotional intelligence and how these factors influence learning interest, also examining the role of emotional intelligence as a mediator in these relationships to provide a comprehensive view of these factors' interactions in the educational context.

II. LITERATUR REVIEW

➤ *Review of Learning Interest*

Interest can be defined as a sense of responsibility that accompanies an individual in academic activities and plays a crucial role in achieving success in the learning process (Sawitri, 2023). Interest can also be seen as a motivator; it drives individuals to focus on specific situations, people, or activities, creating effective experiences through engagement in interactions or participation in activities (Sutrisno, 2020). Interest has the potential to influence a person's drive and motivation to be engaged with particular objects, activities, or experiences, which is a highly individual conscious response but also influenced by the environment (Nurtika, 2021).

Learning, on the other hand, refers to the process through which transformations occur in overall behavior that tends to be stable, stemming from experiences and interactions with the environment, involving cognitive activities. Furthermore, the learning process involves continuous changes in behavior, whether directly or indirectly, resulting from practice and interaction with the environment (Chusni et al., 2021).

Learning interest is the tendency or motivation an individual has to actively engage in learning activities, characterized by curiosity, motivation, and attention toward specific material or subjects. This interest includes a deep desire to acquire new knowledge or skills (Atika et al., 2023). Several tools are available to measure students' learning interest. For example, Schiefele et al. (1993) developed the Study Interest Questionnaire (SIQ), which consists of 18 items assessing feeling-related valences, value-related valences, and intrinsic orientation. Responses to the questionnaire are measured on a Likert scale ranging from 1 (not true at all) to 5 (absolutely true).

➤ *Concept of Democratic Parenting Style*

Democratic parenting is an approach applied by parents to shape a child's personality by prioritizing the child's interests rationally. In this style, parents use explanations, discussions, and reasoning to help children understand why certain behaviors are expected. This approach emphasizes open communication and children's participation in decision-making processes, allowing them to better understand and accept parental expectations (Amseke et al., 2023).

Democratic parenting is also referred to as the authoritative parenting style, where parents discipline their children moderately as described by Baumrind (1971) in Mohanan & George (2022). The authoritative style is characterized by being firm yet supportive rather than punitive. This style emphasizes emotional responsiveness based on sensitivity, reasoning, and setting boundaries. Parents guide their children's activities and decisions with appropriate discipline.

The tool used to measure democratic parenting style is the Parental Style Dimension Questionnaire (PSDQ) developed by Baumrind (1971). This instrument includes 11 items assessing aspects such as regulation, warmth and support, autonomy, and granting, rated on a Likert scale up to five.

➤ *Review of Self-Efficacy*

According to Wilandika (2022), self-efficacy is a key concept in social cognitive theory. It refers to an individual's belief in their ability to achieve desired outcomes. This belief in oneself to perform actions to handle specific situations influences the expected results. Self-efficacy is a belief that drives individuals to act and achieve, playing a role in building self-confidence based on the belief that they have the knowledge, skills, and abilities to face challenges (Suciono, 2021).

Pradhan et al. (2021) note that self-efficacy affects well-being through various cognitive, motivational, and affective processes. This belief in one's abilities can lead to changes in attitudes and behaviors that positively impact mental and physical well-being.

Bandura, as cited by Sonartra & Neherta (2021), suggests that self-efficacy can be measured through several dimensions, including: a. Magnitude (level of difficulty): Recognizing that difficulty levels can vary among individuals. One person may face significant challenges, while another may find the effort relatively easy. b. Strength: Focusing on skills or confidence in performing an action. Negative experiences may diminish one's hopes, but individuals with strong hopes will continue to strive despite failures (Sonartra & Neherta, 2021). c. Generality: Emphasizing the belief in skills acquired from

experiences in one endeavor to other endeavors. Individuals tend to extend their belief in success from one effort to others.

Various tools measure self-efficacy, such as Schwarzer & Jerusalem's (1995) General Self-Efficacy Scale, originally consisting of 20 items and later modified in 1995 to 10 items, focusing on magnitude, strength, and generality. General self-efficacy emphasizes a broad and stable belief in one's ability to manage different situations effectively.

➤ *Emotional Intelligence*

Emotional intelligence refers to a set of mental abilities that help individuals recognize and understand their own and others' emotions, which in turn allows them to manage emotions effectively. Emotional intelligence has two main aspects: the ability to understand emotions and the ability to combine emotional feelings with logical thinking to enhance creativity and intuition (Supriadi, 2018).

