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The Influence of Parenting Styles on Students' Self-Confidence

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ABSTRACT

Self-confidence is an important aspect of adolescent development that supports students' ability to interact with others, express their opinions, make decisions, and participate in academic activities. Parenting styles may be associated with the development of self-confidence because family interactions provide an important context for adolescents' emotional and social development. This study aimed to examine the influence of parenting styles on students' self-confidence at SMP Negeri 4 Tanjung Morawa. A quantitative correlational design was employed, involving 120 students. Data were collected using questionnaires measuring parenting styles and self-confidence, with reported reliability coefficients of 0.872 and 0.841, respectively. The data were analyzed using Pearson product-moment correlation and simple linear regression. The results showed a positive and statistically significant relationship between parenting-style scores and students' self-confidence ($r = 0.646$, $p < 0.001$). The regression analysis produced an R Square value of 0.417, indicating that 41.7% of the variance in self-confidence was explained by the parenting-style score in the fitted model. These findings suggest that more supportive parenting patterns are associated with higher levels of student self-confidence. However, the correlational design does not establish a causal relationship. The findings highlight the potential importance of collaboration between parents and school counselors in supporting students' self-confidence.

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1. INTRODUCTION

Parenting styles refer to the patterns of interaction, guidance, and control that parents provide in raising their children. Baumrind (1966) classified parenting styles into four categories: authoritative, authoritarian, permissive, and uninvolved. These styles differ in the degree of parental responsiveness and demandingness and may contribute differently to children's psychosocial development. During adolescence, parenting remains an important factor because adolescents are developing their identity, independence, and ability to interact with their social environment. Previous studies have indicated that parenting styles characterized by warmth, support, and consistent guidance are positively associated with children's self-confidence, whereas overly restrictive or insufficiently structured parenting may present challenges to its development (Zahara & Masitah, 2023; Novita Larasati et al., 2020; Fitrianto et al., 2025).

Self-confidence refers to an individual's belief in their ability to face challenges, complete tasks, express opinions, and interact effectively with others. In the school environment, self-confidence is important because students are expected to participate in classroom activities, communicate with peers and teachers, and respond to academic and social challenges. Students with adequate self-confidence may be more willing to express their ideas, take initiative, and engage in learning activities. Previous research has also associated self-confidence with academic achievement, learning readiness, and communication effectiveness (Muhsin et al., 2023; Abuzar & Purwandari, 2024). Therefore, self-confidence is particularly relevant during junior-high-school years, when students experience important social, emotional, and developmental changes.

The development of self-confidence cannot be separated from the environment in which adolescents grow. Parenting is one relevant factor because interactions with parents may provide emotional support, opportunities for independence, and guidance when adolescents face difficulties. Other studies have also identified school culture, peer relationships, and social media use as factors potentially associated with students' self-confidence (Ridja et al., 2018; Sahroni et al., 2023; Suryadi et al., 2023). These factors indicate that self-confidence is multidimensional and may be shaped by several contexts. Nevertheless, the present study focuses specifically on the relationship between parenting styles and self-confidence.

Previous studies have examined the relationship between parenting and self-confidence in various educational settings. Research by Zahara and Masitah (2023) and Novita Larasati et al. (2020), for example, reported associations between parenting patterns and children's self-confidence. Fitrianto et al. (2025) also examined the relationship between different parenting styles and adolescent self-confidence. Although these studies provide relevant evidence, the relationship between parenting-style scores and self-confidence among students at SMP Negeri 4 Tanjung Morawa remains the focus of the present investigation. Examining this relationship in a specific junior-high-school setting may provide additional information about the association between family parenting patterns and students' confidence in their school lives.

This topic is also relevant to Guidance and Counseling services in schools. Information about the relationship between parenting styles and self-confidence may help school counselors understand students' developmental needs and identify areas that require support. For example, counselors may provide classroom guidance activities that encourage students to express opinions and recognize their personal strengths. Counselors may also facilitate discussions with parents about supportive communication and appropriate opportunities for adolescents to develop independence. These activities are proposed as possible applications of the research findings and were not tested as interventions in this study. Based on this background, the present study aimed to examine the relationship between parenting styles and self-confidence among students at SMP Negeri 4 Tanjung Morawa. Specifically, this study sought to determine whether parenting-style scores were significantly associated with students' self-confidence. The findings are expected to contribute to the discussion of adolescent development and provide information that may be considered in the development of school-based Guidance and Counseling services.

