

POSITIVE CORRELATION OF PARENTAL ATTACHMENT AND SELF-CONCEPT IN ADOLESCENTS AT MTS AL-BAITUL QADIM AIRMATA KUPANG

Anisa Jihan Safitri¹, Putu Agus Indrawan², Muhammad D Pua Upa³
Universitas Nusa Cendana^{1,2,3}

anisajihan23@gmail.com¹, putu.indrawan@staf.undana.ac.id²,
muhamadpuaupa13@gmail.com³

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Abstract: This study aims to determine the relationship between parental attachment and self-concept in adolescent children. We found that students tended to behave negatively following the behavior of their group rather than following the direction and attention of their parents. This study uses a quantitative approach to the type of correlational research. The results of this study indicate that there is a relationship between attachment and self-concept in MTs Al-Baitul Qadim Airmata Kupang students. It can be concluded that between parental attachment and self-concept in MTs Al-Baitul Qadim Airmata Kupang students there is a strong relationship with a positive direction, meaning that the higher the parental attachment, the higher the self-concept in MTs Al-Baitul Qadim Airmata Kupang students. On the other hand, the lower the parent's attachment, the lower the self-concept in MTs Al-Baitul Qadim Airmata Kupang students.

Keywords: Parent Attachments; Self-concept; Teenager

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INTRODUCTION

Interpersonal relationships between parents and children greatly affect the formation of self-image in adolescents, there is also a theory that provides a basis for thinking about interpersonal relationships between parents and

¹ Universitas Nusa Cendana, Indonesia, anisajihan23@gmail.com

² Universitas Nusa Cendana, Indonesia, putu.indrawan@staf.undana.ac.id

³ Universitas Nusa Cendana, Indonesia, muhamadpuaupa13@gmail.com

children, namely the Attachment theory or attachment theory from Bowlby in 1958 in (S. L. Sari et al., 2018). The attachment explains the basics of a person's bond of intimacy, affection, and harmony with others and has a psychological connection that occurs between humans and lasts for a long time.

In addition, S. L. Sari et al. (2018) in their research also suggested that a very good attachment will reduce the desire of children to commit crimes, violence, and negative behavior that is often done by teenagers today, parents' mistakes in giving attention, love affection, and in educating children can show unstable emotions, show a lack of affection, and likes to say harsh words. With this, parents must meet the needs and desires of children, as well as affection, so that teenagers feel loved and a safe relationship can be created between the two.

In this study, researchers tried to explain the phenomenon of attachment to self-concept. Self-concept according to Baron et al in Zulkarnain, Asmara (2020) is an organized collection of beliefs and self-perceptions of oneself. Self-concept provides a framework of thought that determines how one manages information about oneself including motivation, emotional state, self-evaluation, abilities, and many other things. The relationship between children and their parents regarding the role and parenting patterns that apply in their families, plays a role in determining the development of self-concept in adolescents, Self-concept is related to the ideal self-possessed by adolescents, namely the adolescent's view of standards for behavior, in research conducted by Fatimah et al. (2019), through a survey in several families in an area, teenagers aged between 12-19 years, some parents sometimes underestimate the potential and abilities of their children, so that these teenagers feel doubtful when interacting with their families because they have been conceptualized in himself that parents judge him negatively and do not even appreciate every action that the child does.

Based on observations made by researchers at MTS AL-Baitul Qadim. That most students do bad things is a very proud thing, there are also students who when asked about the lesson, have given up and said that I "can't" this we can see that today's teenagers give up quickly. Students also do not reflect good values, often behave rudely, and so on, some children often speak harshly, tendencies and habits of behavior like this will become a form of self-concept in children, which requires deep attention. from parents so as not to cause the development of negative self-concepts in students.

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Based on the problems that the researchers found at the research site, regarding the relationship between parental attachment to self-concept in adolescents, the researchers were interested in conducting this research with the title Correlation of Parental Attachment to Self-Concept in Adolescents at MTS AL-Baitul Qadim Airmata Kupang.

Attachment

The term attachment or attachment was originally proposed by a psychologist from England named Bowlby in 1958. After that, a more complete formulation was put forward by Marry Ainsworth in 1969. Attachment is a psychological and emotional relationship between one person and another through a long-term attachment to another person. Attachment is also a bond that creates affection. Lack of affection causes anxiety, anger, wrong behavior, and depression (S. L. Sari et al., 2018).

