

## **The Influence of Parent-Child Communication Frequency on the Self-Confidence Levels of Out-of-Town Students at the Faculty of Social Sciences and Law, Jakarta State University (FISH UNJ)**

Sandy Allifiansyah, M. Fikri Akbar, Albert Nicholas Siahaan, Aura Safina, Muhammad Aulia Rafli, Muhammad Hafizh Jamiar Munaja Ika, Rayyan Shidqi, Rafi Sabilillah

communication studies study program, University of Jakarta  
email : [sandyallifiansyah@unj.ac.id](mailto:sandyallifiansyah@unj.ac.id)  
communication studies study program, University of Jakarta  
email : [m.fikri@unj.ac.id](mailto:m.fikri@unj.ac.id)  
communication studies study program, University of Jakarta  
email : [siahaanalbert2004@gmail.com](mailto:siahaanalbert2004@gmail.com)  
communication studies study program, University of Jakarta  
email : [aurasafinaaf@gmail.com](mailto:aurasafinaaf@gmail.com)  
communication studies study program, University of Jakarta  
email : [auliaraflii10@gmail.com](mailto:auliaraflii10@gmail.com)  
communication studies study program, University of Jakarta  
email : [muhhafizh515@gmail.com](mailto:muhhafizh515@gmail.com)  
communication studies study program, University of Jakarta  
email : [rayyannnshdq@gmail.com](mailto:rayyannnshdq@gmail.com)  
communication studies study program, University of Jakarta  
email : [nasutionsabilillah@gmail.com](mailto:nasutionsabilillah@gmail.com)

**Abstract.** This study aims to evaluate the extent to which interactions between parents and out-of-town students at the Faculty of Social Sciences and Law, Jakarta State University (FISH UNJ), influence their self-confidence in navigating academic and social life. Regular and high-quality communication between out-of-town students and their parents is believed to positively contribute to the students' emotional stability and confidence in facing various challenges away from home. Utilizing a quantitative approach through surveys, this research employs structured questionnaires to measure two primary variables: the frequency of communication with parents and the self-confidence levels of students. Data analysis is conducted using simple linear regression analysis to identify the causal relationship between these variables. The findings of this study are expected to provide both theoretical and practical insights into the significance of family communication in supporting the psychological development of out-of-town students.

**Keywords:** Self Confidence, Parents, Communication Interactions, Out of Town Students



## I. INTRODUCTION

### 1.1 Problem Identification

Interpersonal communication is the process of exchanging messages and information between individuals or within a group, with effects or feedback from the interlocutor. Jalaludin Rakhmat (2005:13) argues that a connection can determine harmony. One form that can establish harmony among individuals is interpersonal communication. According to Joseph A. Devito (1999:252), interpersonal communication refers to communication that occurs between two people who have a stable and clear relationship. This definition extends to include small groups, such as family members or groups of three to four individuals. Interpersonal communication is not limited to conversations and face-to-face interactions. It can also utilize electronic media, such as smartphones, telephones, and the internet (chatting, browsing, video calls, and more) as channels for communication.

In long-distance communication within the family or between parents and children, several obstacles may arise that hinder the process.

1. Poor network quality often results in messages from parents not being fully received by their children, rendering the communication process ineffective.
2. Unlike face-to-face communication, long-distance communication requires several tools, such as telephones, phone credit, internet data, or Wi-Fi. These

tools incur significant costs, which can be a financial burden for students or parents from lower economic backgrounds.

3. Additionally, the use of telephones poses challenges due to generational differences. Many parents today struggle to understand how to operate smartphones or use the internet effectively.

Moreover, the busy schedules of both parents and children often hinder effective communication between them. This lack of external motivation can result in some students achieving unsatisfactory grades, leading them to repeat courses in subsequent semesters.

However, long-distance interpersonal communication does not always have negative effects. Thanks to the availability of telephones and the internet, long-distance communication has become more flexible and easier to use. Parents can easily communicate with their children who are in different locations, receiving immediate responses without the need to send letters, as parents do in their time. Parental support for their children should include providing opportunities and complete learning facilities to encourage them to study and stay motivated. Furthermore, a good interpersonal relationship with openness between parents and children helps reveal everything that is happening with the child, making communication more effective and maintaining its continuity. On the other hand, poor communication without openness and trust can lead to problem



Out-of-town students often face challenges in adapting to a new environment, including cultural differences, language barriers, or local customs. Previous research conducted by Alnadi & Sari (2021) clearly shows that the majority of Indonesian students feel lonely. Therefore, the role and support of others in this adaptation process is essential. This support is commonly referred to as social support. According to Rufaida et al. (2017), social support refers to the sense of safety, care, self-esteem, or forms of support from others or a group toward an individual. Social support aspects include emotional support, instrumental support, informational support, and self-esteem support.

1. Limitations of Parent-Child Communication: For out-of-town students, maintaining regular communication with parents can be challenging, both due to physical distance and the busy schedules of each party. These communication limitations can impact the emotional bond between parents and children, potentially affecting the child's psychological development. This can, in turn, influence the student's ability to cope with challenges and stress while away from home.
2. Impact on Self-Confidence Levels: Irregular or insufficiently deep communication between out-of-town students and their parents can affect the students' self-confidence levels.

Without adequate support from parents, students may feel more isolated or even experience low self-esteem.

## 1.2 Scope of the Study

The scope of the study is intended to ensure that the research remains focused and does not deviate from the intended topic. Therefore, the researcher limits the issues in this study to the following:

1. This study focuses on the relationship between the frequency of communication between parents and the self-confidence levels of out-of-town students at the Faculty of Social Sciences and Law (FISH), Jakarta State University (UNJ). The research is limited to active out-of-town students for the academic year 2023/2024, aged 18–23 years, and uses a Likert scale questionnaire to measure the variables being studied. The research focus is limited to the influence of interpersonal communication with parents through various media, such as telephone calls, text messages, or video calls.

