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The Relationship Between Perceived Emotional Intelligence and Late Adolescent Autonomy

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Abstract: This study aims to determine the relationship between perceived emotional intelligence and late adolescent autonomy in Makassar City. This study uses quantitative methods with a correlational research design. The Trait Meta-Mood Scale-30 (TMMS-30) and adolescent autonomy scale were given to the research sample selected by purposive sampling method, totaling 453 respondents of adolescent aged 18-21 years; data college use online survey. The object of study is located in Makassar City and identifying themselves Bugis ethnicity. The demonstration and data analysis results using the Bivariate Pearson correlation test showed a positive (unidirectional) relationship between perceived emotional intelligence and late adolescent autonomy. However, the relationship between these variables was moderate (R -calculated = 0.417; with Sig. level < 0.01). The demonstration of the correlation of these variables means that the higher the level of perceived emotional intelligence possessed by adolescents is in line with the level of autonomy of adolescents. However, our study also underlines that the ability of perceived emotional intelligence in predicting the autonomy factor of adolescents is in the moderate category. It is assumed that the control of the perceived emotional intelligence variable is not strong enough to justify its role in the autonomy of late adolescents in this study.

Keywords: Perceived of Emotional Intelligence, Late Adolescent Autonomy, Adolescent Developmental Psychology

1. INTRODUCTION

Steinberg (2017) suggests several main things in adolescent psychosocial development, one of which is the development of autonomy. The development of autonomy is as essential a part of becoming an adult as the development of identity. Becoming an independent individual, self-regulating is one of the fundamental developmental tasks of adolescence (Ray et al., 2017). In adolescence, individuals have cognitive development at the formal operational stage based on Piaget's theory. Adolescents who have reached the stage of formal operational thinking cause adolescents to think abstractly, hypothetically, and systematically (Huitt & Hummel, 2003). Individual thinking processes that are much more developed during adolescence facilitate individuals to consider various things and think and take action on themselves for self-management and ultimately increase the ability of adolescents to behave independently (Beyers et al., 2003; Steinberg, 2017; Steinberg & Lerner, 2004). However, the facts show the opposite of the cognitive abilities that adolescences should have at this stage of development. A recent study by Khan & Rehman (2018) and Falentini et al. (2013) found that adolescents have a tendency to feel depressed, doubtful and have difficulty thinking and taking action on themselves for self-management. This is due to excessive pressure obtained from parents and peers. The biggest obstacle for adolescents in thinking and taking action on themselves for self-management is a large amount of input and encouragement from peers that makes adolescents doubt.

The same thing was found from an online pilot study conducted by ours on 104 late adolescence in Makassar City, which showed that 73 respondents (70.19 %) felt unsure or had doubts about their thoughts and actions. The reasons obtained those cause respondents to feel this way are respondents are not confident (24.65%), challenging to consider various options (21.91%), difficult to consider the impact of choices (19.17%), fear of being wrong (12.32 %), influenced by the opinions of others

(6.84%), and influenced by emotions (2.37%). Other findings show that respondents generally feel able to consider various things and suggestions in thinking and taking action (81.73%), sometimes feel doubtful. Hence, they follow the advice of parents/friends (38.46%) and sometimes become less confident. due to pressure from parents/friends (31.71%). The data shows that most respondents are still hesitant in thinking and taking action for various reasons, both external and internal. However, most of the respondents can consider various things and suggestions in thinking and taking action. Most of the respondents also often feel doubtful, so they follow the advice of their parents/friends and sometimes become less confident due to pressure from their parents/friends.

