Why Does Parenting Style Matter on Student's Confidence at Buddhist Sunday School?

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ABSTRACT

Research with approach quantitative this study aims to investigate the effect of parenting style on the self-confidence of Buddhist Sunday School students at Amurwa Bumi Graha—pattern fostering can role important in forming confidence in self-individual, incl in the context of student self-confidence. Data were collected from 108 respondents using relevant instruments. Regression analysis was conducted to see the relationship between the independent variable, parenting style, and the dependent variable, student self-confidence. The test results show that the regression model has good quality, with a coefficient of determination (R Square) of 0.916. The results of the coefficient test show that parenting style has a significant and positive influence on students' self-confidence. In conclusion, this study supports the hypothesis that parenting style influences the self-confidence of Buddhist Sunday School students.

Introduction

Parents' role in adolescents' growth and development is significant (Maya et al., 2018)—the importance of parents providing proper support and praise to children. Parents who give honest and motivating credit will increase the child's self-confidence. *Sutta Manggala* defined that Parenting style affects children's welfare (Dabawala et al., 2016: 1). Parents provide direction and guidance to their children. Parents who can give good recommendations and freedom of responsibility will help children develop self-confidence in the *Sigalovada Sutta*. Highlights the importance of effective communication between parents and children. Parents who listen with empathy, provide understanding, and understand the needs and desires of children, will help increase the child's self-confidence in Sutta Samacitta. Emphasizes the importance of good role models for parents. Parents who exemplify attitude, courage, and perseverance will inspire their children to develop self-confidence. *Sutta Kalyana Mitta* mentioned that positive parenting includes providing support, honest praise, good direction, effective communication, and setting a good

example. All this will contribute to increasing student self-confidence. Self-confidence is the degree to which people believe in their skills and believe they are worth achieving. Parents' expectations are expected and requested by their children, following the thoughts and wishes of development, social relationships, and achieving goals. People with solid self-confidence tend to be more willing to take risks, face challenges better, and have a positive attitude in everyday life.

Literature Reviews
Parenting Style
Parenting style is a result of the equilibrium of the mother and father's investment in instilling marketable competencies in children (Cobb-Clark, 2018: 2), and parental style describes how children understand parental socialization practices, which include how to respond to wishes (responsiveness) and how to use a control (demandingness) (Charalampous et al., 2018: 110). A basic understanding that can be interpreted from the opinion of some experts is that parenting style is a balanced result of the investment of mothers and fathers in instilling marketable skills in children, and parenting style reflects how children respond to their desires and control their needs, both at home and outside of the house, and do good behavior at home (A.III.78:96). Aspects of parenting style based on the opinion of (Candra & Sofia, 2017; Damayanti et al., 2020; Humaini & Safitri, 2021; Mulyati, 2021; Sukarman, 2015; Supriatna & Karjiyati, 2021; Umboh et al., 2019) namely authoritarian parenting, democratic parenting, Permissive parenting.

Confidence
Self-confidence is a mindset or belief in one's talents that allows one to act without feeling nervous and free to pursue one's interests (Saputri, 2018: 52). Positive idea that a person has in his abilities, worth, and potential. It involves believing we can face challenges, overcome obstacles, and achieve desired goals. Self-confidence is necessary because it affects a person's motivation, performance, and happiness. Aspects of self-confidence include belief in one's abilities, optimism, objective, responsibility, and rational or realistic (Saputri, 2018:52). One of the personal characteristics that motivate the personality that encourages students to succeed is self-confidence, which is formed through the learning process of students in their interactions with the environment. Confidence is one of the personality traits that help students succeed in the learning process of students in their interactions with the environment (Tanjung & Amelia, 2017). Confidence in the Buddhist approach places more emphasis on an inner condition that is not filled with anxiety and, worries, doubt, then it will be free from feelings of tension, with a calm mind purifying the mind from stress and fear and doubt, living as if it has been freed from mental turmoil and his mind is in goodness (D.iii.49). The state of no restlessness (S.v.420). The Buddha thought one could eliminate the accompanying anxiety and worry by remaining calm—stress, worry, and doubt cause a lack of confidence.