According to Goleman, as cited by Lubis (2020), emotional intelligence involves managing one's emotional life wisely, maintaining emotional balance, and expressing emotions appropriately. This ability includes self-awareness, self-motivation, empathy, and social skills. Individuals with high emotional intelligence tend to have high social sensitivity and adaptability in various conditions.

Several tools can measure emotional intelligence, including Daniel Goleman's Emotional Intelligence Questionnaire, which comprises 33 items assessing self-awareness, managing emotions, motivating oneself, empathy, and social skills. Responses are measured on a Likert scale from 1 (does not apply) to 5 (always applies). The internal consistency estimates for subscales range from 0.81 to 0.96.

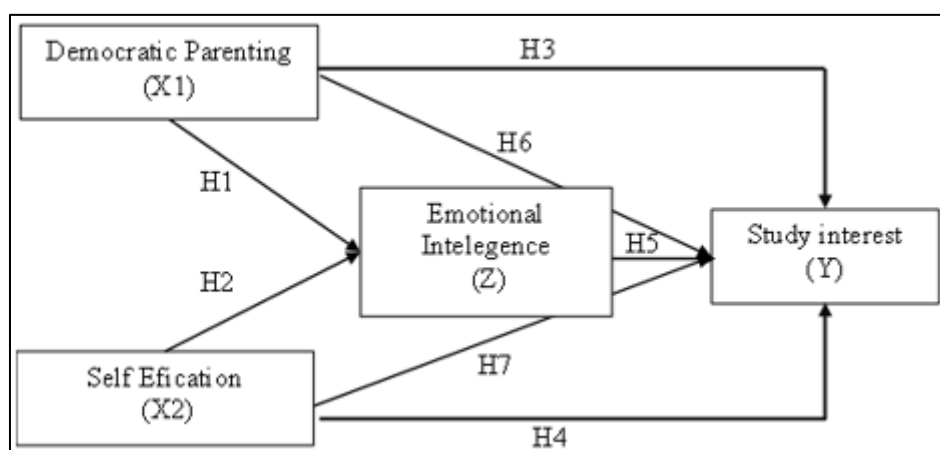


Fig 1. Research Framework

A hypothesis is a statement about one or more populations that needs to be validated through hypothesis testing procedures (Sugiyono, 2019). The hypotheses for this study are as follows:

- H1: "There is a positive and significant effect of democratic parenting on the emotional intelligence of students in Class 2 at Eskola Sekundaria Geral 99 Atauro, Timor Leste."

- H2: "There is a positive and significant effect of self-efficacy on the emotional intelligence of students in Class 2 at Eskola Sekundaria Geral 99 Atauro, Timor Leste."
- H3: "There is a positive and significant effect of democratic parenting on the learning interest of students in Class 2 at Eskola Sekundaria Geral 99 Atauro, Timor Leste."

- H4: "There is a positive and significant effect of self-efficacy on the learning interest of students in Class 2 at Eskola Sekundaria Geral 99 Atauro, Timor Leste."
- H5: "There is a positive and significant effect of emotional intelligence on the learning interest of students in Class 2 at Eskola Sekundaria Geral 99 Atauro, Timor Leste."
- H6: "There is no positive and significant effect of democratic parenting on learning interest through emotional intelligence of students in Class 2 at Eskola Sekundaria Geral 99 Atauro, Timor Leste."
- H7: "There is no positive and significant effect of self-efficacy on learning interest through emotional intelligence of students in Class 2 at Eskola Sekundaria Geral 99 Atauro, Timor Leste."

III. RESEARCH METHODS

This study employs a descriptive method, focusing on a systematic and accurate depiction of the status of groups, objects, or phenomena. The method aims to explain the relationships between the studied variables, such as democratic parenting, self-efficacy, emotional intelligence, and learning interest (Rukajat, 2018; Ansori, 2020). The research population consists of 119 students in Class 2 at Eskola Sekundaria Geral "99" Atauro, Timor Leste. The sample includes all students from this population, using total sampling techniques, where every member of the population is involved in the study.

The study involves two independent variables (democratic parenting and self-efficacy), one mediating variable (emotional intelligence), and one dependent variable (learning interest). These variables are operationalized as follows: Learning interest is measured by indicators of feeling-related valences, value-related valences, and intrinsic

orientation; Democratic parenting is measured through regulation, warmth and support, and autonomy and granting; Self-efficacy is measured by magnitude, strength, and generality; and Emotional intelligence is measured by indicators of self-awareness, managing emotions, motivating oneself, empathy, and social skill.

