The Influence of Adolescent Communication Patterns to Emotional Intelligence and Learning Achievement of Senior High School Students in Bogor

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Abstract

The objectives of this research was to analyze the effects of adolescent communication pattern with family, school, and peers in relation to the emotional intelligence and learning achievement of High School students in Bogor. The research was conducted by survey method and analyzed using Structural Equation Modeling (SEM). The respondents were 372 students in second year of High School, consist of 206 female and 166 male students with age ranges of 15–18 years old. SEM analysis results showed that there was a significant influences between adolescent communication pattern with their family and school in relation to the emotional intelligence and learning achievement. The adolescent communication pattern with their peers had only significant effect on emotional intelligence and not significant on their learning achievement. The research also showed that emotional intelligence affected the learning achievement.

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1. Introduction

Adolescence is a period of transition characterized by individual changes in physical, social, psychological, and mental. In this period the needs of adolescent to express themselves and socialize with peers is growing rapidly. Adolescents feel they are independent, have a great curiosity, always eager to try something new and do not want to lag behind their peers. This period is also called the critical period, since most adolescents experience emotional turmoil, family conflicts, society alienation, reckless behavior, and rebellion against the values [11, 31].

Family environment is the first and main media that directly or indirectly affect the child behavior. Irregularities in the process of individual formation are the result series of family and environment influences. Therefore, parents are required to meet the basic needs of children, which include the need of attention and affection that the process will optimally support the child development [3,33].

Communication and positive interaction within the family can strengthen the relationship between parents and adolescents, fostering a sense of responsibility, and establishing positive emotions, so that adolescents are not easily affected by peers contagion [34, 29, 20]. Family communications are set of norms that regulate the information and family relational purposes. Family environment is classified to encourage children to develop and express autonomous opinions and ideas or to pursue the relational objectives that correspond to parental authority [30].

Family communication are the key ways for children to learn to communicate, interpret the behavior of others, experience emotions, and act in their relationships with others. Communication motives and parental choices provide behavioral models that shape child's communication skills and behavior. Communication within the family also affect communicative behavior and perception of each member of the family [1, 15, 26].

Communication rules will naturally emerge as a result of some interaction between the family members to know what is expected. From there on, the family members will learn, follow and practice the rules of communication. Family communication patterns exist to provide order and a model for family members. Patterns provide functional stability and confidence [12]. Adolescents communication patterns with their family in positive ways would encourage them to be open to their parents.

Family, school and peers are also have great influence for adolescents. Adolescents could spent more than 10000 hours in the classroom before graduation. School influence is now even more powerful than the previous generation because they spend more time at school [31]. Longer duration of learning time in school make the teachers roles become more important. In some cases the teachers roles began to shift to replace the parents roles. Similarly, adolescent relationships with peers, determine the direction of the interaction. Therefore, good communication between adolescents and their teachers and peers is also necessary so that adolescents can avoid negative interactions.

Family environment can cultivate adolescents emotional intelligence [23]. Aside from family factors (nurture), Goleman [8] revealed that the innate nature (genetics) and emotional education obtained from school can also affect self emotional intelligence. Emotional intelligence grows along with human development from birth to death. In adolescence, emotional intelligence also plays an important role in achievement. Emotional intelligence is also associated with academic achievement [28]. Parker and his colleagues [28] research on 14-18 year-old student in Alabama, USA, showed that those with higher emotional intelligence tend to perform better than students with low emotional intelligence.

Busy parents is one reason for the lack of communication between adolescents and parents. Unwittingly, this is an opportunity for adolescents to more sociable with their peers, spend time playing games, or surfing the internet. At least 30 million children and adolescents in Indonesia are Internet users, and digital media is currently the main choice of communication channels they use [14]. When children and adolescents do not have a close relationship with their parents and fail to recognize the values prevailing in the family, they become weaker in peer pressure [18]. Therefore, this research is seen as an important reminder for parents and teachers in educating youth.

In corelation with the above problems, this study aims to: (1) Identify the characteristics of adolescent, family, teacher, and peer (2) to analyze the influence of adolescents communication pattern with family, school, and peer on emotional intelligence and learning achievement among high school students.

