

The Contribution of Authoritarian Parenting Perceptions on High School Students' Confidence

Tita Setiya Wati*, Komarudin

Universitas 'Aisyiyah Yogyakarta

*Corresponding author's email: titasetiyawati88@gmail.com

DOI: 10.23917/varidika.v34i2.19247

Submission

ABSTRACT

Track:

Received:

20 July 2022

Final Revision:

12 December
2022

Available online:

15 December
2022

Having self-confidence is very necessary in living life in order to be able to pass the stages of development well. Appearing with confidence is one of the keys to success in living life in a social environment such as friends and society. Without self-confidence, individuals will experience many problems within themselves. One factor that influences self-confidence is interaction and parenting applied by parents. This study aimed to determine the relationship between perceptions of authoritarian parenting and self-confidence in high school students in Yogyakarta. This study uses a quantitative method with a correlation approach. Respondents in this study were high school students in Yogyakarta. The number of respondents is as many as 80 students. The sampling technique used was purposive sampling. Data retrieval using scale filling. Data analysis using Pearson Product Moment correlation. The results showed that respondents perceived authoritarian parenting in the medium category with a percentage of 86.3% (69 people), while the respondents' self-confidence was at a moderate level with a percentage of 85% (68 people). Based on the data on the results of the determination test (R Square) shows that the test results (R^2) are worth 0.115 or 11.5%. Perceptions of authoritarian parenting contributed 11.5% to self-confidence. There is a significant negative relationship between the perception of authoritarian parenting and self-confidence in high school students in Yogyakarta. So that the higher students' perceptions of authoritarian parenting, the lower their self-confidence, and vice versa, the lower students' perceptions of authoritarian parenting, the higher their self-confidence.

Keywords: *perceptions of authoritarian parenting, self-confidence, high school students*

INTRODUCTION

Adolescence is a stage of development that occurs in humans. This stage is a period that is no less important in life. Based on the Regulation of the Minister of Health of the Republic of Indonesia No. 25 of 2014, adolescents are 10-18 years (Ministry of Health, 2014). There are

three stages of adolescent development: early adolescents 10-13 years, middle adolescents 14-16 years, and late adolescents, 16-19 years (Sarwono, 2012).

There are three stages of adolescent development: early adolescents, 10-13 years; middle adolescents, 14-16 years; and late adolescents, 16-19 years (Sarwono, 2012). Based on the population statistics of the Special Region of Yogyakarta in 2019, the age group of 13-15 years has 155,452 people; aged 16-18 years, there are 149,880 people. That age is included in the category of teenagers if the total number of teenagers in 2019 in the Special Region of Yogyakarta was 305,332 people (Population Information, 2019).

In late adolescence, generally, children are in high school (SMA) or starting to enter college, namely the age of 16-18 years. This period is a period of consolidation towards adulthood. It is marked by several applications in life, such as increased interest in intellectual function, seeking opportunities to gather with the surrounding environment to increase experiences, form a permanent identity, and self-assessment. Thinking about the interests of others, starting to have a barrier between oneself and the surrounding environment (Sarwono, 2012).

Having self-confidence is very necessary in living life in order to be able to pass the stages of development well. Showing confidence is one of the keys to success in living in a social environment such as friends and society. Without self-confidence, individuals will experience many problems within themselves. Trust supports individuals in actualizing their abilities (Ghufron & Risnawita, 2012).

According to Lina & Klara (2017), the characteristics of individuals who have self-confidence are having confidence in their abilities, so they do not need praise, recognition, or acceptance and respect from others. They have a positive perspective on themselves, others, and their environmental situation, dare to accept and face rejection from others, be able to be themselves, others, and their environmental situation, and have realistic views and expectations of themselves so that when these expectations do not materialize, individuals still have a positive outlook against him. In general, individuals who have self-confidence have these characteristics in themselves. However, not all individuals, especially late teens, have high self-confidence.

Self-confidence is one aspect of the personality that exists in humans. Self-confidence is characterized by confidence in one's abilities so that others do not easily influence them, feel optimistic, and have a sense of responsibility. This belief will later make a person feel that he can achieve various goals in his life, so trust is a belief in the abilities and potentials of individuals in the form of personality and positive feelings (Hidayat & Bashori, 2016).