Validity and reliability of the measurement instruments are conducted using JASP version 19.0. Validity is assessed by the significance value of items, where an item is valid if the significance value < 0.05 (Yamin, 2021). Reliability is measured by Alpha Cronbach and Item-rest correlation, where an item is valid if the Item-rest correlation > 0.03 (Ulfatin, 2022). Normality testing is performed using the Kolmogorov-Smirnov Test, with data considered normal if the significance value > 0.05 (Ghozali, 2018). Primary data is obtained through questionnaires, while secondary data is sourced from books, journals, reports, and documentation. The questionnaires include measurement tools for learning interest (Study Interest Questionnaire), democratic parenting (Parental Style Dimension Questionnaire), self-efficacy (General Self Efficacy Scale), and emotional intelligence (Emotional Intelligence Questionnaire).

Data analysis is conducted using path analysis with JASP version 19.0. Hypothesis testing is performed by assessing z scores and p values, where an independent variable significantly affects the dependent variable if the z score > 1.96 and the p value < 0.05 . Conversely, if the z score < 1.96 and the p value > 0.05 , the independent variable does not significantly affect the dependent variable (Musyaffi et al., 2022).

IV. RESULT AND DISCUSSION

❖ Demographic Data of Research Subjects

Table 1. Descriptive Demographic Data of Research Subjects

Variable	Category	Σ	%
Age	15 Years	6	5.10%
	16 Years	10	8.40%
	17 Years	29	24.40%
	18 Years	34	28.60%
	Over 18 Years	40	33.60%
Gender	Male	64	53.80%
	Female	55	46.20%
Family Status	Complete Family	103	86.60%
	Incomplete Family	16	13.40%
Parental Education	Elementary School	13	10.90%
	Junior High School	16	13.40%
	Senior High School	32	26.90%
	Bachelor's Degree	32	26.90%
	Master's Degree	5	4.20%
	No School	21	17.60%

The majority of respondents are over 18 years old, indicating that this age group is particularly relevant to the research context. The sample shows a slight male predominance, although the gender distribution remains fairly balanced. Most respondents come from complete families, suggesting higher levels of family support and stability, which may influence other research factors. Additionally, a significant proportion of respondents' parents have completed Senior High School or Bachelor's degrees, highlighting good educational access, while postgraduate education among parents is less common.

A. Analisis Jalur

The path coefficient is a measure of the strength and direction of the relationship between variables in a path analysis model or Structural Equation Modeling (SEM). The path coefficient indicates the extent of change in the dependent variable caused by a one-unit change in the independent variable, taking into account the effects of other variables in the model.

➤ *Path Coefficient Emotional Intelegence*

Table 2 Path Coefficient Emotional Intelegence

			Estimate	Std. Error	z-value	p
Democratic Parenting	→	emotional intelligence	0.936	0.17	5.588	< .001
Self Effication	→	emotional intelligence	1.117	0.19	5.991	< .001

Based on the data above, the structural equation for EGB can be arranged as follows:

$$\eta_1 = \beta\epsilon_1 + \beta\epsilon_2 + \epsilon\eta_1$$

$$\eta_1 = 0.936 + 1.117 + \epsilon\eta_1$$

Explanation:

η_1 = Path equation for Emotional Intelligence

$\beta\epsilon_1$ = Path coefficient for Democratic Parenting Style

$\beta\epsilon_2$ = Path coefficient for Self-Efficacy

$\epsilon\eta_1$ = Error

Based on the results of the path analysis presented in Table 4.20, it can be concluded that Democratic Parenting and Self-Efficacy have a positive and significant effect on Emotional Intelligence. The path coefficient for Democratic

Parenting is 0.936, indicating that good democratic parenting contributes significantly to increasing individual emotional intelligence. Meanwhile, Self-Efficacy has a path coefficient of 1.117, indicating that high levels of self-efficacy are also positively associated with emotional intelligence. The structural equation describing this relationship is $\eta_1 = 0.936 + 1.117 + \epsilon\eta_1$, where η_1 represents emotional intelligence, 0.936 is the contribution from democratic parenting, and 1.117 is the contribution from self-efficacy. The error term $\epsilon\eta_1$ reflects other factors that affect emotional intelligence but are not explained in this model. Thus, this model shows that both democratic parenting and self-efficacy have a significant impact in improving emotional intelligence.