## 1.3 Research Objectives

This study aims to analyze the extent to which the intensity of communication between parents and their children affects the self-confidence levels of out-of-town students pursuing their education at UNJ. The study also seeks to compare the self-confidence levels of out-of-town students who have frequent communication with their parents with those who have lower communication frequency. Additionally, this research aims to explore other factors that may influence the relationship between the frequency of parent-child communication and the self-confidence levels of out-of-town students. These factors may include family conditions, social support, or other psychological aspects that could affect the students' self-confidence.



## 1.4 Benefits of the Study

### 1. Academic Benefits

#### A. Development of Knowledge

This study can contribute to the theoretical understanding of the relationship between parent-child communication and the self-confidence of out-of-town students, particularly in the fields of social psychology, communication, and education.

#### B. Reference for Future Research

The findings of this study can serve as a reference for future researchers who wish to explore similar topics, whether with different research subjects or using more complex methodologies.

#### C. Contribution to Curriculum and Educational Studies

This research provides empirical statistics that can be utilized by academics in designing curricula or modules aimed at supporting the psychological well-being of out-of-town students.

### 2. Practical Benefits

#### A. For Parents

This study provides insight into the importance of both the frequency and quality of communication with their children, especially when they are away from home. Parents can optimize their interactions to better support their children's self-confidence.

#### B. For Out-of-Town Students

Students can understand the impact of communication with their parents on their self-confidence, motivating them to be

more proactive in maintaining these connections.

#### C. For the Campus (FISH UNJ)

The research findings can be used by the university to design support or counseling software to help out-of-town students adapt to their new environment.

#### D. For the General Public

This study raises awareness about the significance of family relationships in supporting the psychological development of individuals, particularly in the context of physical distance.

## II. LITERATURE REVIEW

### 2.1 Theoretical Review

This study uses

#### A. Interpersonal Communication Theory

Interpersonal communication, both verbal and non-verbal, serves as the foundation for building deep and supportive relationships, including between parents and children. Effendy (2020) also states that interpersonal communication plays a significant role in fostering healthy relationships and can influence the development of an individual's self-confidence, particularly among students.

#### B. Attachment Theory (Emotional Bonding)

Attachment theory, proposed by Bowlby (1982), posits that strong emotional bonds with parents, especially through consistent communication, provide a sense of security that is crucial for a child's psychological development, including enhancing self-





confidence. Out-of-town students who maintain intensive and positive communication with their parents are better able to cope with challenges and stress, and they tend to feel more confident.

This study focuses on the relationship between the frequency of parent-child communication and the self-confidence levels of out-of-town students. The theories discussed above provide a strong foundation for exploring how supportive communication can influence the self-confidence development of students who are living far from home.

In the context of out-of-town students, communication with parents becomes a critical channel for supporting their emotional well-being, which ultimately has a positive impact on their self-confidence and their ability to solve the problems they encounter. This study aims to provide deeper insights into how parent communication can affect the psychological development of students, particularly in terms of self-confidence, which is crucial for their academic and social success on campus.

## 2.2 Research Variables

1. Independent Variable: The frequency of parent-child communication.
2. Dependent Variable: The self-confidence levels of out-of-town students.

## 2.3 Research Hypothesis

The hypothesis in this study is: "High-frequency communication between parents and out-of-town students at FISH UNJ positively influences the self-confidence levels of these students." Based on the explanation of the hypothesis:

1. Communication Frequency: Refers to how often and effectively students communicate with their parents, whether through phone calls, text messages, video calls, or social media.
2. Self-Confidence Level: Refers to the extent of the student's confidence in facing various situations in their environment, such as socializing with peers, adapting to a new environment, academics, and other activities.

Some reasons why frequent and good communication between FISH UNJ regional students and their parents can increase children's self-confidence are because:

1. Emotional Support: Regular and targeted communication can certainly provide excellent emotional support because the condition of adolescents approaching adulthood is an age in the process of emotional and psychosocial function growth which is very fragile so it is important in this self-adjustment process to involve communication and attention from parents so that they have good examples/role models to help them feel safer and accepted by themselves and others.
2. Identity Strengthening: Discussing different opinions with parents can help students understand their values and identity, which contributes to their self-confidence. Self-disclosure is also considered very important in determining success in carrying out social interactions, both within the family and in their peer environment, they

will begin to be interested in others by opening up and developing an attitude of mutual trust in others (Taylor & Belgrave, 1986). Self-disclosure is very necessary for adolescents approaching adulthood because at this age they begin to show their ability to accept others and adapt, especially in middle adolescence who have just entered college in a new environment as children from other countries.

3. Problem Solving: Good communication allows students to discuss the challenges they face, so they feel more capable of dealing with problems. Teenagers will often be faced with a choice of social responses where they begin to show attitudes related to decision making, in this case it is a fairly vulnerable situation considering the emotional function of adolescents which is still unstable, thus family care is still very much needed, especially parents. Kohn (in Monk, Knoers and Haditono, 1994)

## 2.4 Research Model

The research model refers to the direct relationship between independent and dependent variables by considering control factors such as age, gender, and duration of residence abroad.

### 1. Type of Research

This study uses a quantitative approach with a correlation design. The main objective of the study is to determine whether there is a significant relationship between the frequency of parental communication and the level of self-confidence of students living away from home.

## 2. Research Variables

### A. Independent Variable (X)

Frequency of parental communication Indicators: Number of interactions (telephone, text messages, video calls) in a week, duration of communication, and quality of communication (empathy, emotional support, openness)

### B. Dependent Variable (Y)

Student self-confidence level Indicator: Scores obtained from the Self-Confidence Scale questionnaire, covering aspects of courage, independence, and social skills.

## 3. Population and Sample

### Population

All out-of-town students registered at the Faculty of Social Sciences and Law (FISH) of Jakarta State University (UNJ) who are aged 18–23 years and live far from their families.

### Sample

Using random sampling technique to select 100 students from various faculties and study programs at FISH UNJ.

## 4. Data Collection Methods

### Questionnaire

The instrument used was an open and closed questionnaire with a Likert scale to measure two main variables (frequency of parental communication and student self-confidence level). The Likert scale measures the frequency of parental communication and student self-confidence level with five answer choices.



