



The Relationship Between Parent-Child Communication and Student Self-Confidence

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Abstract

The purpose of this study is to determine whether there is a relationship between parent-child communication and self-confidence in RA. This research is a descriptive quantitative correlational research. With a population of female students of RA and a population of 60 people. Sampling in a purposive way. The research sample amounted to 35 people, the sample was taken based on the characteristics or properties of the population that were known beforehand. Data collection was carried out using a scale, namely the parent and child communication scale and the self-confidence scale. The results showed that there is a relationship between self-confidence and student communication skills which can be proven after the correlation test obtained a significance value of $0.001 < 0.05$ (5% significance level) and the value of $r \text{ count } 0.482 > r \text{ table } 0.254$. Suggestion: Parents can anticipate it by further improving communication between parents and children. Schools understand the importance of collaborating with parents to anticipate the emergence of forms of misparenting behavior, especially those caused by a lack of communication between parents and children.

Keywords: Communication, Parents, Children, Self-Confidence



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INTRODUCTION

Children are potential human resources and successors to the ideals of the nation's struggle, so to be able to carry out these responsibilities children need to receive guidance from an early age. Early childhood is one of the most important periods because it is during this period that the child's personality is formed which he gains through experiences throughout his life. Early childhood as the first five years of early childhood is a golden period for child development, because at this age children experience a sensitive and critical period. At the golden age of 0-6 years, children can absorb and store knowledge in their brain memory well (Yusuf et al., 2023).

Sensitive period is a period when children have reached readiness to learn. In early childhood, children experience the golden years, which is a time when children begin to be sensitive to receive various stimuli. The sensitive period in each child is different (Hermoyo et al., 2014). Therefore, education must start early in order to foster self-concept.

Self-concept is also a picture that individuals have of themselves that is formed through experiences related to the environment, be it the family environment, or society. Basically, the educational process can occur in many social situations that are the scope of human life. Broadly speaking, the educational process can occur in three well-known environments called the trilogy of education, namely education in the family (informal education), education in schools (formal education), and education in the community (non-formal education) (Lestari, 2019).

Social-emotional development is a process that includes changes in individuals with other people, changes in emotions, and personality changes. One of the potentials and abilities of children that need to be developed by educators and parents is the potential social-emotional abilities of children. Harmonious interaction will facilitate the child's socialization process, so the family is the most critical institution in child development (Suprijanto et al., 2022). Emotional development will affect how children's attitudes and behavior towards the surrounding environment. so that the role of parents, peers, teachers and those around them is very important in supporting children's development, especially at an early age (Mayra et al., 2022).

The existence of teacher guidance is one of the most significant factors. Teachers are the most important part of the teaching and learning process, both in formal and informal education channels. Therefore, in every effort to improve the quality of education in the country, it cannot be separated from various matters relating to the existence of the teacher himself. while parents are everyone who is responsible for family or household duties in daily life both in children's educational activities or others, because with parental attention, it can minimize the occurrence of learning difficulties in students (Sarilah & Endriani, 2023).

Education in the family is a natural education because after the child is born there is an introduction between parents and their children which is filled with surprise, disgust and sadness. What the child feels is expressed in the form of communication. This means that what the child is feeling can be understood well by his parents. So the process of listening and being listened to is the key to a parent-child relationship that is very beneficial, both for developing children's self-confidence, intellect and instilling moral principles in children (Katoningsih, 2021). By listening and being heard, a two-way line of communication opens up between the child and the parent can provide the support the child needs.

This fact shows that many parents lack concern for their children's self-confidence. Whereas children's self-confidence can be stimulated and optimized through good communication within the family (Virginia, 2022). However, many parents are less active in communicating with their children because of their busy schedules. In everyday life there are also parents who consciously or unconsciously give examples of poor communication to their children. In the family, parents play a very important role because most of the time in a child's life is spent in the family environment, especially children who are still under the care or elementary school age children, especially the role of a mother. Thus, the family or parents are an important factor in educating their children both in terms of religious, social and individual perspectives (Nur & Malli, 2022).

The family has a role in the process of socializing children, because the family is the initial place of contact for children in family members (father and mother) in the first years of the child's life. The function of the family is very important, including as a place of socialization for children. Each parent has a different parenting style. The parenting style will affect the social development and personality of the child (Nada et al., 2023).