Based on that explanation, it can be seen that the theory suggests that the cognitive development of adolescents who are at the formal operational stage should facilitate individuals to be able to consider various things. Furthermore, think and take action on themselves for self-management and ultimately improve the ability of adolescents to behave independently (Mammen et al., 2018). Nevertheless, it was found that the conditions of adolescents were not following the proper cognitive development of adolescents, namely in the form of adolescents who still had difficulty considering the various pressures in the form of input and encouragement they received to even go along with the input and encouragement. This shows the gap between the cognitive development that adolescents should have with the reality that occurs in the field. Furthermore, Harter (1999) suggests that the tendency of adolescents to pay close attention to the evaluations and opinions of others is a natural thing. However, if it is excessive and causes adolescents difficulties, it can indicate difficulties for adolescents developing their autonomy. The results of the online initial data survey (pilot study) that the researchers conducted on 104 late adolescents in Makassar City showed that as many as 54 respondents (50%) chose their parents as the person they needed when they felt doubtful, depressed, or had a problem. Another finding in this pilot study also found that respondents viewed their parents as a guide in their behavior (56.73%), as someone who always knew what was best for the respondents (52.88%), parents as role models. Main and must be followed (35.57%), and parents as the number one person to be asked for the best opinion or support (35.57%). Therefore, to achieve autonomy in adolescents, the support of factors from within them in the form of adolescent maturity in aspects of their development, as well as factors from outside themselves in the form of changes in roles and social activities they face, are fundamental things to realize optimal adolescent maturity besides that. One of the things that adolescences need to facilitate the development of autonomy is good emotional ability. Managing and controlling emotions is one of the keys to optimal adolescent development (Santrock, 1987; Steinberg, 2017). Therefore, we predict that an important aspect that can facilitate Adolescent autonomy is emotional intelligence.

2. Literature Review

Steinberg (2017) argues that adolescent autonomy is the struggle of adolescents to establish themselves as independent and developing individuals, both in themselves and in the eyes of others. Adolescent autonomy is the individual's capacity to have a sense of self-reliance and act and think for himself. It is a long and sometimes complex process, not only for the adolescence who goes through it but also for the people around him, especially his parents. Sigelman & Rider (2014) argue that adolescent autonomy can make decisions independently and manage one's own life without being overly dependent on others. Adolescent autonomy also includes establishing a separate identity from parents and preparing to leave the nest and fly independently (Tyler et al., 2020). Santrock (1987) emphasizes Adolescent autonomy in the capacity of adolescents to let go of child-like dependence on parents. Fleming (2005) suggests that autonomy in adolescents is the ability to make their own decisions and be responsible for these choices. Based on the experts' statements, it can be concluded that adolescent autonomy is the ability of adolescents to think and act on themselves and be responsible for themselves without relying on others excessively. Adolescent autonomy is also marked by changes in the dependence of adolescents, especially on their parents (Costa et al., 2018).

Adolescent autonomy can be seen from three aspects: emotional autonomy (Á. Parra et al., 2015), behavioral autonomy (Spear & Kulbok, 2004), and cognitive autonomy (Beckert, 2007). Emotional autonomy is in the form of adolescences' autonomy from the emotional support of others, especially

parents, in managing themselves. Behavioral autonomy is the ability of adolescents to make choices and make independent decisions for self-management. Cognitive autonomy is the ability of adolescents to live based on independent values, opinions, and beliefs (A. Parra & Oliva, 2009; Beckert, 2007). That three factors that most influence the development of Adolescent autonomy, namely puberty, cognitive changes, and social influences (Graber & Petersen, 2017; Petersen, 1985). Puberty can trigger changes in a adolescence's emotional relationship. Adolescents are often more trusted and begin to be given more responsibility because of the physical changes that make them look older. Cognitive change involves the ability of adolescents to make independent decisions (Steinberg, 2005). Social influence in the form of changing social roles and taking on new responsibilities, such as having a job, places adolescents in situations of need and stimulates independent decision-making. In adolescence, individuals generally come to terms with their emotions using cognitive strategies (Santrock, 2014). Therefore, the discussion of emotions in adolescents is under one of the theories regarding emotional intelligence proposed by Mayer & Salovey (1993), which explains emotional intelligence as cognitive abilities related to emotions, namely the ability to use cognitive thinking to understand and manage emotions. Mayer & Salovey in 1993 then developed two concepts and measures related to emotional intelligence. Emotional intelligence is cognitive ability related to emotion measured based on the performance-based test; furthermore, there is also perceived of emotional intelligence in the form of cognitive ability related to emotion measured based on individual self-perception or self-report. Furthermore, in this study, researchers focused on perceived of emotional intelligence in adolescents because it was considered appropriate for adolescents who were still in the process of development with fluctuating emotional abilities. Several previous studies have also shown that perceived of emotional intelligence is adequate for understanding individuals' emotional and affective aspects and is suitable for use in the adolescent population (See. Santrock, 2014; del Mar Diaz-Castela et al., 2013; Ciarrochi et al., 2002; Ciarrochi et al., 2001; Salguero et al., 2010).