### III. RESEARCH METHODOLOGY

#### 3.1 Research Paradigm

This research uses a quantitative paradigm with a positivistic approach, aiming to identify causal relationships between independent and dependent variables based on objective and measurable data. In the context of this research, the independent variable is the frequency of communication between parents and children, while the dependent variable is the level of self-confidence of students from outside the region at FIS UNJ. The positivistic approach prioritizes the collection of objective data through instruments that can be measured quantitatively, such as questionnaires or surveys. In this case, parental communication is considered an important factor in shaping students' psychological development, particularly in terms of their self-confidence, especially for students who are far from their families. High self-confidence can help students face the academic and social challenges they encounter while away from home. Therefore, this study aims to examine whether there is a significant influence between the frequency of parent-child communication and the level of self-confidence of students living away from home, using statistical analysis methods to test the relationship between these two variables (Wijaya, 2015; Santoso, 2016). In the positivist paradigm, the research results are expected to provide findings that can be tested and proven through the collected data, as well as offering useful insights for the development of social and psychological support policies for migrant students on campus.

#### 3.2 Research Methodology

This research uses a quantitative approach based on statistical information. The research approach that addresses the

research problem requires careful measurement of the variables of the object being studied to produce conclusions that can be generalized regardless of the context of time, place, and situation. EDIRO

According to Sugiyono (2016), the quantitative research method can be defined as a research method based on positivist philosophy, used to study a specific population or sample, with sampling techniques generally conducted randomly, data collection using research instruments, and data analysis being quantitative or statistical in nature with the aim of testing the established hypothesis.

Based on the explanation above, it can be concluded that the quantitative approach is a method in research to test hypotheses using accurate statistical data tests. Based on the background and problem formulation mentioned, this research uses a quantitative approach to measure the influence of the frequency of parent-child communication on the self-confidence levels of migrant students at FIS UNJ.

#### 3.3 Research Approach

In this study, the author uses a quantitative approach. Creswell (2010, p. 24) states that, "the quantitative approach is the measurement of quantitative data and objective statistics through scientific calculations derived from a sample of people or residents who are asked to answer a number of survey questions to determine the frequency and percentage of their responses."

According to Creswell (2010), in this quantitative approach, the research will be predetermined, involving statistical data analysis and statistical data interpretation. Researchers who use a quantitative approach will test a theory by detailing specific hypotheses, then collecting data to



support or refute those hypotheses. The approach that will be undertaken in this research is a quantitative analysis approach based on statistical information. The research approach, in addressing the research problem, requires precise measurement of the variables of the object being studied to produce conclusions that can be generalized regardless of the context of time, place, and situation.

Furthermore, quantitative research according to Sugiyono (2012, p. 11) is as follows: The quantitative method can be defined as a research method based on positivist philosophy. This method is used to research a specific population or sample, data collection using research instruments, data analysis of a statistical quantitative nature, with the aim of testing the established hypothesis.

Based on the explanation above, it can be concluded that the quantitative approach is a method in research to test hypotheses using accurate statistical data tests. Based on the background and problem formulation that has been mentioned, this research uses a quantitative approach to measure the influence of the frequency of parent-child communication on the self-confidence levels of migrant male and female students at FIS UNJ.

### 3.4 Types of Research

The type of research is correlational quantitative research. Quantitative research involves the collection of numerical data that can be statistically analyzed to answer research questions. Correlational research focuses on identifying the relationship between two or more variables, in this case, between the frequency of parental communication and the level of self-confidence of migrant students.

As stated by Widjayanti et al. (2024), the correlational approach allows for the analysis of variable relationships naturally without intervention, which is relevant in the context of parent-child communication that occurs in everyday situations. This is also supported by Permata's (2013) research, which highlights the importance of long-distance communication in shaping individual self-confidence.

This research was chosen because its main objective is to understand whether there is a significant relationship between communication frequency and the self-confidence of migrant students. This approach allows for the identification of relationship patterns that can be explained quantitatively, providing a basis for practical recommendations and further research development.

### 3.5 Research Subjects

#### A. 3.5.1 Population

The population in this study consists of all male and female students from outside the region at FIS UNJ who are far from their original place of residence to pursue their education. This population was chosen because migrant students tend to face new challenges that affect their self-confidence and require support from their families, especially through communication with their parents.

#### B. 3.5.2 Sample

The sample was taken from the population of migrant male and female students at FIS UNJ using a purposive sampling method, which means only migrant students who met certain criteria were selected to participate. These criteria may include the length of time living away from home, the frequency of communication with parents,



and the level of adaptation to the new academic environment.

### C. 3.5.3 Sample Size

The sample size is determined using the Slovin formula with a 95% confidence level and a 5% margin of error.

In Slovin's formula, there are two conditions for determining the margin of error tolerance, namely:

1.  $e = 10\% = (0,1)^e$  if the population is large.
2.  $e = 20\% = (0,2)^e$  if the population is small.

According to Sugiyono (2014; 81), a sample is a part of the population that represents its size and characteristics. If the population is large, it becomes impossible for researchers to examine every element within it due to constraints such as budget, workforce, time, and others. In such cases, researchers can use a sample derived from the population. The collected sample must truly represent the population (be representative). The sample size can be calculated using Slovin's formula, as stated by Sugiyono (2011). Slovin's formula for determining sample size is as follows:

According to Hendryadi (2019: 168), if the population is too large to directly sample each member, Slovin's formula can be used to calculate the required sample size. In this study, it is not feasible for the author to examine the entire population due to various factors such as budget constraints, workforce availability, and time limitations. Therefore, the researcher selects a portion of the population, ensuring that the selected portion represents the rest of the population not included in the study.

The sample was calculated using the Slovin formula:

**Given:**

- $N = 78$  (Total population)
- $e = 0.05$  (Margin of error)

**Slovin's Formula:**

$$n = \frac{N}{1 + N \cdot e^2}$$

**Substitute the values into the formula :**

$$n = \frac{78}{1 + 78 \cdot (0,05)^2}$$

$$n = \frac{78}{1 + 78 \cdot 0.0025}$$

$$n = \frac{78}{1 + 0.195}$$

$$n = \frac{78}{1.195}$$

$$n = 65.3$$

The required sample size (nnn) is 65 respondents (rounded to the nearest whole number).

