



The Relationship Between Parental Child-Rearing Styles and Self-Confidence Among Eighth-Grade Students at State Junior High School No. 5 in Kupang City

Jean Karolin Nalley¹; Stefanus Lio²; Matilda Pia Bone³

1 Department of Guidance and Counseling, Widya Mandira Catholic University, Kupang, Indonesia

2 Department of Guidance and Counseling, Widya Mandira Catholic University, Kupang, Indonesia

3 Department of Guidance and Counseling, Widya Mandira Catholic University, Kupang, Indonesia

*Corresponding author: henjanalley824@gmail.com | ORCID: 0000-0000-0000-0000

Received	Revised	Accepted	Published
[10-08-2026]	[12-08-2026]	[19-08-2026]	[07-09-2026]

Abstract: The purpose of this study was to determine the relationship between parenting styles and the self-confidence of eighth-grade students at SMP Negeri 5 Kota Kupang during the 2025/2026 academic year. This study employed a quantitative research approach. The population consisted of 352 eighth-grade students at SMP Negeri 5 Kota Kupang during the 2025/2026 academic year. The research sample consisted of 55 students. The data collection instruments used were a parenting style questionnaire and a self-confidence questionnaire. Data were analyzed using the Pearson product-moment correlation technique with the assistance of SPSS for Windows version 26. The results showed that the significance value, Sig. (2-tailed), was $0.000 < 0.05$. This indicates that there is a significant relationship between parenting styles and the self-confidence of eighth-grade students at SMP Negeri 5 Kota Kupang during the 2025/2026 academic year.

Keywords: Parenting Styles; Self-Confidence; Eighth-Grade Students; Quantitative Research

Abstrak: Tujuan penelitian ini adalah untuk mengetahui hubungan antara pola asuh orang tua dengan kepercayaan diri siswa kelas VIII SMP Negeri 5 Kota Kupang Tahun Pelajaran 2025/2026. Penelitian ini merupakan jenis penelitian kuantitatif. Populasi dalam penelitian ini adalah Siswa kelas VIII SMP Negeri 5 Kota Kupang Tahun Pelajaran 2025/2026 yang berjumlah 352 siswa. Sampel penelitian ini berjumlah 55 siswa. Alat pengumpul data yang digunakan adalah angket pola asuh orang tua dan angket kepercayaan diri. Analisis data menggunakan teknik korelasi product moment dengan bantuan aplikasi SPSS for Windows versi 26. Hasil penelitian menunjukkan bahwa nilai signifikansi Sig. (2-tailed) sebesar $0,000 < 0,05$. Hal ini menunjukkan terdapat hubungan antara pola asuh orang tua dengan kepercayaan diri siswa kelas VIII SMP Negeri 5 Kota Kupang Tahun Pelajaran 2025/2026.

Kata kunci: Pola Asuh Orang Tua; Kepercayaan Diri; Siswa Kelas VIII; Penelitian Kuantitatif

CITATION:	Leo, L. M., Lio, S., & Rohi, E. M. W. (2026). The Effect of Resilience on Academic Stress High School Students . <i>Edumaspul: Jurnal Pendidikan</i> , 10(2). Retrieved from https://jurnal2.unimen.cloud/index.php/edumaspul/article/view/474
COPYRIGHT:	Copyright (c) 2026 Leni Marlina Leo, Stefanus Lio, Enasely Mega Wenyi RohiThis work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License .

Introduction

Education is an important factor in developing high-quality human resources, encompassing cognitive, affective, and psychomotor aspects. The quality of human resources can also be assessed through self-confidence. Self-confidence is a positive attitude that reflects an individual's belief in their own abilities when facing various situations and challenges (Lauster, 2020). Every individual possesses different levels of self-confidence, with some demonstrating high levels and others exhibiting low levels.

High self-confidence is generally reflected in an individual's belief in their own abilities, willingness to try new things, ability to accept criticism, and reduced dependence on the judgments of others. In contrast, low self-confidence is typically characterized by hesitation, fear of failure, a frequent need for validation, and difficulty making decisions. Based on a preliminary study conducted by the researcher through observation and interviews at SMP Negeri 5 Kota Kupang on October 23, 2025, interviews with several eighth-grade students revealed that some students were still inactive during the learning process, reluctant to perform in front of the class, and afraid of making mistakes. Furthermore, interviews with Guidance and Counseling (GC) teachers indicated that some students still experienced difficulties in expressing themselves and lacked confidence in conveying their opinions. These findings indicate that students' self-confidence still requires attention.

Lauster (2020) stated that self-confidence is influenced by various internal and external factors. Internal factors include self-concept, physical condition, and life experiences, whereas external factors include parenting styles, education, environment, and life experiences. One of the important external factors is parenting style.

