

The Effects of Religious Family Communication and Islamic Parenting on Adolescent Self Confidence at SMA Al-Hadiid Cileungsi

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ABSTRACT

This study aims to examine the effects of Religious Family Communication and Islamic Parenting on Adolescent Self-Confidence at SMA Al-Hadiid Cileungsi. The study employed a quantitative approach with a correlational research design. The population consisted of 107 students, and 88 students were selected as the research sample using the Slovin formula and proportional random sampling technique. Data were collected through questionnaires measuring Religious Family Communication, Islamic Parenting, and Adolescent Self-Confidence. The data were analyzed using descriptive statistics, reliability testing, normality testing, multiple linear regression, t-tests, F-tests, and coefficient of determination (R^2) analysis with the assistance of SPSS software. The findings revealed that Religious Family Communication did not have a significant partial effect on Adolescent Self-Confidence, although it showed a positive direction of influence. In contrast, Islamic Parenting had a positive and significant effect on Adolescent Self-Confidence. Simultaneously, Religious Family Communication and Islamic Parenting significantly influenced Adolescent Self-Confidence, with a coefficient of determination of 13.3%. These findings imply that strengthening Islamic parenting practices accompanied by effective religious communication within the family can contribute to the development of confident, responsible, and well-adjusted adolescents.

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1. INTRODUCTION

The development of adolescents in the digital era presents increasingly complex psychological, social, and spiritual challenges. One psychological aspect that determines the success of adolescent development is self confidence, as self confidence influences an individual's ability to engage in social interactions, make decisions, adapt to the environment, and achieve academic success. Low selfconfidence can cause adolescents to experience difficulties in expressing opinions, building social relationships, and developing their potential optimally. Various studies indicate that the family environment is a primary factor influencing the formation of adolescent self confidence

through communication patterns and parenting styles implemented by parents (Allifiansyah et al., 2025; Sadriu et al., 2026).

Strong family support has been proven to contribute to the enhancement of adolescents' self-confidence, self-esteem, and psychological well being (Canqui et al., 2025; Lai & Chen, 2023). From the perspective of Islamic education, the family functions not only as a social institution but also as a centre for the education of religious values that plays a role in shaping children's character and personality (Kosim et al., 2024; Rouzi et al., 2025). The importance of research on religious communication within the family and Islamic parenting has become increasingly relevant to Indonesia's human resource development agenda.

The fourth Asta Cita emphasises the importance of strengthening human resources through education, character development, mental health, and improving the quality of the younger generation. In this context, selfconfidence serves as a psychological asset that supports the creation of a creative, independent, and competitive generation. Religious communication within the family acts as a medium for the internalisation of religious, moral, and social values that shape a positive adolescent identity. Meanwhile, Islamic parenting provides an educational foundation that balances the spiritual, emotional, and social aspects of child development (Armeyati et al., 2025; Farichah & Neima, 2024).

Therefore, research on family factors that influence adolescent self-confidence has strategic value for the development of Islamic education and human resource development. Previous studies have shown that family communication has a close relationship with adolescent psychological development. (Allifiansyah et al., 2025) found that the frequency of communication between parents and children positively influences the level of self confidence among migrant university students. Research by (Maulana & Nafessa, 2024) also showed that parents' interpersonal communication has a significant relationship with adolescent self-confidence. In addition (Apriana & Mesra, 2024) explained that family communication patterns contribute to the formation of a positive self-concept, which serves as the basis for the emergence of self-confidence.

On a broader level, (Nasir & Johari, 2024) found that family communication plays an important role in adolescents' emotional development and helps them cope with increasing social pressures. In addition to family communication, various studies have also highlighted the importance of parenting styles in character formation and children's psychological development. (Rouzi et al., 2025) explained that parenting oriented towards Islamic values contributes to the development of selfresilience and self regulated learning among adolescents. Kosim et al. (2024) developed an Islamic parenting education model that emphasises the importance of family involvement in shaping successful Muslim generations in the future. found that parenting styles influence students' religious behaviour.

Meanwhile, emphasised that Islamic parenting plays a role in maintaining adolescent mental health through the strengthening of spiritual values, emotional closeness, and character development. Nevertheless, previous studies still have several limitations. Most studies have examined family communication in general without specifically discussing religious communication within Muslim families. Research on Islamic parenting has also been directed more towards religious behaviour, mental health, or character formation rather than adolescent self-confidence. In addition, most studies have examined the influence of family communication and parenting styles separately, so there is still a lack of research models integrating these two variables in explaining the formation of adolescent selfconfidence.