### 3.6 Sampling Technique

The data collection technique used in this study is:

**Survey:** This research will use a questionnaire to collect data on the frequency of parent-child communication and the self-confidence levels of students. The questionnaire will be distributed online to the students included in the study sample.

### 3.7 Research Hypothesis and Statistical Hypothesis

#### 3.7.1 Research Hypothesis

A research hypothesis is a guess or statement put forward as a temporary answer to a research problem, which will be

tested for truth through data analysis. In this study, the research hypothesis is as follows:

1. Alternative Hypothesis (H1): High frequency of communication between parents and students who are away from home has a positive influence on the level of self-confidence of students who are away from home at FIS UNJ. This statement indicates a positive relationship where the more frequent and high-quality communication between students who are away from home and their parents, the higher the level of self-confidence of students will be.
2. Null Hypothesis (H0): The frequency of communication between parents and students who are away from home does not have a significant influence on the level of self-confidence of students who are away from home at FIS UNJ. This statement assumes that there is no significant relationship between the frequency of communication and the level of student self-confidence.

### 3.7.2 Statistical Hypothesis

A statistical hypothesis is a mathematical formulation of a research hypothesis designed to be tested using statistical methods.

Alternative Hypothesis (H1):

$$H1 : \beta \neq 0$$

Where:

1.  $\beta$  is the regression coefficient of the relationship between

communication frequency and self-confidence level.

2.  $H1$  states that the frequency of communication has a significant influence on the level of self-confidence.

Null Hypothesis (H0):

$$H0 : \beta = 0$$

Where:

1.  $\beta$  is the regression coefficient of the relationship between communication frequency and self-confidence level.
2.  $H0$  states that the frequency of communication does not have a significant influence on the level of self-confidence.

### 3.8 Data Collection Methods

Data collection in a study is very important to do because it is related to the availability of data needed to answer the problems in the study. So that the conclusions that can be drawn are correct. Therefore, data collection in a study must be done properly. The data collection method is a technique or method used by researchers to collect data. The data collection method used in this study is a questionnaire. A questionnaire is a method of collecting data by presenting a series of statements or questions in writing that are submitted to respondents to be answered. The types of questionnaires are divided into two types, namely open and closed (Widoyoko, 2016, p. 33). The questionnaire can be distributed directly or via the internet.

### 3.9 Validity and Reliability

Validity Test: Using the Pearson Product-Moment method to assess the extent to



which the instrument measures the intended concept.

Reliability Test: Using Cronbach's Alpha coefficient to ensure the internal consistency of the scale used.

### 3.10 Data Analysis Methods

The data analysis method in this study was carried out in stages to ensure accurate and significant results:

#### 3.10.1 Univariate Analysis:

The first step is to describe the data distribution for each variable separately. This analysis is used to understand the characteristics of the data, including the frequency of communication and the level of respondent confidence.

#### 3.10.2 Bivariate Analysis:

To analyze the relationship between two main variables, namely communication frequency and self-confidence level. In this stage, Pearson correlation analysis is used to determine the strength and direction of the relationship between variables.

#### 3.10.3 Normality Test:

Conducted using the Kolmogorov-Smirnov method to ensure that the data used has a normal distribution. The results of this test are the basis for selecting further statistical analysis.

#### 3.10.4 Linearity Test:

This test aims to evaluate whether the relationship between communication frequency and self-confidence level is linear. Linearity of the relationship is required for valid regression analysis.

#### 3.10.5 Simple Linear Regression:

To determine the influence of independent variables on dependent variables. The regression model is stated as

#### 3.10.6 t-test:

To test the significance of the relationship between variables.

#### 3.10.7 Coefficient of Determination ( $R^2$ ):

To measure the contribution of independent variables in explaining variations in the dependent variable.

### 3.11 Operational Definition

Frequency of communication is measured by using the number of interactions that occur between parents and students who are away from home in a certain period such as in one week or one month. The types of communication measured include telephone, the number of calls made in a certain period, messages or chats, the number of messages sent and received, video calls, the number of call sessions made. The assessment will also consider the quality of communication, using a questionnaire that evaluates the depth and meaning of the interaction, such as the extent to which the conversation discusses personal, academic, or emotional issues.

Self-esteem of migrant students is measured using a standardized psychological questionnaire scale, such as the Rosenberg Self-Esteem Scale or a similar scale. As we will see later, theorist Erik Erikson believed that the process of facing the question "Who am I?" represents a fundamental challenge in adolescent life. This questionnaire will evaluate aspects such as self-perception, how students see themselves in terms of their abilities and values, adaptability, how well students can adjust to new environments, problem-



solving ability, how confident they are in facing academic and social challenges, initiative, how brave they are in taking action and making decisions. Responses will be rated on a Likert scale, which allows for quantitative analysis of the data.

The influence between the frequency of parental communication and the level of student self-confidence is measured by comparing groups of students based on their communication levels. The analysis methodology can include analysis of variance ANOVA To compare the differences in self-confidence levels between groups with different communication frequencies (high, medium, low), linear regression To look at the relationship between communication frequency and self-confidence in more depth, taking into account control variables such as gender, age, and length of stay abroad.

In addition to the variables mentioned above, it is also important to consider the social and cultural context of the students who are away from home. Variables such as physical distance between home and study, social support from peers, and family expectations can influence both the frequency of communication and the level of self-confidence. Moderation analysis can be used to test whether these variables moderate the relationship between communication frequency and self-confidence.

**Operational Definition of the Influence of Parent-Child Communication Frequency on the Level of Self-Confidence of Male and Female Students at FIS UNJ**

#### 3.11.1 Frequency of Communication Between Parents and Children

Refers to how often verbal or non-verbal communication occurs between parents and

children, whether through face-to-face, telephone, text messages, messaging apps, or social media. This frequency can be measured by the number of interactions in a week or month.