According to Hurlock (2011), parenting style refers to the ways in which parents educate, guide, and treat their children in everyday life. There are three types of parenting styles: authoritarian, permissive, and democratic. Authoritarian parenting tends to restrict children's freedom, which may hinder the development of self-confidence. Permissive parenting provides children with freedom without adequate control, whereas democratic parenting establishes a balance between freedom and supervision that supports the development of children's self-confidence.

Various empirical studies have shown that parenting styles are significantly associated with the development of children's self-confidence. Salsabila et al. (2025) found a significant relationship between parenting styles and adolescents' levels of self-confidence. This finding is supported by Indrimalia et al. (2020), who reported a positive relationship

between parenting styles and students' self-confidence, with the correlation coefficient falling within the moderate category. This indicates that the better the parenting style implemented by parents, the higher the level of self-confidence demonstrated by students. Similarly, a literature review conducted by Khairina & Soedirham (2020) found that, in general, parenting styles consistently have a relationship with children's levels of self-confidence. According to Santrock (2017), warm, supportive, and communicative parenting tends to promote the optimal development of children's self-confidence compared with harsh or permissive parenting styles.

Based on the discussion above, it can be concluded that parenting styles play an important role in shaping students' self-confidence. Therefore, the research problem is formulated as follows: Is there a relationship between parenting styles and the self-confidence of eighth-grade students at SMP Negeri 5 Kota Kupang during the 2025/2026 academic year? Based on this research question, the purpose of this study is to determine the relationship between parenting styles and the self-confidence of eighth-grade students at SMP Negeri 5 Kota Kupang during the 2025/2026 academic year.

Method

Research Design and Setting

This study employed a quantitative approach with a correlational design to examine the relationship between parenting styles and students' self-confidence. The study was conducted at SMP Negeri 5 Kota Kupang, located on Jl. Frans Seda, Kelapa Lima Village, Kelapa Lima District, Kupang City, East Nusa Tenggara. The study was conducted over six months, from December 2025 to June 2026.

Participants, Sample, or Data Sources

The population consisted of 352 eighth-grade students at SMP Negeri 5 Kota Kupang during the 2025/2026 academic year. The sample consisted of 55 students, representing 15% of the total population. The participants were selected using simple random sampling, giving each member of the population an equal opportunity to be selected.

Instruments and Measures

Data were collected using two closed-ended questionnaires: a parenting style questionnaire and a self-confidence questionnaire. Both instruments used a four-point Likert scale with the following response options: Strongly Appropriate (SA), Appropriate (A), Inappropriate (IA), and Strongly Inappropriate (SIA).

The parenting style questionnaire was developed based on Baumrind's theory and had previously undergone validity and reliability testing by Lambertina (2017). The self-confidence questionnaire was developed based on Lauster's theory and had previously undergone validity and

reliability testing by Lewolaga (2024). The reliability testing resulted in Cronbach's Alpha coefficients of 0.855 for the parenting style questionnaire and 0.937 for the self-confidence questionnaire, indicating that both instruments were reliable.

Procedure and Research Ethics

Data were collected by distributing the questionnaires to the 55 students selected as research participants. The participants were provided with information about the purpose of the data collection and instructions for completing the questionnaires. The collected data were used solely for research purposes and were kept confidential.

Data Analysis

The data were analyzed using the Pearson Product-Moment correlation technique with the assistance of SPSS Statistics 26 for Windows. The analysis was conducted to determine the relationship between parenting styles and students' self-confidence. Statistical decisions were based on a significance level of 0.05. A relationship was considered statistically significant when the Sig. (2-tailed) value was < 0.05 .

Results and Discussion

Results

Hypothesis Testing (Correlation Test)

The results of the Pearson correlation test obtained using SPSS are presented in Table 1.

Table 1. Pearson Correlation Test Results

Correlations		Parentin g Style	Self-Confidence
Parenting Style	Pearson Correlation	1	.921**
	Sig. (2-tailed)		.000
	N	55	55
Self- Confidence	Pearson Correlation	.921**	1
	Sig. (2-tailed)	.000	
	N	55	55

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the data analysis using the Pearson correlation test, the calculated correlation coefficient (r) was 0.921, while the critical value (r -table) was 0.266 for $N = 55$ at a 5% significance level. Since the calculated r -value was greater than the critical r -value and the significance value of 0.000 was less than 0.05, H_0 was rejected and H_a was accepted. Therefore, there was a significant relationship between parenting styles and the self-confidence of eighth-grade students at SMP Negeri 5 Kota Kupang during the 2025/2026 academic year.