➤ *Koefisien Jalur Learning Interest*

Table 3 Path Coefficient Learning interest

			Estimate	Std. Error	z-value	p
Democratic parenting	→	learning interest	0.461	0.1	4.595	< .001
Self efcation	→	learning interest	0.326	0.11	2.874	0.004
emotional intelligence	→	learning interest	0.108	0.05	2.211	0.027

Based on the data above, the structural equation for EGB can be formulated as follows: $\eta_1 = \beta\epsilon_1 + \beta\epsilon_2 + \beta\epsilon_3 + \epsilon\eta_1$
 $\eta_1 = 0.461 + 0.326 + 0.108 + \epsilon\eta_1$

- Explanation: η_1 = Path equation for Emotional Intelligence
- $\beta\epsilon_1$ = Path coefficient for Democratic Parenting Style
- $\beta\epsilon_2$ = Path coefficient for Self-Efficacy
- $\beta\epsilon_3$ = Path coefficient for Emotional Intelligence
- $\epsilon\eta_1$ = Error

• Based on the path analysis results presented in Table 4.21, it can be interpreted that Democratic Parenting Style, Self-Efficacy, and Emotional Intelligence significantly influence Learning Interest. The Democratic Parenting Style shows a path coefficient of 0.461, with a z-value of 4.595 and $p < 0.001$, indicating that democratic parenting style has a positive and significant effect on learning interest. This means that the better the democratic parenting style, the higher the individual's learning interest.

- Self-Efficacy has a path coefficient of 0.326, with a z-value of 2.874 and $p = 0.004$, indicating that self-efficacy also has a positive and significant effect on learning interest. This means that a higher level of self-efficacy contributes to an increase in learning interest. Emotional Intelligence positively contributes to learning interest with a path coefficient of 0.108, a z-value of 2.211, and $p = 0.027$. This indicates that better emotional intelligence is also associated with increased learning interest.

B. Hipotesis Test

Hypothesis testing is conducted to address the research problem statements and hypotheses by examining the direct effect and indirect effect values, which can be seen in the following table:

Table 4 Direct Effect

			Estimate	Std. Error	z-value	p
Emotional intelligence	→	Learning interest	0.108	0.049	2.211	0.027
Democratic parenting	→	Learning interest	0.461	0.1	4.595	< .001
Self Effication	→	Learning interest	0.326	0.113	2.874	0.004
Democratic parenting	→	Emotional intelligence	0.936	0.167	5.588	< .001
Self Effication	→	Emotional intelligence	1.117	0.186	5.991	< .001

Based on the hypothesis testing results presented, here is the interpretation of the direct effects among the analyzed variables:

- Emotional_Intelligence has a positive and significant effect on Learning_Interest with an estimated coefficient of 0.108, a standard error of 0.049, a z-value of 2.211, and $p = 0.027$. This indicates that emotional intelligence significantly contributes to enhancing learning interest. The p-value less than 0.05 suggests that this effect is not due to chance.
- Democratic_Parenting has a positive and significant effect on Learning_Interest with an estimated coefficient of 0.461, a standard error of 0.1, a z-value of 4.595, and $p < 0.001$. This shows that good democratic parenting significantly increases learning interest. The very small p-value indicates that this effect is strong and statistically significant.
- Self_Efficacy also has a positive and significant effect on Learning_Interest with an estimated coefficient of 0.326, a standard error of 0.113, a z-value of 2.874, and $p = 0.004$. This shows that high levels of self-efficacy significantly contribute to increased learning interest. The p-value less than 0.01 confirms that this effect is significant.

- Democratic_Parenting has a positive and significant effect on Emotional_Intelligence with an estimated coefficient of 0.936, a standard error of 0.167, a z-value of 5.588, and $p < 0.001$. This means that good democratic parenting significantly enhances emotional intelligence. This effect is highly significant statistically, as indicated by the very small p-value.
- Self_Efficacy also has a positive and significant effect on Emotional_Intelligence with an estimated coefficient of 1.117, a standard error of 0.186, a z-value of 5.991, and $p < 0.001$. This indicates that high self-efficacy significantly increases emotional intelligence. This effect is also highly significant, with a very small p-value.

Overall, the hypothesis testing results show that Democratic_Parenting and Self_Efficacy directly affect Emotional_Intelligence, and Emotional_Intelligence, Democratic_Parenting, and Self_Efficacy directly affect Learning_Interest. All these relationships are statistically significant, indicating that these factors substantially influence learning interest both directly and indirectly.

Table 5 Indirect Effect

				Estimate	Std. Error	z-value	p	
Democratic parenting	→	Emotional intelligence	→	Learning interest	0.101	0.049	2.056	0.04
Self efficacy	→	Emotional intelligence	→	Learning interest	0.121	0.058	2.074	0.038

Based on the results of the indirect effects testing, the following interpretation of the indirect effects of Democratic_Parenting and Self_Efficacy on Learning_Interest through Emotional_Intelligence is provided:

- Democratic_Parenting has an indirect effect on Learning_Interest through Emotional_Intelligence with an estimated coefficient of 0.101, a standard error of 0.049, a z-value of 2.056, and $p = 0.04$. The 95% confidence interval for this coefficient ranges from 0.005 to 0.197. This means there is a 95% confidence that the indirect effect of democratic parenting on learning interest through emotional intelligence falls within this range. This significant effect indicates that democratic parenting influences learning interest indirectly through emotional intelligence as a mediator.