2. METHOD

Quantitative research is defined as based on the philosophy of positivism, used to research certain populations or samples, data collection using research instruments, data analysis is quantitative/statistical, with the aim of describing and testing established hypotheses (MT et al., 2021). Karimuddin et al. (2022) adding that this approach uses a postpositivist paradigm, with formal research strategies such as experiments and surveys, and is very focused on numbers and empirical measurements.

2.1. Participants

A population is the entirety of the objects or subjects that are the focus of a study, possessing certain characteristics that are being studied. In quantitative methods, this population is considered a "generalization area" from which researchers can draw conclusions (Sulistiyowati, 2017). In this study, the research sample of 120 students from SMP Negeri 4 Tanjung Morawa across three classes.

2.2. Instruments

The theoretical basis used for the parenting-style instrument is Lestari (2013), who defines parenting as a series of actions taken by parents toward their children to foster feelings and interactions between parents and children. The instrument consists of four aspects: authoritarian, permissive, authoritative, and uninvolved parenting. It includes 12 indicators and 27 statement items. The validity test identified three invalid items because their r-values were below 0.178. These three invalid items were excluded from the final scoring; therefore, only

the 24 valid items were included in the final parenting-style score. The instrument obtained a reliability coefficient of 0.872, indicating that it has good reliability and is suitable for use.

Meanwhile, the self-confidence scale is based on the theory of Eka et al. (2023), which defines self-confidence as an individual's attitude and feelings of belief in their own abilities. Individuals with high self-confidence tend not to experience excessive anxiety when facing an activity, are able to act freely according to their interests and preferences, take responsibility for their actions, and demonstrate a warm and polite attitude when interacting with others. The self-confidence instrument consists of four aspects: (1) optimism, which refers to having a positive view of events in one's life; (2) objectivity, which refers to viewing problems or situations according to the facts; (3) responsibility, which refers to the ability to accept the consequences of one's actions; and (4) rational and realistic thinking, which refers to approaching problems based on logical and realistic considerations. The instrument consists of 17 statement items. The validity test identified two invalid items because their r-values were below 0.178. These two invalid items were excluded from the final scoring; therefore, only the 15 valid items were included in the final self-confidence score. The instrument obtained a reliability coefficient of 0.841, indicating that it has acceptable reliability and is suitable for use.

2.3. Procedures

The scale was constructed using a Likert scale and had four response alternatives: strongly agree (Strongly Agree), agree (S), disagree (TS), and strongly disagree (STS). The researcher eliminated neutral responses to avoid clustering responses, which could potentially lead to significant data loss. Subjects could only select one of the four response alternatives by checking the appropriate or agreed-to statement. These statements consisted of favorable and unfavorable statements. Favorable statements supported the research object, while unfavorable statements disapproved or sided with the statement. Favorable items were scored with a score of 4 for Strongly Agree (SS), 3 for Agree (S), 2 for Disagree (TS), and 1 for Strongly Disagree (STS). Unfavorable items received a score of 1 for Strongly Agree (SS), 2 for Agree (S), 3 for Disagree (TS), and 4 for Strongly Disagree (STS).

2.4. Data Analysis

Correlation testing is a statistical analysis technique used to determine the direction and strength of the relationship between two or more variables, regardless of which variables influence it (Safitri, 2014). Several types of correlation are often used in quantitative research: Pearson Product Moment (PPM) correlation is used when data are measured on an interval or ratio scale and are normally distributed. Spearman Rank Correlation (ρ) is used for ordinal data or when the data are not normally distributed. Kendall's Tau Correlation is another alternative for ordinal data, particularly when dealing with small samples. In this study, Pearson Product Moment (r) was used to examine the relationship between the variables. Furthermore, simple linear regression was employed to examine the extent to which parenting style was associated with self-confidence. The regression model was specified as ($Y = a + bX + e$), where (Y) represents self-confidence, (X) represents parenting style, (a) is the intercept, (b) is the regression coefficient, and (e) is the error term. The interpretation of the regression results was based on the estimated model; however, the findings should be interpreted with consideration of the assumptions underlying linear regression.

3. RESULTS AND DISCUSSION

The data for this study were obtained through a questionnaire distributed via Google Forms to measure the relationship between parenting styles and students' self-confidence. The questionnaire used a Likert scale ranging from 1 to 5. Respondents were asked to answer questions about the relationship between parenting styles and self-confidence among 120 students at SMP Negeri 4 Tanjung Morawa.

