

The Relationship Between Parent-Child Communication Patterns and Adolescent Self-Confidence: A Systematic Literature Review

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Abstract. This study examines how parent-child communication patterns contribute to adolescent self-confidence through a systematic literature review. Although previous studies have linked family communication with adolescent psychological development, existing findings remain fragmented and insufficiently emphasize the communication mechanisms that shape confidence. This review therefore synthesizes recent literature to clarify patterns, mechanisms, and implications for adolescent development. Articles published between 2016 and 2026 were identified from Google Scholar, Scopus, Web of Science, and Sinta using keywords related to parent-child communication, parenting style, verbal interaction, adolescent self-concept, and psychological adjustment. Studies were selected based on predetermined inclusion criteria, including relevance to adolescents, focus on family communication, and empirical or theoretical contribution; duplicate, non-peer-reviewed, and irrelevant studies were excluded. The selected literature was analyzed using thematic synthesis. The findings show that open, democratic, supportive, and empathic communication strengthens adolescent self-confidence by promoting emotional security, perceived competence, autonomy, and a sense of being valued. In contrast, authoritarian, dismissive, and verbally aggressive communication weakens confidence through fear of evaluation, self-doubt, social withdrawal, and negative self-perception. The review highlights emotional validation, active listening, and reciprocal dialogue as key mechanisms linking family communication and adolescent confidence.

Keywords: *parent-child communication; adolescent self-confidence; family communication; democratic communication; systematic literature review*

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Introduction

Adolescence is a decisive developmental period in which individuals negotiate rapid physical, cognitive, emotional, and social changes while gradually constructing a more stable sense of identity. During this transition, adolescents are expected to develop autonomy, regulate emotions, expand peer relationships, make academic and social decisions, and build a coherent evaluation of their own worth and capability. Self-confidence is therefore not merely a desirable personality trait but a developmental resource that enables adolescents to participate in social interaction, communicate their views, explore their abilities, and respond adaptively to school and family demands. Adolescents who show adequate self-confidence tend to be more willing to express opinions, engage in learning activities, initiate relationships, and interpret challenges as opportunities for growth. In contrast, low self-confidence is often reflected in hesitation, avoidance of social exposure, fear of making mistakes, excessive dependence on others, and negative self-evaluation. Because these tendencies may affect social adjustment, academic involvement, and psychological well-being, adolescent self-confidence deserves systematic attention within developmental psychology and educational psychology.

The formation of adolescent self-confidence cannot be separated from the relational environment in which adolescents grow. Among the multiple ecological contexts that shape adolescent development, the family remains the earliest and most emotionally meaningful setting. Parents introduce children to language, rules, emotional regulation, self-appraisal, and interpersonal expectations long before adolescents encounter broader peer and school systems. Through repeated daily interactions, adolescents learn whether their feelings are legitimate, whether their opinions matter, and whether mistakes are treated as learning experiences or as personal failures. For this reason, parent-child communication is central to the development of self-confidence. Communication in the family does not only transmit information; it also conveys acceptance, recognition, control, trust, respect, and emotional availability. When parents communicate with warmth and openness, adolescents are more likely to experience themselves as valued members of the family. Conversely, communication that is rigid, punitive, dismissive, or verbally aggressive may teach adolescents to doubt their competence and suppress their own voice.

Interpersonal communication theory provides an important conceptual foundation for understanding this relationship. DeVito (2016, 2023) explains that effective interpersonal communication is characterized by openness, empathy, supportiveness, positiveness, and equality. These dimensions are highly relevant to parent-adolescent interaction because

adolescence is a phase in which young people increasingly seek recognition as individuals with their own thoughts, emotions, and decisions. Openness enables adolescents to share experiences without excessive fear of punishment. Empathy allows parents to understand adolescents' emotional realities rather than responding only through authority. Supportiveness reduces defensiveness and helps adolescents interpret feedback as guidance rather than rejection. Positiveness communicates appreciation and emotional warmth, while equality recognizes adolescents as developing persons whose views deserve consideration. In the family context, these dimensions can strengthen self-confidence because adolescents gradually internalize the message that they are capable, worthy, and legitimate participants in interpersonal relationships.