Self-confidence is the basic capital of a human child in fulfilling his/her various needs (Marjuk et al., 2021). When newly born, a child is highly dependent on adults to fulfill their needs. Subsequently, the child manages to survive and improve various abilities to reduce

dependence on adults in meeting their needs. Their self-confidence will allow them to grow in experience and ability to eventually become a healthy and independent person (Novita, 2021).

On observation at RA Ma'arif 1 Metro, it is known that there are children who are silent when invited to communicate, cry easily if scolded, are shy to express their feelings verbally, are passive because they are unable to connect the conversation, are less able to show expressions when happy, sad or afraid, and are quiet. And the efforts that have been made by researchers in overcoming the above problems are to approach these children in a special way, for example talking in a soft tone, asking the child why he is crying, and playing games that can attract their attention. In addition, researchers also take the time to discuss with parents and ask how they are developing at home. Therefore, the author raises these issues in a study entitled "The Relationship Between Parent-Child Communication and Student Self-Confidence".

METHODS

Research Design

The research approach applied in this study is a correlational quantitative research method. Quantitative research is a study that uses numbers and then summed up as data and after that analyzed (Suharsaputra, 2018). This study applies a quantitative approach and uses a correlational method.

The correlational method is a method that is often used to find the presence or absence of a relationship or the closeness of the relationship between variables. The main purpose of correlation research is to determine whether there is a relationship between two or more variables, whether the relationship between positive or negative, and to measure the degree of relationship between two or more variables (Supariyadi et al., 2022). Correlational research aims to determine the extent of the relationship between 2 variables, namely the independent variable and the dependent variable, based on the calculation of the correlation coefficient, the purpose of this study is to determine how strong the relationship between parent-child communication and student confidence at RA Ma'arif 1 Metro.

This type of research is correlational research. Correlational research is research conducted to determine whether there is a relationship between two or more variables (Arikunto, 2019:247). The data collection technique in this study used an instrument in the form of a closed questionnaire. This study is to determine whether or not there is a relationship between parent-child communication and self-confidence in RA Ma'arif 1 Metro students. For easier understanding, the research design can be seen in Figure 1 below:



Figure 1. Research Design

Populasi dan Sampel

Hardani (2020:361) state that population is the entire research object consisting of humans, objects, animals, plants, symptoms, test scores, or events as data sources that have certain characteristics in a study. (Arikunto, 2019:173) states that "population is the entire research subject. In accordance with this opinion, the population in the study were RA Ma'arif 1 Metro students totaling 60 students. Research Sample As with population characteristics, a sample that represents the population is a sample that is truly selected according to the characteristics of that population. Samples are some members of the population taken using sampling techniques (Hardani, 2020:263). Arikunto (2019:81) that the sample is part of the population or a number of population members who represent the characteristics of the population. The sampling technique used is purposive sampling. Purposive sampling according to Sugiyono (2017:138) is sampling using certain considerations in accordance with

the desired criteria to determine the number of samples to be studied. The criteria are (1) age ≤ 6 years, (2) still registered as a student at RA Ma'arif 1 Metro, (3) willing to be a sample. Based on these criteria, there were 35 students who met the criteria.

Data Collection

The data collection technique used is by giving questionnaires to respondents who are the subjects of the study. The mechanism is as follows: (1) taking care of the research permit; (2) looking for data on RA Ma'arif 1 Metro students; (3) distributing questionnaires to respondents after being given permission, (3) then the researcher collects the questionnaire and transcribes the results of filling out the questionnaire, (4) after obtaining the research data, the data is processed using statistical analysis then the researcher draws conclusions and suggestions.

1. Parent's name (May be filled with initials):
2. Name of the child (May be filled in with initials):
3. Child's age:
4. Read the sentence below carefully, if you have considered the answer, please put a checklist (✓) in the answer column provided.

