



THE RELATIONSHIP OF PHYSICAL SELF-CONCEPT AND PARENT SUPPORT WITH THE CONFIDENCE OF JUNIOR HIGH SCHOOL STUDENTS

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Abstract

This research is motivated by a phenomenon that occurs in the UNP Laboratory Development Junior High School, namely the low self-confidence of students. Physical self-concept and parental support are factors that affect students' self-confidence. This study aims to analyze (1) physical self-concept, (2) parental support, (3) self-confidence, (4) the relationship between physical self-concept and student self-confidence, (5) the relationship between parental support and student self-confidence and (6) the relationship between physical self-concept and parental support with student self-confidence. The research method used is quantitative. This type of research is descriptive correlational. The sample of this research was 163 students. Sampling using the Slovin formula and sampling using proportional random sampling technique. The research instrument is a questionnaire with Likert Scale measurements, the data were analyzed by correlational descriptive statistics with the help of SPSS version 20.00. The results showed that (1) the students' physical self-concepts were in the high category, (2) the student's parental support was in the high category, (3) the students' self-confidence was in the high category, (4) there was a positive relationship and significant relationship between physical self-concept and students' self-confidence, (5) there is a positive and significant relationship between parental support and student self-confidence, and (6) there is a positive and significant relationship between physical self-concept and parental support and student self-confidence. So, it can be concluded that there is a positive and significant relationship between physical self-concept and parental support with student self-confidence.

Keywords: Physical Self-Concept, Parental Support and Confidence.

1. INTRODUCTION

Adolescence comes from Latin adolescence which means to grow or grow to reach maturity. Primitive nations and ancient people view puberty and adolescence as no different from other periods in the life span (Ali & Asrori, 2014). Santrock (2007) distinguishes adolescence into early and late periods. Early adolescence lasts more or less from junior high school to late high school and the biggest changes in puberty occur at this time. Late adolescence occurs more or less in the middle of the second decade of life. In late adolescence career interests, courtship and identity exploration are often more prominent than in early adolescence.

In addition, Santrock (2007) explains that adolescence begins around the age of 10 to 13 years and ends at around the age of 18 to 22 years. Individuals who are classified as late teens tend to be in an unstable and emotional state because they experience many rapid changes. Adolescence is a period of developmental transition between childhood and adulthood, which involves biological, cognitive and socio-emotional changes.

Teenagers in general have a high curiosity so they often want to experiment, fantasize and feel restless, and dare to contradict themselves if they feel underestimated or not considered (Ali & Asrori, 2014). During adolescence, various changes occur, both hormonal, physical, psychological and social changes. This is relevant to the opinion of Santrock (2007) that during adolescence there is a developmental transition process that involves changes within the individual, such as biological, socio-emotional, and cognitive changes. In general, the influence of puberty occurs at

THE RELATIONSHIP OF PHYSICAL SELF-CONCEPT AND PARENT SUPPORT WITH THE CONFIDENCE OF JUNIOR HIGH SCHOOL STUDENTS

Suci Mutia Lukman, A Muri Yusuf, Yarmis Syukur, Nurfarhanah

this age of adolescence. Teenagers referred to in this study are students who are in junior high school.

Hurlock (1980) explains the influence of puberty, namely the occurrence of various changes experienced by both female and male students. Changes that occur in students result in attitudes and behavior. Hurlock (1980) explains that one of the consequences of this change is the loss of self-confidence. Students who are initially very confident in themselves become less confident and afraid of failure because their physical endurance decreases and because of constant criticism from their parents and friends.

Many students experience changes after puberty, namely having feelings of inferiority (Hurlock, 1980). Self-confidence can simply be said to be a student's belief in all aspects of his strengths and that belief makes him feel capable of achieving various goals in his life. In line with that, Ghufon & Risnawita (2010) stated that self-confidence is one aspect of personality in the form of belief in students' abilities so that they are not influenced by others and can act according to their will, happy, optimistic, quite tolerant and responsible.

Fatimah (2010) suggests that self-confidence is an individual's positive attitude that enables him to develop a positive assessment, both towards himself and the environment/situation he faces. According to Ghufon & Risnawita (2010) self-confidence is the belief that a person is able to cope with a problem in the best situation and can provide something pleasant for others.

Ideally the self-confidence that students have should be good. According to Hidayat & Bashori (2016) individuals who have good self-confidence will have high confidence in their own abilities, are able to face things optimistically and can think rationally. Individuals who have good self-confidence will look calm, have no fear and are able to show their confidence at all times (Ghufon & Risnawita, 2010).