Elias & Handayani (2014) stated that self-confidence is an individual's psychological state that gives the confidence to remain confident and strong to take action. Self-confidence usually appears in the attitude of accepting himself. According to Ramdhani & Putrianti (2014), based on research that has been done on the phenomenon that occurs, not all teenagers have high self-confidence; this is because the various problems they face cannot be overcome. The inability to deal with these problems is caused by a lack of ability to solve problems, such as economic conditions and intelligence abilities (Kholid dkk, 2022). Thus self-confidence is very influential in the process of self-development in adolescents.

Lina & Klara (2017) suggested the characteristics of individuals who have self-confidence, namely: having confidence in their abilities so that they do not need praise, recognition, or acceptance and respect from others, do not force themselves to do something to be accepted by others (Qodr & Ishartono, 2022). Alternatively, the surrounding environment, dare to accept and face rejection from others, be able to be themselves, have a positive perspective on themselves, other people, and their environmental situation, and have realistic

views and expectations of themselves, so that when these expectations do not materialize, the individual still has a positive view of himself.

Based on Indrajat's research (2013), there are problems as many as 80% of students in Yogyakarta experience problems of lack of confidence. Physical and psychological aspects characterize it. In the physical aspect, students feel less in height and feel their body is less than ideal. Then on the psychological aspect, students feel less able to express their feelings and opinions. Meanwhile, in another study by Fahmi & Slamet (2016), some students had low self-confidence. This can be seen from the visible signs: hesitating when speaking in front of the class and being silent when the teacher appoints him to come to the front.

Meanwhile, the current phenomenon of lack of self-confidence is still experienced by students in Yogyakarta, one of which occurs at MAN 2 Bantul. Some students in class X have difficulty building self-confidence, affecting their learning achievement. Tasks and directions from school are neglected because children tend to be passive (Triyanto, 2021).

According to Kurniawati, Rosra & Utaminingsih (2017), in living daily life, adolescents need the role of the family to go through the stages they will go through. The family is the first environment to get to know various things and is a non-formal higher education institution that directly or indirectly influences children's growth, development, and behavior. One of them in education is self-confidence. Ghufron & Risnawita (2012) also stated that one of the factors that influence self-confidence in adolescents is parenting.

According to Hoskins (2014), there are three types of parenting methods, namely: the official parenting style, namely, parents show authoritative nature, display demanding behavior, and are responsive to harsh behavior. Authoritarian parenting style is the role of authoritarian parents who are low responsive and demand their children to obey without giving too much explanation and limiting the relationship between parents and children. A permissive parenting style or neglect is a parent who shows low demands and high responsiveness to children. Parents who apply permissive parenting tend to free their children to act according to their wishes.

Every parent who wants growth and development is passed according to the stages. One way to do this is to provide the best care. Ideally, teenagers are cared for by democratic parenting, but the views on democratic parenting according to parents are not necessarily the same thought and are even viewed differently by their children. Thus, there is a difference in perception between parents and children. Perception is how individuals select, organize and interpret information to get a meaningful overall picture (Abdullah & Tantri, 2012).

Frazier (2012) suggests aspects of authoritarian parenting consisting of: behavioral guidelines, namely parents tend to regulate their children so that children do not have room for discussion. To enforce these guidelines, parents often use punishment. For example, parents who apply authoritarian parenting often use excessive or harsh punishments and even punishments that can occur beyond the child's abilities; for example, the child's test scores drop, so parents punish by requiring children to continue to study and follow tutoring. Then the quality of the emotional relationship between parents and children, namely parents who apply authoritarian parenting patterns, can hinder the closeness between parents and children. Children with authoritarian parenting often feel anxious and depressed and have behavioral problems and control disorders, especially when they are far from the eyes of their parents. For example, children who receive authoritarian care tend to have barriers to the emotional closeness between parents and children. Usually, children are reluctant to discuss with their parents because they are not too familiar with their parents.