Salovey et al. (1995) define emotional intelligence as individual differences in reflecting and managing emotions. It is related to the extent to which the individual pays attention to his feelings, understands his feelings clearly, and has the individual's ability to end a negative mood or maintain a positive mood. Furthermore, Salguero et al. (2010) suggested that perceived emotional intelligence is related to how individuals reflect their moods and how individuals pay attention to value their feelings. Feel clear rather than confused about the feelings they feel and use their thoughts. Positive to improve negative feelings or moods. Fernández-Berrocal et al. (2004) suggested that perceived emotional intelligence is the extent to which individuals tend to observe and think about feelings and moods, understand emotional states, and the individual's ability to regulate their feelings. Therefore, it can be concluded that the perceived emotional intelligence is individual differences in paying attention, distinguishing, and regulating moods and emotions. Salovey et al. (1995) suggested three aspects of emotional intelligence, namely attention, clarity, and repair. Attention refers to the extent to which individuals pay attention and think about the emotions and moods they feel. Attention is an essential primary step in the individual's ability to relate to emotions. Individuals who ignore their emotions and do not consider emotions as relevant are unlikely to understand them further and then manage them. Clarity refers to the individual's ability to understand and distinguish emotions and moods that are felt. This ability further makes individuals able to express and take appropriate and effective action on the emotions and moods they feel. Repair refers to the perceived ability to regulate emotions and perceived moods. This is in the form of ending a negative mood or maintaining a positive mood by using a series of cognitive strategies such as thinking about a pleasant situation, calming themselves down, etc.

Karibeeran & Mohanty (2019) stated that adolescence is when individuals gain the ability to think beyond the present, imagine the implications for the future, and understand the complexities of relationships. Adolescents will face new experiences and unusual situations that often produce new and perhaps more intense positive and negative emotional reactions. Therefore, there is a need to hone emotional skills so that adolescents can regulate their own emotions and behavior in facing developmental challenges. Santrock (2014) also suggests that managing and controlling emotions is one of the keys to optimal adolescent development. Tapia (2001) suggests that adolescents need to have a positive emotional self-perception and good skills in perceiving, understanding, and regulating emotions to manage and respond effectively to changing circumstances. Optimistic emotional also

consider adolescents' needs to face many challenges that increase demands for their autonomy. These changing circumstances include the increasing need to maintain interpersonal relationships in various social contexts with increasingly changing dynamics. In addition, adolescents also need to manage interpersonal changes when facing new responsibilities and manage themselves effectively to meet developmental milestones, one of which is achieving autonomy. Mehra (2009) suggests that a person needs to control his own emotions to have an internal locus of control over his own emotions. Such a person can abandon external factors to control his inner world. It can cause a person to live life with a feeling of autonomy or increased control over oneself in relating to the outside world or relationships. Goleman (2001) also suggests that adolescents who can control and control their emotions will generally become socially competent, become effective, assertive, and able to overcome frustrations in life. Adolescents also will not give up easily but instead accept and are willing to face challenges. Adolescents will become more confident and independent, always take the initiative, and be trusted and relied on. On the other hand, adolescents who have difficulty controlling their emotions will tend to avoid social contact. They become stubborn and full of doubts in their actions, get angry quickly because of frustration and do not get what they want, think of themselves as inadequate or worthless, give up because of stress, tend to be jealous—furthermore, jealousy and overreacting, which lead to fights.

More specifically, Adolescent autonomy involves the ability of adolescents to be able to make decisions independently. Steinberg (2017) suggests that decision-making is a product of cognitive abilities (such as being able to reason logically) and emotional factors (such as being able to control impulses). Goleman (2001) also states that when the problem involves decision-making and action, the feeling is just as important and often more important than reason. Emotions have a role in the logical decision-making process. Logical decisions can be achieved using cognitive abilities, but individuals also need to use their emotions intelligently. Steinberg (2017) suggests that improving decision-making skills ultimately increases the ability of adolescents to behave independently. A recent study by Augusto-Landa et al. (2011) and Fernández-Ozcorta et al. (2014) found a relationship between components of perceived emotional intelligence and components of psychological well-being. One of the components of psychological well-being is autonomy in the form of the individual's ability to be independent, namely being able to withstand social pressures and regulate one's behavior. This study found that individuals with good perceived emotional intelligence will have high autonomy and vice versa. The study by Augusto-Landa et al. (2011) and Fernández-Ozcorta et al. (2014) found that an individual perceived emotional intelligence could predict an individual's ability to fulfill his basic psychological needs. Individuals with good perceived emotional intelligence will be better able to meet basic psychological needs, one of which is the ability to be independent.