Method
The research approach uses quantitative descriptions to describe parenting patterns for the self-confidence of Amurwa Bumi Graha Buddhist Sunday School Students. Quantitative descriptive research describes the current situation in depth, broadly, and systematically to get answers to information about certain phenomena. The research was conducted in March - April 2023 with 1 48 students as school objects Amurwa Buddhist Week Earth House. The research object is part of a group of population objects. The research sample is based on the Slovin formula $n=N/(1+Ne^2)$ with a 5% margin of error, namely n = 1 48 / (1 + (1 48 x(0.05)^2) = 108 student . Several students take sample in each semester. Researchers gave questionnaires to respondents who used the Likert scale model to collect information. The participants were asked questions and provided answers to measure their opinions about

the topics discussed. Questionnaire item answers were rated 5,4,3,2 and 1, with each category strongly agree, agree, disagree, disagree, and strongly disagree.

To see the accuracy of the questionnaire, a validity test was carried out in stages for each variable: parenting style and beliefs of self. The results showed that all items had a validity level of 100%, with a sig value <0.05 and r count > r table. The validity test aims to evaluate the items accurately. The validity test uses correlation analysis to determine the validity of the statement items referring to a significance of 0.05.

Table 1. Pattern foster parents

Case Processing Summary			
		N	%
Cases	Valid	30	100.0
	Excluded [a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.
(Source: SPSS 26.00 Data Processing Results)

Table 2. Trust self

Case Processing Summary			
		N	%
Cases	Valid	30	100.0
	Excluded [a]	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.
(Source: SPSS 26.00 Data Processing Results)

Furthermore, reliability test for parenting style and self-confidence, each student showed 0.810 for variable (X) and 0.799 for the variable (Y), declared reliable if ≥ 0.70, then the primary data is communicated reliably.

Table 3. Pattern foster parents

Reliability Statistics	
Cronbach's Alpha	N of Items
.810	10

(Source: SPSS 26.00 Data Processing Results)

Table 4. Trust self

Reliability Statistics	
Cronbach's Alpha	N of Items
.799	9

(Source: SPSS 26.00 Data Processing Results)

Repeated reliability tests determine the consistency and stability of the questionnaire and have results that are consistent or relatively the same (Yusuf, 2017: 242). Reliability test on instruments with multiple answers using the Cronbach alpha formula for values ≥ 0.7 as a reliable statement item (Yusup, 2018:22).

Findings
Test Normality

Table 5. Descriptive Statistics

		N	Mean	Std.Deviation	Minimum	Maximum
			Descriptive Statistics			
Variabel		60	34.3000	5.49052	25.00	49.00
Kategori		60	1.5000	.50422	1.00	2.00

(Source: SPSS 26.00 Data Processing Results)

The analysis of the results of the descriptive test is as follows:

Variables: The variable being measured has 60 observations. These variables' mean (Mean) is 34.3000, with a standard deviation (Std. Deviation) of 5.49052. The variable's minimum value (Minimum) is 25.00, while the maximum value (Maximum) is 49.00. This information provides an overview of the concentration and distribution of data in the measured variable. In this case, the variable mean is about 34.3000, with a variation of approximately 5.49052. Category: A categorical variable has 60 observations. The average category value is 1.5000, with a standard deviation of 0.50422. The minimum value for the category is 1.00, while the maximum value is 2.00. This indicates that the categorical variable has two possible categories: a mean of about 1.5000 and a variation of about 0.50422.

This descriptive analysis provides an overview of the data's concentration, distribution, and general characteristics measured in the variables and categories analyzed. This can assist in further understanding and interpretation of the available data.

Table 6. Kolomogorov -Smirnov Test
One-sample Kolmogorov-smirnov Test

		Variable	Kategori
N		60	60
Normal Parameters[a,b]	Mean	34.3000	1.5000
	Std.Deviation	5.49052	.50422
Most Extreme Differences	Absolute	.112	.339
	Positive	.112	.339
	Negative	-.058	-.339
Test Statistic		.112	.339
Asymp. Sig.(2-tailed)		.0557[0]	.000[0]

a. Test Distribution Is Normal
b. Calculated From Data
c. Liliefors Significance Correction

(Source: SPSS 26.00 Data Processing Results)

The results of the One-Sample Kolmogorov-Smirnov Test shown in the table above provide information about the suitability of the data distribution with a normal distribution. The following is an analysis of the test results: Test Statistics: The value of the Test Statistics is 0.112 for the "Variable" variable and 0.339 for the "categorical" variable. This value measures the distance or difference between the observed data distribution and the expected normal distribution. The smaller the Test Statistics value, the closer the data distribution is to the normal distribution.