The next aspect is supportive behavior. Supportive behavior, in this case, is "inhibiting" behavior, which aims to control, not support, children's thinking processes. For example,

parents forbid their children to behave negatively and give punishment. Suppose a child is given the order to do something without explaining. The level of conflict between parents and children, namely high control from parents without closeness and warmth, makes children more rebellious—authoritarian parenting results in higher conflict between parents and children. For example, this kind of parenting will create many conflicts between parents and children. The conflict is not shown openly. This conflict can arise between one child and another.

Based on Triningtyas' research (2016), it was found that authoritarian parenting causes children to be depressed. Parents demand demanding children to succeed in everything so that children experience failure. This creates feelings of hopelessness and a crisis of self-confidence. Authoritarian parenting applied by parents to their children can affect self-confidence in adolescents. Based on the description that has been presented, the hypothesis proposed in this study is that there is a contribution to the perception of authoritarian parenting on self-confidence in high school students in Yogyakarta. The lower the self-confidence in students, the higher students' perceptions of authoritarian parenting. And conversely, the higher the self-confidence in students, the lower students perceptions of authoritarian parenting.

METHOD

This research is quantitative with a correlation research model to know the contribution of authoritarian parenting perceptions to self-confidence. In the data collection method, the sampling technique used in this study is the purposive sampling technique, which is used to determine the sample using specific considerations following the criteria in the study (Sugiyono, 2019).

The data collection tool used is the perception scale of authoritarian parenting, which refers to the theory of Frazier (2012), which divides authoritarian parenting into four aspects, namely aspects of behavioral guidelines, aspects of the quality of emotional relationships between parents and children, aspects of supportive behavior, aspects of the conflict. The conflict between parents and children. Then use a self-confidence scale that refers to the self-confidence theory proposed by Ghufroon & Risnawita (2012), which divides self-confidence into five aspects, namely aspects of belief in self-ability, favorable aspects, objective aspects, responsible aspects, rational aspects, and reality.

The population is the entire subject or the totality of research subjects in the form of humans, objects, or everything that can provide research data (Arifin, 2017). The population in this study are high school students in Yogyakarta who have the criteria: high school students in Yogyakarta between 15-18 years, male or female. To analyze the data that has been collected, the researcher uses the SPSS version 22 data processing program.

In the process of data collection, researchers conducted data collection with an online system. Data retrieval using an online system is done using the help of google forms. The Google form contains a research scale that measures the respondents' self-confidence and perceptions of authoritarian parenting. The distribution of google forms is done by distributing text messages to students using the WhatsApp application.

RESULTS & DISCUSSION

This research was conducted in Yogyakarta in March 2022. The Special Region of Yogyakarta is one of Indonesia's provinces located in the southern part of Java Island, which borders the Provinces of Central Java and the Indian Ocean. The Special Region of Yogyakarta has four districts. Geographically, Yogyakarta Province is located in the middle of Java Island,

where the shape of the map of Yogyakarta Province resembles a triangle with the peak of Mount Merapi in the north, which has a height of 2,911 m above sea level. Then at the bottom, a coastal plain stretches along the southern coast, located on the outskirts of the Indonesian Ocean.

This research was conducted in Yogyakarta, which consists of several districts and schools, including the City of Yogyakarta Regency (SMA Muhammadiyah 7 Yogyakarta, SMA Muhammadiyah 5 Yogyakarta, SMKN 2 Yogyakarta, SMAN 3 Yogyakarta, MAN 1 Yogyakarta, MAN 2 Yogyakarta), Sleman Regency (SMKN 1 Godean, SMAN 1 Godean, MAN 1 Sleman, Man 4 Sleman, MAN 2 Sleman, SMK 1 Depok, SMAN 1 Ngemplak, SMAN 1 Mlati, SMAN 1 Gamping, SMAN 1 Ngaglik, MAN 3 Sleman), Bantul Regency (SMAN 2 Bantul, SMA Muhammadiyah Bantul, SMAIT Ar-Raihan Bantul, SMAN 1 Jetis, SMKN 1 Sedayu, MAN 2 Bantul, SMAN 1 Kasihan), Kulon Progo Regency (SMAN 1 Wates, SMAN 1 Kalibawang), Gunung Kidul Regency (SMAN 2 Wonosari, SMAN 1 Karangmojo, SMKN 1 Wonosari, SMAN 1 Wonosari, SMAN 2 Playen, SMAN 1 Playen).

