

## The Influence of Self-Confidence and Parent Attachment on Student Independence at Darul Qur'an Wal Irsyad Yogyakarta Islamic Boarding School

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### A R Q I C L E I N F O

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### ABSTRACT

The purpose of this study uses a quantitative approach with multiple regression analysis. The research sample was 220 students taken by probability sampling technique, namely random sampling. In this study, the author uses a measure of independence obtained from the theory put forward by Noom, Meeus, and Decovic. The author adapts and modifies the data collection instruments, namely adolescence autonomy questionnaire (AAQ), Personal Evaluation Inventory (PEI), dan Inventory of Parent and Peer Attachment (IPPA). The results of this study show that self-confidence and parent attachment have a significant simultaneous influence on the independence of students at the Darul Qur'an Wal Irsyad Islamic Boarding School Yogyakarta. The overall self-confidence variable has a significant influence, where all significant aspects are academic, appearance, athletics, romantic, social, speaking, general, and mood. Meanwhile, parent attachment is divided into two variables, namely mother attachment and father attachment, each of which consists of three dimensions, namely trust, communication, and alienation. In the parent attachment variable, there are two dimensions that have a significant influence on the independence of students, namely communication and alienation of the mother attachment variable.

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## INTRODUCTION

### *Research Background*

Lately, there has been a lot of news in the media about the increasingly alarming behavior of teenagers. Starting from brawls, premarital pregnancy, consumptive attitudes, prostitution, free sex, the use of illegal drugs (addictive substances) even to more serious criminal acts. Based on data from Kominfo 2021, it explains that drug use among young people aged 15-35 years with a percentage of 82.4% are users (BNN.go.id, 2023) Not only drug use, teenagers' involvement in brawls also often occurs. Throughout 2023, Komnas Anak data recorded 985 cases of brawls and an increase of 27 percent compared to last year (Kompas.id, 2024). The problem of adolescence is a problem that must be resolved seriously, this is because adolescents are the successor of the nation's generation in determining the progress and decline of a nation.

### *Formulation of the Problem*

Based on the background stated above, the author provides the following problem formulation:

1. Is there a significant influence between self-confidence and parent attachment on the independence of students?
2. Is there a significant influence of the academic aspect of self-confidence on the independence of students?
3. Is there a significant influence of the appearance aspect of self-confidence on the independence of students?
4. Is there a significant influence of the athletics aspect of self-confidence on the independence of students?
5. Is there a significant influence of the romantic aspect on the independence of students?
6. Is there a significant influence of the social aspect of self-confidence on the independence of students?
7. Is there a significant influence of the speaking aspect of self-confidence on the independence of students?
8. Is there a significant influence of the general aspect of self-confidence on the independence of students?
9. Is there a significant influence of the mood aspect of self-confidence on the independence of students?
10. Is there a significant influence of the trust dimension of mother attachment on the independence of students?
11. Is there a significant influence of the communication dimension of mother attachment on the independence of students?
12. Is there a significant influence of the dimension of alienation from mother attachment on the independence of students?
13. Is there a significant influence of the dimension of trust from father attachment on the independence of students?
14. Is there a significant influence of the dimension of communication from father attachment on the independence of students?
15. Is there a significant influence of the dimension of alienation from father attachment on the independence of students?

16. Is there a significant influence of gender on the independence of students?
17. Is there a significant influence of age on the independence of students?

## **LITERATURE REVIEW**

### ***a. Self-Confidence***

#### ***Definition of Self-Confidence***

Self-confidence is a person's belief in everything that is an aspect of his strengths and this belief makes him feel able to achieve various life goals and can adjust to his environment (Hakim, 2005).

#### ***Factors that affect Self-Confidence***

The factors that affect confidence in a person are as follows:

- a. Physical appearance. Physical appearance with a good and professional physical form makes one's confidence increase, because it looks good in the eyes of others. Face shape, with a beautiful face shape or what we often hear good looking makes a person's confidence higher (Hakim, 2005).
- b. Economic status. Someone who has a medium or poor economy can affect a person's self-confidence (Hakim, 2005).
- c. Education and Skills. Education and skills are things that have a big impact on life, so this also has an impact on a person's self-confidence (Hakim, 2005).
- d. Self-adjustment If someone has a nature that is less able to get along / group with new people, it can also have an impact on a person's self-confidence.
- e. Nervousness and stuttering Habits of nervousness and stuttering nurtured since childhood will make a person insecure. Teenagers who lack attention from their families (Hakim, 2005).
- f. Role of Parenting Style. Different parenting styles can affect self-confidence. Democratic parenting, which involves mutual respect and open communication, is often associated with higher levels of self-confidence and independence (Candra & Sofia, 2017; Humaini & Safitri, 2021).
- g. Peers. The influence of peers can be a force from both parents and society in forming feelings about themselves.
- h. Siblings. Research by Goel and Aggarwal (2012) shows that children who have siblings have greater confidence compared to single children.
- i. Parent attachment. The results of the study showed that children who had a secure attachment pattern were more competent, emotionally healthy, confident, and had better social skills than children with anxious attachment patterns (Nickerson & Nagle, 2005).