Asymp. Sig. (2-tailed): Asymp. Sig. is 0.057 for the "Variable" variable and 0.000 for the "categorical" variable. This value indicates the significance level (p-value) in testing whether the data distribution significantly differs from the expected normal distribution. If the p-value is less than the specified significance level (usually 0.05), it can be concluded that the data distribution is significantly different from the normal distribution. In this case, for the "Variable" variable, the Asymp. Sig. (2-tailed) is 0.057, which is greater than the 0.05 significance level. Therefore, there is insufficient evidence to conclude that the data distribution significantly differs from the normal distribution. However, for the "category" variable, the Asymp. Sig. (2-tailed) is 0.000, which is much smaller than the 0.05 significance level. This shows that the significant category data distribution differs from the expected normal distribution. The results of this test are based on the assumptions and limitations of the Kolmogorov-Smirnov test, and the results need to be considered in the context of the specific data and the intended purpose of the analysis.

Test Simple Linear Regression

Table 7. Test Simple Linear Regression
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of The Estimate
1	.957a	.916	.915	1.31479

a. Predictors:(constant), Parenting Style
(Source: SPSS 26.00 Data Processing Results)

The descriptive analysis of the SPSS test results above shows that the regression model has a coefficient of determination (R Square) of 0.916, which means that around 91.6% of the variation in the dependent variable can be explained by the independent variables used in the model. The model also has an Adjusted R-Square of 0.915, which considers the number of predictors in the model. In addition, the R-Value presented is 0.957a, which indicates a strong relationship between the independent variable (Parent upbringing) and the dependent variable tested. The Standard Error of the Estimate is 1.31479, which shows how close the observed data points are to the regression line generated by the model. In the context of descriptive analysis, this is a summary of the results of the SPSS test, which shows the quality and suitability of the regression model used in the study.

Table 8. Coefficients
Coefficientsa

Model	Unstandadized B	Coefficients Std.Error	Standardized Coefficients Beta	t	Sig.
1 (constant)	2.120	1.132		1.872	.064
Pola asuh orang tu	.910	.027	.957	34.040	.000

a. Dependent variable: Kepercayaan diri
(Source: SPSS 26.00 Data Processing Results)

The results of the coefficient tests (Coefficients) in the table above provide information about the relative contribution of each independent variable (parenting style) to the dependent variable (self-confidence). The following is an analysis of the test results: Constant: The coefficient for the constant is 2.120. This shows that when the independent variable (Parenting) is zero, the estimated confidence value will be 2.120. Parenting style: The coefficient for Parenting style is 0.910. This coefficient indicates that each one-unit increase in the parenting variable (in relevant units) will result in a boost of 0.910 in self-

confidence. This coefficient is also accompanied by a standardized coefficient (Beta) of 0.957, which indicates the relative contribution of this variable after being standardized with the scale of the variables involved in the analysis.

T-value: The t-value is 34.040 for parenting style, which indicates that this coefficient is significantly different from zero. This confirms that there is a significant relationship between parenting style and self-confidence. Significance (Sig.): The p-value for parenting was .000, less than the commonly used significance level (usually 0.05). This shows that the coefficient is significantly different from zero, and the relationship between parenting style and self-confidence is statistically significant—the results of the coefficient test show that parenting style has a considerable effect on self-confidence. Any improvement in parenting style will contribute positively to an increase in self-confidence. However, it is essential to remember that this analysis is based on the data used in the regression model, and the results cannot be generalized without further consideration.