Based on the results of research conducted by Emria (2018), 78% of students have moderate self-confidence. In line with that, research conducted by Ifdil (2017) explains that there are students who have self-confidence in the low (27%) and very low (3%). Then the results of research conducted by Syaipul (2018) found that students' self-confidence, namely 8 people (15.38%) were in the less category, 39 people (75%) were in the sufficient category. Thus, it can be concluded that there are still students who have self-confidence in the low category.

The low self-confidence in students is caused by several factors. Ghufon & Risnawita (2010) explain the factors that influence self-confidence including: 1) physical self-concept, 2) self-esteem, 3) experience, and 4) education. According to Santrock (2007) the factors that influence self-confidence are (1) physical appearance, (2) physical self-concept, (3) parental support, and (4) peer relationships.

Of the several factors above, self-confidence is determined by several factors, some of which are physical self-concept and parental support. These two factors are things that greatly affect students' self-confidence (Santrock, 2007). The first factor is the physical self-concept. The formation of self-confidence in students begins with the development of physical self-concepts obtained in their association in a group. The results of the interactions that occur will produce self-concepts, especially physical self-concepts. Physical self-concept is defined as a student's description of the physical self which is a combination of physical beliefs achieved. Physical self-concept is one aspect that is quite important for individuals to behave (Ghufon & Risnawita, 2010).

A number of studies have found that physical appearance is a very influential contributor to students' self-confidence (Santrock, 2007). Students' self-concept related to physical attraction is the strongest factor for predicting students' overall self-confidence.

Based on the data from the General AUM processing for UNP Laboratory Development Junior High School students in 2021/2022 for 25 students, the data is obtained in the following graph.

Class/Group Identity : UNP Laboratory Development Middle School

Number of participants : 32 Students



Number of Respondents : 25 Students

BASIC DATA OF PROBLEMS EXPERIENCED BY THE GROUP

1. Graph of Problems in Each Field

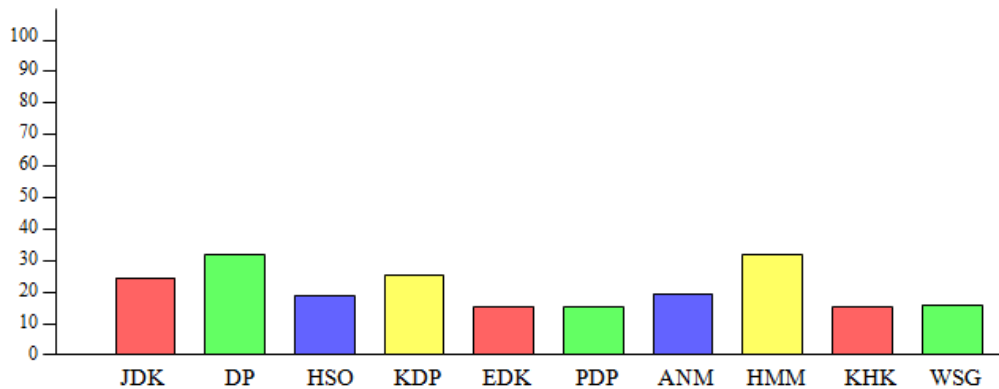


Figure 1. Graph of General AUM results of Physical Self-Concept

Based on the data above, it can be seen that there are problems experienced by students in the field of physical and health (JDK) (physical self-concept) with a percentage of 24.33%. This shows that there are students who have low physical self-concepts, causing low self-confidence of students. Based on these data, it can be concluded that one of the factors that influence the formation of negative student self-confidence is the low physical self-concept of students. This is caused by the students' lack of confidence in their physical self which is a combination of the physical beliefs they have achieved. Physical self-concept is one aspect that is quite important for individuals to behave (Ghufron & Risnawita, 2010).

The next factor that affects students' self-confidence is parental support. According to Santrock (2007), child development is oriented towards the environment, including the family environment. According to Sarwono (2011) the most intensive and earliest human relationship is the family as the primary environment. Yusuf (2009) revealed that through the care and treatment given by parents to children, they can meet basic needs, both physical-biological and socio-psychological. Effective and intimate relationships within the family will enable children to develop self-confidence. In the family, parental support has an important role in the development of children, especially self-confidence. According to Ayuni (2015) parents have a very important role in guiding and nurturing their children. That is, parental support is very important for a student, especially in growing his confidence. Relationships with parents can affect children's development, especially in the development of children's self-confidence. Parental relationships have an essential role or function in the formation of the child's personality and physical (Yarmis, Neviyarni & Suhartiwi, 2019). This is in line with the opinion of Santrock (2007) that the relationship between children and parents will determine the success of students to adapt to the world, including in developing their self-confidence. This means, parents have an important role in the development of students through how parents can provide support to children in order to foster good self-confidence.