In other words, the simultaneous relationship between religious communication within the family, Islamic parenting, and adolescent self confidence still requires more in-depth empirical investigation (Armeyati et al., 2025). Based on these conditions, the main problem of this study is the lack of optimal understanding regarding how religious communication within the family and

Islamic parenting contribute to the formation of adolescent self-confidence. If this condition is not comprehensively understood, efforts to strengthen adolescent character and psychological well-being may be less effective. Low selfconfidence can affect academic achievement, social competence, and adolescents' readiness to face future life challenges.

Therefore, research is needed to explain the influence of these two family factors on adolescent self-confidence within the context of Islamic education. This study aims to analyse the influence of religious communication within the family on adolescent self-confidence, analyse the influence of Islamic parenting on adolescent self confidence, and examine the simultaneous influence of religious communication within the family and Islamic parenting on adolescent self confidence at SMA Al-Hadiid Cileungsi. The results of this study are expected to provide an academic contribution by enriching the fields of Islamic family education, family communication, and educational psychology.

Practically, this study is expected to serve as a reference for parents, schools, and policymakers in designing family based strategies to strengthen adolescent character and self confidence (Farichah & Neima, 2024). The novelty of this study lies in the integration of the variables of religious communication within the family and Islamic parenting in explaining adolescent selfconfidence within the context of an Islamic secondary school, a setting that remains relatively underexplored.

2. METHODS

This study employed a quantitative approach with a correlational research design to examine the influence of religious family communication and Islamic parenting on adolescents' self confidence at SMA Al-Hadiid Cileungsi during the 2025-2026 academic year. The accessible population consisted of 88 students in grades X and XI, all of whom were selected as research respondents using a total sampling technique. Data were collected through a closed ended questionnaire comprising 61 items measuring religious family communication, Islamic parenting, and adolescents' self confidence using a five-point Likert scale. Prior to data collection, the instrument was tested for validity using the Pearson Product Moment correlation and for reliability using Cronbach's Alpha, with all variables demonstrating high reliability ($\alpha > 0.70$). Data analysis was conducted using SPSS version 26, including descriptive statistics, classical assumption tests (normality, multicollinearity, and heteroscedasticity), multiple linear regression, t-test, F-test, and coefficient of determination (R^2) analysis. All statistical tests were performed at a significance level of 0.05 to examine both the partial and simultaneous effects of religious family communication and Islamic parenting on adolescents' self confidence.

3. FINDINGS AND DISCUSSION

This section presents the research findings on the effects of Religious Family Communication (X_1) and Islamic Parenting (X_2) on Adolescent Self-Confidence (Y) at SMA Al-Hadiid Cileungsi. The analysis was conducted using a quantitative approach with a survey method, and the data were processed through multiple linear regression. The presentation of the findings includes descriptive statistics to describe the characteristics of the research variables, reliability testing of the instruments, classical assumption testing to ensure the feasibility of the regression model, and multiple linear regression testing both partially using the t-test and simultaneously using the F-test.

Variable	N	Min	Max	Mean	Std. Dev.
Religious Family Communication (X_1)	88	29	60	52.44	6.08
Islamic Parenting (X_2)	88	22	60	53.38	6.07
Adolescent Self-Confidence (Y)	88	27	65	51.78	7.81

Table 1. Descriptive Statistics

The description of Table 1 shows that the average score of Religious Family Communication (X_1) was 52.44 with a standard deviation of 6.08. Islamic Parenting (X_2) obtained an average score of 53.38 with a standard deviation of 6.07. Meanwhile, Adolescent Self-Confidence (Y) obtained an average score of 51.78 with a standard deviation of 7.81. These findings indicate that respondents generally experienced relatively high levels of religious communication and Islamic parenting within the family and demonstrated a positive level of self confidence.

The variation in the data suggests sufficient differences among respondents, making the data appropriate for further regression analysis. Before the main data analysis was conducted, the research instruments were tested to ensure their reliability. Reliability testing was carried out using Cronbach's Alpha coefficient to determine the internal consistency of the instruments

Variable	Number of Items	Cronbach's Alpha	Description
Religious Family Communication (X_1)	12	0.861	Very Reliable
Islamic Parenting (X_2)	12	0.885	Very Reliable
Adolescent Self-Confidence (Y)	13	0.889	Very Reliable