2. Method

2.1. Design, Place, and Time

This study used survey method with cross sectional study design in six high schools in Bogor. The main advantage is the survey method can generalize to the population based on analysis of samples originating from the population. The timing of the study lasted for six months, ie from February to July 2014.

2.2. Population Sample, and Sampling Techniques

The study population was 2nd year of high school students in Bogor. Based on data from Department of Education in Bogor, number of second grade high school student population in Bogor that enrolled in 2013-2014 academic year is 4915 people. Further been 6 SMA, the SMA country 4 and 2 private high school favorite (which is much in demand). Sampling was done by cluster method gradually. Effendi and Tukiran [5] explains that the sampling group gradually made through certain stages. Bogor chosen because it is a buffer town located near the capital city of Jakarta, so that the metropolitan culture easily get into the city. Adolescents who live in urban areas are generally more susceptible to the metropolitan culture than adolescents who live in the district (rural).

Total respondents 372 obtained by the formula Slovin. Respondents in each school is determined by 1 grade science and one social studies class. Class selected at random by the teacher, then all of the students in the class, both men and women respondents to fill out a questionnaire has been prepared. The age of respondents ranged 15-18 years.

2.3. Types and Data Collection Techniques

This study takes the primary data consist of: (1) characteristics of adolescents, (2) the characteristics of the family, (3) the characteristics of teachers, (4) the characteristics of peers, (5) pattern of adolescent communication with family, (6) pattern of adolescent communication with school, (7) the pattern of adolescent communication with peers, (8) emotional intelligence, and (9) the learning achievement. The pattern of adolescent communication with family, school, and peers using research instruments were developed based on the concept of the Revised Family Communication Pattern (RFCP) [30] and has been through the test of reliability and validity. This instrument uses a Likert scale ranging from 1 (never), 2 (occasionally), 3 (often), and 4 (always). This communication pattern includes five dimensions, namely: (1) subject, (2) the duration of the conversation, (3) the frequency of conversation, (4) media communication, and (5) communication situations.

Emotional Intelligence instruments issued by Goleman [8] to measure emotional intelligence. This instrument has five dimensions as follows: (1) awareness of self emotions, (2) the ability to manage emotions, (3) the ability to self-motivate, (4) the ability of empathy, and (5) the ability to build relationships. The learning achievement is measured with an instrument that contains questions about non-academic achievement, while academic achievement is measured based on the value of report cards of the four core subjects for 3 semesters. Core subjects is adjusted majoring in science and social studies. For science major is mathematics, physics, biology, and chemistry, while for the Social Sciences include math, sociology, geography, and economics.

Primary data were collected from students through questionnaires conducted by the students in school. The number of questions and Cronbach's alpha (α) of each variable as follows: Youth-Family Communication Patterns (63 questions; $\alpha = 0.941$); Communication patterns-School Youth (26 questions; $\alpha = 0.890$); Communication Patterns of Youth-Peer (30 questions; $\alpha = 0.921$); and Emotional Intelligence (35 questions; $\alpha = 0.858$).

2.4. Processing and Data Analysis

The data have been collected from the questionnaire and then input into excel program and through the process of editing, coding, and cleaning. Furthermore, the data was analyzed using computer program. The analysis used in this study were: (1) descriptive analysis was used to describe the characteristics of adolescents, families, teachers, and peers; and (2) analysis of Structural Equation Modeling (SEM) to observe the effect of adolescent communication patterns with the family, school, and peers on emotional intelligence and learning achievement.

2.5. Limitations of The Study

This research has several limitations. First, the research only focused on 2nd grade students of favorite high school in Bogor as the sample. This was because the teenagers on their 2nd year of high school in general are looking for identity. At this particular stage, peer influence is also very strong, so they spend more time with their friends. Second, this study did not include high schools with juvenile delinquency problems. Third, the location of the research focused on urban areas and, of course, did not include high schools in rural areas.

