

Building Self-Confidence Foundation: The Role of Parental Attachment and Self-Concept in Children Who Memorize the Qur'an

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Abstract

The research aims to analyze the following aspects: (1) parental attachment, (2) self-concept, (3) self-confidence, and (4) the relationship between parental attachment and self-concept with the self-confidence of children who memorize the Qur'an. The research utilizes a quantitative approach with a descriptive correlational design. The study population consists of 121 individuals, and a sample of 94 participants was selected using the Slovin formula and proportional random sampling technique. The research instrument employed a Likert Scale questionnaire, and data were analyzed using descriptive correlational and multiple regression analysis. The research findings reveal that (1) children who memorize the Qur'an exhibit a significantly high level of parental attachment, (2) their self-concept falls within the moderate category, (3) their self-confidence is also at a moderate level, and (4) there is a significant relationship between parental attachment and self-concept with the self-confidence of children who memorize the Qur'an. Therefore, it can be concluded that there exists a positive and significant association between parental attachment and self-concept with the self-confidence of children who memorize the Qur'an.

Keywords: Parental attachment, self-concept, self-confidence, and quran memorizer child.

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Introduction

Islam introduces the Qur'an as the book of Allah that must be read, understood, and practiced by its followers to seek guidance and divine guidance from Allah SWT. For those who memorize the Qur'an, having high self-confidence is crucial, both in memorizing and reciting the Qur'an. Self-confidence, as stated by Vandini (2015), is an extraordinary force that mobilizes all energies to achieve success. In line with Erhamwilda's (2015) perspective, self-confidence means feeling confident in oneself, accepting all strengths and weaknesses as integral parts of oneself, as without self-confidence, one tends to become pessimistic. Therefore, self-confidence is highly significant for children who memorize the Qur'an so that

they believe in their abilities and potential, and can introspect and accept their shortcomings.

Self-confidence is an important personality variable for individuals as it contributes to the quality of individual happiness, promotes overall development, enhances communication efficiency, and academic achievement (Cox et al, 2010; Vealey, 2007; Durand-Bush & Salmela, 2007) Low self-confidence can have negative impacts on individual development and implications for their mental health. High self-confidence shows a significant positive correlation with behavior, attitude, and achievement in sports (Cox et al, 2010). Research on successful athletes indicates that self-confidence is a fundamental skill required for achieving success in sports (Vealey, 2007) and a key skill for attaining excellence as an elite athlete (Durand-Bush & Salmela, 2007).

Previous research has shown that individuals' self-confidence can be influenced by various variables, their environment, the mindset of people around them, and the beliefs they instill in themselves (Crocker et al., 2006; Crocker & Knight, 2005; Oleś et al., 2020; Wijzen & Hermans, 2020). Someone who lacks self-confidence is often a result of others not giving them opportunities to demonstrate their abilities, potentials, and true capabilities (Džinović, 2022; Luis et al., 2022). Similarly, for children who memorize the Qur'an, they must maximize and actualize the potentials within themselves according to their capacity.

Parent attachment and self confidence

The relationship between parental attachment and self-confidence is an important area of research in psychology, particularly in the context of child development (Laible, Carlo, & Roesch, 2004). Parental attachment refers to the emotional bond and connection between parents or caregivers and their children, while self-confidence is an individual's belief in their abilities and worth (Ainsworth, 1969; Bowlby, 1969). Several studies have explored this relationship and highlighted its significance in shaping a child's self-confidence (Aziz et al., 2021; Dalifa, 2021).

Research has consistently shown that positive parental attachment and secure parent-child relationships are associated with higher levels of self-confidence in children (Hidayat et al., 2023; Rusnac & Rosciupchin, 2023; Siani & Harris, 2023; Laible et al., 2004). When children

experience a supportive and nurturing attachment with their parents, they are more likely to develop a positive self-concept and a sense of self-worth, leading to greater self-confidence (Laible, Carlo, & Roesch, 2004; Gecas & Seff, 1990).

On the other hand, insecure or disrupted parental attachment, such as inconsistent caregiving or neglect, can lead to lower self-confidence and self-esteem in children (Kerns, 1994). Children who experience negative or absent parental attachment may develop feelings of inadequacy, self-doubt, and lower self-confidence (Bozgun & Akin-Kosterelioglu, 2023; Crocker et al., 2006; Crocker & Knight, 2005).