Indicators used:

1. Number of conversations per week/month between parents and children.
2. Type of communication (e.g., everyday conversation, important discussions, or giving advice).
3. Duration of communication in one conversation session.
4. Media used (telephone, text messages, video calls, etc.).

#### 3.11.2 Level of Self-Confidence of Male and Female Students nomad

Refers to the extent to which students who live away from home feel confident in living life on campus, both in terms of academics, social, and decision-making. This self-confidence can be measured using a scale or questionnaire that measures feelings of self-confidence, abilities, and social relationships.

Indicators that can be used:

1. A self-confidence scale that includes academic (e.g., ability to complete tasks), social (e.g., interacting with peers), and emotional (e.g., coping with stress) aspects.
2. Perception of the ability to overcome the challenges of living away from home.
3. Ability to speak in public or interact in a new environment.

#### 3.11.3 The Influence of Parent-Child Communication Frequency on the Level of Self-Confidence of Male and Female Students from Out of Town





Refers to the relationship between how often students from other countries communicate with their parents and the level of self-confidence they feel. This influence can be positive or negative, depending on the intensity, quality, and type of communication that occurs.

Indicators that can be used:

1. The relationship between the amount of communication with parents and the level of student self-confidence in facing academic and social challenges.
2. The influence of emotional support received through communication on students' self-confidence.
3. Changes in students' self-confidence levels recorded based on variations in the frequency of communication with parents.

This operational definition aims to measure in detail how the frequency of interaction between parents and children can influence the self-confidence of students who live away from home, by considering various factors that influence both variables.

### 3.12 Operational Concept

This concept definition provides clear boundaries for each variable in the study so that researchers can measure, analyze, and interpret the results more accurately. By clearly defining the frequency of communication, self-confidence, migrant students, and their influences, the study can provide measurable and relevant results to understand how the relationship between parental communication and migrant students' self-confidence is formed. This study will also explain whether other factors play a role in the process, thus providing a clearer picture of the migrant student experience.

### 1. Communication Frequency

Frequency of communication refers to how often parents and children communicate with each other during the student's time away from home. In this section, we will examine the psychosocial aspects of adolescents as they negotiate their transition from childhood to young adulthood and this concept can be measured by the number of interactions or contacts between the two parties, either through face-to-face conversations or other communication media (telephone, text messages, video calls, etc.). The frequency of communication between parents and children away from home varies, from daily to weekly, influenced by distance, busyness, and mutual agreement. Long distances and busy schedules are often the main obstacles, but maintaining communication is important to maintain harmonious family relationships. Frequency of communication is considered important because the more often students communicate with their parents, the more likely they are to receive emotional support. In this case, the frequency of communication is not only about the intensity, but also the quality of the communication that occurs, whether the conversation is in-depth or just a formality.

### 2. Confidence

Self-confidence in this study is defined as the belief of migrant students in their ability to face challenges and new situations in the migrant environment, both in academic and social contexts. This concept includes aspects such as self-perception, adaptability, problem-solving ability, and the courage to take the initiative. Student self-confidence can be measured using a psychological questionnaire scale, to find out how much they believe in their own abilities.

### 3. Out-of-town Students

Migrant students are the main research subjects studied in this context. They are students who live far from their original place of residence to study at FIS UNJ. The concept of migrant students includes the challenges they face, such as adapting to a new environment, living independently without direct supervision from parents, and social and academic pressures in a new place. These challenges often make migrant students more vulnerable to experiencing self-confidence problems, especially if they do not get enough support from their families or the surrounding environment.

### 4. Influence

Migrant students must be able to adapt to the new environment and culture around them, namely by being able to behave assertively so that their desires and feelings can be fulfilled and not easily exploited by others, chatting or asking for advice from parents is also very important, because male and female students still really need direction from their parents, all of this also refers to the influence in this study, which is the impact of the frequency and quality of parental communication on the level of self-confidence of migrant students. This influence can be positive, where more frequent and quality communication increases student self-confidence, or conversely, less intensive or negative communication can reduce self-confidence. The concept of this influence can also be measured by looking at the difference in self-confidence of students who have high and low communication frequencies, as well as an analysis of the quality of communication that is established.

### 3.13 Time and Place of Research

#### 3.13.1 Research Time

The time used by researchers to conduct this research was 2 months starting from October 2024 to December 2024.

#### 3.13.2 Research Location

The place where this research was carried out was through the process of data collection and collection carried out online through questionnaires distributed using Google Forms.

### 3.14 Research Limitations and Weaknesses

This study has several limitations that need to be considered. First, although the sample size was calculated using the Slovin formula, time and resource constraints may affect the actual number of samples collected. This is in line with the findings of Barus & Pradekso (2018), which showed that logistical constraints are often a challenge in survey research. Second, the method of data collection through online questionnaires has the risk of response bias, where respondents may provide answers that are considered socially correct. This study is also limited in terms of location, because it was only conducted on students from other universities at the Faculty of Social Sciences and Law, Jakarta State University, so these findings cannot be generally applied to students at other universities. Unregulated external factors, such as social experience or family economic situation, were not considered as control variables in this study, even though they could affect students' self-confidence. In addition, the use of the standardized Rosenberg Self-Esteem Scale (RSES) may not fully cover all elements of self-confidence that are important in the context of students from other university.

#### IV. RESULTS AND DISCUSSION

##### A. Research Description

This study involved 78 female students of Jakarta State University (UNJ) who were selected using purposive sampling technique. Respondents involved in this study were selected based on certain criteria, namely aged between 18 and 24 years, were out-of-town students at UNJ, and had experience communicating with their parents in the context of out-of-town students. The sample selection was based on these criteria to ensure that respondents had relevant experience regarding the influence of communication with parents on their self-confidence. In addition, respondents came from various departments at UNJ to ensure diversity of

backgrounds and experiences in communicating with parents. For data collection, this study used a questionnaire designed to measure two main variables, namely the frequency of communication with parents and the level of self-confidence of out-of-town students, which would be filled out by each respondent individually.

##### B. Data analysis

##### 1. Validity test

The results of the Pearson correlation analysis showed a significant positive relationship between the frequency of communication between parents and children and the level of self-confidence of students from out-of-town students at Jakarta State University (UNJ).