## ***b. Attachment***

### ***Understanding Attachment***

According to Bowlby (in Khaeruddin & Rifdah, 2020) attachment is an emotional bond that is built by parents or caregivers with children. Attachment is useful for increasing a sense of security, comfort and confidence in later life. If children get a comfortable and secure attachment, they will feel confident and can interact with others. Conversely, if children lack attachment, they will feel insecure and not feel safe when interacting with others.

### ***Parent Attachment Measurement***

There are several measurements used to measure a person's attachment to an older parent. Among them is by using the Parental Attachment Questionnaire (PAQ) made by Kenny. This measuring tool is used to measure attachment in adolescents and young adults. This measuring tool consists of 55 items with a reliability test of 0.92.

In this study, the researcher adapted the measuring tool The Inventory Parent Peer Attachment (IPPA) made by Armsden and Greenberg (1987) which refers to Bowlby's theory. This measuring tool consists of two parts, namely mother attachment and father attachment with a total of 25 items each. The reliability test results of the measuring instrument were 0.93 for parental attachment, with Cronbach's alpha 0.87 for mother attachment and 0.89 for father attachment.

## ***c. Independence***

### ***Understanding of Independence***

Independence is the ability to be able to live life without dependence on others (Gracina, 2004). Monks (in Azmi, et al, 2023) explains that independent people will show explorative behavior, be able to make decisions, be confident and creative.

### ***Factors that affect Student Independence***

Several research journals put forward factors that affect independence, including:

- a. Gender. Fleming's (2006) research shows that independence appears more in adolescent boys. This can be seen from the number of teenage boys who experience conflicts with their parents regarding compliance with parental advice. Adolescent girls are considered more obedient to their parents so that although there are several things that can also cause conflicts, the issue of independence does not arise in adolescent girls.
- b. Age. Bartle (in Fleming, 2006) states that there is a difference in independence in early adolescence and late adolescence. Late-life teens have higher independence with regards to choosing friends and careers, managing their money, and doing physical activities outside the home. According to Greenberg (in Fleming, 2006) they also have higher abilities in interacting in environments that deal with many adults.
- c. School Environment.

- 1) Teachers. Deci and Ryan (in Reeve & Jang, 2006) say that independence can motivate adolescents internally to learn in school. For this reason, adolescents need independent support, especially from teachers who teach them in schools. A teacher who gives his students the opportunity to solve their own problems means that he provides independence support for his students because it means that the teacher values the interests and choices of students in the classroom.
- 2) Peers. Children who are growing into teenagers will spend more time outside the home and interact with peers. When a youth faces a problem, he will ask his parents and peers for help. A study shows that teens need the opinions of their peers when they have a relationship with short-term problems and everyday events (Brittain in Steinberg, 2002).

### *Measurement of Student Independence*

In this study, the author uses the Adolescent Autonomy Questionnaire (AAQ) measurement tool adapted from Noom, Decovic, and Meeus (2001). The reason for this is that Noom et al., (2001) conducted tests up to three times to determine the scale items of each from the aspect of independence. The measuring tool is felt to be closest to the concept of independence in students who are in their teens. In their study, Noom, Decovic, and Meeus (2001) developed a scale consisting of three aspects, namely attitudinal autonomy, emotional autonomy, and functional autonomy. The number of items of this measuring instrument is 15 with Cronbach's alpha of 0.71 for attitudinal autonomy, 0.60 for emotional autonomy, and 0.64 for functional autonomy.

## **METHODOLOGY**

### *Types of Research*

This study uses a quantitative approach with regression analysis Multiple. The research sample was 220 students taken with probability sampling techniques, namely random sampling. Deep In this study, the author uses the independence measurement tool obtained from the theories put forward by Noom, Meeus, and Decovic. Writer Adapt and modify data collection instruments namely adolescence autonomy questionnaire (AAQ), Personal Evaluation Inventory (PEI), and Inventory of Parent and Peer Attachment (IPPA).

### *Population*

The population in this study is 390 students who are active in the Darul Qur'an Wal Irsyad Wonosari Islamic Boarding School, Yogyakarta Province. Because the population is large enough (more than 100), a sample of 20% or more can be taken (Arikunto, 2012) so that the sample is 220 students.