Moreover, parental attachment plays a role in shaping children's beliefs about themselves and their abilities. Parents who provide consistent emotional support and encouragement for their children's efforts and achievements contribute to the development of a strong sense of self-efficacy and self-confidence (Bandura, 1997). In contrast, parents who are overly critical or dismissive of their children's efforts can undermine their self-confidence and hinder their belief in their own capabilities. It is important to note that the relationship between parental attachment and self-confidence is complex and can be influenced by various factors such as cultural context, parenting styles, and individual differences. However, overall, research supports the idea that a secure and positive parental attachment is a crucial factor in fostering healthy self-confidence in children.

Self concept with Self Confidence

The relationship between self-concept and self-confidence is a fundamental aspect of an individual's psychological well-being. Self-concept refers to how a person perceives and evaluates themselves, including their beliefs about their abilities, personality traits, and overall worth (Crocker et al., 2006; Crocker & Knight, 2005). On the other hand, self-confidence refers to an individual's belief in their capabilities to successfully perform specific tasks or achieve goals (Giles, 2019; Łysiak, 2019; Oleś et al., 2020).

Research has consistently demonstrated a positive relationship between self-concept and self-confidence. A positive self-concept, where individuals have a favorable and accurate view of

themselves, is associated with higher levels of self-confidence (Harter, 1999). When individuals have a positive self-concept, they are more likely to believe in their abilities and feel competent in various areas of life (Bourke et al., 2019; De Freitas et al., 2018; Hayrettin & Yavus, 2017; Wang et al., 2019). This, in turn, leads to greater self-confidence and motivation to take on challenges and pursue goals (Marsh & Craven, 2006).

Conversely, individuals with negative self-concepts, characterized by self-doubt, low self-esteem, and self-criticism, often struggle with self-confidence (Skaalvik & Hagtvet, 1990). If someone perceives themselves negatively and believes they lack the necessary skills or qualities, they may experience self-doubt and reduced self-confidence in their abilities to succeed (Verma, 2023; Aziz et al., 2021; Dalifa, 2021; Crocker et al., 2006).

The relationship between self-concept and self-confidence is bidirectional. Positive experiences of self-confidence can enhance and reinforce a positive self-concept, leading to a self-reinforcing cycle of confidence and self-esteem (Zimmerman, Bandura, & Martinez-Pons, 1992). Conversely, a strong and positive self-concept can act as a foundation for self-confidence, providing individuals with the belief that they have the potential to succeed. It is important to note that self-concept and self-confidence are influenced by various factors, including past experiences, social interactions, and feedback from others. Additionally, the relationship between these two constructs can vary across different contexts and life stages.

Current study

The current study aims to investigate the relationship between parental attachment, self-concept, and self-confidence among children who memorize the Qur'an. Although the topic of self-confidence and its relationship with parental attachment and self-concept has been explored in various studies within the general context of child development and psychology (Safitri & Indrawan, 2021; Aziz et al., 2021; Verma, 2023), there is a lack of specific research that focuses on children who are engaged in memorizing the Qur'an.

Previous studies have examined the importance of parental attachment and its influence on a child's self-concept (e.g., Ainsworth, 1969; Bowlby, 1969) and how self-concept is linked to self-confidence (e.g., Bandura, 1977; Harter, 1990). Additionally, some studies have explored

the positive effects of religious practices and beliefs on mental well-being and self-esteem (e.g., Myers, 2000; Koenig et al., 2001). However, these studies often address self-confidence and self-concept in a broader context or among the general population, without specifically focusing on children who memorize the Qur'an.

The existing literature primarily emphasizes the importance of secure parental attachment and a positive self-concept in promoting self-confidence and mental well-being among children (Džinović, 2022; Luis et al., 2022; Truneckova & Viney, 2015; Verma, 2023). However, little attention has been given to the unique context of children who are deeply involved in memorizing the Qur'an. It is crucial to understand how the process of memorizing the Qur'an, and the religious and cultural aspects associated with it, may interact with parental attachment and self-concept to influence the self-confidence of these children (Bourke et al., 2019; De Freitas et al., 2018; Hayrettin & Yavus, 2017; Wang et al., 2019).