Table 2. Reliability Test Results

The results presented in Table 2 indicate that the Cronbach's Alpha value for Religious Family Communication (X_1) was 0.861, Islamic Parenting (X_2) obtained 0.885, and Adolescent Self-Confidence (Y) obtained 0.889. Since all values exceeded the minimum criterion of 0.70, the instruments were considered highly reliable. These findings confirm that the questionnaires possess strong internal consistency and are appropriate for measuring the constructs examined in this study

Test	Statistic	Sig.	Conclusion
Shapiro-Wilk	0.978	0.151	Residuals are normally distributed

Table 3. Normality Test Results

Normality testing was conducted using the Shapiro Wilk test. A significance value greater than 0.05 indicates that the normality assumption is fulfilled. Based on the results presented in Table 3, the significance value was 0.151, which is greater than 0.05. Therefore, the residuals of the regression model were normally distributed, indicating that the normality assumption was satisfied and that multiple linear regression analysis could be appropriately conducted.

Model	R	R ²	Adjusted R ²	Std. Error
1	0.365	0.133	0.113	7.357

Table 4. Model Summary

Regression analysis was conducted to examine the influence of Religious Family Communication and Islamic Parenting on Adolescent Self Confidence. Based on the SPSS output, the model summary presented in Table 4 shows that the R^2 value was 0.133. This indicates that 13.3% of the variation in Adolescent Self Confidence can be explained by Religious Family Communication and Islamic Parenting, while the remaining 86.7% is influenced by other factors outside the scope of this study.

Source	df	F	Sig.
Regression	2	6.540	0.002
Residual	85		
Total	87		

Table 5. Simultaneous Test (ANOVA)

Based on the simultaneous test (F-test), the results show an F value of 6.540 with a significance level of 0.002, which is lower than 0.05. This finding indicates that Religious Family Communication and Islamic Parenting simultaneously have a significant effect on Adolescent Self Confidence. Therefore, the regression model is statistically significant and suitable for explaining variations in adolescents' self confidence.

Variable	B	Std. Error	t	Sig.
Constant	25.802	7.382	3.495	0.001
Religious Family Communication (X ₁)	0.091	0.197	0.461	0.646
Islamic Parenting (X ₂)	0.397	0.197	2.013	0.047

Table 6. Regression Coefficients (Partial Test)

Based on the partial test results using the t-test, Religious Family Communication (X₁) does not have a significant effect on Adolescent Self-Confidence, as indicated by a significance value of 0.646, which is greater than 0.05. On the other hand, Islamic Parenting (X₂) has a significant positive effect on Adolescent Self-Confidence, as indicated by a significance value of 0.047, which is lower than 0.05. An increase of one unit in Islamic Parenting is followed by an increase of 0.397 units in Adolescent Self Confidence. The regression equation obtained from the analysis is: $Y = 25.802 + 0.091X_1 + 0.397X_2$. This equation indicates that Adolescent Self Confidence increases as Religious Family Communication and Islamic Parenting increase. However, only Islamic Parenting demonstrates a statistically significant partial contribution to the prediction of Adolescent Self-Confidence.

DISCUSSION

The results of the study indicate that Religious Family Communication does not have a significant effect on Adolescent Self Confidence ($B = 0.091$; $p > 0.05$), although the regression coefficient shows a positive direction. This finding suggests that religious communication practiced within the family tends to contribute positively to the development of adolescents' self-confidence; however, its influence is not sufficiently strong when analyzed simultaneously with Islamic Parenting. This finding is consistent with studies showing that communication containing religious values contributes to adolescents' moral development, emotional maturity, and value internalization, but does not always directly influence psychological aspects such as self-confidence (Rosyad et al., 2025).

Family communication functions as a medium for transmitting religious beliefs, moral norms, and emotional support, which are important for adolescent development. However, the effectiveness of communication depends not only on the frequency of interaction but also on the quality of relationships established between parents and children. Conceptually, the limited effect of Religious Family Communication can be explained by the fact that adolescents require not only verbal guidance but also direct experiences and behavioral examples from their parents. According to Family Communication Theory, communication becomes effective when accompanied by emotional closeness, openness, and mutual trust between family members (Koerner & Fitzpatrick, 2006).

Recent studies have reported that adolescents who receive supportive communication from their parents tend to demonstrate higher self esteem and psychological wellbeing than those who only receive normative religious advice (Dwi Arumsari et al., 2025). Therefore, religious communication may function as a supporting factor in the formation of self confidence, but its contribution becomes more meaningful when integrated with positive parenting practices. Partial

analysis results indicate that Islamic Parenting has a significant positive effect on Adolescent Self-Confidence ($B = 0.397$; $p < 0.05$). This finding confirms that the implementation of Islamic parenting practices contributes substantially to the development of adolescents' confidence and positive self-perception. Islamic parenting emphasizes affection, role modeling, supervision, discipline, and the internalization of Islamic values in daily life.