### *Sample*

In this study, the author uses a simple random sampling technique which is one of the probability sampling techniques. Simple random sampling

was chosen because each unit of the population was given the same opportunity to be used as a research sample (Salkind, 2007).

**Data Collection Instruments**

The instrument used in this study is in the form of a questionnaire using the Likert scale which has a different range according to the standard scale used in previous studies and the scale adapted by the researcher. The data collection in this study consists of three measuring tools. The three measuring tools are as follows:

**1. Scale of independence**

The instrument used to measure independence in this study is the Adolescence Autonomy Questionnaire (AAQ) This scale consists of 15 items that cover three aspects: attitudinal autonomy, emotional autonomy, and functional autonomy.

In providing responses, participants are presented with four answer choices: Very Inappropriate (VI), Inappropriate (I), Appropriate (A), and Very Appropriate (VA). The blueprint for the independence scale can be seen in the table;

**Blue Print Independence**

No	Aspect	Indicator	Item		Total
			Favorable	Unfavorable	
1	Attitudinal autonomy	Able to set goals	2*, 4	1, 3, 5	5
2	Emotional autonomy	Confident in achieving goals	6, 7, 9, 10	8*	5
3	Functional autonomy	Using strategies to achieve goals	12	11, 13*, 14*, 15	5
Total					15

**2. Self-Confidence Scale**

The instrument used to measure independence in this study is the Personal Evaluation Inventory (PEI). This scale consists of 54 items that cover eight aspects: academic, appearance, athletics, romantic, social, speaking, general, and mood.

In giving responses, participants are presented with four answer choices: Very Inappropriate (STS), Inappropriate (TS), Appropriate (S), and Very Appropriate (SS) The confidence scale blueprint can be seen in the table;

**Blue Print Self Confidence**

No	Aspect	Item		Total
		Favorable	Unfavorable	
1	Academic	11, 36, 41, 50	16*, 21*, 30*	7
2	Appearance	6, 12*, 20	3, 35, 45, 54	7
3	Athletics	10, 14, 17	7, 23	5
4	Romantic	4, 39, 48, 51	28*, 34*, 44*	7
5	Social	1, 24*, 26, 42	9*, 38, 52	7
6	Speaking	19, 37, 46*	8, 13, 32*, 40	7
7	General	31*, 33, 27*	15, 18, 25, 49*	7
8	Mood	5, 43, 47	2, 22, 29, 53	7
Total				54

**3. Attachment Scale**

The instrument used to measure attachment in this study is the Inventory of Parent and Peer Attachment (IPPA) This scale consists of 25 items across three dimensions: trust, communication, and alienation The scale is measured using a five-point Likert scale ranging from 1 (never true) to 5 (always true).

However, in this study, the researcher made modifications by creating even-numbered answer choices to avoid the possibility that participants would choose the middle answer, which is considered safe (Arikunto, 2012) To prevent faking, there are both positive (favorable) and negative (unfavorable) items The attachment scale blueprint can be seen in the table;

**Blue Print Attachment**

No	Aspect	Item		Total
		Favorable	Unfavorable	
1	Trust	1, 2, 4*, 12, 13, 20, 21, 22	3*, 9	10
2	Communication	5*, 7, 15, 16, 19, 24, 25	6, 14	9
3	Alienation	8*, 10, 11, 17, 18, 23	-	6
Total				25

**Validity Testing of Measurement Instruments**

Before conducting data analysis, the researcher performs testing on the construct validity as well as each measurement tool, namely independence, self-confidence, and attachment To test construct validity, the measurement tool used in this study is Confirmatory Factor Analysis (CFA) with Lisrel 8.7 software With this method, it can be determined whether all items measure what is intended to be measured and whether each item is significant in measuring that The logic behind measuring this is by comparing the extent to which the correlation matrix of estimated results using theory matches the correlation matrix obtained from the data.

**Data Analysis Techniques**

This multiple analysis technique is used to determine the accuracy of predictions and is aimed at understanding the influence of independent variables, namely self-confidence and attachment, on the dependent variable (DV) of independence. Multiple regression is a statistical method used to establish the relationship model between the DV and more than one IV.