3. Result

3.1. Characteristics of Youth, Family, Teachers and Peers

Table 1 presents the data characteristics of adolescents, families, teachers, and peers. A total of 67.5 percent of adolescents aged 16 years old or in the age group of late adolescents. The average age of the adolescent female is 16.30 years old not far from the average age of teenage male (16.32 years old). The number of adolescent female was 206 persons (55.4%) while teenage male 166 people (44.6%). A total of 174 adolescents (46.8%) was the first child in the family. Adolescent female is the first child amount more (110 adolescents) than male (64 adolescents). Highly significant difference was found between birth order female and male. The average allowance received by adolescents per month is Rp675 448. The average allowance among female is higher than male.

Table 1: The Average Value of Adolescents Characteristics Based on Gender in Bogor High School

Characteristics	Mean $\pm$ SD		T-test (p)
	Female	Male	
Age (year)	16.30 ± 0.49	16.32 ± 0.53	0.66
Births Order	1.64 ± 0.78	1.94 ± 0.96	0.00**
Allowance (Rp/month)	693.3 ± 363.8	653.3 ± 386.5	0.31
Fathers Age (year)	49.05 ± 5.23	50.81 ± 6.13	0.00**
Mothers Age (year)	45.04 ± 4.81	46.32 ± 5.11	0.01**
Fathers Education (year)	15.63 ± 2.57	15.79 ± 2.56	0.54
Mothers Education (year)	14.67 ± 2.20	14.67 ± 2.61	1.00
Number of Children	2.65 ± 0.94	2.77 ± 1.00	0.22
Family Income (Rp/month)	14.51 ± 15.80	14.73 ± 17.7	0.90
Age of Favourite Teacher (year)	41.43 ± 7.43	43.45 ± 8.51	0.03*
Education of Favourite Teacher (year)	16.69 ± 0.97	15.98 ± 0.51	0.00**
Age of Close Friend (year)	16.36 ± 0.55	16.42 ± 1.29	0.54

Description: ** Highly significant at P <0.01; * Significantly different at P> 0.05

Age of the father and mother have grouped into three sections: early adulthood (≤ 40 years), middle adulthood (41-58 years) and late adulthood (> 59 years). More than 80 percent of adolescents have parents in middle adult age group (41-58 years). The average age of the father is higher than the average age of the mother. Highly significant difference was found between the age of the father and mother in female and male. Based on the educational background of the father, it is known that 50 percent of female and 44.6 percent of male adolescents have a father with bachelor degree. On mother's education, 37.9 percent of female adolescents and 38 percent of male adolescents have a mother with bachelor degree. The study also showed that more than 30 percent of adolescents come from families that have 2 or 3 children. The number of children most owned by families was 6,

but the percentage is not much (0.3%).

Family income has a very wide range. The minimum value of total family income is Rp1 000 000 and a maximum value of Rp151 000 000. Parents of teenage male had an average income higher (Rp14 731 686) than parents of adolescent female (Rp14 507 281). Based on family income, found that 59.9 percent of adolescents have parents earning from Rp5 050 000 to Rp20 000 000.

Viewed from the composition, the number of female teachers who favored more adolescents than male teachers. Based on the questions in the questionnaire submitted to 372 adolescents, there were 272 female teachers and 100 male teachers were selected as preferred and rated close to the students. Of age, the highest percentage of teachers - both female teachers and male teachers - preferably adolescents are in the age group of 41-45 years. The average age is 41.43 years female teachers and male teachers 43.45 a year. The real difference is found between the ages of female teachers and male teachers. Viewed from the background of education, the majority of teachers (72%) are bachelor degree, the rest of graduates magister and diploma. Test results depending on the education of female teachers and male teachers also showed a highly significant difference.