The research data showed that from a total of 80 subjects who participated in the study, there were 61 (76.25%) female students and 19 (23.75%) male students. The subjects came from 32 schools in Yogyakarta. Most respondents were from Sleman Regency, with a total of 11 schools and 33 students, then from Yogyakarta City Regency, as many as six schools consisting of 18 students, from Bantul City Regency, as many as seven schools consisting of 17 students, from Gunung Kidul City Regency as many as six schools consisting of 8 respondents, and from Kota Kulon Progo Regency as many as two schools consisting of 4 students. The above are some equivalent high schools in Yogyakarta, which are spread over several districts. Respondents who have a high category are at the age of 17 years, with a total of 31 students at that age classified as teenagers. as for the reason the researcher chose the subject of high school students because adolescent high school students are at a reasonably mature age. This is supported by research conducted (Nurika, 2016); adolescents with a more mature age have a higher level of self-confidence than adolescents with an immature age. This is by the theory put forward by Hurlock (2013), which states that there are differences in the level of self-confidence seen from age to maturity.

Table 1 Hypothetical and Empirical Data Score

Scale	N	Hypothetical				Empirical			
		Min	Max	Mean	SD	Min	Max	Mean	SD
Perceptions of Authoritarian Parenting	80	35	140	87,5	17,5	77	127	102,175	11,33134
Confidence	80	38	152	95	19	53	113	80,475	10,12701

The subjects used in this study were high school students or the equivalent in Yogyakarta. Based on age-related characteristics, the subjects in this study were teenagers between 15-18 years old, based on data from 80 students. It was known that there were seven students aged 15 years, 23 students aged 16 years, 31 students aged 17 years, and 19 students aged 18 years. This period is a period of consolidation towards adulthood and is marked by several achievements in life, such as an interest that shows maturity in intellectual function, seeking opportunities to gather with the surrounding environment to increase experience, forming a permanent sexual identity, no longer thinking about profit for oneself but thinking about the interests of others, starting to have a barrier between oneself and the surrounding environment (Sarwono, 2012).

In table 1, the researcher explains the results of the hypothetical and empirical data on the variables of perceptions of authoritarian parenting and self-confidence. On the perception scale of authoritarian parenting, the empirical mean score is higher than the hypothetical mean (μ empirical > hypothetical), which is $102.175 > 87.5$, so it tends to tend to have a perception of

authoritarian parenting in the moderate category. Meanwhile, on the self-confidence scale, the empirical mean of self-confidence is lower than the hypothetical mean (empirical <hypothetical), which is $80,475 < 95$. Therefore, the subject tends to have moderate self-confidence.

Table 2 Distribution of Perceptions of Authoritarian Parenting

No.	Perceptions of Authoritarian Parenting	Frequency	Percentage (%)
1	High	1	12,5%
2	Currently	69	86,3%
3	Low	10	1,3%
Amount		80	100%

Based on the table above, it can be seen that there is one student who has a high level of perception of authoritarian parenting with a percentage of 1.3%, 69 students have a moderate level of perception of authoritarian parenting with a percentage of 86% and ten students who have a low level of learning motivation with a percentage of 12.5%. Based on the table, it can be concluded that the perception of authoritarian parenting in high school students in Yogyakarta is in the medium category, meaning that if the perception of authoritarian parenting is moderate, the students' self-confidence is also moderate. The perception of authoritarian parenting is the idea children have about parenting that limits and punishes children and follows parental instructions. Each individual can have the same perception when faced with similar situations because perception involves cognitive processes. According to Robins (2015), one factor that influences perception is the situation in the context, including time, work situation/place, and social circumstances. When boys and girls are placed in a parental situation that restricts and punishes the child, following the rules that the parents have applied, the child will perceive that the parent applies an authoritarian parenting style (see Table 3).