**Table 1 Validity Test Results**

Correlations			
		The influence of the frequency of communication between parents and children	Self-confidence of out-of-town students at UNJ
The influence of the frequency of communication between parents and children	Pearson Correlation	1	.313**
	Sig. (2-tailed)		.005
	N	78	78
Self-confidence of out-of-town students at UNJ	Pearson Correlation	.313**	1
	Sig. (2-tailed)	.005	

	N	78	78
--	---	----	----

The correlation value of 0.313 indicates a positive relationship with low to moderate correlation strength. Statistical significance (less than ) indicates that this relationship is statistically significant, so it is unlikely that this result occurred by chance. With a total of 78 respondents, this result supports the hypothesis that the frequency of communication with parents has an effect on the self-confidence of out-of-town students, although the correlation level is not very strong. This suggests that more intensive communication with parents has the potential to increase the self-confidence of out-of-town students, but other factors may also play a role in shaping their self-confidence.  $p = 0.005$   $\alpha = 0.05$

## 2. Reliability test

The results of the reliability test using Cronbach's Alpha showed a value of 0.01 for 30 items on the instrument used.  $\alpha = 0.681$

**Table 2 Reliability Test Results**

Reliability Statistics	
Cronbach's Alpha	N of Items
.681	30

This value indicates a fairly good level of reliability, although not very high. In general, Cronbach's Alpha values above 0.6 are considered acceptable for exploratory research, but for confirmatory research or research that requires a high level of accuracy, values above 0.7 or 0.8 are more recommended. Therefore, this instrument is quite consistent in measuring the intended variables, but there may still be room for improvement, for example by revising or removing items that are less relevant or inconsistent in measurement. Overall, these results indicate that the instrument used is reliable for further analysis, but needs to be interpreted with caution.

## 3. Mean value per indicator

The results of the descriptive analysis show the average (mean) values for the two main variables in the study



**Table 3 Mean Results**

Descriptive Statistics					
	N	Min imu m	Max imu m	Mea n	Std. Devatio n
The influence of the frequency of communication between parents and children	78	30.00	67.00	55.2308	6.86214
Self-confidence of out-of-town students at UNJ	78	31.00	48.00	39.4487	3.62404
Valid N (listwise)	78				

The results of the descriptive analysis show the average value (mean) for the two main variables in the study. The variable of communication frequency between parents and children has an average of 55.23 with a standard deviation of 6.86, indicating that in general, out-of-town students at Jakarta State University (UNJ) have a relatively high level of communication frequency with their parents. However, the distribution of data shows moderate variation among respondents, with a minimum value of 30

and a maximum of 67. This indicates that some students have more intensive communication than others. The out-of-town student self-confidence variable has an average value of 39.45 with a standard deviation of 3.62. This value indicates the level of self-confidence of out-of-town students which is in the medium to high category, with a smaller data distribution compared to the communication variable. With a range of values between 31 and 48, these results indicate that most respondents have a fairly similar level of self-confidence, although there are slight individual differences. Overall, the mean values of the two variables provide an initial picture that out-of-town students tend to have a good level of communication with their parents and a fairly stable level of self-confidence.

#### 4. Normality Test

Based on the results of the One-Sample Kolmogorov-Smirnov Test, the residual distribution meets the normality assumption with an asymp. sig. (2-tailed) value of 0.200, which is greater than the significance level ( $\alpha$ ) of 0.05.

**Table 4 Normality Test Results**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		78
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.44159650
Most Extreme Differences	Absolute	.073
	Positive	.073
	Negative	-.059
Test Statistics		.073
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

The results of the normality test using the One-Sample Kolmogorov-Smirnov Test show that the Asymp. Sig. (2-tailed) value is , which is greater than the significance level . This indicates that the residual data in this study follows a normal distribution. In addition, the test statistic value of 0.073 and the extreme differences (most extreme differences) between the actual data value and the expected normal distribution are also relatively small. Thus, the normality assumption for the residual data is met, so that this data can be used for further parametric statistical analysis, such as linear regression or Pearson correlation. These results support the validity of the analysis that has been carried out in the study.  $p = 0.200$   $\alpha = 0.05$

## 5. Linearity Test

Based on the results of the linearity test, it was found that there was a significant linear relationship.

significance level. Thus, the relationship between the two variables can be said to be

**Table 5 Linearity Test Results**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Self-confidence of out-of-town students at UNJ * The influence of frequency of communication between parents and children	Between Groups	(Combined)	327,339	26	12,590	.939	.558
		Linearity	99.262	1	99.262	7.402	.009
		Deviation from Linearity	228,078	25	9.123	.680	.851
	Within Groups		683,956	51	13,411		
	Total		1011,295	77			

The results of the linearity test in the ANOVA table show that the relationship between the variable of communication frequency between parents and children with the self-confidence of out-of-town students at the State University of Jakarta (UNJ) meets the linearity assumption. This is indicated by the significance value for linearity of , which is smaller than the

statistically linear, which means that an increase in the frequency of communication with parents has a consistent relationship pattern to changes in the self-confidence of out-of-town students. The significance value for deviation from linearity is , which is much greater than . This indicates that there is no significant deviation from the linear relationship

between the variables tested. This means that the linear relationship pattern found is quite strong and there are no other more complex patterns (such as curvilinear) in the data of this study. Overall, these results support the assumption that the relationship between the frequency of communication with parents and the self-confidence of out-of-town students is linear. Thus, a parametric analysis approach such as linear regression can be used to describe and analyze this relationship in more depth, providing a strong basis for drawing research conclusions.

$$p = 0.009 \alpha = 0.05$$

$$p = 0.851 \alpha = 0.05$$



## 6. Simple Linear Regression Test

Based on the results of a simple linear regression test, which shows that there is a strong and positive relationship.

frequency of communication with parents. Of the total variability of self-confidence indicated by the Total Sum of Squares of 1011.295, the regression model explains the variability

**Table 6 Simple Linear Regression Test**

ANOVA						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	99.262	1	99.262	8.272	.005b
	Residual	912.033	76	12.000		
	Total	1011.295	77			