Moreno-Manso et al. (2016) found that adolescents' perceived of emotional intelligence can affect adolescents' social competence. Perceived emotional intelligence primarily facilitates adolescent social competence in obtaining information, finding solutions and anticipating, and choosing adequate means and means to achieve a goal. This ability is predicted to be related to the decision-making abilities that adolescents need to have in order to facilitate adolescents to behave independently. This study also concluded that good socio-emotional development is the key to adolescent mental health because it causes adolescents to become confident to deal with tension and skilled enough to handle difficult situations. The recent study by (e.g., Sari et al., 2019; Kamisah & Herawati, 2019) aims to determine whether there is an influence between parenting patterns and emotional stability on overseas students. This study found that emotional stability had a significant effect on autonomy. This shows that the higher the emotional stability, the higher the autonomy of immigrant students. Based on the explanation, it can be seen that autonomy is one of the fundamental developmental tasks in adolescence. As for adolescents, it is essential to have a good perception of emotional intelligence, which can provide various benefits in living life and also help adolescents to be able to deal effectively with the various challenges that are being faced at their developmental stage. Good perception of emotional intelligence and good skills in perceiving, understanding, and regulating emotions are predicted to facilitate adolescents developing their autonomy. Therefore, we are interested in seeing the relationship between perceived emotional intelligence and adolescent autonomy.

Objectively, this study wants to examine the relationship between perceived emotional intelligence and Adolescent autonomy. The novelty of this research is based on the theory that the manifestation of human emotions is closely related to cultural experience. Culture shapes every aspect of emotional processing, from assessing emotional situations to the forms of emotion to the rules for displaying and responding to emotions. Culture influences individuals' emotions and emotional development through hereditary socialization from generation to generation (Parker et al., 2012). In the people of Makassar City with a Bugis cultural background, there is a *siri'* culture which is the philosophy of life for the Bugis people. *Siri'* is a sense of shame or self-respect that needs to be maintained and upheld while maintaining peace and mutual prosperity. The *siri'* value encourages individuals always to respect themselves and have the self-confidence to take responsibility for controlling themselves to maintain their dignity. As for the behavior of aggression and other harmful things is justified and can be done if there is no other way to enforce *siri'*. The meaning of the true value of *siri'* can experience a shift; namely, individuals who have a meaning that has shifted to the value of *siri'* can perform aggressive behavior or other negative things only for trivial things with the reason of upholding their *siri'*. Such individuals will find it difficult to control themselves and are more likely to behave aggressively or other negative things (See. Indrayanti & Duma, 2020; Afiah, 2015; Makbul et al., 2017; Salim et al., 2018). Based on the explanation in this section, especially the Bugis culture influences, it can be seen that, specifically, late adolescence in Makassar City can influence a Bugis cultural background with cultural peculiarities that can positively or negatively affect perceived emotional intelligence. Therefore, the hypothesis in this study is that there is a positive and significant relationship between perceived emotional intelligence and the autonomy of late adolescent autonomy in Makassar City.

3. Research Method and Materials

3.1 Participants

The population of this study was all late adolescents in Makassar City, namely adolescents aged 18 to 21 years. The total number of late adolescents in Makassar City in 2020 is 157,994 (Central Bureau of Statistics, 2015). The sampling technique used in this study was purposive sampling, with the criteria for the sample being late teens aged 18 to 21 years, domiciled in Makassar City, and identified themselves as Bugis. The number of samples in this study refers to the sample determination table from Isaac Michael's sample size (Hill, 1998). The number of samples determined is 347 people for an error rate of 5%. Based on the number of samples, the number of respondents who participated in this study was 453.