Table 3 Categorization of Confidence

No.	Confidence	Frequency	Percentage (%)
1	High	12	15%
2	Currently	68	85%
3	Low	0	0%
Amount		80	100%

Table 4 Categorization of Male Student Confidence

No.	Confidence	Frequency	Percentage (%)
1	High	3	15,8%
2	Currently	16	84,8%
3	Low	0	0%
Amount		80	100%

Based on the table above, it can be seen that 12 students have high self-confidence, with a percentage of 15%, and 68 students have a moderate level of confidence, with a percentage of 85%. Based on the table, it can be trusted that high school students in Yogyakarta are in the moderate category, meaning that if the self-confidence is moderate, then the perception of parenting in students is also moderate.

Table 4 shows that three male students have self-confidence in the high category while 16 male students have self-confidence in the medium category. This shows that the self-confidence of male high school students in Yogyakarta is in the medium category.

Table 5 Categorization of Self-Confidence of Female Students

No.	Confidence	Frequency	Percentage (%)
1	High	9	14,8%
2	Currently	52	85,2%
3	Low	0	0%
Amount		80	100%

Based on the table above, it can be seen that 9 female students have self-confidence in the high category, while 52 female students have self-confidence in the medium category. This shows that the self-confidence of female high school students in Yogyakarta is in the medium category. Based on the difference in the level of self-confidence between male students and female students. This means that the self-confidence of female students is higher, namely 85.2%, compared to male students. In this case, this is in line with the opinion of Papalia (2013), which suggests that women have higher self-confidence than men because the socio-empathic ability of adolescent girls tends to be higher than that of boys. This is supported by research conducted by Sipahutar (2013) that class XI adolescents at SMA Dwijendra found differences in the level of self-confidence according to gender, where most of the respondents had high self-confidence, namely female students. This normality test was conducted to determine the distribution of items obtained and whether the research data were normally distributed or not. In this study, the researcher used the Kolmogorov-Smirnov calculation with reference if the sig value (p-value) 0.05, then the research data were normally distributed, and vice versa if the sig value. 0.05, the research data is not normally distributed (Nuryadi, et al 2017). The following are the results of the normality test in this study:

Table 6 Normality Test Results Perception of authoritarian parenting

Variable	Sig.(p-value)	A	Interpretation
Perception of authoritarian parenting	0,173	0,05	Normal distribution

Table 7 Self-Confidence Normality Test Results

Variable	Sig.(p-value)	A	Interpretation
Confidence	0,183	0,05	Normal distribution

Based on the summary table of the normality test, it can be seen that the value of sig. (p-value) the self-confidence variable is 0.183, and the perception of authoritarian parenting is 0.173. This value is greater than the significance level (α) of 0.05. This shows that the data obtained from the variables of self-confidence and perceptions of authoritarian parenting are normally distributed. A linearity test is generally carried out to know the relationship between the independent and dependent variables, whether they are classified as linear or non-linear. The basis for making decisions on this linearity test is if the Deviation from Linearity sig. > 0.05 then the two variables have a linear relationship. On the other hand, if the Deviation from Linearity value is sig. < 0.05, then the two variables do not have a linear relationship (Sugiyanto & Susanto, 2015).

Table 8 Linearity Test

Variable	Deviation from Linearity	Interpretation
Perception of authoritarian parenting Confidence	0,928	Linear

Based on the above linearity test, it can be seen that the value of sig. (p-value) variable self-confidence and perception of authoritarian parenting are 0.928. This value is greater than

the significance level (α) which is 0.05. This shows that the data obtained from the two variables are linear.