Table 1. Research Description Test

	N	Minimum	Maximum	Mean	Std. Daviation
PA	120	30	150	120,66	18,05
KD	120	17	85	70,19	11,72
Valid N (listwise)			120		

Based on the table above, it can be seen that N, or the number of data points for each variable, is 120. Of the 120 Parenting Pattern (X) sample data, the minimum value is 30.00, the maximum value is 150.00, and the mean value is 120.65. The standard deviation is 18.04, indicating that the mean value is greater than the standard value, thus providing low data deviation, and thus ensuring an even distribution. The Self-confidence variable, with 120

sample data, has a minimum value of 17.00, a maximum value of 85.00, a mean value of 70.19, and a standard deviation of 11.71. This indicates that the mean value is greater than the standard deviation, thus providing low data deviation, and thus ensuring an even distribution.

Table 2. Categorization of Parenting Patterns

Interval	Description	Frequency	Percentage
115-135	Very High	34	28,33
93-114	High	72	60,00
71-92	Medium	10	8,34
49-70	Low	3	2,50
27-48	Very Low	1	0,83
Total		120	100

The table above shows that the majority of respondents (72 respondents (60.00%) were in the high category, followed by 34 respondents (28.33%) in the very high category. Ten respondents (8.34%) were in the moderate category. Three respondents (2.50%) were in the low category, and one respondent (0.83%) was in the very low category. These findings indicate that the majority of students studied had a fairly high level of authoritarian parenting, both in the high and very high categories. This indicates that parenting styles strongly influence students' self-confidence.

Table 3. Self-Confidence Categorization

Interval	Description	Frequency	Percentage
73-85	Very High	30	25,00
59-72	High	70	58,33
45-58	Medium	17	14,17
31-44	Low	2	1,67
17-30	Very Low	1	0,83
Total		120	100

The table above shows that the majority of respondents (70 respondents) fell into the high category, followed by 30 respondents (25.00%) in the very high category. Seventeen respondents (14.17%) fell into the moderate category. Two respondents (1.67%) fell into the low category, and one respondent (0.83%) fell into the very low category.

Table 4. Simple Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	19,613	5,569		3,522	0,001
	PA	0,419	0,046	0,646	9,182	0

The regression results indicate that the constant (α) is 19.613, meaning that the predicted self-confidence score is 19.613 when the parenting style score is zero. The regression coefficient (b) is 0.419, indicating a positive relationship between parenting style and self-confidence. In other words, for every one-unit increase in the parenting style score, the predicted self-confidence score increases by 0.419 points. This suggests that higher parenting style scores are associated with higher self-confidence.

Table 5. Determination Coefficient

Model	R	R Square	Adjusted R Square	Std. Error of Estimate
1	,646a	0,417	0,412	8,98814

Table 5 shows that the coefficient of determination (R Square) is 0.417, indicating that parenting style accounts for 41.7% of the variance in self-confidence within the study sample. The adjusted coefficient of determination (Adjusted R Square) is 0.412, indicating that the model explains approximately 41.2% of the variance in self-confidence after adjustment for the number of predictors. The remaining 58.3% of the variance based on R Square, or 58.8% based on Adjusted R Square, is associated with other factors not included in the model. These findings indicate an association between parenting style and self-confidence; however, they do not establish a causal relationship.

Table 6. T-Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	19,613	5,569		3,522	0,001
	PA	0,419	0,046	0,646	9,182	0

Based on Table 6, the t-test results indicate a statistically significant positive association between parenting style and self-confidence. The calculated t-value (9.182) is greater than the t-table value (1.980), with a significance value of $p < 0.001$, which is below the established significance level ($\alpha = 0.05$). Therefore, the hypothesis indicating a significant relationship between parenting style and self-confidence is supported. These findings are consistent with previous research by Zahara and Masitah (2023), which examined the relationship between parenting styles and the self-confidence of early childhood children at RA Tebuireng, Medan Labuhan District. Their study found that democratic parenting was significantly associated with children's self-confidence, as indicated by an F-value of 39.148, which exceeded the F-table value of 4.20, with $p < 0.001$. The R-square value of 0.583 indicated that democratic parenting accounted for 58.3% of the variance in children's self-confidence. The positive regression coefficient also suggested that higher levels of democratic parenting were associated with higher self-confidence. In contrast, authoritarian parenting was not significantly associated with children's self-confidence, as indicated by an F-value of 3.179, which was lower than the F-table value of 4.20, with $p = 0.085$. Its R-square value was 0.102, indicating that the model accounted for 10.2% of the variance in children's self-confidence. These findings highlight the importance of considering parenting style when examining self-confidence, particularly the role of democratic parenting.