## Results

The results of the regression analysis show that the regression model used in this study is statistically significant in explaining the relationship between the independent variables, namely the frequency of communication between parents and children, with the dependent variable, namely the self-confidence of out-of-town students at the State University of Jakarta (UNJ). This is indicated by the significance value , which is smaller than the significance level . Thus, the null hypothesis stating that there is no relationship between the two variables can be rejected, supporting the hypothesis that the frequency of communication affects self-confidence. The calculated F value of 8.272 indicates that the regression model has a significant ability to explain the variability of out-of-town students' self-confidence which is influenced by the

of 99.262, the remaining 912.033 is the variability that is not explained by the model and is considered as residual. Overall, these results indicate that the frequency of communication between parents and children contributes significantly to the level of self-confidence of out-of-town students, although other variables also play a role. This regression model can be used to describe the pattern of relationships between the two variables, providing deeper insight into the role of family communication in supporting the self-confidence of out-of-town students. $p = 0.005\alpha = 0.05$

## 7. T-test

Based on the results of the t-test, information was obtained regarding the

significant influence of the frequency of communication between parents and children.

the frequency of communication significantly affects the level of self-confidence of out-of-town students. The unstandardized regression coefficient ( ) of 0.165 indicates that every one unit increase in the frequency of communication between parents and children will increase

Coefficientsa						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	30,310	3.202		9,467	.000
	The influence of the frequency of communication between parents and children	.165	.058	.313	2,876	.005

**Table 7 T-Test Results**

The results of the t-test in the regression analysis show that the independent variable, namely the frequency of communication between parents and children, has a significant effect on the dependent variable, namely the self-confidence of out-of-town students at the State University of Jakarta (UNJ). This is indicated by the significance value , which is smaller than the significance level , so that the null hypothesis stating no effect can be rejected. Thus, it can be concluded that

the self-confidence

of out-of-town students by 0.165 units, assuming other variables remain constant.

The standardized coefficient value indicates that the frequency of communication has a moderate effect on the self-confidence of out-of-town students compared to other variables in the model.  $p = 0.005$   $\alpha = 0.05$   $\beta(\beta = 0.313)$

The t-value of 2.876 supports the conclusion that the effect of communication frequency on self-confidence is statistically significant. In addition, the constant of 30.310 indicates the baseline value of self-confidence of out-of-town students when the communication variable is at zero. Overall, these results indicate that more intensive communication with parents can be one of the factors that increase the self-confidence of out-of-town students. ( $\beta$ )

## 8. Coefficient of Determination Test

The results of the determination coefficient ( $R^2$ ) test on the regression model show that the  $R^2$  value = 0.098, which means that approximately 9.8% of the variability in the self-confidence of out-of-town students at Jakarta State University (UNJ) can be explained by the frequency of communication between parents and children.

**Table 8 Results of Determination Coefficient Test**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.313a	.098	.086	3.46416

Although this percentage is relatively small, it shows that the parent communication factor can make a

significant contribution, although there are other factors that have not been measured in this model that also affect the self-confidence of out-of-town students. The Adjusted R Square value of 0.086 provides an adjustment to the number of variables in the model, which takes into account the potential for overfitting. With this value, the regression model still shows sufficient ability to explain the effect of communication frequency on self-confidence, although not all external factors can be explained through this model. In addition, the Std. Error of the Estimate value of 3.46416 illustrates how much average prediction error can occur in this model. This standard error value is relatively large, indicating that although this model is quite good at explaining the relationship between variables, there is still quite a lot of variability in the data that cannot be explained only by the frequency of parental communication. Overall, these results indicate that although the regression model is significant, other broader factors may also affect the self-confidence of out-of-town students that are not included in this study.

## 9. Chi Square Test

The results of the Chi-Square test show that there are several aspects that

need to be considered in interpreting the relationship between the variables tested in this study.

**Table 9 Chi Square Test Results**

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	440.053 <sup>a</sup>	416	.200
Likelihood Ratio	223.640	416	1,000
Linear-by-Linear Association	7,558	1	.006
N of Valid Cases	78		

The Pearson Chi-Square value is 440.053 with an Asymptotic Significance (2-sided) value of .200, which is greater than the significance level of .05. This indicates that there is no significant relationship between the variables tested in the context of this Chi-Square test, so the null hypothesis stating that there is no association between the variables can be accepted. However, the Likelihood Ratio value of 223.640 with a p-value of 1.000 also shows an insignificant result, which strengthens the conclusion that there is no significant association between the variables in this test. On the other hand, the Linear-by-Linear Association shows a Chi-Square value of 7.558 with a p-value of .006, which is smaller than .05, indicating a significant linear

relationship between the two variables in this study. This indicates that although the overall relationship is not significant, there is a significant linear relationship in one aspect or subgroup in the data. Overall, the results of this Chi-Square test indicate that although there is no significant relationship between most of the variables tested, there is an indication that a certain linear relationship can be found in the data, which requires further analysis to dig deeper into the pattern.  $df = 416$ ,  $p = 0.200$ ,  $\alpha = 0.05$ ,  $p = 1.000$ ,  $p = 0.006$ ,  $\alpha = 0.05$ .

#### A. Discussion

This study aims to analyze the effect of communication frequency between parents and children on the self-confidence of out-of-town students at Jakarta State University (UNJ). Based on the results of the analysis that has been done, there are several findings that support the hypothesis that more intensive communication with parents has a positive effect on increasing the self-confidence of out-of-town students. First, the results of the correlation test show a significant positive relationship between the frequency of communication with parents and the self-confidence of out-of-town students. This means that the more often students communicate with their parents, the higher the level of self-confidence they feel in living their campus life and out-of-town life. This underlines the important role of parental communication in shaping students' self-confidence, especially when they are far from their families and have to face the challenges of living independently in a new environment. The emotional support obtained through this communication gives students a sense of security and



stability, which contributes to strengthening their self-confidence.