Table 9 Coefficient of Determination Test

Measures of Association				
	R	R Squared	Eta	Eta Squared
Confidence * Perception of Authoritarian Parenting	-.338	.115	.641	.410

Based on the table of determination coefficient test results above, a significant relationship between the two variables is also supported by the data from the determination test (R Square), which shows that the result (R^2) is worthy of 0.115 or 11.5% test. Based on this value, it is known that the independent variable, namely the perception of authoritarian parenting, affects the dependent variable, namely self-confidence, by as much as 11.5%, while the other 88.5% comes from other factors. Self-confidence is influenced by the perception of authoritarian parenting and other factors that influence it, namely physical maturity, environment, and appearance. Short interviews support the results of this study that researchers with research subjects have conducted. Based on the interviews that have been carried out, it is known that the first subject has the initials DN and is a high school student in Yogyakarta. DN revealed that his self-confidence is influenced by several factors, namely the environment, parents, and physical abilities. Currently, physical factors make you feel less confident. The other student, the initial DV, revealed that the current physical factor affected his confidence. This is supported by the opinion of Hurlock (2013) that the factors that influence self-confidence are 1) parenting, 2) age, 3) gender, and 4) physical appearance.

Based on the self-confidence scale analysis, it is known that male students tend to have high scores on the optimistic aspect, with a total score of 36. Then female students have similarities with male students, which tend to have high scores on the optimistic aspect, with a score of 37. According to Ghufron & Risnawita (2012), optimism is a positive attitude of individuals who view themselves well and their abilities. Students who have an optimistic attitude will see themselves positively so that they are better able to develop their abilities.

Perceptions of authoritarian parenting significantly correlate with self-confidence in high school students in Yogyakarta. Individuals who have a negative perception of authoritarian parenting, the lower self-confidence that is stored. And vice versa, the more positive the perception of authoritarian parenting, the higher the self-confidence. Therefore, the study results are under the hypothesis formulated by the researcher. This is the opinion of Ghufron & Risnawita (2012). Individuals who have low self-confidence view things negatively. In contrast, individuals who view things positively towards themselves and others will build high self-confidence.

The results of this study, with several previous studies, show that motorized parenting has a significant relationship with self-confidence in students. These studies include research conducted by Triningtyas (2016) with the title "A case study on self-confidence, its causal factors and improvement using individual counseling," which shows the research results that authoritarian family parenting causes children to feel depressed. The subject's parents demanded that he succeed in everything so that if he failed, he would feel guilty, hopeless, and a crisis of confidence. The perception assumes that no freedom of action and thought affects its development. With this study, when children have negative perceptions of parenting applied by their parents, it will affect their development. Having self-confidence is very necessary in living life in order to be able to pass the stages of development well. Showing confidence is one of the keys to success in living in a social environment such as friends and society. Without self-

confidence, individuals will experience many problems within themselves. This is because trust supports individuals in actualizing their abilities (Ghufron & Risnawita, 2012).

CONCLUSION

This study found that the perception of authoritarian parenting contributed to or had a relationship with self-confidence in high school students. This is in accordance with the research hypothesis: the lower self-confidence in students, the higher the students' perceptions of authoritarian parenting. And conversely, the higher the self-confidence in students, the lower students' perceptions of authoritarian parenting. The variable perception of authoritarian parenting contributed to self-confidence as much as 11.5%, while the other 88.5% came from other factors. Self-confidence is not only influenced by the perception of authoritarian parenting, but other factors that influence it are physical maturity, environment, and appearance. For further research, examining other factors that can affect them is recommended.