Ainsworth also explains that attachment is an affective bond between one individual and another for a long period (I. L. Sari et al., 2020). This interpretation is in line with what was stated by Bowlby in Novriani (2021) which states that attachment occurs for quite a long time, attachment occurs to parents or other substitute parents.

Bartholomew in Ghani (2017) suggests four styles of attachment, namely: (1) Secure attachment style: Adolescents with secure attachment style have characteristics such as high self-esteem and are positive towards others so that individuals seek interpersonal relationships and feel comfortable being around them. near his parents. This attachment style is interpreted as a successful parent-child attachment style. (2) Anxiety avoidance attachment style This attachment style has low self-esteem, shows negative attitudes towards others, is not confident, does not feel happy, and other people have little attachment to others. it is useless and negatively portrays parents. (3) Enthusiastic attachment style Teenagers who accept this attachment style have low self-esteem and self-esteem and have high interpersonal trust. Teens with this attachment style need intimacy with others, are very worried about being left behind, and tend to be too dependent on those closest to them. This attachment style is contradictory and unpleasant when a teenager expects a close bond, but feels unsuitable for his neighbors and is prone to rejection. (4) Reject attachment style Individuals with this attachment style have high self-esteem but low interpersonal trust.

Adolescents with this attachment feel quite close to others, but do not trust others. Adolescents tend to resist bonding with others to avoid rejection. These teens are usually violent, and these teens have limited social skills. The main problem is that these teens tend to view others negatively

An explanation of the aspects of Attachment (attachment) with parents in Novriani (2021) as follows: (1) Aspects of Trust Parents who give trust to their children, understand what their children need, respect, and respect options or decisions in resolving conflicts, as well as problems that occur in adolescents. (2) Communication Aspect. In this aspect, it is a measure of the quality of communication between parents and children, where there are expressions of feelings, problems, and difficulties felt by teenagers which are communicated to their parents. (3) Aspect of Feelings of Alienation This aspect measures anger and alienation. This aspect is directed by the presence of discomfort experienced and felt by adolescents to their parents, feelings of anger, and irritation towards parents, and feelings of not being understood and cared for, as well as feeling lonely and isolated from their families.

Colin in S. L. Sari et al. (2018) explains the factors that influence attachment (attachment) are the following descriptions: (1) Caregiver figures The personality of parents or caregivers can affect attachment to adolescents, If the caregiver has a good personality, caring for the teenager with love, the teenager will be close to his parents. (2) Demographic factors This demographic factor is seen from the sex of adolescents, the order of social groups, and socioeconomic status. If a family that has a low socioeconomic status often experiences problems in the family so that it affects the attachment between parents and adolescents. (3) Users of drugs and alcohol By consuming drugs, parents find it difficult to control their emotions and do not realize what they are doing so that it will have a lot of effect on teenagers, let alone cause unwanted effects such as violence, lack of affection and others. (4) Temperament in adolescents Temperament in adolescents often occurs, for example, anger, fear, more emotional and he always feels in difficult circumstances if parents are not able to know the temperament of adolescents it will be able to affect attachment. (5) Premature birth and early illness Premature adolescents tend to show poor motor coordination, cry more, get angry more easily, and find it difficult to feel comfortable. This makes teenagers more sensitive and difficult to accept any attachments. (6) Social support This social support factor from parents, family, and the surrounding environment provides

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meaningful and important support for adolescents as well as the quality and quality of attachment between parents and adolescents.

Self-concept

Carl R Rogers is a researcher who examines the development of studies on self-concept. According to Carls R Rogers in Zulkarnain, Asmara (2020), a Self-concept is a form of organized self-reflection and image, which lies within the self as a basis, self-understanding, inner awareness, self-experience, and a picture where adolescents can distinguish themselves from others. This self-image together with positive and negative self-images associated with the quality as they perceive themselves in the past, present, and future. According to Mead in Zulkarnain, Asmara (2020), self-concept is a social product that is built through the process of internalizing or believing a person to himself and organizing psychological experiences in the form of attitudes, behavior, and mentality. This experience is the result of a teenager's experience that he gets in the surrounding environment and as a reflection of himself received from important people such as family, father, mother, brother, and people around him.