This study aims to bridge this gap by specifically examining the relationship between parental attachment, self-concept, and self-confidence in children who are memorizing the Qur'an. By doing so, it can provide valuable insights into the factors that contribute to the development of self-confidence in this particular group, offering a deeper understanding of the role of religion and cultural practices in shaping self-esteem and mental well-being among children.

Metod

Design

This research employs a cross-sectional design to test the research hypotheses (Sugiyono, 2011). The study involves two independent variables, parental attachment (X1) and self-concept (X2), and one dependent variable, self-confidence (Y). Additionally, the study aims to describe the relationship between parental attachment and self-concept with the self-confidence of children who memorize the Qur'an.

Participants

The participants in this study are 121 students from grades 4-6 at IT Permataku Elementary School in Dadok Tunggal Hitam Padang. Informed consent has been obtained from the parents

of each child. Sampling was carried out using proportional random sampling, a method of random sampling from a portion of the population with natural strata (Rakhmat, 2012), resulting in a sample size of 96 individuals.

Measurement

Parent Attachment

The Parent Attachment Scale is based on Ainsworth's theory (1969), which explains three dimensions of parent attachment: trust, communication, and acceptance. The scale was developed by the researcher and its validity and reliability were tested. The Parent Attachment Scale consists of 13 valid items out of 15. Each item has five response alternatives: always, often, rarely, sometimes, and never. Example items include "I can communicate openly with both parents," "My parents trust my choices," and "My parents are not really concerned about me." The total scale's item correlations range from 0.326 to 0.637, with a Cronbach's alpha coefficient of 0.721.

Self-Concept

The Self-Concept Scale is based on the Calhoun & Acocella theory (1990) that explains five dimensions: physical appearance, psychological condition, ideal self, life goals, and self-esteem. The scale was developed by the researcher and its validity and reliability were tested. The Self-Concept Scale consists of 12 valid items out of 15. Each item has five response alternatives: always, often, rarely, sometimes, and never. Example items include "I am a reliable person," "I am an honest person," and "My friends say I am caring towards others." The total scale's item correlations range from 0.322 to 0.721, with a Cronbach's alpha coefficient of 0.700.

Self-Confidence

The Self-Confidence Scale is based on Lauster theory (1992) that explains five dimensions: self-ability belief, optimism, objectivity, responsibility, and rationality. The scale was developed by the researcher and its validity and reliability were tested. The Self-Confidence Scale consists of 22 valid items out of 27. Each item has five response alternatives: always, often, rarely, sometimes, and never. Example items include "I believe in my abilities," "I am always optimistic in facing problems," and "I always take responsibility for tasks." The total scale's item correlations range from 0.340 to 0.701, with a Cronbach's alpha coefficient of 0.751.

Data Analysis

The data were analyzed using descriptive analysis and multiple regression with the assistance of SPSS version 25.00. Before hypothesis testing, the researcher tested the normality, linearity, and multicollinearity of the data.

Result

Before the data was analyzed for hypothesis testing, the researcher conducted tests for the assumptions of the data. The results of the Normality Test for the variables Parent Attachment ($p = 0.200$), Self-Concept (0.089), and Self-Confidence (0.050) have Asymp. Sig. scores greater than the predetermined significance level of 0.05. This indicates that the three variables mentioned above have normally distributed data. The Linearity Test results for Parent Attachment (X1), Self-Concept (X2), and Self-Confidence (Y) ($n = 96$) show linear relationships. The obtained p-values are 0.038 for parent attachment and 0.037 for self-concept, indicating that the independent variables (Parent Attachment and Self-Concept) have a linear relationship with the dependent variable (Self-Confidence). The results of the Multicollinearity Test for Parent Attachment (X1) and Self-Concept show no multicollinearity, as the VIF values have a significance of 1.357 for both independent variables. Since the VIF value of $1.357 < 10$, it can be interpreted that the independent variables are free from multicollinearity.

The research results in this study include the description of data on parent attachment, self-concept, and self-confidence of Quran memorizers' children. Based on the data collection and processing through the parent attachment instrument from the total sample (respondents) of 96 individuals in this study, the results can be seen in the following table.