3.2 Instrument and Measurement

Data collection techniques in this study used a questionnaire consisting of informed consent, a demographic form, an open question regarding strategies for controlling adolescent emotions, and two-scale instruments with a Likert scale model. Adolescent autonomy was measured using a Likert scale modified from Purbasari's (2016) study as many 26 items were added to 31 items. This scale was modified by changing some wordings to make the items easier to understand, removing some items with ambiguous meaning, and adding other items. This scale has an answer range of 1 = very unsuitable to 5 = very suitable) for favorable items 1 = very suitable to 5 = very unfavorable) for unfavorable items. The scale is based on Steinberg's (2017) theory regarding Adolescent autonomy, which consists of three aspects: emotional autonomy, behavioral autonomy, and cognitive autonomy. The higher the score obtained from the scale, the higher the autonomy of late adolescents in Makassar City. Perceived emotional intelligence was measured using a Likert scale adapted and modified from The Trait Meta-Mood Scale-30 (TMMS-30) belonging to Salovey et al. (1995) as 30 items. This scale was adapted from English to Indonesian so that it can be used in this research sample. Then, the scale was modified by changing some redaction words to make the items easier to understand, removing some items that had ambiguous meaning, and adding some items. This scale has an answer range of 1 = strongly disagree to 5 = strongly agree) for favorable items 1 = strongly agree to 5 = strongly disagree) for unfavorable items.

The Trait Meta-Mood Scale (TMMS) is based on three aspects, namely attention, clarity, and repair. The higher the score obtained from the TMMS-30 scale, the higher the perceived emotional intelligence of late adolescents in Makassar City.

The reliability estimation technique used for this measurement is Cronbach's Alpha reliability coefficient with interpretation using the Cronbach Alpha Reliability Coefficient Criteria proposed by the Guilford-Fruchter reliability test (Finstuen & Campbell, 1979). A value of 0.715 was obtained for the reliability of the adolescent-reliable autonomy scale (e.g., emotional autonomy of 0.64; behavioral autonomy of 0.66; cognitive autonomy of 0.63–reasonably reliable). A value of 0.869 was obtained for the reliability of the perceived emotional intelligence–reliable scale (attention of 0.81; clarity of 0.89; repair of 0.75–reliable). Data collection was carried out in Makassar City using an online questionnaire through the Google-Form application. This data collection was carried out by distributing the link to the online questionnaire to family, relatives, and friends to fill in and help spread it. The online questionnaire was used in this study due to addressing the COVID-19 pandemic conditions, which did not allow direct data collection. After the data is collected, it is carried out. The data that has been obtained is coded and then processed with the help of the IBM SPSS Statistics 23 program. Descriptive test and Bivariate Pearson correlation test (Product Moment) are used in this study.

4. Results and Discussion

4.1. Statistical Analytic

The number of respondents in this study was 453 people. The respondents were selected based on several characteristics of the research respondents that had been determined previously. The characteristics of the research respondents were late teens aged 18 to 21 years, identified themselves as Bugis, and domiciled in Makassar City. The demographic data obtained is displayed in Table 1. Furthermore, the open question given to the respondents regarding strategies to control adolescent emotions shows the results as in table 2.

Table 1: Data Demographic

Demographics	Measurement	Freq.	%
Gender	Woman	338	74,6%
	Man	115	25,4%
Age (years)	18	53	11,7%
	19	47	10,4%
	20	71	15,7%
	21	282	62,3%
Status	Campus Student	389	85,9%
	Work	39	8,6%
	High school Student	22	4,9%
	Unemployment	2	0,4%
	Housewife	1	0,2%
Residence (with)	Parent	364	80,4%
	Rent house	40	8,8%
	Uncle/Aunt	15	3,3%
	Brother / Sister	15	3,3%
	Grandparents	9	2,0%
	Husband and wife	4	0,9%
	Alone	4	0,9%
	Dormitory	2	0,4%
The Great Influence of Bugis Culture in Life (in Influence rate score)	Very small	8	1,8%
	Small	21	4,6%
	Enough	129	28,5%
	Great	196	43,3%
	Considerable	99	21,9%
Total		453	100%

Table 3 shows the things that respondents usually do when they feel down. The percentage of respondents' answers from the most is trying to calm themselves with a percentage of 71.7% or as many as 325 respondents, doing nothing (silence, lamenting adversity, letting time improve) with a percentage of 16.1% or as many as 73 respondents, expressing it directly with a percentage of 6.8% or as many as 31 respondents, and asking for help from others with a percentage of 5.3% or as many as 24 respondents. Based on this, it can be concluded that what most respondents usually do when they feel down is to calm themselves.