Table 1. Communication Instruments

No	Statement	1	2	3	4	5
1	Parents ask all the problems that are being faced by the child					
2	Parents are good listeners for children					
3	Parents give the right explanation when the child does something that is not good					
4	Parents give the truthful answer when asked by the child 4.					
5	Parents sympathize when the child is sad					
6	Parents are able to understand what the child is going through					
7	Parents respond well if the child is telling their problems.					
8	Parents do not interrupt the conversation when the child tells the story					
9	Parents can take the time to accompany children in various activities.					
10	Parents provide encouragement when the child fails to do something					
11	Parents give appreciation when children do good things					
12	Parents give praise or motivation when children do good things					
13	Parents use good words when talking to children					
14	Parents always give good praise for their children at home					
15	Parents help children to recognize their feelings					
16	Parents can understand the feelings that children feel					

Sumber: (Sahri, 2024)

Table 2. Self-confidence Instruments

No	Statement	1	2	3	4	5
1	The child dares to perform in public					
2	The child is able to show the work he/she has made					
3	the child is consistent in completing the game					
4	the child always tries new things that he/she wants to know					
5	the child can complete tasks given by parents					
6	the child has high initiative in every activity that is followed					
7	the child dares to participate in the ongoing competition					
8	the child knows his/her strengths and weaknesses					
9	the child does not give up easily when doing something					
10	the child does not get angry easily when in difficulty					
11	the child keeps trying even though they fail in trying					
12	the child tries to organize strategies in playing when failing in one game					
13	the child can complete instructions given by parents					
14	the child can complete the activity					
15	The child can clean up the toys that have been played with.					
16	The child can help parents in completing homework.					
17	The child can avoid dangerous games					
18	The child asks before doing an action					
19	The child is able to find solutions to the problems faced					
20	The child tries to be more careful in every activity carried out					

Source: (Sahri, 2024)

Table 3. Instrument Assessment Norms

5	VS	Very suitable
4	S	Suitable
3	U	Undecided
2	NS	Not Suitable
1	VU	Very Unsuitable

Sumber: (Sahri, 2024)

Data Analysis

After all the data is collected, the next step is to analyze the data, so that the data can be drawn a conclusion. Data analysis to find the mean, median, mode, standard deviation, maximum score, and minimum score using SPSS 23. The data analysis technique in this study

used descriptive percentage data analysis techniques (Sugiyono, 2017:112). The formula is as follows:

$$P = \frac{F}{N} \times 100\%$$

Description:

P = Percentage sought (Relative Frequency)

F = Frequency

N = Number of Respondents

Azwar (2018:163) states that to determine the score criteria using Norm Reference Assessment (PAN) in table 4 as follows:

Table 4. Assessment Norms

No	Interval	Categories
1.	$Mi + 1,8 Sbi < X$	Very good
2.	$Mi + 0,6 Sbi < X \leq Mi + 1,8 Sbi$	Good
3.	$Mi - 0,6 Sbi < X \leq Mi + 0,6 Sbi$	Fair
4.	$Mi - 1,8 Sbi < X \leq Mi - 0,6 Sbi$	Deficient
5.	$X \leq Mi - 1,8 Sbi$	Very Poor

Sumber: Azwar (2018:163)

Description:

X = average

Mi = $\frac{1}{2}$ (ideal max score + ideal min score)

Sbi = $\frac{1}{6}$ (ideal max score - ideal min score)

Ideal max score = highest score

Ideal min score = lowest score

Hypothesis testing using Pearson Correlation Product Moment. This correlation analysis is used to determine the strength of the relationship between variables where other variables that are considered influential are controlled or made fixed (as control variables). Sugiyono (2017:248) explains that the determination of the correlation coefficient using the Pearson Product Moment correlation analysis method uses the following formula:

$$r_{xy} = \frac{n \sum X_i Y_i - (\sum X_i)(\sum Y_i)}{\sqrt{(n \sum X_i^2 - (\sum X_i)^2)(n \sum Y_i^2 - (\sum Y_i)^2)}}$$

Description:

r_{xy} = Pearson correlation coefficient

x_i = Independent variable

y_i = Dependent variable

n = Many samples

Table 5. Assessment Norms

Interval Coefficient	Relationship Level
0,00 - 0,199	Very Low
0,20 - 0,399	Low
0,40 - 0,599	Moderately Strong
0,60 - 0,799	Strong
0,80 - 1,000	Very Strong

The decision-making criteria according to (Ghozali, 2018:78) are as follows:

1. If the significance value > 0.05 then H_0 is accepted and H_a is rejected. This means that there is no relationship between the independent variable and the dependent variable.
2. If the significance value is < 0.05 then H_0 is rejected and H_a is accepted. This means that there is a relationship between the independent variable and the dependent variable.