The family is the smallest group in society and from the family certain individuals will be created who will blend into society. The family environment is often referred to as an informal educational environment that affects various aspects of student development. This takes place through words and commands given directly to show what students should show or do. Parents act or act as a benchmark and as an example to be imitated and what is imitated and permeated in him, so that it becomes part of the habit in behaving and behaving. Parents are the most important factor

THE RELATIONSHIP OF PHYSICAL SELF-CONCEPT AND PARENT SUPPORT WITH THE CONFIDENCE OF JUNIOR HIGH SCHOOL STUDENTS

Suci Mutia Lukman, A Muri Yusuf, Yarmis Syukur, Nurfarhanah

in instilling personality and also determining the style and picture of students' personalities when they are adults.

The phenomenon that often occurs is the discontinuity between the opinions of parents and students, thus making it difficult for students to develop their self-confidence optimally. In addition, the lack of parental attention in guiding students in developing their self-confidence.

The above phenomenon is in line with the results of the General AUM processing for UNP Laboratory Development Junior High School students in 2021/2022 for 25 students, the data is obtained in the following graph.

Class/Group Identity : UNP Laboratory Development Middle School
 Number of participants : 32 Students
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BASIC DATA OF PROBLEMS EXPERIENCED BY THE GROUP

2. Graph of Problems in Each Field

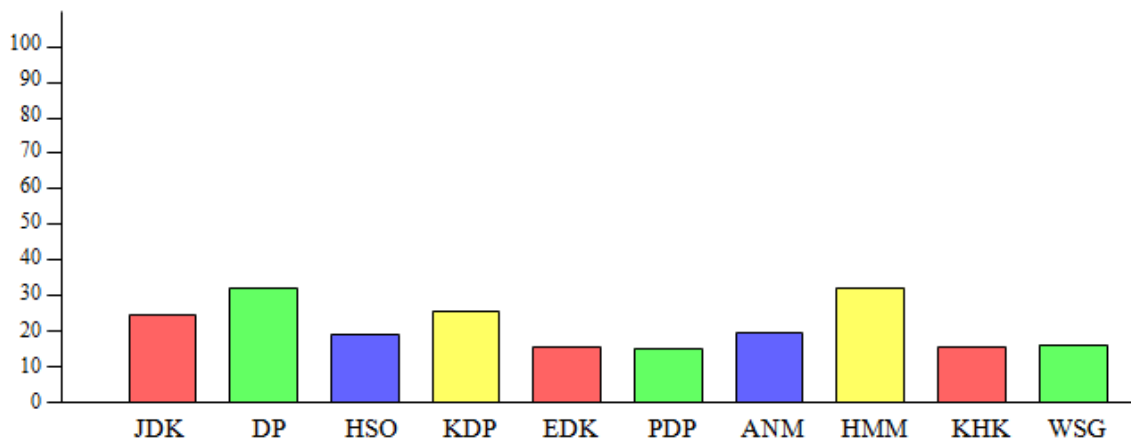


Figure 2. Graph of AUM General Parental Support hasil

Based on the graph above, it can be seen that there are problems experienced by students in the field of conditions and relationships in the family (parental support) with a percentage of 15.47%. This shows that there are students who have low parental support, causing low self-confidence of students. Based on these data, it can be concluded that one of the factors that influence the formation of negative student self-confidence is the low level of parental support. This is due to the busyness of parents with their work so that students are neglected. Sarafino & Smith (2011) argue that parental support is a pleasure, attention or help that students receive from individuals in their group (family).

Parental support is a factor that influences students' self-confidence, both positive and negative. Parental support in increasing self-confidence is very influential because in general students are still dependent on both parents, both moral and material support.

2. IMPLEMENTATION METHOD

This study uses a quantitative approach with a descriptive correlational type. The population in this study was 274 students, using the Slovin formula to 163 students, sampling using Proportional Random Sampling. The research instrument used a questionnaire with Likert Scale measurements, the data were analyzed using the requirements analysis test for normality, linearity and multicollinearity tests, then hypothesis testing was carried out with the help of SPSS version 20.00.