Parenting research also supports the relevance of communication quality for adolescent confidence. Smetana (2017) emphasizes that parenting styles, parental beliefs, and the quality of parent-child interaction are closely related to adolescent psychosocial outcomes. Democratic or authoritative parenting, which combines clear expectations with emotional responsiveness, is generally associated with healthier development because it balances structure and autonomy. In communication terms, democratic parents set boundaries while still inviting dialogue, explaining reasons, and allowing adolescents to express disagreement. This pattern differs from authoritarian communication, in which rules are imposed unilaterally and adolescents are expected to obey without meaningful discussion, and from permissive communication, in which warmth may exist but guidance and consistency are weak. Studies in Indonesian contexts have similarly reported that democratic interaction and supportive family communication are associated with stronger self-confidence, whereas authoritarian and permissive patterns may be linked with weaker psychological adjustment (Pertwi et al., 2016; Saputri et al., 2020; Yusuf et al., 2020; Hartono et al., 2025).

Theoretical explanations from self-efficacy perspectives also clarify why communication matters for confidence development. Bandura's self-efficacy framework suggests that individuals develop beliefs about their capabilities through mastery experiences, social persuasion, emotional states, and models observed in the environment. Although self-confidence is broader than self-efficacy, both constructs involve an individual's belief in personal capability. Parent-child communication contributes to these beliefs through verbal encouragement, feedback, emotional reassurance, and opportunities for adolescents to make choices. For example, when parents recognize effort, explain problems calmly, and allow adolescents to participate in family decisions, adolescents receive repeated confirmation that their reasoning and abilities are trusted. In contrast, communication dominated by criticism, ridicule, or comparison may weaken perceived

competence and make adolescents more vulnerable to shame and avoidance. This mechanism is reflected in recent research showing that family conversation orientation can enhance adolescents' self-efficacy, while conformity-oriented communication may produce the opposite tendency when it suppresses adolescents' agency (Zhan & You, 2024).

Recent empirical literature strengthens the argument that parent-child communication is not only related to self-confidence but also to broader adolescent mental health. Kapetanovic et al. (2020), in a cross-cultural study involving twelve cultural groups, showed that parent-adolescent communication processes are connected with adolescent psychological problems, including internalizing and externalizing difficulties. Zapf et al. (2024), through a systematic review, further concluded that higher-quality adolescent-rated parent-child communication is generally associated with better adolescent mental health outcomes. These findings are important because self-confidence is closely intertwined with psychological adjustment. Adolescents who feel emotionally safe in family communication are more likely to manage social challenges, regulate anxiety, and maintain a positive view of themselves. Conversely, communication barriers can intensify loneliness, emotional distress, and insecurity. Liu et al. (2024) also found that parental democratic communication was related to adolescent well-being, highlighting that dialogic and respectful family communication can function as a protective relational process in a period increasingly marked by social loneliness.

The Indonesian context makes this issue particularly important. Families in Indonesia often place strong emphasis on obedience, respect for elders, and collective harmony. These values can provide emotional security and moral guidance when balanced with warmth and dialogue. However, when interpreted rigidly, they may also produce one-directional communication that limits adolescent self-expression. Adolescents may become reluctant to share opinions, ask questions, or disclose personal difficulties because they fear being perceived as disrespectful. At the same time, contemporary adolescents grow up in a digital environment in which peer validation, social media comparison, and online interaction increasingly influence self-evaluation. These conditions require parents to develop communication patterns that are both culturally sensitive and developmentally responsive. Warmth, active listening, clear boundaries, and respect for adolescent autonomy are necessary to help adolescents navigate the tension between family expectations, peer influence, and personal identity formation.