Factors that influence self-concept according to Fitts in Zulkarnain, Asmara (2020) can be influenced by several factors, namely (1) Experience, this experience can be obtained from adolescents and the environment. It is this experience that makes adolescents generate positive feelings and a sense of worth that teenagers get from other people towards themselves. (2) Competence areas that are valued by youth and others. In this factor, the competence possessed by a person is in the form of competence that can be accepted and appreciated by individuals and others. others cannot accept him. (3) Self-actualization of self-implementation and realization of the abilities possessed by adolescents. In this factor, if the individual cannot actualize himself, and there is no intention to be better, it will affect the self-concept of the individual who feels that the individual does not have the ability.

Fitts in Utari & Rustika (2021) divides self-concept into main dimensions, namely: (1) Internal dimension, the internal dimension is an evaluation of oneself based on the world within oneself. The internal dimension consists of three forms, namely; self-identity (self-identity), self-behavior (behavior self), acceptance, or self-assessment (judging self). (2) External dimension, in this dimension adolescents, can evaluate themselves through relationships or interactions and their activities in their environment, values that

adolescents can and adhere to, as well as other things outside of themselves. This dimension proposed by Fitts is divided into five forms, namely; physical self (physical self), moral-ethical self (moral-ethical self), personal self (personal self) family self (family self), and social self (social self).

Aspects of self-concept are part of the self that can be seen by others in the individual, Fitts in Zulkarnain, Asmara (2020) suggests that self-concept is divided into four aspects, namely: (1) Aspects of self-defense. This aspect of self-defense is a defense within a person for an individual's image or appearance that usually appears not following the actual situation because adolescents only want to show good conditions in themselves. (2) Aspects of self-esteem (self-esteem). Adolescents form self-esteem according to how they value themselves. (3) Aspects of self-confidence (self-confidence). Individual self-confidence comes from the level of satisfaction with himself. The better a person is, the more confidence he has in his skills. (4) Aspects of self-integration. This aspect of integration leads to the degree of integration between the parts of the self (self). The more parts of the self are integrated into a person, the better their function will be.

According to Mead 1972 in Zulkarnain, Asmara (2020), the formation of self-concept in a teenager is formed due to the behavior of interpersonal communication with other people. Meanwhile, according to Gabriel Marcel (an existentialist philosopher) in his book *The Mystery of Being*. New individuals will know themselves through the roles of other individuals. In other words, an individual will know himself, by first having to know other individuals. From the assessments given by other individuals about themselves, an individual forms his self-concept. According to Sullivan, if an individual is accepted by other individuals, respected, and liked because of his condition, an individual tends to respect his situation. Conversely, if someone rejects his presence, they always underestimate and blame him, then the individual will tend not to like himself.

According to Sholiha & Aulia (2020) suggest that what makes self-acceptance the form of a positive self-concept is someone who knows himself well. A positive self-concept is more stable and varied, more stable and varied, which means that individuals know themselves well so that adolescents do not follow the personalities of other individuals, and varied means that individuals are not too rigid about themselves, in Zulkarnain, Asmara (2020) on a negative self-concept, individuals who have a negative self-concept have very little and unrealistic knowledge, evaluations, and expectations and have a negative

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assessment of themselves, whatever they get never feels good enough, looks worthless when compared to what they get. obtained by others (Zulkarnain, Asmara, 2020).

METHOD

This study used a quantitative approach to the type of correlational research. Its have done for 3 months started from June until August 2021 at MTs Al-Baitul Qadim Airmata Kupang, NTT. This location was chosen based on the consideration that the teenagers from this school are often seen being escorted and waited by their parents. The guidance and counseling teacher's statement stated that the students frequently seemed to talk rudely, surrender easily; moreover, doing bad things are considered as something to be proud of. Therefore, the researcher wanted to know whether parental attachment was correlated with student's self-concept behavior. Meanwhile, the number of the subject was 42 students from all classes; thus, the researcher considered to use all of the subject as research's samples.