Table 2: Open Question

Question	Answers		
	Choices	Freq.	%
When I am feeling down (feeling lousy mood, sad, upset/angry, or other negative feelings), the thing I usually do is...	Trying to calm their self	325	71,7%
	Doing nothing (silence, lamenting adversity, letting time fix it)	73	16,1%
	Pour it out right away	31	6,8%
	Asking others for help	24	5,3%

Data analysis was carried out using the Pearson Bivariate (Product Moment) correlation measurement with the correlation and significance values obtained in Table 1.

Table 3: Correlation Analysis

Variables	N	Pearson Correlation	Sig (2-tailed)
Perceived emotional intelligence	453	.417	.000
Late Adolescent Autonomy			

Table 3 shows the results of hypothesis testing using the Bivariate Pearson correlation test (Product Moment) on the two variables studied in this study, namely perceived emotional intelligence as an independent variable and Adolescent autonomy as the dependent variable. The number of respondents who participated in this study was 453 people. Based on the Bivariate Pearson correlation test (Product Moment), the Pearson correlation value is 0.437 with a significance value of < 0.01 . The significance value obtained for the relationship between perceived emotional intelligence and Adolescent autonomy is < 0.01 . The significance value is smaller than 0.05, which is the standard value of sig. This shows that there is a correlation between the two research variables. Furthermore, the value of the r-estimated for the number of respondents (N) as many as ± 400 people with an error rate of 5% is 0.098. The Pearson correlation value (r-calculated) obtained is 0.417, and the r-estimated value with an error rate of 5% for 453 respondents is 0.098. The r-calculated obtained is more significant than r-estimated ($0.417 > 0.098$). This shows the same thing that there is a correlation between the two research variables. Based on the review results on the significant value and the Pearson correlation value (r-calculated) obtained, it can be concluded that there is a relationship between perceived emotional intelligence and Adolescent autonomy. This indicates that the hypothesis in this study is accepted, namely that there is a relationship between perceived emotional intelligence and the autonomy of late adolescents in Makassar City. The strength and direction of the relationship between variables can also be interpreted through the Pearson correlation value (r-calculated) obtained. The interpretation criteria for the strength of the relationship used refers to the correlation interval criteria. De Vaus (2002) shows the Pearson correlation value (r-calculated) obtained, which is 0.417, indicating that the correlation between perceived emotional intelligence and Adolescent autonomy is in the moderate relationship category. The Pearson correlation value (r-calculated) obtained is positive (+). It can be interpreted that there is a positive or unidirectional relationship between the two variables, namely, the higher the level of perceived emotional intelligence, the higher the level of autonomy of adolescents who participate as respondents in this study and vice versa.

4.2. Discussion

Perceived emotional intelligence is the ability of adolescents to reflect and manage emotions (Salovey et al., 1995). Santrock (2014) suggests that managing and controlling emotions is one of the

keys to optimal adolescent development. One of the developmental demands faced by adolescents is to achieve autonomy. Steinberg (2017) suggests that Adolescent autonomy is the individual's capacity to feel self-reliance and act and think for himself. It is a long and sometimes complex process, not only for the adolescence who goes through it but also for those around him. Data analysis that has been carried out shows that perceived emotional intelligence and Adolescent autonomy have a relationship. This indicates that the hypothesis in this study is accepted, namely that there is a relationship between perceived emotional intelligence and the autonomy of late adolescents in Makassar City. The data analysis also shows that the relationship that occurs is unidirectional or positive. The higher the level of perceived emotional intelligence possessed by adolescents, the higher the autonomy of adolescents and vice versa. The analysis results can be explained because adolescence is the correct period, and it is crucial for individuals to develop a good perceived emotional intelligence. Adolescence is the right time because emotional development is closely related to cognitive, brain, and biological development. As for adolescence, individuals experience extraordinary changes in biology, thinking ability, and brain function to facilitate adolescents' good emotional abilities. In addition, it is also crucial for adolescents to have good perceived emotional intelligence because adolescence is a transition period between childhood and adulthood which is a formidable challenge. In adolescence, individuals will be faced with various changes, new experiences, and unusual situations that often produce positive and negative emotional reactions that are also new and more intense, especially with the hormonal changes they face during puberty (Meyer & Fletcher, 2007; Karibeeran & Mohanty, 2019; Steinberg, 2017). Therefore, it is essential for adolescents and should be able to have emotional abilities to reflect and manage their emotions. To effectively and optimally deal with various changes, new experiences, and unusual situations that they face, which are a formidable challenge.