Another issue that deserves attention is negative verbal communication in the family. Verbal aggression, harsh criticism, threats, insults, and repeated devaluation may be less visible than physical violence, but their psychological effects can be substantial. Adolescents who

repeatedly receive hurtful words from parents may internalize the belief that they are incompetent, unwanted, or incapable of meeting expectations. Juniarwati and Zaly (2021) reported that parental verbal violence was associated with adolescent self-confidence problems, while later Indonesian studies have continued to highlight the negative role of verbal abuse in adolescent self-appraisal and emotional functioning. Such findings suggest that family communication must be evaluated not only in terms of frequency but also in terms of emotional tone and relational meaning. A family may communicate often, yet if the interaction is dominated by humiliation or control, the developmental impact may be harmful rather than supportive.

The distinction between verbal and nonverbal communication also matters. Verbal communication includes advice, praise, criticism, commands, explanations, and expressions of support. Nonverbal communication includes eye contact, facial expression, tone of voice, gestures, touch, and physical presence. Adolescents interpret both forms of communication simultaneously. A parent may verbally state support, but if the tone is sarcastic or the facial expression is dismissive, the adolescent may still feel rejected. Imadari and Rakhmawati (2025) emphasize that interpersonal communication between parents and adolescents involves both verbal and nonverbal elements, and both contribute to emotional closeness. Therefore, a communication pattern that supports self-confidence is not only a matter of saying the right words but also of creating a consistent emotional climate in which adolescents feel safe, respected, and understood.

The development of adolescent self-confidence is also linked with school experience, peer acceptance, and broader social opportunities. However, family communication remains a foundational factor because it shapes how adolescents interpret experiences outside the family. A confident adolescent who receives supportive communication at home may be better prepared to handle peer criticism, academic failure, or social comparison. In contrast, an adolescent who has repeatedly experienced negative family communication may interpret ordinary setbacks as confirmation of personal inadequacy. This explains why parent-child communication should be examined within educational psychology: confidence affects students' ability to participate in class, communicate with teachers, collaborate with peers, and take academic risks. Educational institutions therefore have an indirect stake in strengthening family communication through parenting education, school counseling, and family-school collaboration.

Although many studies have addressed parenting and adolescent psychological outcomes, the specific relationship between parent-child communication patterns and adolescent self-confidence still requires clearer synthesis. Existing studies often examine related constructs such as self-esteem, self-concept, self-efficacy, mental health, interpersonal communication, or

parenting style. These constructs overlap with self-confidence but are not identical. As a result, findings are sometimes scattered across different disciplinary discussions, making it necessary to integrate them into a coherent review. In addition, rapid changes in digital communication, family routines, and adolescent social life have altered the way parents and adolescents interact. A review that considers recent literature is therefore needed to clarify how open, supportive, democratic, authoritarian, permissive, verbal, and nonverbal communication patterns are associated with adolescent self-confidence.

Based on these considerations, this study aims to examine the relationship between parent-child communication patterns and adolescent self-confidence through a systematic literature review. The central assumption is that positive parent-child communication is associated with higher adolescent self-confidence, whereas negative, authoritarian, or verbally aggressive communication is associated with lower self-confidence. This review is expected to contribute to developmental psychology, family communication studies, and educational practice by synthesizing theoretical and empirical evidence into an academically structured explanation. Practically, the findings may help parents, teachers, counselors, and educational institutions design communication-oriented interventions that strengthen adolescents' belief in their own capabilities while reducing family interaction patterns that undermine psychological development.

Methods

This study used a systematic literature review (SLR) design with a narrative-thematic synthesis. The design was selected because the purpose of the study was to identify, evaluate, and integrate findings from previous empirical and theoretical literature regarding the relationship between parent-child communication patterns and adolescent self-confidence. The review was not intended to collect primary data from adolescents or parents; rather, it reorganized existing evidence to clarify the direction, mechanisms, and implications of the relationship between the two variables.