Discussion

The findings of this study indicate a positive and statistically significant relationship between parenting style and students' self-confidence at the school under investigation. The Pearson correlation coefficient ($r = 0.646$) indicates a strong positive association between the two variables. This suggests that students who reported higher parenting style scores also tended to report higher levels of self-confidence. Furthermore, the coefficient of determination ($R^2 = 0.417$) indicates that parenting style accounts for 41.7% of the variance in students' self-confidence within this sample. The remaining 58.3% may be associated with other factors not included in this study, such as peer relationships, school environment, personal experiences, and individual characteristics.

However, these results should be interpreted as an association rather than evidence of a causal relationship. These findings are consistent with previous research examining the relationship between parenting styles and students' self-confidence. This study, conducted on 174 students of grade XI MIPA at SMA Negeri 2 Salatiga, showed a significant influence of parental parenting patterns on students' self-confidence (Wiguna, 2023). The results of a simple regression test showed an F-value of 21.694 with a significance of 0.000 (<0.05), which means the hypothesis is accepted. The effective contribution of parental parenting patterns to self-confidence was 11.2%, while the remaining 88.8% was influenced by other factors not studied. The majority of students' parents used a democratic parenting style (60%), followed by authoritarian (23%) and permissive (17%). From the distribution of self-confidence levels, the majority of students were in the "high" (58%) and "very high" (17%) categories, while only 1% were classified as low. Democratic parenting patterns have been shown to be more supportive of the development of students' self-confidence because they provide space for dialogue and freedom of expression, in contrast to authoritarian parenting patterns which tend to limit creativity or are too loosely permissive. Thus, this study confirms that parental involvement through appropriate parenting patterns plays an important role in building students' self-confidence at school.

A similar finding was reported by Indrimalia et al. (2020). This study, conducted on 50 eighth-grade students of MTsN Kota Bogor, found a significant positive relationship between parental parenting styles and students' self-confidence. The results of the correlation test showed a Pearson Correlation value of 0.553 with a significance of 0.000 (<0.05). This value is greater than the r table (0.2732) and is in the moderate category (0.40–0.70). This means that the better the parental parenting style applied, the higher the level of self-confidence of the students. In addition, this study confirms that the family environment, especially parental parenting styles, plays an important role in shaping students' self-confidence. Appropriate parenting styles will provide emotional support, direction, and opportunities for children to develop their potential. Conversely, inappropriate parenting styles can hinder the growth of self-confidence. Thus, the results of this study strengthen the evidence that the family, through the implementation of appropriate parenting styles, is a major factor in encouraging children to have confidence in their abilities.

This study was conducted on 311 high school students in Jakarta and found a positive and significant relationship between parenting styles and students' self-confidence (Angela, 2024). The analysis showed that maternal parenting styles had a strong correlation with self-confidence with an r value of 0.742 and a contribution of 55.2%, while paternal parenting styles showed a higher correlation with an r value of 0.811 and a contribution of 65.8%. This indicates that the better the implementation of parenting styles provided by parents, especially in the dimension of responsiveness (warmth), the higher the level of self-confidence of students. Furthermore, the analysis also revealed differences in student self-confidence based on parental status and with whom they live. Students who live with their parents have higher levels of self-confidence compared to those who live with uncles/aunts or grandparents. This study confirms that warm, supportive, and consistent parenting styles from parents play a significant role in increasing students' self-confidence, both in academic aspects, appearance, and social interactions. Thus, this study reaffirms that parental involvement is crucial for a child's psychological development, especially in terms of self-confidence.

This study was conducted to determine the effect of parenting styles on the self-confidence of eighth-grade students at MTs Negeri 2 Bandar Lampung (Olevia & Rema, 2022). The analysis results showed a positive and significant relationship between parenting styles and student self-confidence, with a correlation value of 0.517, which is in the moderate category. This means that the better the parenting style, the higher the student's self-confidence. Parenting factors make an important contribution to the development of self-confidence, although there are still other factors that also influence it. In addition, this study found that democratic parenting styles play the most role in fostering student self-confidence compared to authoritarian or permissive parenting styles. Students who receive democratic parenting styles are more courageous in expressing opinions, are able to face challenges, and have a higher motivation in learning. Conversely, authoritarian and permissive parenting styles tend to make students less confident due to excessive restrictions or lack of directed freedom. Thus, this study reaffirms that democratic parenting is an ideal parenting style for developing self-confident students.