3. RESULTS AND DISCUSSION

The results of the study are in the form of data analysis that will answer the hypotheses in this study and continue with the results of the analysis requirements and discussion of research results.

A. Data Description

The description of the data in this study includes a description of the physical self-concept data, parental support and student self-confidence. The following is a description of the research data.

1. Physical Self-Concept

Table 1. Distribution of Frequency and Percentage of Physical Self-Concept (X1) (n=163)

Category	interval	Frequency (F)	Percentage (%)
Very High (ST)	106	0	0
Height (T)	86-105	99	61
Medium (S)	66-85	62	38
Low (R)	46-65	2	1
Very Low (SR)	45	0	0
Total		163	100

Based on the table above, it can be seen that from the total sample of 163 students, most of their physical self-concepts are in the High category (T) with a total frequency of 99 students or can be represented by 61%. This is followed by the medium category (S) with a total frequency of 62 students or 38%, then in the low category (R) the number of frequencies is 2 students which can be represented with a value of 1%, then in the very high category (ST) and very low (SR) obtained zero frequency or zero value from all respondents.

2. Parental Support

Based on the results of data collection and processing through parental support instruments from the total sample (respondents) totaling 163 people in this study can be seen in the following table.

Table 2. Distribution of Frequency and Percentage of Parental Support (X2) (n=163)

Category	interval	Frequency (F)	Percentage (%)
Very High (ST)	75	22	13
Height (T)	61-74	103	63
Medium (S)	47-60	37	23
Low (R)	33-46	1	1
Very Low (SR)	32	0	0
Total		163	100

Based on the table above, it can be seen that from the total sample of 163 students, most of the parental support of students is in the High category (T), the total frequency is 103 students with a percentage of 63%. Then followed by the medium category (S), the total frequency was 37 students with a percentage of 23%, then in the very high category (ST) the total frequency was 22 students with a percentage of 13%, then in the low category (R) the frequency was 1 student with a percentage of 1 %, while for the very low category (SR) the frequency is zero or zero from all respondents.

3. Confidence

THE RELATIONSHIP OF PHYSICAL SELF-CONCEPT AND PARENT SUPPORT WITH THE CONFIDENCE OF JUNIOR HIGH SCHOOL STUDENTS

Suci Mutia Lukman, A Muri Yusuf, Yarmis Syukur, Nurfarhanah

Based on the results of data collection and processing through self-confidence instruments from the total sample (respondents) totaling 163 people in this study can be seen in the following table.

Table 3. Distribution of Frequency and Percentage of Confidence (Y) (n=163)

Category	interval	Frequency (F)	Percentage (%)
Very High (ST)	127	16	10
Height (T)	103-126	93	57
Medium (S)	79-102	51	31
Low (R)	55-78	3	2
Very Low (SR)	54	0	0
Total		163	100

Based on the table above, it can be seen that from the total sample of 163 students, most of the students' self-confidence was in the high category (T). The total frequency was 93 students with a percentage of 57%. Furthermore, in the medium category (S) obtained a frequency of 51 students with a percentage of 31%, then in the very high category (ST) a frequency of 16 students with a percentage of 10% was obtained, then in the low category (R) a frequency of 3 students was obtained with a percentage of 2%, while for the very low category (SR) the frequency is zero or zero (0) from all respondents.

B. Test Requirements Analysis

Test requirements analysis needs to be carried out on research data in order to be considered in selecting and determining the types of data analysis techniques that exist in this study. Therefore, the requirements analysis tests carried out on this research data are normality test, linearity test and multicollinearity test.

1. Normality test

The data normality test was carried out to find out if the data came from a population that was normally distributed or was in a normal distribution. There are several ways that can be done to test the normality of the data (Widiyanto, 2013). In this study, the normality test was carried out using the Kolmogorov-Smirnov test, which was done by comparing the Asymp coefficients. Sig. or P-value with a significance level of 0.05.

If Asymp.Sig. or P-value of 0.05 (significance level) then the data comes from a normally distributed population. On the other hand, if Asymp. Sig. or P-value < 0.05 (significance level), then the data comes from a population that is not normally distributed. The results of the calculation of the three variables using SPSS version 20 are presented in the following table.

Table 4. Results of Normality Test of Physical Self-Concept (X1), Parental Support (X2) and Self-Confidence (Y) (n=163)

Variable	asymp. Sig.	Significance	Information
X1	0.590	0.05	Normal
X2	0.898		Normal
Y	0.944		Normal

The results of the normality test calculation in the table above, the three variables have an Asymp score. Sig. greater than the predetermined significance of 0.05. So, the three data data are normally distributed. It means that one of the requirements for conducting correlation analysis has been fulfilled.