The measuring instrument which being used in this study was questionnaire with Likert scale with 4 answer choices. The two questionnaires for self-concept and attachment were developed by the researcher based on the concept of Bartholomew's theory (1991) and Fitts' theory (1971). After examining the instruments, 43 attachments questionnaire were declared valid and the remaining 7 items were declared invalid. Meanwhile, the self-concept questionnaire items were declared valid as many as 40 items and 10 items were declared invalid. In the reliability examination, the two questionnaire were declared to be reliable in the very high category with each value of 0.95 for the Attachment questionnaire and 0.94 for the Self-concept questionnaire. Data analysis using product-moment correlation test. Correlation analysis is a statistical technique used to analyze the close relationship between two variables.

FINDINGS AND DISCUSSIONS

Based on the results of the hypothesis in this study, it shows that there is a relationship between parental attachment and the self-concept of students at MTs Al-Baitul Qadim Airmata Kupang. This can be seen from the value of the correlation coefficient obtained from calculations using the Product Moment Correlation test, which is 0.61. r-table value with a significance level of 0.05 and n=42 is 0.30. Thus, it can be said that there is a correlation because $r_{\text{Count}} > r_{\text{table}}$ is $0.61 > 0.30$. The results of the analysis above show that between

parental attachment and self-concept of MTs Al-Baitul Qadim Airmata Kupang students there is a strong relationship with a positive direction, meaning that the higher the parent's attachment, the higher the student's self-concept, and vice versa. Brief description can be seen in table 1.

Table 1.
The Result of the Correlation Analysis between Attachment and Self-concept

		Attachment	Self-concept
Attachment	Pearson Correlation	1	.609**
	Sig. (2-tailed)		.000
	N	42	42
Self-concept	Pearson Correlation	.609**	1
	Sig. (2-tailed)	.000	
	N	42	42

** . Correlation is significant at the 0.01 level (2-tailed). (Source: IBM SPSS Statistics 20)

Based on the result of Attachment's data analysis which were obtained through 4 categories were very high 7% with 3 students. The high category was 88% with 37 students, the medium category was 5% with 2 students, and the very low category was 0% with 0 students. As a result, it can be known that 37 students with a percentage of 88% of MTs AL-Baitul Qadim Airmata Kupang have a high parental attachment picture. The data are described in table 2. The high parental attachment can be seen from the close relationship between the parents and students. I. L. Sari et al. (2020) stated that high attachment students show that they have good and fairly close relationship with their parents, have positive characteristic, such as smarter in solving problems, more cooperative in socializing, being obedient to their parents as well as having good relationship with their peers.

Table 2.
Attachment Data of students of Mts AL-Baitul Qadim Airmata Kupang

Number	Classification	Interval	frequency	Percentage
1	Very high	140 – 172	3	7%
2	High	108 – 140	37	88%
3	Low	76 – 108	2	5%
4	Very low	43 – 76	0	0%
Total			42	100%

From these results it can be concluded that the Attachment of Parents at MTs Al-Baitul Qadim Airmata Kupang is in the high category. High attachment means that there is a close relationship between parents and students, this is evidenced by the presence of several statement items that are filled out by

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students. This shows that most students are more open with their parents, and students still love their parents even though they are scolded by their parents. They believe that this way makes their parents proud.

Adolescents who have high attachment will build self-confidence, a sense of affection and a good relationship between parents and adolescents. This is also explained in I. L. Sari et al. (2020) that adolescents who have secure attachments between parents and adolescents can form self-confidence, have a sense of affection and do not feel isolated or isolated. Adolescents who have love and trust in their parents show an open adolescent attitude, and always express what they feel when they are in trouble.

Therefore, the concept of attachment between parents and adolescents has a catalytic factor on adolescent self-concept. Thus, parents are expected to give optimal attention to their children to help develop their self-concept.

On the other hand, based on the result of self-concept's variables data analysis which were obtained through 4 categories were very high was 2% with 1 student. The high category was 83% with 35 students, the low category was 14% with 6 students, and the very low category was 0% with 0 students. Thus, it can be known that 35 students with a percentage of 83% of MTs AL-Baitul Qadim Airmata Kupang have a high self-concept. The description of the data above clearly described in the table 3. High self-concept is students who have a positive self-concept (Utari & Rustika, 2021). Stated that students who have a high self-concept are students who believe in their ability to overcome a problem, feel equal to others and can show their personality; in addition, are able to improve themselves from negative behavior.