Relating to the characteristics of the peers, most (98.1%) adolescents friends with people his age. The average age of female friends is 16.36 years and a male friend 16.42 years. A total of 1.3 percent of adolescents are friends with people aged 18-20 years and as much as 0.6 percent had a friend over the age of 20 years.
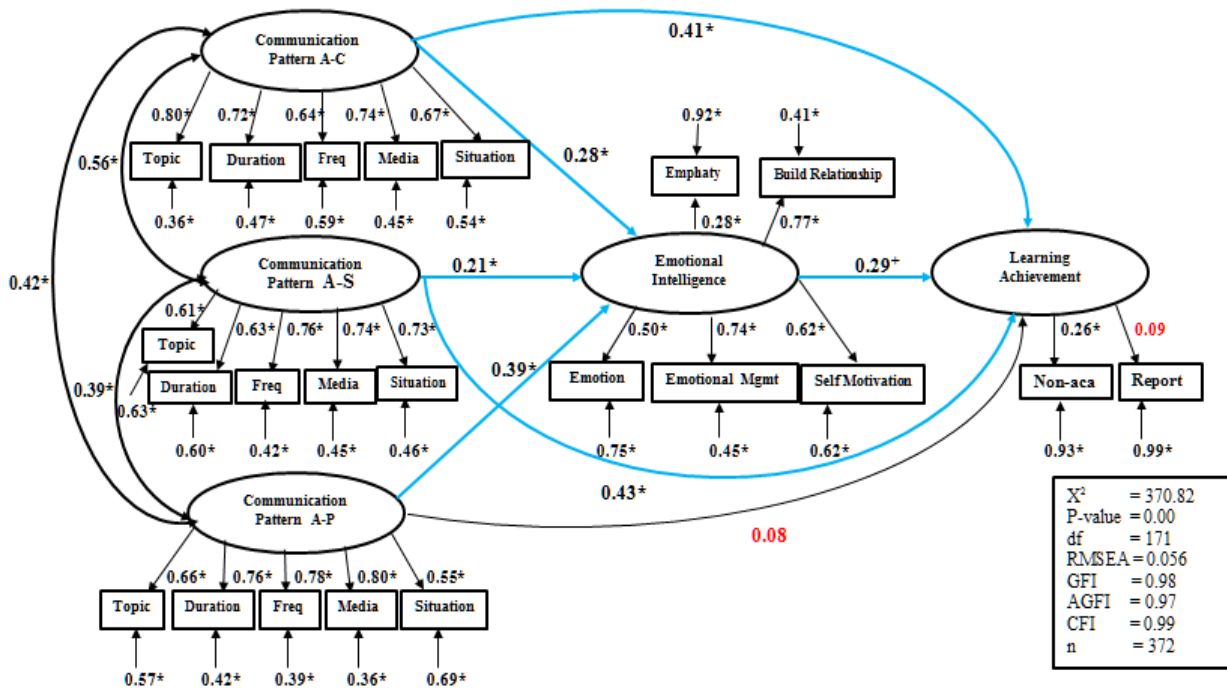
3.2. Influence Adolescents with Family Communication Patterns, Schools, and Peers Against Emotional Intelligence and Learning Achievement

The results of the analysis using Structural Equation Modeling (SEM) shows that the model has reached a high level of fitness. Judging from the value of Chi-Square of 370.82; P-value (0.00); GFI (0.98); CFI (0.99); and RMSEA (0.056), it can be said that the SEM models produced had good Goodness of Fit or matched with data collected. Research shows that the number of items loading on variables latent pattern adolescent communication with family (A-F), a adolescents with school (A-S), and adolescents with peers (A-P) showed that the five dimensions analyzed (topics, duration, frequency, media and the communication situation) are valid and reliable.

Latent Variables adolescent-family communication patterns related positively and significantly with adolescent-school communication patterns (ψ = 0.56*). Latent variable of adolescent communication patterns-school positively and significantly related with adolescent communication patterns-peer (ψ = 0.39*). Similarly, the latent variables of adolescent-family communication patterns and patterns of adolescent-peer communication relates positively and significantly (ψ = 0.42*). This means that if the adolescent communication pattern with their families increased, it will also improve the communication with school and peers (Figure 1).

Table 2 shows that the effects of decomposition pattern of adolescent communication with family, school, and peers provide a direct and tangible effect to emotional intelligence. Of the three studied communication patterns, apparently adolescent communication patterns with peers (ξ_3) has a direct effect most to emotional intelligence, which is 0.39 (15%). The pattern of adolescent communication with family (ξ_1) placed second in delivering

direct and tangible effect on emotional intelligence, ie 0.28 (8%); while the pattern of adolescent communication with school (ξ2) direct and tangible effect of 0.21 (4%).