2. Linearity Test



The linearity test aims to determine whether there is a linear relationship between variables. The linearity test in this study uses the regression/multiple regression line equation. If $R_{count} > R_{table}$ at the significance level = 0.05, it can be said to be linear (Yusuf, 2014). The results of the linearity test of the data can be seen in the following table.

Table 5. Results of Linearity Test of Physical Self-Concept (X1), Parental Support (X2) and Self-Confidence (Y) (n=163)

No	Variable	Rcount	Rtable	Significance	Information
1.	X1 Y	36,797	0.148	0.000	linear
2.	X2 Y	193.667		0.000	linear

3. Multicollinearity Test

The multicollinearity test in this study was carried out by looking at the value of the Variance Inflation Factor (VIF) for each predictor, to be free from multicollinearity symptoms, the VIF value was below 10 (Widiyanto, 2013). In this case, the calculation uses the help of the SPSS 20.00 program. The calculation results can be seen in the following table.

Table 6. Multicollinearity Test Results of Physical Self-Concept (X1), Parental Support (X2) and Self-Confidence (Y) (n=163)

Variable	Tolerance	VIF	Information
(Constant)			There is no multicollinearity
X1	0.927	1.079	
X2	0.927	1.079	

C. Hypothesis test

Based on the analysis requirements test that has been carried out, it turns out that all scores of each research variable meet the requirements for further statistical testing, so the next step is to test the hypothesis. Hypothesis testing was conducted to test the three research hypotheses using simple correlation and multiple correlation.

1. First Hypothesis

The first hypothesis tested in this study is stated in the form of a sentence: there is a significant relationship between physical self-concept and students' self-confidence. To prove the hypothesis above, it was done by using a simple correlation analysis between the physical self-concept and students' self-confidence which resulted in a correlation coefficient. As can be seen in the following table.

Table 7. Results of Simple Correlation Analysis of Physical Self-Concept (X1) with Self-Confidence (Y) (n=163)

Variable	Pearson Correlation(rcount)	rtable	Sig. (2-tailed)
X1-Y	0.431	0.148	0.000

Based on the results of the analysis in the table above, it shows that the Pearson Correlation (rcount) value is $0.431 > 0.148$ (rtable). This means that the physical self-concept has a significant and positive relationship with students' self-confidence. This can also be seen from the value of Sig. (2-tailed) of $0.000 < 0.05$ (α). Can be seen in Sig. (2-tailed) 0.000 is smaller than the specified significance level of 0.05. In other words, it can be concluded that the first hypothesis is accepted, that is, there is a significant relationship between physical self-concept and students' self-confidence.

2. Second Hypothesis

The second hypothesis tested in this study is stated in the form of a sentence: there is a significant relationship between parental support and student self-confidence. To prove the hypothesis above, it was carried out using a simple correlation analysis between parental support

THE RELATIONSHIP OF PHYSICAL SELF-CONCEPT AND PARENTAL SUPPORT WITH THE CONFIDENCE OF JUNIOR HIGH SCHOOL STUDENTS

Suci Mutia Lukman, A Muri Yusuf, Yarmis Syukur, Nurfarhanah

and student self-confidence which resulted in a correlation coefficient. As can be seen in the following table.

Table 8. Results of Simple Correlation Analysis of Parental Support (X2) with Student Confidence (Y) (n=163)

Variable	Pearson Correlation (rcount)	rtable	Sig. (2-tailed)
X2 - Y	0.739	0.148	0.000

The results of the analysis of the table above show that the correlation value (rcount) of parental support with student self-confidence is $0.739 > 0.148$ (rtable), this means that there is a significant and positive relationship between parental support and student self-confidence. This is also evidenced by the value of Sig. (2-tailed) of $0.000 < 0.05$ (α). Can be seen in Sig. (2-tailed) 0.000 is smaller than the specified significance level of 0.05. So, it can be concluded that the second hypothesis is accepted, namely that there is a significant relationship between parental support and trust.

3. Third Hypothesis

The third hypothesis tested in this study is stated in the form of a sentence: there is a significant relationship between physical self-concept and parental support with self-confidence. To prove the hypothesis above, it was done by using multiple correlation analysis between physical self-concept and parental support and student self-confidence which resulted in a correlation coefficient. As can be seen in the following table.