The correlation coefficient was 0.921, indicating that the relationship between parenting

styles and students' self-confidence was categorized as very strong. The positive correlation indicates a unidirectional relationship, meaning that better parenting styles were associated with higher levels of students' self-confidence, both at school and in their surrounding environment. Conversely, less supportive parenting styles were associated with lower levels of students' self-confidence.

Discussion

Based on the results of the correlation test using the Pearson Product-Moment formula with the assistance of SPSS for Windows version 26, the findings indicate that there is a significant relationship between parenting styles and the level of self-confidence among eighth-grade students at SMP Negeri 5 Kota Kupang during the 2025/2026 academic year.

The findings of this study are consistent with the views of Smetana (2021) and Bandura & Schunk (2023), who explain that adolescents' self-functioning and level of self-confidence are strongly influenced by communication within the family. Parents who are willing to listen to their children, provide affection, and allow responsible freedom can help children feel valued. This sense of being valued can encourage students to become more confident and develop healthy levels of self-confidence when interacting with others or participating in learning activities at school. Conversely, when parents are overly restrictive, frequently scold their children without justification, or show indifference, children may develop low self-confidence and experience greater hesitation in the school environment.

The findings of this study also support the findings of Rahmawati et al. (2023), which demonstrated that a comfortable home environment and positive parenting contribute to adolescents' development of good self-confidence. In addition, Wijaya & Santoso (2024) reached a similar conclusion, stating that parental attention at home is an important foundation for children in developing healthy self-confidence in the classroom. The consistency of these findings indicates that parental involvement remains an important factor in supporting the development of children's self-confidence.

Conclusion

Based on the discussion presented in the previous chapter regarding the relationship between parenting styles and the self-confidence of eighth-grade students at SMP Negeri 5 Kota Kupang during the 2025/2026 academic year, the following conclusion can be drawn.

The results of the analysis indicate a significant relationship between parenting styles and the self-confidence of eighth-grade students at SMP Negeri 5 Kota Kupang during the 2025/2026

academic year. This is evidenced by a significance value of 0.000 and a Pearson correlation coefficient of 0.921, indicating a very strong relationship. The positive direction of the relationship indicates that better parenting quality provided by parents at home is associated with higher levels of students' self-confidence. Conversely, when the quality of parenting is less supportive, students tend to have lower levels of self-confidence.

Acknowledgment (Optional)

The authors would like to express their gratitude to SMP Negeri 5 Kota Kupang for providing the opportunity and support to conduct this research. The authors also thank all students who participated in the study and contributed to the data collection process.

Funding (Optional)

This research received no external funding.

Conflict of Interest

The authors declare no conflict of interest.

Author Contributions (Optional)

The author was responsible for the conceptualization, methodology, investigation, data collection, data curation, formal analysis, writing of the original draft, and writing, review, and editing of the manuscript.

Generative AI Disclosure

Generative AI tools were used to assist with language translation, grammar improvement, and manuscript editing. The author remains fully responsible for the accuracy, originality, integrity, and final content of the manuscript.

References

- Bandura, A., & Schunk, D. H. (2023). *Contemporary perspectives on self-efficacy and adolescent development*. Academic Press.
- Hurlock, E. B. (2011). *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan*. Jakarta: Erlangga.
- Indrimalia, R., Dahlan, M., & Gustiawati, S. (2020). Pola asuh orang tua terhadap kepercayaan diri peserta didik. *Jurnal Penelitian Pendidikan Sosial Humaniora*, 5(2), 129–133.
- Khairina, N. S., & Soedirham, O. (2020). Pola asuh orang tua dan tingkat kepercayaan diri pada anak: Literature review. *Jurnal Ilmiah Permas: Jurnal Ilmiah STIKES Kendal*, 12(4), 865–874.
- Lauster, P. (2020). *Tes kepribadian*. Bumi Aksara.
- Rahmawati, E., Sugiyo, S., & Purwanto, E. (2023). Iklim pengasuhan positif dalam keluarga digital modern dan hubungannya dengan ketahanan mental serta kepercayaan diri remaja awal. *Jurnal Bimbingan Konseling Kontemporer*, 6(1), 45–58.
- Salsabila, Z. D. A., Ardian, I., Haiya, N. N., & Azizah, I. R.

(2025). Hubungan pola asuh orang tua dengan tingkat kepercayaan diri remaja. *Jurnal Keperawatan Berbudaya Sehat*, 3(2), 134–138.

Santrock, J. W. (2017). *Life-span development (16th ed.)*. McGraw-Hill Education.

Smetana, J. G. (2021). *Modern parenting styles and adolescent well-being: A developmental perspective*. Routledge.

Wijaya, H., & Santoso, B. (2024). Perhatian orang tua di rumah sebagai prediktor kompetensi sosial dan kepercayaan diri siswa di kelas. *Jurnal Pendidikan Dan Konseling*, 12(2), 89–102.