- Self_Efficacy also shows an indirect effect on Learning_Interest through Emotional_Intelligence with an estimated coefficient of 0.121, a standard error of 0.058, a z-value of 2.074, and $p = 0.038$. The 95% confidence interval for this coefficient ranges from 0.007 to 0.235. This means there is a 95% confidence that the indirect effect of self-efficacy on learning interest through emotional intelligence falls within this range. This significant effect indicates that self-efficacy also influences learning interest indirectly through emotional intelligence as a mediator.
- Overall, these results demonstrate that both democratic parenting and self-efficacy have significant indirect effects on learning interest through emotional intelligence. The provided confidence intervals indicate the range within which the indirect effects are likely to fall, reinforcing the role of emotional intelligence as a mediator in these relationships.

V. DISCUSSION

Impact of Democratic Parenting on Emotional Intelligence: The research indicates that democratic parenting has a significant positive effect on students' emotional intelligence, with a z-value of 5.588 and a p-value less than 0.001. Data reveals that parental involvement in family decision-making, emotional support, and freedom in choosing friends and schools contribute to the development of students' emotional intelligence. This support facilitates students in managing and regulating their emotions more effectively, aligning with Goleman's theory of emotional intelligence and Baumrind's democratic parenting style, which emphasizes the importance of involvement and emotional support.

Impact of Self-Efficacy on Emotional Intelligence: Self-efficacy also has a significant positive impact on students' emotional intelligence, with a z-value of 5.991 and a p-value less than 0.001. Students who have confidence in their abilities tend to exhibit better emotional intelligence, allowing them to manage and express emotions more effectively. This finding is supported by Bandura's self-efficacy theory and Gross's emotion regulation theory, which suggest that belief in one's capabilities plays a crucial role in emotional management.

Impact of Democratic Parenting and Self-Efficacy on Learning Interest: Both democratic parenting and self-efficacy significantly contribute to students' learning interest, with z-values of 4.595 and 2.874, respectively. Democratic parenting, by providing freedom and emotional support, motivates students to engage more actively in learning. Self-efficacy, on the other hand, enhances learning motivation by reinforcing students' confidence in their ability to achieve goals. These factors, supported by Deci and Ryan's Self-Determination Theory and intrinsic motivation theory, play a crucial role in increasing students' engagement and interest in learning.

VI. CONCLUSION

Based on the research results from Grade 2 at Sekolah Sekundaria Geral "99" Atauro, Timor Leste, several key conclusions can be drawn:

- Democratic Parenting has a positive and significant impact on students' emotional intelligence. This is evident from parental involvement in decision-making, emotional support, and the freedom given in choosing friends and schools, which significantly supports the development of students' emotional intelligence. Theories proposed by Goleman, Baumrind, and Gross support these findings.
- Self-Efficacy also has a positive and significant impact on students' emotional intelligence. Students' belief in their ability to handle emotional and social challenges contributes to better emotion management and expression. Bandura's self-efficacy theory and Gross's emotion regulation theory support this result.
- Democratic Parenting positively and significantly affects students' learning interest. Emotional support and freedom provided by parents enhance students' interest in actively participating in academic activities. Self-Determination Theory (SDT) and student engagement theories support this finding.

- Self-Efficacy has a positive and significant impact on students' learning interest. Belief in one's own abilities motivates students to be more enthusiastic and engaged in the learning process. Bandura's self-efficacy theory, Deci and Ryan's intrinsic motivation theory, and Glasser's cognitive needs theory support this result.
- Emotional Intelligence positively and significantly influences students' learning interest. The ability to manage emotions and empathy contributes to students' engagement in the learning process. Goleman's emotional intelligence theory, SDT's intrinsic motivation theory, and Cohen and Wills's social support theory support this finding.
- Emotional Intelligence does not serve as a significant mediating variable. Data indicates that the emotional support and autonomy provided by parents can directly enhance students' learning interest, without the mediation of emotional intelligence. In other words, the effect of democratic parenting on learning interest does not rely on emotional intelligence as an intermediary.
- The study shows that emotional intelligence does not mediate the relationship between self-efficacy and learning interest significantly. In other words, the impact of self-efficacy on learning interest is not dependent on students' level of emotional intelligence.

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