RESULTS AND DISCUSSION

Based on the correlation analysis in table 6. it can be seen after the correlation test obtained a significance value of $0.001 < 0.05$ (5% significance level) and the value of r count $0.482 > r$ table 0.254. It can be concluded that H_1 is accepted and H_0 is rejected, which means it has been proven that there is a significant relationship between parental communication and student self-confidence. This is in accordance with the hypothesis proposed by the researcher, knowing how strong the relationship between parent and child communication with student self-confidence at RA Ma'arif 1 Metro. This research can be said that the communication variable is classified in the high category, while the self-confidence variable is also classified in the high category.

Table 6. Correlations

Correlations			
		Communication	Self - Confident
Communication	Pearson Correlation	1	,482**
	Sig. (2-tailed)		,001
	N	60	60
Self - Confident	Pearson Correlation	,482**	1
	Sig. (2-tailed)	,001	
	N	60	60

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

There are twelve factors that influence communication, namely Self-efficacy, potential, self-concept, task familiarity, values, good personality, commitment to goals, perseverance, focus on tasks, positivity, minimizing stress, positive comparisons. This self-efficacy factor is also called a person's self-belief that can be obtained, changed, increased and decreased through one of them using verbal persuasion from others (Purwoto, 2019).

Interpersonal communication that occurs between teachers and students by being carried out effectively and intensively will make this communication important. Intensive communication will support the learning delivery process and will have an influence on teacher and student communication, which can be seen through the attitudes of students who tend to be open, have a sense of empathy and support for other students, are positive and do not differentiate individuals from one another. These results are reinforced by the research opinion of Pratiwi & Sukma (2013) as a whole through aspects of openness, empathy, supportive attitudes, positive attitudes and equality that show communication between students is good.

Parents in RA Ma'arif 1 Metro give freedom to children to do activities, parents become good listeners and always invite children to discuss, respond to what is the child's opinion and understand children and appreciate them. This communication pattern is a democratic communication pattern. Parents in RA Ma'arif 1 Metro who apply this communication pattern are 60%. Parents who apply this communication pattern have children who have confidence in accordance with their age development stage.

The statement above is in accordance with what Rahman did in the Journal of Islamic Education Research, explaining that in building self-confidence in early childhood that plays a very important role is parents. The role of parents in building children's self-confidence includes 1) Being a good listener, 2) Showing respect, 3) Giving children the opportunity to help, 4) Training children's independence, 5) Sorting out parents' praise of children, 6) Helping

children to be more optimistic, 7) Nurturing children's interests and talents, 8) Inviting children to solve problems, 9) Find ways to help others, 10) Provide opportunities for children to gather with adults and, 11) Direct them to prepare for the future.

The above statement is reinforced through Permatasari (2016) research on the impact of parental communication patterns as follows, 1) Authoritarian communication patterns, namely children become closed, timid, difficult to interact socially and tend to withdraw from social life, 2) This democratic communication pattern has a positive influence on children, namely making them eager to learn, independent, have good attitudes and morals, good at socializing, confident, and responsible, 3) Permissive communication patterns have an impact on children, namely children are disobedient, aggressive, and want to win themselves, children lack sufficient self-confidence and self-control. The best and most effective communication pattern to apply is the democratic communication pattern.

The development stage of self-confidence in children aged 3-4 years in (Depdiknas, 2014) Permedikbud number 137 of 2014 explains that children 1) Participate in an activity, 2) Imitate what adults do, 3) Reacting to things that are not right (angry when disturbed), 4) Saying verbally. Attitudes that reflect the confidence of children aged 3-4 years in Permedikbud number 146 of 2014 explain, that children: 1) Accustomed to greeting the teacher when welcoming, 2) Dare to appear in front of friends, teachers, parents, and other social environments, 3) Dare to express opinions, 4) Dare to express wishes, 5) Communicate with unfamiliar people with adult supervision, 6) Enjoy participating in joint activities.

This can be seen from the level of activeness and courage of the children. Children look more enthusiastic, active and brave when they do play activities. All children are excited and willing to follow and do active play activities with pleasure and enthusiasm. There are only a few children who are not active and brave when playing. Giving motivational praise and reinforcement when there are children who are not brave or cry when they lose and fight over toys with friends. Children have been brave and active in doing active play activities, they dare to express their opinions, and accept reprimands when they make mistakes.