Table 9. Results of Multiple Correlation Analysis between Physical Self-Concept (X1) and Parental Support (X2) and Self-Confidence (Y) (n=163)

Variable	Rcount	Rtable	R Square	Sig. Change
X1 X2 - Y	0.777	0.148	0.604	0.000

Based on the analysis of the table above, it was found that the double correlation coefficient between physical self-concept and parental support with student self-confidence was 0.777 and the contribution value of physical self-concept and parental support to student self-confidence was 60.4%. This means that there is a significant relationship between physical self-concept and parental support with students' self-confidence. For more details, can be seen in the following table. Furthermore, to find out whether there is a significant positive relationship or not, it can be seen from the multiple regression equation as contained in the following table.

Table 10. Coefficient Results of Multiple Regression Equations between Physical Self-Concept (X1) and Parental Support (X2) with Self-Confidence (Y) (n=163)

Variable	Unstandardized Coefficient B	T	Sig.
(Constant)	-14,679	-1,668	0.097
Physical Self-Concept (X1)	0.438	4,834	0.000
Parental Support (X2)	1,286	12,992	0.000

Based on the results of the regression analysis in the table above, the regression equation is described as follows.

$$= a + b1X1 + b2X2 = -14,679 + 0.438X1 + 1,286X2$$

The equation model contains the following meanings.

- a) The value of constant (a) is -14,679, meaning that if the physical self-concept and parental support are 0, then self-confidence is -14,679.
- b) The regression coefficient value of physical self-concept (b1) is positive, meaning that every increase in physical self-concept by 1 will increase self-confidence by 0.438 with the assumption that other variables are fixed.



- c) The regression coefficient value of parental support (b_2) is positive. This means that every increase in parental support by 1 will increase self-confidence by 0.996 with the assumption that other variables have a fixed value.

Based on the results of testing the hypothesis above, it can be concluded that the results of the study in the form of pictures of the relationship between physical self-concept and parental support with students' self-confidence are as follows.

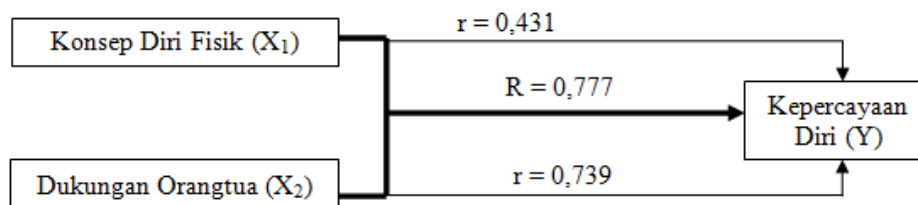


Figure 3. Relationship of Physical Self-Concept (X1) and Parental Support (X2) with Self-Confidence (Y)

The picture above shows the direction of physical self-concept and parental support with different student self-confidence. The parental support variable contributed more to self-confidence than the physical self-concept variable, but together the two variables gave a significant positive relationship with self-confidence. Based on this explanation, it can be interpreted that the level of self-confidence is determined by the high and low of each variable of physical self-concept and parental support. Therefore, to increase the self-confidence of students of SMP UNP Padang Laboratory Development, it is necessary to have a high physical self-concept and parental support.

4. CONCLUSION

Based on statistical analysis and hypothesis testing on the results of the study, the following conclusions were obtained.

1. The students' physical self-concept is in the high category. This means that students are able to think positively and have good beliefs about their own physical appearance.
2. Student's parental support is in the high category. This means that students have received support from their parents, where students haveable to become more independent and confident in themselves due to the support of their parents.
3. Students' self-confidence is in the high category. This means that students already have high self-confidence, students are able to be positive about themselves and their abilities.
4. There is a positive and significant relationship between physical self-concept and students' self-confidence. That is, the high and low self-confidence of students can be explained by the students' physical self-concept. It can be concluded that the higher the physical self-concept, the higher the self-confidence.
5. There is a positive and significant relationship between parental support and student self-confidence. That is, the high and low self-confidence of students can be explained by parental support. It can be concluded that the higher the parental support, the more self-confidence will increase.

There is a positive and significant relationship between physical self-concept and parental support with students' self-confidence. That is, the high and low self-confidence of students is influenced by physical self-concept and parental support. Thus, it can be explained that the higher the physical self-concept and parental support, the higher the student's self-confidence.

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THE RELATIONSHIP OF PHYSICAL SELF-CONCEPT AND PARENT SUPPORT WITH THE CONFIDENCE OF JUNIOR HIGH SCHOOL STUDENTS

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