Furthermore, adolescents must face and go through various changes, new experiences, and unusual situations at their developmental stage optimally and effectively. These are part of their development towards adulthood and are also factors that can facilitate. Encourage, and stimulate adolescents to be able to develop their autonomy (Steinberg, 2017). Based on this, it can be seen that the emotional ability of adolescents relates to the ability of adolescents to be able to face and through development challenges effectively and optimally, including facing challenges that need to be faced to facilitate and stimulate the achievement of autonomy.

The analysis results in this study are in line with the theories put forward by several experts. Santrock (2014) suggests that managing and controlling emotions is one of the keys to optimal adolescent development. Pool & Qualter (2018) suggest that adolescents need to have positive emotional self-perceptions and good skills in perceiving, understanding, and regulating emotions to optimally and effectively face the challenges that increase demands for autonomy as facing new responsibilities to self-regulate. This is in line with what was stated by Mehra (2009), which states that a person needs to take over control over his own emotions (e.g., having an internal locus of control over his own emotions). So that individuals can leave outside factors to control their inner world and individuals can live life with feelings. Autonomy or having increased control over oneself in dealing with the outside world or in establishing relationships. Meyer & Fletcher (2007) also suggest that adolescents who can control and control their emotions will generally become socially competent, practical, assertive, and overcome frustrations in life. Teenagers also will not give up easily but instead, accept and are willing to face challenges. Teenagers will become more confident and independent, always take the initiative, and be trusted and relied on. More specifically, Adolescent autonomy involves the ability of adolescents to be able to make decisions independently. Steinberg (2017) suggests that decision-making is a product of cognitive abilities (such as being able to reason logically) and emotional factors (such as being able to control impulses). Meyer & Fletcher (2007) also state that when the problem involves decision-making and action, the feeling is just as important and often more important than reason. Emotions have a role in the logical decision-making process. Logical decisions can be achieved using cognitive abilities, but individuals also need to use their emotions intelligently. Steinberg (2017) suggests that improving decision-making skills ultimately increases the ability of adolescents to behave independently. Therefore, perceived emotional intelligence is also involved in facilitating adolescents' decision-making abilities, which ultimately increases adolescents' ability to behave independently.

The results of the analysis in this study are also in line with several previous studies. Research conducted by (Augusto-Landa et al., 2011) found a relationship between perceived emotional intelligence and psychological well-being components. One of the components of psychological well-being is autonomy in the form of the individual's ability to be independent, namely being able to withstand social pressures and regulate one's behavior. This study found that individuals with good perceived emotional intelligence will have high autonomy and vice versa (Fernández-Ozcorta et al., 2014). The study found that an individual's perceived emotional intelligence can predict an individual's ability to fulfill his basic psychological needs. Individuals with good perceived emotional intelligence will be better able to meet basic psychological needs, one of which is the ability to be independent. This study focuses on late adolescents in Makassar City who identify themselves as Bugis. The manifestation of human emotions is closely related to cultural experience. Therefore, the results of this study can also be discussed through the cultural aspect, namely Bugis culture. The results of this study can be explained because, in Bugis culture, there is a *siri'* value which is the philosophy of life of the Bugis society that can influence adolescents in their emotional manifestations in the form of the need to maintain and uphold their shame and self-esteem by paying attention to manners. The *siri'* value also ultimately encourages adolescents always to respect themselves and have the self-confidence to take responsibility for controlling themselves to maintain their dignity and maintain the trust given to them by their parents to be independent (Afiah, 2015; Wisma et al., 2018).