In addition, the instruments used in this study have been proven to be valid and reliable, meaning that the results obtained can be relied upon to explain the relationship between the frequency of parental communication and students' self-confidence. The use of questionnaires that have been tested for validity and reliability strengthens the findings of this study, because the data obtained can be trusted as a representation of the actual conditions. In addition, the assumption of data normality has also been met, which opens up the possibility of using parametric statistical analysis such as linear regression and Pearson correlation, which allows for a stronger and more precise interpretation of the relationship between variables. The results of the regression analysis indicate that the frequency of communication with parents has a significant effect on the self-confidence of students living away from home. Although other factors that may also affect students' self-confidence, such as social environmental factors or personal experiences, are not covered in this study, the results of this regression indicate that communication with parents remains a factor that cannot be ignored in increasing students' self-confidence. Regular and in-depth communication with parents provides important support, both emotionally and psychologically, which helps students feel more confident in dealing with various situations and pressures faced in the campus environment.

Although the regression model used was only able to explain a small part of the variability in students' self-confidence, the findings still show that

communication with parents has a significant contribution in increasing their self-confidence. This reinforces the importance of intense and meaningful family communication for students who are away from home. Beyond academic support, good communication with parents provides a strong foundation for students to feel more confident in their social lives, as well as being able to cope with challenges that come better. Overall, the findings of this study support the proposed hypothesis, namely that the frequency of communication with parents has a positive effect on the self-confidence of students who are away from home. The results of this study provide valuable insights into the important role of family communication in supporting students' psychological well-being, and show that parental attention through regular and attentive communication can be a determining factor in increasing the self-confidence of students who are away from home. Therefore, it is important for parents to maintain good communication relationships with their children, especially when they are away from home, to ensure that they have the support they need in developing their self-confidence in living a life away from home.



## V. CLOSING

### A. Conclusion

Based on the results of the research that has been conducted, it can be concluded:

1. This study shows that the more often students communicate with their parents, the higher their level of self-confidence, confirming the importance of parental communication in supporting the psychological well-being of out-of-town students.
2. The questionnaire used in this study was proven to be valid and reliable, so that the results obtained can be relied on to explain the relationship between the frequency of parental communication and student self-confidence.
3. The results of this study emphasize that regular and meaningful communication from parents plays an important role in increasing the self-confidence of out-of-town students, helping them feel more confident in facing the challenges of campus life.

### B. Suggestion

For further research, it is recommended that more in-depth research be conducted involving additional variables that can influence the self-confidence of out-

of-town students, such as social, economic, or peer support factor

## REFERENCES

- Widjayanti, WW, Wicaksono, MZ, & Athika, SS (2024). Communication between Parents and Children in Overseas Areas. *HARMONY NUSA BANGSA JOURNAL*, 1(2), 105-112.
- Permata, S. (2013). Long Distance Communication Patterns Between Parents and Children (A Study of 2009 Faculty of Social and Political Sciences Students Coming from Outside the Region). *Acta Diurna Komunikasi*, 2(1).
- Barus, VA, & Pradekso, T. (2018). Communication Behavior Between Migrant Students and Parents. *Online Interaction*, 7(1), 19-30.
- ASTUTI, PS (2023). *RELATIONSHIP BETWEEN SELF-CONFIDENCE AND SOCIAL ACCEPTANCE WITH ASSERTIVE BEHAVIOR IN REMAINING STUDENTS* (Doctoral dissertation, UIN Raden Intan Lampung).
- Navid, JS (2009). *Adolescence and Adulthood: [Psychological Conceptions and Applications]*. Houghton Mifflin Company.
- Aprilina Prastari, M. (2021). *Communication Between Parents and Children*. Jakarta: PT Elex Media Komputindo
- Salpina, S. (2018). Long Distance Interpersonal Communication Between Parents and Children 5.
- Valkenburg, P. M., & Peter, J. (2011). Online communication among adolescents: An integrated model of its attractions, opportunities, and risks. *Journal of Adolescent Health*, 48(2), 121-127
- Sudirmanto, S. (2019). Behavior of Migrant Students in Pekanbaru. *Jom Fisip*, 6(2)



3. <https://jom.unri.ac.id/index.php/JOMFSI/P/article/view/24906/24122>

Ruth, LJ (2012). A Picture of the Virtues of Migrant Students. Predicara.

Lal, K. (2014). Emotional maturity, self-confidence and academic achievement of adolescents in relation to their gender and urban-rural background. American International

Hapasari, A., & Primastuti, E. (2014). Self-confidence of Papuan students viewed from peer support. Psikodimensia, 13(1), 60-72. Journal of Research in Humanities, Arts and Social Sciences, 5(2), 188-193.

Tillman, D. (2000). Living values activities for young adults. Sterling Publishers Private Limited

Siregar, RR, & Ningsih, YT (2019). Contribution of big five personality to interpersonal communication in first year out-of-town students. Jurnal Riset

Taylor, D. A., & Belgrave, F. Z. (1986). The effects of perceived intimacy and valence on self-disclosure reciprocity. Personality and Social Psychology Bulletin

Monk, FJ Knoers, AMP Haditono. 1994. Developmental Psychology: An Introduction to Its Various Parts. Yogyakarta: Gajahmada University Press.

Inadi, A., & Sari, CAK (2021). The Influence of Social Support on Self-Adjustment in Sumatran Students at Uin Sayyid Ali Rahmatullah. Proyeksi, 16(2), 153. <https://doi.org/10.30659/jp.16.2.153-16>

Rufaida, H., Kustanti, E.R., Kunci, K., Diri, P., Sosial, D., Sebaya, T., & Rantau, M. (2017). The Relationship Between Peer Social Support and Self-Adjustment in Students from Sumatra at Diponegoro University. Empathy Journal, August, 7(3), 217-222

<https://jptam.org/index.php/jptam/article/download/738/662> Differences in Children's Moral Intelligence Based on Parenting Styles Applied by Parents.

<https://ejournal.kopertais4.or.id/madura/index.php/kabilah/article/view/1710/1262> SELF CONCEPT IN SOCIAL INTERACTION OF GAPURA ADOLESCENTS, SUMENEP REGENCY