Table 3
Self-concept Data of students of MTs AL-Baitul Qadim Airmata Kupang

Number	Classification	Interval	frequency	Percentage
1	Very high	130 – 160	1	2%
2	High	100 – 130	35	83%
3	Low	70 – 100	6	14%
4	Very low	40 – 70	0	0%
Total			42	100%

From these results it can be concluded that the self-concept of the students of MTs Al-Baitul Qadim Airmata Kupang has a self-concept in the high category. A high self-concept means that students have a positive self-concept, students are able to understand themselves and feel confident about their abilities. This is evidenced by the existence of several statement items filled out by students, that in general students are able to understand themselves

by knowing their strengths and weaknesses, believe in themselves, believe in their beliefs, believe they can get good grades on exams, and behave in what way. exist with anyone. The results of this study are in line with the opinion of Calhoun and Acocella in Bangun (2018) which states that students who have a high self-concept will have confidence and ability in themselves, feel equal to others, and are able to develop themselves.

The results of the research above are also in line with Rizkina's research in Rizkina (2019) which states that adolescents who have a high self-concept can understand themselves both their strengths and weaknesses. Therefore, teenagers are able to interact with other people, always feel equal to others, this is what makes teenagers reject every attempt by others to dominate or influence them.

The results of this study are also supported by research conducted by Purwarini & Rustika (2018) which says that a positive self-concept will encourage adolescents to know themselves first. Then adolescents will begin to understand and appreciate themselves, so that adolescents can develop their potential in terms of positive and reduce negative aspects and have a more meaningful and meaningful life.

Based on the description above, students who have high attachment tend to have high scores in a measure of students' self-confidence with others and have good communication between students and parents. Trust refers to students' confidence in themselves and trusts that their parents understand and respect their needs and desires. According to Helmi (1999) with the results of his research that children who have secure attachments tend to have a positive self-image or self-concept towards themselves. A warm and responsive relationship makes students feel safe and not isolated. The positive self-image in question is knowledge about oneself that can influence a person in assessing himself, this is also explained by Vaughan and Hogg who explain that self-concept is an organized picture consisting of knowledge about oneself, which influences a person to manage information. and take an action. Research conducted by Rezeki (2018) says that students with positive attachments feel confident about themselves, have a positive self-concept, namely, students will get acceptance in their environment and develop trust in their parents. Parked and Waters in Ningrum (2017) say that with attachment, students who have a high self-concept can build good friendly relationships, have harmonious interactions, and are more responsive.

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The research that strengthens this research is the research conducted by Helmi (1999) entitled "Attachment Style and Self-Concept". Helmi's research has a slight difference from the results of this study, Helmi's research identified three attachment styles, namely secure attachment style, anxious attachment style, and avoidance attachment style. $r = 0.52$; $p < 0.05$). The higher the secure attachment style score, the higher the self-concept variable. This is also supported by the significant correlation between anxious attachment style and self-concept ($r = -0.50$), as well as a negative and significant correlation between avoidance attachment style and self-concept ($r = -0.34$). In this regard, it can be said that the higher the anxiety attachment style score and the avoidant attachment style score, the lower the self-concept score. The results of this study also got different results from the opinion of Sholiha & Aulia (2020) which said that individuals in the formation of self-concept when showing who they need other people, the other people in question are not only parents but peers, family, and society. in the surrounding environment.

Based on the result of this study, we get the information that parental attachment is needed in developing the children's self-concept. The establishment of self-concept in adolescence requires an image from other people, parents, peers and community in their environment. Thus, parents are expected to always maintaining effective interaction, communication and relationship with their children during adolescence. This attachment helps the realization of a positive self-concept.

CONCLUSION AND RECOMMENDATION

Based on the results of the analysis of the data obtained, it is concluded that there is a significant relationship between the Attachment variable (X) and the Self-Concept Variable (Y). Thus it can be said that the results of this study indicate a fairly close relationship between parental attachment and self-concept in students of MTs Al-Baitul Qadim Airmata Kupang.

If researching the same topic, it is recommended that researchers pay attention to several other factors that affect the correlation between the two variables above. Both in terms of gender, the intensity of attachment, and parenting patterns.

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