For children who have not yet reached the indicators of self-confidence, the handling of the learning process is left to the class teacher for further guidance. From the results of the reflection obtained in the study, it can be concluded that there is an increase in self-confidence in children of RA Ma'arif 1 Metro has been successfully implemented and has fulfilled the success criteria that have become the research objectives, namely children have achieved self-confidence indicators.

The self-confidence of children aged 4-5 RA Ma'arif 1 Metro before the action has not developed optimally. In individual or group learning, children have not dared to interact, express opinions with friends or teachers. This result is evident from the results of initial observations made by researchers. But after the application of the active play learning model, children's self-confidence has increased. Jumirah (2020) states that one aspect of self-confidence is the ability to accept criticism. In this active play activity, children are trained to be willing to accept criticism, input from other friends. Especially when activities are carried out in groups. All children after 4-5 years of RA Ma'arif 1 Metro have been able to accept input and criticism from other friends, it's just that there are 1 or 2 children who still cry and get angry when a friend gives criticism.

Children who are admired, liked and respected will have high self-confidence. Children who are rejected by friends will usually withdraw thinking that they are not the same as friends. Children who lack confidence will usually imitate the style of their friends to be accepted, but their friends are diligent in studying so they will imitate diligent study. The child's world is not only with family and peers, there is still a community around the child's life. Running a parenting, parents must have confidence in educating their children including applying applicable norms. Self-confidence comes from a positive self-concept. Parenting self-confidence fosters the belief that parents are able to successfully carry out the tasks of parenting. Therefore, parents must know and understand their self-concept (Ngewa, 2021).

Family communication is important in forming a harmonious family, where to achieve a harmonious family, all family members must be encouraged to take part in conversations to express opinions, ideas, and share experiences. Communication between parents and children is a process of relationship between parents, namely mothers and fathers and children who are able to provide a sense of security for children through a relationship that allows both of them to communicate with each other so that there is openness, confidence in dealing with problems. Communication between parents and children in the family is an interaction that occurs between family members and is the basis of child development.

Furthermore, self-confidence is very important for individual growth and development. Self-confidence is a belief in oneself to be able to respond to everything well according to one's own abilities. Self-confidence is also an inner belief in the form of feelings and assumptions that he is in good condition so that it allows individuals to appear and behave with confidence. Self-confidence is a belief in the human soul to face any life challenge by doing something. Every individual has the right to enjoy happiness and satisfaction for what he has achieved, but it will be difficult to feel if the individual has low self-confidence. The characteristics of individuals who have self-confidence are having an attitude or feeling of confidence in their own abilities so that the individual concerned is not too anxious in every action, can be free to do the things they like, are able to interact with others, are able to have an achievement drive and can recognize their own strengths and weaknesses.

Based on the results obtained, $r_{count} 0.482 > r_{table} 0.254$ means that it has been proven that there is a significant relationship between parental communication and student self-confidence. This is in accordance with the hypothesis proposed by the researcher, knowing how strong the relationship between parent and child communication with student self-confidence at RA Ma'arif 1 Metro. This research can be said that the communication variable is classified in the high category, while the self-confidence variable is also classified in the high category.

The results are in line with research conducted by Septia et al (2021) found that the level of student self-confidence in general, is in the good category. This means that on average students have good self-confidence, and interpersonal communication skills are in the good category. Thus, the higher a person's level of self-confidence, the better his interpersonal communication skills, on the contrary, the lower a person's level of self-confidence, the less good his interpersonal communication skills will be. Another research from Larasani et al (2020) shows that parenting has a positive relationship with early childhood self-confidence. The parenting pattern that can increase children's self-confidence is democratic parenting. Parents' approach to early childhood through appropriate parenting is very important for child development, one of which is self-confidence. Children will have good self-confidence if parents provide appropriate parenting.

CONCLUSION

This study aims to identify whether there is a relationship between positive parental verbal communication and the level of self-confidence of children aged 5-6 years in Jatimurni Village. The correlation coefficient (r_{xy}) = 0.482 with $p < 0.05$, indicating a relationship between positive communication and children's self-confidence. These results indicate a positive relationship between positive parental communication and self-confidence of children aged 5-6 years in Jatimurni Village, with a high level of relationship. Suggestion: Parents can anticipate this by improving communication between parents and children. The school understands the importance of collaborating with parents to anticipate the emergence of forms of misparenting behavior, especially those caused by a lack of communication between parents and children.

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