Table 1
Frequency Distribution and Percentage of Parental Attachment. (n=96)

Categories	Interval	Frequency	%
Very high	>53	1	1
High	43 – 52	20	21
Moderate	33 – 42	40	42
Low	23-32	31	32
Very low	< 22	4	4
Total		96	100

Based on the table 1, it can be seen that there are several children who feel quite close to their parents. This is evidenced by the presence of 40 individuals (42%) in the moderate category (S). Meanwhile, others feel that their attachment to their parents is less strong, as seen from the number of Quran memorizers in the low category (R), which is 31 individuals (32%). There are 20 individuals (21%) who are in the high category (T) and feel that they have a close relationship with their parents. Then, there are 4 individuals (4%) in the very low category (SR) who feel that they have no attachment to their parents. However, only 1 individual (1%) feels very close to their parents and falls into the very high category (ST).

Table 2
Frequency Distribution and Percentage of Self Concept (n=96)

Categories	Interval	Frequency	%
Very high	>41	2	2
High	33 – 40	26	27
Moderate	26 – 32	48	50
Low	31 – 18	19	20
Very low	< 17	1	1
Total		96	100

Table 2 presents the results of the entire sample consisting of 96 individuals, the majority of whom are Quran memorizers (Hafiz) with a fairly positive self-concept. This can be observed from the number of Quran memorizers falling into the moderate category (M), which is 48 individuals (50%). Furthermore, some Quran memorizers feel that their self-concept has become more stable and improved, as evidenced by 26 individuals (27%) falling into the high category (H).

Conversely, there are also some of them who have a less positive self-concept, with 19 individuals (20%) falling into the low category (L) of self-concept. Moreover, there is one individual (1%) among the Quran memorizers who falls into the very low category (VL), meaning that they feel they do not have a positive self-concept yet. Finally, there are 2 individuals (2%) who fall into the very high category (VH), indicating that they feel they already possess a stable self-concept.

Table 3
Frequency Distribution and Percentage of Self Confidence (n=96)

Categories	Interval	Frequency	%
Very high	>89	0	0
High	72 – 88	43	45
Moderate	55 – 71	51	53
Low	38 – 54	2	2
Very low	< 37	0	0
Total		96	100

Based on Table 3, it can be seen that out of a total sample of 96 people, the majority of Quran memorizers have a fairly good level of self-confidence. This is evidenced by 51 individuals (53%) falling into the category of moderately high (S). Furthermore, there are several Quran memorizers who have good self-confidence, as shown by 43 individuals (45%) falling into the high category (T). On the other hand, a few others have lower levels of self-confidence, as evidenced by 2 individuals (2%) falling into the low category (R). There were no Quran memorizers found in the very low (SR) and very high (ST) categories.

The results of the regression analysis indicate a significant relationship between parental attachment and self-concept, along with the self-confidence of Quran memorizers ($R= 0.519$; $R^2= 0.269$; $SD= 6.9$; $df= 2$ $p= 0.000$). The testing of the role of parent attachment on self-confidence shows a positive contribution to the child's self-confidence ($\beta= 0.276$; $t= 2.667$). Additionally, there is a positive contribution of self-concept to the child's self-confidence ($\beta= 0.320$; $t= 3.098$). Based on the above test results, it can be concluded that the level of self-

confidence of Quran memorizers is related to the level of parental attachment and self-concept. Therefore, the hypothesis proposed in this research is accepted.

Discussion

The results of the data analysis regarding parental attachment and self-concept with the self-confidence of Quran memorizers show that there is a significant positive contribution between parental attachment and self-concept to the self-confidence of Quran memorizers. This means that higher levels of parental attachment and self-concept are associated with higher self-confidence among Quran memorizers. Conversely, lower levels of parental attachment and self-concept are linked to lower self-confidence among Quran memorizers.

Based on these findings, it can be inferred that parental attachment and self-concept are factors that influence the self-confidence of Quran memorizers. This study's results confirm the findings of Sari Irma Lailah et al. (2020), who found a significant positive relationship between parental attachment and self-confidence. Additionally, the results also support the findings of Madhy Mar'i et al. (2022), who discovered a significant positive relationship between self-concept and self-confidence.