Figure 1: Structural Model of the Influence of Adolescent Communication Patterns with Family, School, and Peers on Emotional Intelligence and Learning Achievement

Table 2: Decomposition Results of the Influence of Adolescent Communication Pattern with Family, School, and Peers on Emotional Intelligence and Learning Achievement.

Variable	Total		
	TE	DE	IE
Emotional Intelligence η_1			
Adolescent Communication Pattern-Family ξ_1	0.28*	0.28*	0.00
Adolescent Communication Pattern -School ξ_2	0.21*	0.21*	0.00
Adolescent Communication Pattern -Peer ξ_3	0.39*	0.39*	0.00
Variable	TE	DE	IE
Learning Achievement η_2			
Adolescent Communication Pattern -Family ξ_1	0.49*	0.41*	0.08
Adolescent Communication Pattern -School ξ_2	0.49*	0.43*	0.06
Adolescent Communication Pattern -Peer ξ_3	0.20[+]	0.08	0.12[+]
Emotional Intelligence η_1		0.29[+]	0.29[+]	0.00

TE= Total effect   DE=Direct Effect   IE= Indirect Effect

*significant on P < 0.10

Table 2 and Figure 1 also shows that the variable of learning achievement influenced directly or indirectly by patterns of adolescent communication with family ($\xi 1$), the pattern of adolescent communication with school ($\xi 2$), and emotional intelligence ($\eta 1$), but is not directly affected by the pattern adolescent communication with peers ($\xi 3$). The pattern of adolescent communication with schools provide a direct and tangible effect most to the achievement of learning, ie 0.43 (18%); plus the indirect effect of 0.06. The pattern of adolescent communication with families provide direct and tangible influence of 0.41 (17%); plus the indirect effect of 0.08. In this study of adolescent communication patterns with peers not proven a direct and tangible effect on learning achievement. It can be assumed that learning achievement is more influenced by the pattern of adolescent communication with the family and school than their peers. Emotional intelligence also directly affects learning achievement although the effect is not as strong as other variables, namely 0.29 (8%).
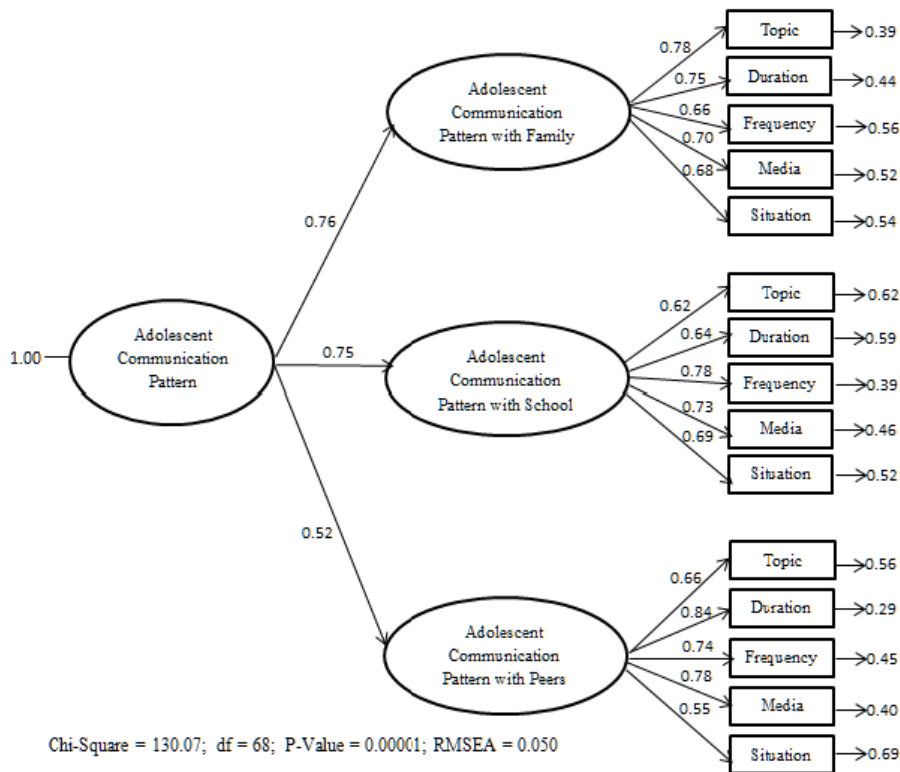
Figure 2: Second Order Confirmatory Factor Analysis (CFA) Model on Adolescent Communication Patterns