Table 9. ANOVA

ANOVA

Model		Sum of Squares	Df	Mean square	F	Sig.
1	Regression	2003.010	1	2003.010	1158.695	.000b
	Residual	183.240	106	1.729		
	total	2186.250	107			

a. Dependent Variable:Kepercayaan diri
b. Predictors: (constant), Pola Asuh orang tua
(Source: SPSS 26.00 Data Processing Results)

The results of the ANOVA (Analysis of Variance) test shown in the table above provide information about the significance of the overall regression model. The following is an analysis of the results of the data test:

Sum of Squares: The total sum of squares (Total) is 2186.250, the sum of the variations in the dependent variable (Confidence). The sum of squares for the regression (Regression) is 2003.010, the variation described by the regression model. Meanwhile, the sum of squares for the residuals (Residual) is 183.240, a variation not explained by the regression model. Degrees of Freedom (df): The model has 1 degree of freedom (df) because there is only one predictor (Parent upbringing) in the model. The residue has 106 df, calculated by subtracting the model df from the total df (107 - 1 = 106).

Mean Square: Mean Square is the sum of the squares divided by the degrees of freedom. The mean square for the regression is 2003.010, and the mean square for the residuals is 1.729. F-value: The F-value measures the overall significance of the regression model. A high F value indicates a significant relationship between the independent and dependent variables. In this case, the F-value is 1158695. Significance (Sig.): The significance value (p-value) indicates whether the test result is statistically significant. In this table, the p-value is .000b (expressed as 0.000 in decimal notation), less than the commonly used significance level (usually 0.05). Therefore, we can conclude that there is a significant relationship between parenting style and self-confidence. Overall, the results of the ANOVA test show that the regression model significantly explains the variation in the dependent variable (self-confidence) using the independent variable (parenting).

Discussion

The first experience students receive is from the family (Pangestu et al., 2020:37). The parenting pattern in the family is nothing but to educate children from birth until the child's personality is formed. Three parenting styles are fostering authoritarian, authoritative, and permissive (Indria M. Umboh Adrian Umboh Abram Babakal, 2019:4). Differences in parenting styles that parents apply are influenced by several factors, including education. Parent education in child care is something important that will affect the readiness they operate role parenting (Candra & Sofia, 2017:2). The more good parenting style could allow students to believe in their selves-child nature. Students need trust to optimize their abilities. Self-confidence is not related to characteristics possessed by somebody but originates from experiential learning. A person needs self-confidence to succeed in life because self-confidence plays a role in encouraging and motivating a person to react appropriately to the challenges and opportunities that come to him and to feel different happiness in his life (Tamelab et al., 2021:56). Students will gain self-confidence from life experiences and relate to the ability to do things well. Student with good self-confidence can see every assigned task as A must challenge faced and finished, not avoided. Distinguishing characteristics of students who have to believe in self among others: 1) Always behave calmly inside and do everything; 2) Have potency And sufficient ability; 3) Capable of neutralizing the tension that rises within various situations; 4) Capable of adapting self And communicating across a wide range of conditions; 5) Have a mental state and enough physical support appearance; 6) Have enough intelligence; 7) Have level sufficient formal education. Own skills or other supporting abilities in his life , for example, Skills foreign language; 8) Own ability to socialize; 9) Have a background behind good education; 10) Have experience forging life mentally become strong And stand in the face various trial live; 11) Always react positively in the face various problem, for example still laborious, patient, and steadfast face problem life.

Conclusion

Based on the comprehensive tests carried out in the study, we can reach several conclusions that the overall regression model has good quality. The coefficients of determination (R Square) and Adjusted R Square show that about 91.6% of the variation in the dependent variable can be explained by the independent variables used in the model. The results of the ANOVA test show that the regression model significantly explains the variation in the dependent variable. A very small p-value (smaller than the commonly used level of significance) indicates that the relationship between the independent variable (parenting style) and the dependent variable (self-confidence) is statistically significant. The results of the coefficient test show that the independent variable (parenting style) has a considerable effect on the dependent variable (self-confidence). A statistically significant coefficient different from zero indicates that any increase in parenting style will positively contribute to a boost in self-confidence. The results of the data distribution test show that the "categorical" variable has a distribution that is significantly different from the expected normal distribution. This needs to be considered in data interpretation and further analysis. This study concludes that parenting style has a significant effect on self-confidence. However, it should be noted that these results are based on specific data and the use of certain statistical methods and cannot be directly applied in general without further consideration.

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