Other studies have also examined the relationship between parenting styles and children's self-confidence in different educational settings. This study aims to determine the effect of parenting styles on the self-confidence of fifth-grade students at Rambah District Elementary School (Deshbhratar, 2017). The results of data analysis indicate a significant influence between parenting styles and students' self-confidence. Children raised with democratic parenting styles tend to have higher self-confidence compared to children raised with authoritarian or permissive parenting styles. This is evident in their courage to appear in public, express opinions, and be active in learning activities. Conversely, students who experience authoritarian or permissive parenting styles are more likely to show low self-confidence. Authoritarian parenting styles hinder children from developing initiative due to too many restrictive rules, while permissive parenting styles make children less disciplined, resulting in low self-confidence. Thus, this study emphasizes the importance of implementing democratic parenting styles that balance control and freedom, so that children can grow into confident, independent individuals who are able to adapt to social and academic environments.

This study aims to determine the effect of parenting styles on the self-confidence of fifth-grade students at SD Negeri 2 Rasan, Landak Regency (Meilani et al., 2022). The results showed a positive and significant influence between parenting styles and students' self-confidence. Children raised with democratic parenting styles tend to have higher levels of self-confidence, are brave enough to appear in front of the class, and actively participate in learning activities. Conversely, children who receive authoritarian or permissive parenting styles tend to have lower self-confidence. Authoritarian parenting styles make children less courageous in expressing opinions because they are often pressured by strict rules, while permissive parenting styles cause children to lack discipline and hesitate in making decisions. Thus, this study confirms that democratic parenting is an important factor that can encourage children to have good self-confidence in the context of elementary education.

This study shows a positive and significant influence between parenting styles and children's self-confidence (Meina, 2020). Data analysis revealed that the better the parenting style, the higher the child's self-confidence. Supportive, attentive parenting styles that provide children with a reasonable amount of freedom have been shown to boost their self-confidence in both social and academic settings. Conversely, less supportive or authoritarian parenting styles have been found to lower children's self-confidence. Children who lack affection, attention, and freedom of expression tend to lack self-confidence, are more prone to anxiety, and have difficulty interacting with others. Therefore, this study emphasizes the importance of parents' role in implementing appropriate parenting styles to optimally foster children's self-confidence.

The study by Kurniasih (2004) also found that parenting styles have a significant influence on children's self-confidence. The analysis results showed a significance value of 0.001 (<0.05) with an r^2 value of 0.88. This means that parenting styles make a very large contribution to children's self-confidence, reaching 87.79%, while the rest is influenced by other factors. This indicates that the right parenting style from parents is a dominant factor in shaping children's self-confidence. In addition, this study confirms that democratic parenting styles are more capable of fostering children's self-confidence compared to authoritarian or permissive parenting styles. Children raised with democratic parenting styles tend to be more confident, brave in expressing opinions, and have good

social skills. Conversely, children with authoritarian or permissive parenting styles are at greater risk of experiencing low self-confidence. Thus, democratic parenting is recommended as an effective parenting model to support children's psychological development, especially in the aspect of self-confidence.

It was found that parenting styles have a direct positive influence on the self-confidence of elementary school children in North Jakarta (Vega et al., 2019). The results of the path analysis showed a correlation coefficient of 0.430 with a path coefficient of 0.333, which is significant at the 0.01 level. This means that the better the parenting style provided by parents, the higher the child's self-confidence. Conversely, verbal violence was proven to have a negative effect on children's self-confidence with a correlation coefficient of -0.421 and a path coefficient of -0.319. Children who frequently experience verbal violence tend to have low self-confidence, are easily inferior, and are reluctant to interact with their surroundings. In addition, the results of the study also showed that parenting styles have a negative effect on verbal violence, with a path coefficient of -0.305. This means that the better the parenting style implemented by parents, the lower the tendency for children to experience or commit verbal violence. Overall, this study confirms that positive, affectionate, and educational parenting styles will increase children's self-confidence while reducing the potential for verbal violence that has a negative impact on children's psychological development.