REFERENCES

- Abdullah, Thamrin & Francis Tantri. (2012). *Manajemen Pemasaran*. PT Raja Grafindo: Jakarta.
- Arifin, J. (2017). *SPSS 24 untuk Penelitian dan Skripsi*. Jakarta: Pt. Elex Media Komputindo
- Elias, Gustap & Handayani, L. Supri. (2014). *Layanan bimbingan konseling berbasis 5E untuk SMA*. Yogyakarta: PT Kanisius.
- Fahmi, N. N., & Slamet, S. (2016). *Layanan Konseling Kelompok dalam Meningkatkan Rasa Percaya Diri Siswa SMK Negeri 1 Depok Sleman*. Hisbah: UIN Sunan Kalijaga Yogyakarta: Jurnal Bimbingan Konseling dan Dakwah Islam.
- Frazier, B. (2012). Assessing Your Parenting Style. The successful parent. (http://www.thesuccessfulparent.com/categories/parenting_styles/item/assessing_your-parenting-style#.YY8U6fnMLDc di akses pada tanggal 12 Mei 2021 pukul 15.00 WIB)
- Ghufron, M. N & Risnawita, R. (2012). *Teori-Teori Psikologi*. Cetakan III. Yogyakarta: Ar-ruzz media.
- Hidayat, A.A. (2014). *Metode Penelitian Keperawatan dan Teknik Analisis Data*. Jakarta: Salemba Medika.
- Hurlock, E. (2013). *Perkembangan Anak*. Jakarta: Erlangga
- Indrajat, A. Y. (2013). *Peningkatan Percaya Diri Melalui Metode Journal Writing pada Siswa Kelas XI SMK N 1 Depok*. Universitas Negeri Yogyakarta: Jurusan Psikologi Pendidikan dan Bimbingan. Yogyakarta.
- Informasi kependudukan. (2019). *Jumlah penduduk DI Yogyakarta Semester II 2019 Menurut Golongan Usia*. (diakses pada tanggal 19 April 2021 pukul 13.00 WIB di <https://kependudukan.jogjaprov.go.id/statistik/penduduk/golonganusia/13/sekolah/00/00/34.ez>).
- Kemertian Kesehatan. (2014). *Undang-undang tentang Upaya Kesehatan Anaj*. (diakses pada tanggal 02 Maret 2021 pukul 12.32 WIB di <https://peraturan.bpk.go.id/Home/Details/117562/permenkes-no-25-tahun->
- Kholid, M. N., Swastika, A., Ishartono, N., Nurcahyo, A., Lam, T. T., Maharani, S., ... & Pratiwi, E. (2022). Hierarchy of Students' Reflective Thinking Levels in Mathematical Problem Solving. *Acta Scientiae*, 24(6), 24-59.
- Kurniawati, E., Rosra, M., & Utaminingsih, D. (2017). *Hubungan antara pola asuh orangtua dengan percaya diri siswa*. ALIBKIN (Jurnal Bimbingan Konseling).

- Nurika, B. (2016). *Hubungan Antara Konsep Diri dengan Kepercayaan Diri Remaja yang mengunggah foto selfie di Instagram (ditinjau dari jenis kelamin dan usia)*. Doctoral dissertation Universitas Muhammadiyah Surakarta.
- Papalia, Diane E. et al. 2013. *Perkembangan Manusia (Human Development)*. Jakarta: Salemba humanika. *Thent edition*
- Qodr, N., & Ishartono, N. (2022). Analisis Kesalahan Siswa SMK pada Topik Trigonometri Berdasarkan Teori Newman Error Analysis (NEA) Ditinjau dari Perbedaan Gender. *Jurnal Penelitian Ilmu Pendidikan*, 15(2).
- Ramadhani, T. N., & Putrianti, F. G. (2014). *Hubungan antara kepercayaan diri dengan citra diri pada remaja akhir*. *Jurnal Spirit*.
- Robbins, Stephen P. 2015. *Perilaku Organisasi*. Jakarta: Salemba Empat.
- Sarwono, S.W. (2012). *Pengantar Psikologi Umum*. Jakarta: PT Rajagrafindo Persada.
- Sipahutar, N.I.E (2013). *Hubungan Antara Tingkat Kepercayaan Diri Dengan Perilaku Agresi Pada Remaja Kelas XI Di SMA Dwijendra Denpasar*. Doctoral dissertation, Universitas Udayana Denpasar.
- Sugiyono. (2019). *Statistik Non Parametris Untuk Penelitian*. Bandung: CV Alfabeta
- Triningtyas, D. A. (2016). *Studi kasus tentang rasa percaya diri, faktor penyebabnya dan upaya memperbaiki dengan menggunakan konseling individual*. *Counsellia: Jurnal Bimbingan dan Konseling*.
- Triyanto, E. (2021). *Bangun Kepercayaan Diri Siswa, Guru BK MAN 2 Bantul Berikan Layanan Konseling Individual*. (Diakses pada tanggal 21 Maret 2021 pukul 16.50 WIB di <https://diy.kemenag.go.id/12791-bangun-kepercayaan-diri-siswa-guru-bk-man-2-bantul-berikan-layanan-konseling-individual-.html>.)