These dimensions provide adolescents with emotional security and guidance that help them develop confidence in their abilities and social interactions. Similar findings were reported by (Canqui et al., 2025), who found that parenting based on Islamic values positively affects adolescents' self-esteem and emotional development. Likewise, (Rosyad et al., 2025) emphasized that Islamic parenting encourages the development of independence, responsibility, and confidence among adolescents. The significant influence of Islamic Parenting can also be explained through Social Learning Theory, which states that children and adolescents learn behaviors and attitudes through observing significant role models, particularly parents (Bandura, 1986).

Parents who consistently demonstrate Islamic values in their behavior provide concrete examples that shape adolescents' character and selfconcept. Recent international studies have shown that supportive parenting characterized by warmth, guidance, and consistency significantly enhances adolescents' self-confidence and psychosocial adjustment (Costantini et al., 2023; Goagoses et al., 2023). Furthermore, research conducted by (Firmansyah et al., 2023) revealed that adolescents raised in families applying Islamic parenting principles tend to be more confident in expressing opinions, participating in social activities, and facing academic challenges.

Therefore, Islamic parenting appears to be a crucial determinant in strengthening adolescents' confidence and psychological resilience. The simultaneous test shows that Religious Family Communication and Islamic Parenting together have a significant effect on Adolescent Self-Confidence ($F = 6.540$; $p < 0.05$), with an R^2 value of 0.133, indicating that 13.3% of the variation in adolescents' self-confidence can be explained by these two variables. Although the explanatory power of the model is relatively modest, the findings confirm that family related factors play a meaningful role in adolescent psychological development. This result is consistent with previous studies demonstrating that family communication and parenting practices jointly contribute to the formation of positive self concepts, emotional stability, and social competence among adolescents (Çakmak Tolan & Bolluk 2023).

Furthermore, Bronfenbrenner's Ecological Systems Theory explains that the family represents the closest environment influencing adolescent development. Religious communication facilitates the transmission of beliefs and values, while Islamic parenting translates these values into daily behavioral practices. The combination of these two dimensions creates a supportive family environment that promotes adolescents' confidence, responsibility, and emotional well-being. Recent studies have also shown that adolescents who experience positive communication and supportive parenting are more likely to develop adaptive behaviors, stronger self-esteem, and better social adjustment (Fitrianto et al., 2025).

This indicates that strengthening family communication should be accompanied by the consistent implementation of Islamic parenting practices to maximize the development of adolescent self-confidence. Overall, the findings suggest that Islamic Parenting serves as the dominant factor influencing Adolescent Self Confidence, while Religious Family Communication plays a complementary role. This indicates that adolescents are more strongly affected by parents' actions and parenting practices than by verbal communication alone.

Therefore, efforts to improve adolescents' self-confidence should focus on strengthening Islamic parenting through role modeling, affection, supervision, and value internalization, while simultaneously maintaining meaningful religious communication within the family. Such an

approach will enable families to function more effectively as the primary environment for fostering adolescents' psychological development and self-confidence.

4. CONCLUSION

Based on the research findings, it can be concluded that Religious Family Communication does not have a significant partial effect on Adolescent Self-Confidence at SMA Al-Hadiid Cileungsi, although it demonstrates a positive direction of influence. In contrast, Islamic Parenting has a positive and significant effect on Adolescent Self-Confidence, indicating that the better the implementation of Islamic parenting practices by parents, the higher the level of adolescents' self confidence. Furthermore, the simultaneous analysis reveals that Religious Family Communication and Islamic Parenting together have a significant effect on Adolescent Self-Confidence at SMA Al-Hadiid Cileungsi, with an explanatory power of 13.3%, while the remaining 86.7% is influenced by other factors outside the scope of this study. These findings suggest that Islamic Parenting is the more dominant factor in fostering adolescents' self-confidence compared to Religious Family Communication. The results imply that efforts to enhance students' self-confidence at SMA Al-Hadiid Cileungsi should focus on strengthening consistent Islamic parenting practices, supported by effective religious communication between parents and children. Therefore, collaboration among families, schools, and the wider social environment is essential to create an educational atmosphere that supports the development of confident, morally responsible, and well-rounded adolescents who are capable of maximizing their potential.

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