Based on the explanation above, it can be concluded that there is a unidirectional (positive) relationship between perceived emotional intelligence and the autonomy of late adolescents in Makassar City. This is because adolescents must have perceived emotional intelligence in order to be able to effectively and optimally face the demands of their development to achieve autonomy which is a formidable challenge. The formidable challenge is that adolescents will face various changes, new experiences, and unusual situations that often produce positive and negative emotional reactions that are also new and more intense, especially with the hormonal changes they face during puberty. More specifically, perceived emotional intelligence is also involved in facilitating adolescents in decision-making abilities, which in turn increases adolescents' ability to behave independently. As for late adolescence in Makassar City, it can influence Bugis culture, namely the *siri'* value which can also explain the relationship. Data analysis also shows that the positive relationship between perceived of emotional intelligence and Adolescent autonomy is moderate. This means that the higher the level of perceived of emotional intelligence possessed by adolescents, the higher the level of autonomy of adolescents, but the ability of perceived of emotional intelligence in predicting the autonomy of adolescents is in the moderate category, which is not strong enough/perfect and not too weak. This is following the results of an open question which shows the strategies carried out by late adolescents in Makassar City who participated in this study to overcome their adversity which is related to the ability of perceived of emotional intelligence in the aspect of repair, namely the ability to end a negative mood or maintain a positive mood (Salovey et al., 1995). The results of the open question show that there are teenagers who have strategies to overcome their adversity by asking for help from others. Asking for help (help-seeking) can be seen as an adaptive strategy in dealing with things that are too difficult to deal with alone. Nevertheless, asking for help can also be a form of dependence on others that has the potential to be maladaptive and interfere with the development of autonomy. This shows that there are strategies to manage emotions, one asking for help, contributing positively and negatively to autonomy. This, in the end, can explain the positive relationship but is in the moderate category between perceived emotional intelligence and Adolescent autonomy, namely the emotion management strategies used by adolescents related to the ability of adolescents' perceived emotional intelligence in the aspect of repair not only can contribute positively, but can also contribute negatively.

The relationship in the moderate category between perceived emotional intelligence and Adolescent autonomy can also be explained because many other things can facilitate Adolescent autonomy and adolescent emotional abilities. Things that can support teenagers to achieve their autonomy are changes from within and from outside the teenager. Changes in adolescents are in cognitive changes and puberty associated with biological maturity, including parts of the brain and hormonal changes. In adolescence, individuals should think abstractly, hypothetically, and systematically which facilitates adolescents to make their own decisions. In addition, adolescents also

have changes in social cognition. They are increasingly future-oriented, which causes adolescents to start thinking about anticipating and evaluating themselves in the future and their interactions with their environment. Teenagers are famous for their egocentrism, which is the tendency of teenagers to accept the world (and themselves) from their perspective. Cognitive and hormonal changes then facilitate adolescents' instinctive adaptive nature to be independent. Furthermore, changes from outside of adolescents that can support adolescents to achieve their autonomy are social changes in adolescents in social roles, activities, positions, and new responsibilities that adolescents accept at their age. This places adolescents in situations that require, stimulate, and demand for adolescents to be independent (Steinberg, 2017).

5. Conclusion

Autonomy is one of the fundamental developmental tasks that need to be achieved in adolescence. One that can facilitate the optimal development of Adolescent autonomy is perceived emotional intelligence. This study aims to determine the relationship between perceived emotional intelligence and Adolescent autonomy, which focuses on late adolescents in Makassar City. This study shows that the hypothesis in this study is accepted, namely, there is a relationship between perceived emotional intelligence and the autonomy of late adolescents in Makassar City. The relationship that occurs is a unidirectional or positive relationship which means that the higher the level of perceived emotional intelligence possessed by adolescents, the higher the autonomy of adolescents and vice versa. This can happen because adolescents need to have a good perception of emotional intelligence to be able to effectively and optimally face the demands of their development in the form of achieving autonomy. Perceived emotional intelligence is also involved in facilitating adolescents in decision-making abilities, which increases adolescents' ability to behave independently. The positive relationship between perceived emotional intelligence and Adolescent autonomy is included in the category of moderate relationship. This indicates that the perceived emotional intelligence in predicting Adolescent autonomy is in the moderate category, which is not strong enough/perfect and not too weak. This can be because the forms of strategies used by adolescents in managing their emotions can not only contribute positively but can also contribute negatively to autonomy and the many other factors that can facilitate Adolescent autonomy in addition to adolescent emotional abilities, such as puberty, cognitive changes, and changes in behavior.

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