Figure 2 shows that the pattern of adolescent communication is totally independent of the pattern of adolescent communication with family (ACPF), school (ACPS), and peers (ACPP). The results show that the real ACPF contribute most to the total adolescent communication patterns (ACP) of 0.76. In the second place, ACPS real contribution of 0.75 or 0.01 adrift of ACPF. Third, ACPP making a real contribution to the total ACP at 0.52. The value of the contribution or a positive coefficient indicates that the higher ACPF, ACPS, and ACPP will increase ACP. Thus, it can be said that ACPF and ACPS was instrumental in the formation of adolescent communication patterns as a whole. The merits of adolescent communication at home and at school, are

reflected directly in communication patterns.

Confirmatory Factor Analysis (CFA) model on adolescent communication patterns indicated that the ACPF contribution highest to lowest order are subject (0.78); duration of the conversation (0.75); communication media (0.70); communication situations (0.68); and frequency conversation (0.66). ACPS contribution from the highest to lowest order are: the frequency of conversation (0.78); communication media (0.73); communication situations (0.69); the duration of the conversation (0.64); and the topic of conversation (0.62). ACPP contributes the highest to lowest order as follows: the duration of the conversation (0.84); communication media (0.78); talks frequency (0.74); topic (0.66); and the communication situation (0.55).

Based on these findings it can be said that the topic and duration of the conversation plays an important role in the communication patterns of adolescents with a family. This proves that adolescents need a quality conversation with time unhurried (quantity). On the pattern of adolescent communication with schools, youth need to communicate with the teachers as much as possible, with easy access to teachers either directly or indirectly. On the pattern of adolescent communication with peers, it seems clear that the talk time (duration) is a necessity for adolescents that can not be avoided. Adolescents want to linger with their peers, either directly (face to face) or indirectly by utilizing owned communication media.

4. Discussion

The pattern of adolescent communication with family, school, and peers provide direct and tangible effect on emotional intelligence. These findings corroborate the results of Marzuki Mustaffa, and Saad [21] on students at 10 universities in Malaysia which showed that the relationship between the significant and positive communication skills and information technology with emotional intelligence. Previous studies also showed a negative correlation between the pattern of family communication with the level of anxiety, depression, fear of communicating, and otherwise positive relationship between the pattern of family communication and self-esteem, emotional intelligence, and mental health [10, 4, 13]. Results of research Hojatkhah, Rashidi, and Zinhari [10] proved that families with score oriented dialogue (conversation) is high makes family members feel free and often communicate with each other without limitation, express feelings easily, consultation in making decisions, communicate and interact high, as well as flexible.

Based on the three studied communication patterns, patterns of adolescent communication with peers have a direct effect most to emotional intelligence. This result showed that adolescents are more engaged with their peers rather than family. Adolescents spend less time with their parents than they once did when they were children. Relationships with peers not only for companionship and friendship networks, but also to develop social skills, problem solving, and empathy [27]. For about 52 percent of adolescents in the study had an intimate relationship and 39 percent had a very good relationship with his friends.

Peer influence can be positive or negative. Through interactions with peers, adolescents learn reciprocal relationship symmetrically. Adolescents explore the principles of equality and justice through their disagreement experiences with their peers. They also learn to observe with keen interest and have their own viewpoint in

activities with friends. In addition, when forming a close friendship with selected friends, adolescents learn to be a partner with sensitive sense. Furthermore, these skills will be useful in formatting the base in more intimate relationship, for example, marriage relationship in the future [32]. In Bester research [2], a strong relationship between adolescents with peers is more prevalent in male than female.