### 1. Multiple Determinant Coefficients

Through this multiple regression, the coefficient of multiple correlation between the independence of Darul Qur'an Wal Irsyad students and self-confidence (academic, appearance, athletics, romantic, social, general, speaking, and mood) and attachment (trust, communication, and alienation) will be obtained, namely the R<sup>2</sup> value. The magnitude of independence is influenced by the factors targeted by the multiple determination coefficient or R<sup>2</sup>. To obtain the R<sup>2</sup> value, the formula is as follows:

$$R^2 = \frac{SS_{reg}}{\Sigma y^2}$$

### 2. Test T

The T test is used to determine whether the influence of the independent variable (X) on the dependent variable (Y) is significant individually or partially. This test is used to examine whether an independent variable (X) truly contributes to the dependent variable (Y). The experiment T is conducted using the following formula:

$$t = \frac{b}{S_b}$$

Where b is the regression coefficient and S<sub>b</sub> is the sampling standard deviation of the coefficient b. During the T-test, the researcher will determine the significance of R<sup>2</sup> using the previously explained formula.

### 3. Test F

To prove whether the regression of Y on X is significant or not, the F-test is used to verify this using the formula:

$$F = \frac{R^2 / k}{(1 - R^2) / (N - k - 1)}$$

Where k is the number of independent variables and N is the sample size. From the results of the F test conducted, it can be determined whether the tested independent variables have an impact on the dependent variable.

## RESEARCH RESULTS

### *Description about the Research Subject*

**Table 1. Description about the Research Subject**

Demografi		Sum	Persentase
<b>Gender</b>	Man	100	45.5%
	Women	120	54.5%
	Sum	220	100%
<b>Age</b>	13 tahun	121	55%
	14 tahun	73	33%
	15 tahun	26	12%
	Sum	220	100%

The total respondents in this study amounted to 220 people. Out of these 220 individuals, 100 (45.5%) were male, while the remaining 120 (54.5%) were female. From the difference in sample sizes above, it can be concluded that the majority of students at Pondok Pesantren Darul Qur'an Wal Irsyad are female. Furthermore, in terms of age, 55% of the students are 13 years old, 33% are 14 years old, and the remaining 12% are 15 years old.

**Table 2. Statistical Description of Research Variables**  
*Descriptive Statistics*

	N	Minimum	Maximum	Mean	Std. Deviation
Kemandirian	220	33.20	72.06	50.0000	8.60585
Kepercayaan diri	220	19.52	71.24	50.0000	9.39936
<i>M.Attachment</i>	220	18.11	68.72	50.0000	9.48398
<i>F.Attachment</i>	220	22.99	69.54	50.0000	9.60494
Valid N (listwise)	220				

From the table above, it can be explained that out of 220 research samples, the independence variable has a minimum value of 33.20 and a maximum value of 72.06. The self-confidence variable has a minimum value of 19.52 and a maximum value of 71.24. The mother attachment variable has a minimum value of 18.11 and a maximum value of 68.72. The father attachment variable has a minimum value of 22.99 and a maximum value of 69.54.

**Multiple Regression Test**

**Table 3. Multiple Regression Test**

**Model summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.726 <sup>a</sup>	.527	.489	6.14963

a. Predictors: (Constant), father attachment alienation, Academic, Romantic, Speaking, Mood, Appearance, Athletics, Mother Attachment Communication, General, Social, Father Attachment Communication, Mother Attachment Trust, Mother Attachment Alienation, Father Attachment Trust, gender, age

From the table, it can be seen that the R-square value is 0.527 or 52.7%. This means that the proportion of variance in the independence of students explained by all independent variables, namely self-confidence and attachment, is 52.7%, while the remaining 47.3% is influenced by other variables outside of the study

**Regression Coefficient**

**Table 4. Regression Coefficient**

<b>Coefficients<sup>a</sup></b>					
<b>Model</b>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>		
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
1 (Constant)	17.051	10.782		1.581	0.115
Academic	0.135	0.057	0.146	2.398	0.017*
Appearance	0.204	0.071	0.179	2.876	0.004*
Athletics	-0.146	0.060	-0.149	-2.446	0.015*
Romantic	0.119	0.054	0.119	2.204	0.029*
Social	-0.155	0.065	-0.151	-2.399	0.017*
Speaking	0.578	0.058	0.605	9.977	0.000*
General	-0.108	0.055	-0.118	-1.981	0.049*
Mood	-0.176	0.051	-0.195	-3.449	0.001*
MA Trust	0.143	0.080	0.151	1.786	0.076
MA Communication	-0.228	0.085	-0.229	-2.673	0.008*
MA Alienation	0.252	0.081	0.255	3.117	0.002*
FA Trust	-0.076	0.100	-0.082	-0.761	0.448
FA Communication	-0.028	0.082	-0.030	-0.340	0.735
FA Alienation	-0.048	0.076	-0.047	-0.636	0.525
Gender	-0.473	0.972	-0.027	-0.487	0.627
Age	0.734	0.685	0.059	1.073	0.285

a. Dependent Variable: Independence

The regression coefficients of the attached table for Academic, Appearance, Athletics, Romantic, Social, Speaking, General, Mood, Mother Attachment Communication, and Mother Attachment Alienation

are significant, while the remaining ones are not significant Based on the table above, the regression equation can be explained as follows:

Independence of students = 17.051 + 0.135\* academic + 0.204\* Appearance -0.146\* Athletics + 0.119\* romantic -0.155\* social + 0.578\* speaking -0.108\* general -0.176\* mood + 0.143\* MA Trust -0.228\* MA Communication + 0.252\* MA Alienation -0.076\* FA Trust -0.028\* FA Communication -0.048\* FA Alienation -0.473\* Gender + 0.734\* Age.

From the previous regression coefficient table, it can be determined which independent variable (IV) has the greatest impact on the dependent variable (DV) To assess the magnitude of the influence of IV on DV, there are two ways: by examining significance (p) and by looking at the standardized coefficient (beta) Therefore, from that table, it can be concluded that the comparison or ranking of IV with the greatest influence is as follows:

1. Speaking with a beta of 0.578
2. Mother attachment alienation with a beta of 0.252
3. Mother attachment communication with a beta of -0.228
4. Appearance with a beta of 0.204
5. Mood with a beta of -0.176
6. Social with a beta of -0.155
7. Athletics with a beta of -0.146
8. Academic with a beta of 0.135
9. Romantic with a beta of 0.119
10. General with a beta of -0.108

*Simultaneous Significance (Test F)*

**Table 5. Significance Test Simultaneous (F Test)**

		<u>ANOVA<sup>b</sup></u>				
<b>Model</b>		<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
1	Regression	8542.244	16	533.890	14.117	.000 <sup>a</sup>
	Residual	7677.053	203	37.818		
	Total	16219.297	219			

a. Predictors: (Constant), father attachment alienation, Academic, Romantic, Speaking, Mood, Appearance, Athletics, Mother Attachment Communication, General, Social, Father Attachment Communication, Mother Attachment Trust, Mother Attachment Alienation, Father Attachment Trust, gender, age

b. Dependent variable: Independence

It appears that (sig<005), therefore the null hypothesis stating that there is no significant influence from all independent variables on independence is rejected This means that there is a significant influence from self-confidence in the academic, appearance, athletics, romantic, social, speaking, mood, general, and attachment dimensions of trust, communication, and alienation on the independence of students.

## **DISCUSSION**

Based on the research on the eight dimensions of self-confidence variables, the results indicate that all eight aspects—academic, appearance, romantic, speaking, general, and mood – significantly influence the independence of students. However, the research also shows that the independence of students falls into the low category. According to the researcher, this low independence is due to the low values of each aspect of self-confidence possessed by the students. The low value of self-confidence in every aspect has led to the weakening of students' belief in their abilities. When faced with situations where students must make choices and decisions, their confidence becomes weak, ultimately causing them to hesitate. This has resulted in a lack of independence among students and has impacted the number of students who choose to follow others' opinions that may not align with their own.

In the variable of parent attachment, research results indicate that parent attachment significantly influences the independence of students at Pondok Pesantren Darul Qur'an Wal Irsyad Yogyakarta. This is in line with previous research showing that secure attachment between parents and children is critical to the development of children's self-confidence and independence. Secure attachment involves affection, attention, parental trust, and effective communication, which play an important role in fostering a child's sense of security and ability to handle various situations independently (Ainsworth et al., 1970; Fauzul Muthmainah, 2016; Suyanto, 2005).

## **CONCLUSIONS AND RECOMMENDATIONS**

Based on the results of the research that has been explained in the previous chapter, the author can conclude that there is a significant influence between self-confidence and parent attachment on the independence of students of the Darul Qur'an Wal Irsyad Islamic Boarding School Yogyakarta. The contribution of the independent variable (IV) to the dependent variable (DV) was 52.7%. While the remaining 47.3% was influenced by other variables outside this study.

Based on the regression coefficient dimension, there are ten dimensions of IV that are significant to DV, namely the dimensions of Academic, Appearance, Athletics, Romantic, Social, Speaking, General, Mood, Mother Attachment Communication, and Mother Attachment Alienation.

When viewed from the variant proportion table, a significant number of dimensions affect independence (DV), namely the academic, appearance, speaking, mood aspects of the confidence variable, and the communication and alienation dimensions of the mother attachment variable. Meanwhile, the athletics, romantic, social, and general dimensions of self-confidence, the trust dimension of mother attachment, and the trust, communication, and alienation dimensions of father attachment did not significantly affect independence.

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