Overall, the previous studies support the positive association between parenting styles and self-confidence found in the present study, although the reported correlation coefficients and contributions vary. The differences may be related to variations in participants' ages, school environments, measurement instruments, and the ways parenting styles and self-confidence were assessed. In addition, the association observed in the present study may also be related to other contextual factors, including peer relationships, support from teachers, academic experiences, and students' individual characteristics. Since these factors were not examined in the current study, they should be considered as possible alternative explanations rather than established causes. Therefore, the findings suggest that parenting style is an important factor associated with students' self-confidence, while recognizing that self-confidence may also be related to a broader range of personal and environmental factors.

Implication

Based on the research results showing a strong and significant relationship between parenting styles and student self-confidence, there are several important implications for the implementation of Guidance and Counseling services in schools, particularly at SMP Negeri 4 Tanjung Morawa. (1) The Importance of Collaboration between Guidance and Counseling Teachers and Parents. Guidance and Counseling teachers can facilitate classical guidance activities or provide counseling to parents regarding the importance of supportive parenting styles, particularly authoritative (democratic) parenting styles, in fostering student self-confidence. This can be done through parenting sessions, parent-teacher meetings, or personal consultations. For example, schools can organize a parent discussion session in which parents are invited to share their experiences and discuss practical ways to provide emotional support, listen to their children's opinions, and give them opportunities to express themselves; (2) Development of Guidance and Counseling Service Programs Focused on Self-Confidence. Recognizing that student self-confidence is associated with parenting styles, Guidance and Counseling teachers can develop personal and social guidance service programs to help students with low self-confidence, using counseling strategies based on positive reinforcement, self-acceptance, and social courage training. One practical activity that can be implemented is a classroom confidence-building program through group discussions, self-expression activities, and opportunities for students to express their opinions in front of their classmates; (3) Early Detection and Intervention for Students with Unsupportive Parenting Styles. Guidance and Counseling teachers can use assessment instruments to identify students who experience parenting patterns that may be less supportive of self-confidence development, including authoritarian or permissive parenting patterns. Furthermore, individual or group counseling approaches can be implemented in a preventive and developmental manner.

This study focused solely on the relationship between parenting styles and self-confidence. However, self-confidence is associated with many other factors (e.g., family support, the social environment at school, economic conditions, etc.) that were not examined in depth in this study. This resulted in 58.3% of the variation in self-confidence not being explained by the parenting style variable alone. The proposed Guidance and Counseling activities are recommendations based on the findings of this study and were not implemented or evaluated as interventions within the research.

4. CONCLUSION

This study concludes that parenting-style scores positively and significantly predict students' self-confidence at SMP Negeri 4 Tanjung Morawa, supporting the hypothesized influence within the regression model. The findings highlight the relevance of family parenting experiences in understanding students' confidence in their abilities. School counselors may consider these findings when developing guidance programs and collaborating with parents to support students' self-confidence. Activities that encourage students to express their opinions, recognize their strengths, and develop independence may be considered, although their effectiveness was not examined in this study. Given the non-experimental design, the findings do not establish causation. Further research involving more diverse participants and separate analyses of parenting-style dimensions is needed to clarify their contributions to students' self-confidence.

5. ETHICAL APPROVAL

This study was conducted with permission from SMP Negeri 4 Tanjung Morawa under letter number 00161/SK.SMPN4/VI/2026. Informed consent was obtained from the participants' students prior to data collection. Participation was voluntary, and students were informed that they could decline participation or withdraw without any academic consequences. Participants' identities and responses were kept confidential, and the data were used solely for research purposes.

6. DATA AVAILABILITY STATEMENT

The data supporting the findings of this study are available from the corresponding author upon reasonable request.

7. FUNDING

This research received no specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

8. CONFLICT OF INTERESTS

The authors declare that they have no conflict of interests.

9. AUTHOR CONTRIBUTIONS

Khairul Umri: conceptualization, methodology, data analysis, and writing original draft. Suciati Khaliza Qawakib: investigation, data collection, and writing review and editing. Muhammad Yudi Setiawan: supervision, validation, and final approval of the manuscript. H. Aisyah Hasibuan: data analysis, and writing original draft. Sinta Nurfadillah: methodology, data analysis, and writing original draft

10. SUPPLEMENTARY MATERIAL

No supplementary material is associated with this article.

11. DECLARATION ABOUT THE USE OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES IN THE WRITING PROCESS

During the preparation of this manuscript, the authors used ChatGPT to assist with language improvement, grammar checking, and translation.

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