Furthermore, in line with these findings, Laible et al. (2004) argue that self-concept and parental attachment contribute to self-confidence. This implies that self-concept and parental support in the form of attachment play a crucial role in enhancing the self-confidence of Quran memorizers (Syukur et al, 2023). Therefore, self-concept and parental attachment are considered determinant factors that can help Quran memorizers in boosting their self-confidence.

Bowlby (1969) and later expanded by Ainsworth (1969), suggests that early relationships with caregivers, particularly parents, play a crucial role in shaping a child's emotional development and sense of security. According to this theory, a secure attachment to parents provides a safe and consistent emotional base from which a child can explore the world and develop a positive self-concept (Syukur et al, 2023; Aziz et al., 2021; Dalifa, 2021; Verma, 2023).

When children have secure attachment relationships with their parents, they feel loved, cared for and supported (Syukur et al, 2023; Džinović, 2022; Verma, 2023; Lukman et al, 2022). This secure base fosters a sense of trust in oneself and others, leading to higher self-esteem and self-confidence (Batory et al., 2010). The child internalizes the secure attachment relationship and develops a positive internal working model of themselves as lovable and worthy individuals (Aziz et al., 2021). Consequently, they are more likely to approach new challenges and experiences with confidence because they have a strong belief in their ability to cope and succeed (Aziz et al, 2021).

A positive self-concept refers to the overall perception and evaluation individuals have of themselves. It involves recognizing and valuing one's strengths, abilities, and qualities while also accepting and managing limitations (Lukman et al, 2022). When individuals have a positive self-concept, they tend to experience higher levels of psychological well-being, life satisfaction, and overall positive emotions. Self-Determination Theory explains that a positive self-concept is closely tied to the satisfaction of psychological needs for autonomy, competence, and relatedness (Deci & Ryan, 2000). When individuals feel autonomous, meaning they have a sense of choice and control over their actions and decisions, they are more likely to engage in activities that align with their values and interests. This autonomy allows them to express their true selves, leading to a positive self-concept. Furthermore, when people feel competent, which means they perceive themselves as capable of effectively performing tasks and achieving goals, they develop a sense of mastery and achievement. This competence contributes to a positive self-concept by enhancing feelings of self-worth and self-efficacy.

A positive self-concept, characterized by an individual's favorable perception of themselves, can contribute to increased self-confidence (Lukman et al, 2022). When individuals possess a healthy self-concept and view themselves as competent and capable, they are more likely to feel confident in their abilities. Conversely, the relationship also works in the opposite direction—self-confidence can influence self-concept. When individuals experience accomplishments and positive outcomes due to their self-confidence, it can bolster a positive self-concept. This dynamic sets the stage for a feedback loop, where heightened self-confidence further augments a positive self-concept, and vice versa.

Although self-concept and self-confidence remain distinct concepts, they possess the capacity to mutually influence each other. In instances where individuals hold a negative self-concept (low self-esteem), their self-confidence may diminish as they harbor doubts about their capabilities (Lukman et al, 2022). Conversely, lacking self-confidence in a specific domain can impact how individuals perceive themselves within that realm, potentially contributing to a more adverse self-concept.

The current study has several limitations. Firstly, it focused on examining correlations among parent attachment, self-concept, and self-confidence, which may not conclusively establish the direction of causation. Secondly, the findings of this study could be constrained by the characteristics of the participants within the sample. Given that the sample lacks diversity and may not represent a broader population, the potential for generalizing the results could be compromised. Thirdly, the study's design is cross-sectional, affording only a snapshot of relationships at a specific moment. Consequently, it is unable to delve into changes or evolutions in parent attachment, self-concept, and self-confidence over time. A longitudinal approach, tracking participants over an extended period, could offer greater insights into causal relationships and developmental trajectories.

Conclusion

The research results indicate that: (1) parental attachment to Quran memorization students falls into the moderate category, (2) the self-concept of Quran memorization students falls into the moderate category, (3) the self-confidence possessed by Quran memorization students is in the very high category, (4) a significant relationship exists between parental attachment and self-concept with the self-confidence of Quran memorization students. Therefore, it can be concluded that the level of self-confidence of Quran memorization students can be influenced by parental attachment and self-concept.

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