However, Santrock [32] did not deny that there are number of theories that emphasize the negative influence of peers for adolescent development. For some adolescents, rejected or ignored experiences can make them feel lonely and hostile. Experience with peers is also associated with mental health problems and crime in the future. Peers can influence adolescents to underestimate the values of parental controls, such as violations [16], introducing adolescents to smoking behavior [19], fights/brawls [29], liquor [7], as well as other forms of maladaptive behaviors that are considered by adults [32]. Puspitawati [29] confirmed that the more adolescents attached to their friends, the more likely they are to commit criminal mischief 1.157 times greater than the opposite. Puspitawati [29] asserted that the communication between parents and adolescents can either be a filter of unavoidable environmental influences.

Other findings, variable of learning achievement acquire direct or indirect influence of the pattern of adolescent communication with families, adolescents with school communication patterns, and emotional intelligence, but is not directly affected by the pattern of adolescent communication with peers. The pattern of adolescent communication with schools provide a direct and tangible effect most of the learning achievement plus indirect influence. This finding agrees with the results of research and Mushtaq and Khan [22] which states that communication is one of the factors that affect academic achievement. Students who have good communication skills have high academic achievement. In addition, teacher and student harmonious relationship is also a factor that affect student achievement [24]. Research Nyagosia, Waweru, and Njuguna [25] shows that secondary schools in Central Kenya favorites have higher academic achievement than non-favorite schools, because it has conducive climate for teaching and learning process. These schools also involve parents and teachers in high commitment application of discipline.

In correlation with lack of direct influence between emotional intelligence and academic achievement in these findings, allegedly because there are other factors that more significant. Factors that influence the individual's development was endogenous and exogenous factors. Endogenous factors are those factors contained in the individual from birth, such as heredity component (descent) and particulars that includes all tendencies and abilities that develop later in life. Exogenous factors are factors that come from outside the individual, which includes environment (family, social, school, and geographical), as well as amenities such as food and learning opportunities [9, 31]. Egunsola [6] research corroborate these findings that the intelligence quotient (IQ) of parents positively correlated with student achievement. When linked to the educational background of mostly scholars parents, there may be a positive relationship between parental education with student achievement. This suggests that parents should involved in encouraging students to learn, as well as teach and guide them in school tasks and pronounce words correctly.

5. Conclusions and Suggestions

The research found significant influence between adolescents communication patterns with family on emotional intelligence and learning achievement. Adolescent communication pattern with school also significantly affect emotional intelligence and learning achievement. Adolescent communication patterns with peers significantly affect emotional intelligence, but had no significant effect on learning achievement. Emotional intelligence is also significantly influence the learning achievement.

Adolescent communication patterns in total are affected by the pattern of adolescent communication with family (ACPF), school (ACPS), and peers (ACPP). ACF contribute most to the total adolescent communication patterns (ACP) of 0.76. ACPS contribution up to 0.75 and ACPP contribution was 0.52. The value of the contribution or a positive coefficient indicated that the higher of ACPF, ACPS, and ACPP will increase the ACP.

ACPF contributions from highest to lowest order are: topic (0.78); duration of the conversation (0.75); communication media (0.70); communication situations (0.68); and conversation frequency (0.66). ACPS contributions from highest to lowest order are: the frequency of conversation (0.78); communication media (0.73); communication situations (0.69); duration of the conversation (0.64); and the topic of conversation (0.62). ACPP contributions from highest to lowest order are: duration of the conversation (0.84); communication media (0.78); conversation frequency (0.74); topic (0.66); and the communication situations (0.55).

Parents and teachers are advised not only the aspects of intellectual acumen, but also need to develop adolescent emotional intelligence. The involvement of adolescents with high peer pressure could negatively impact the adolescents. Therefore, family communication must be improved to help adolescents feel close to and being open to their parents. The harmonious relationship between adolescents with their parents can counteract the environmental effects without losing their friends.

Future research will be expected to explore more about patterns of adolescent communication with family, school, and peers especially in high schools with juvenile delinquency problems. In addition, the research coverage should be expanded not only in high school, located in main city or urban areas, but also in high school located in rural areas.

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