The independent variable in this review was parent-child communication pattern, defined as the relatively stable way parents and adolescents exchange messages, negotiate rules, express emotions, provide feedback, and respond to conflict. This variable includes open communication, democratic communication, supportive communication, authoritarian communication, permissive communication, verbal communication, nonverbal communication, and negative verbal communication. The dependent variable was adolescent self-confidence, defined as

adolescents' belief in their own ability to express opinions, face social situations, make decisions, and adapt to academic and interpersonal demands.

The data sources consisted of secondary literature, including national journal articles, international journal articles, proceedings, theses or dissertations, and relevant academic books published between 2016 and 2026. The main search platform used in the original article was Google Scholar, supported by additional verification through indexed journal pages and DOI records where available. The search terms included combinations of "parent-child communication," "parent-adolescent communication," "family communication," "interpersonal communication," "parenting style," "adolescent self-confidence," "self-esteem," "self-concept," and "self-efficacy." Indonesian equivalents such as "komunikasi orang tua dan anak," "pola komunikasi keluarga," "kepercayaan diri remaja," and "pola asuh orang tua" were also considered to maintain relevance to Indonesian adolescent contexts.

The inclusion criteria were: (1) studies published between 2016 and 2026; (2) studies discussing parent-child communication, family communication, parenting style, verbal communication, adolescent confidence, self-esteem, self-concept, or self-efficacy; (3) studies focusing on adolescents or youth populations, or family processes relevant to adolescence; and (4) sources available in full text or with sufficient bibliographic and methodological information for synthesis. Literature was excluded if it did not address either communication or adolescent confidence-related constructs, was not academically traceable, or contained insufficient information for thematic analysis.

Data analysis was conducted using thematic analysis. The first stage involved repeated reading of the selected literature to identify statements, findings, and theoretical arguments relevant to parent-child communication and adolescent self-confidence. The second stage involved coding the findings into conceptual categories, including open communication, democratic parenting, emotional support, verbal aggression, authoritarian control, nonverbal warmth, digital-era communication, and adolescent psychological adjustment. The third stage involved comparing findings across studies to determine whether the evidence supported a positive, negative, or conditional relationship.

Results

The review found a consistent relationship between the quality of parent-child communication and adolescent self-confidence. Across the reviewed literature, open and supportive communication was repeatedly associated with stronger self-confidence. Adolescents whose parents listened attentively, invited discussion, responded with empathy, and provided

constructive feedback tended to show a more positive self-evaluation. This pattern appeared because supportive communication communicates recognition: adolescents feel that their thoughts are meaningful and that their presence is valued within the family. Studies by Panjaitan et al. (2021), Maulana and Nafessa (2024), Azizah et al. (2024), and Lario et al. (2025) collectively indicate that better interpersonal communication between parents and adolescents is positively related to adolescent confidence, willingness to communicate, and optimism about personal capability.

The second major finding concerns democratic communication. Democratic communication is characterized by two-way dialogue, shared rule negotiation, explanation of parental decisions, respect for adolescent opinions, and consistent boundaries. This communication pattern was associated with healthier adolescent development because it allows adolescents to practice autonomy while still receiving parental guidance. Research by Saputri et al. (2020), Hartono et al. (2025), and Liu et al. (2024) supports the view that democratic family interaction is related to better adolescent confidence and well-being. In this pattern, adolescents do not interpret parental control as rejection because rules are explained, discussed, and balanced with emotional warmth.

The third finding shows that authoritarian communication and verbal aggression are negatively associated with adolescent self-confidence. Authoritarian communication tends to operate through one-way instruction, excessive control, limited emotional responsiveness, and low tolerance for adolescent disagreement. Verbal aggression adds a more harmful dimension because harsh words, insults, threats, and repeated criticism can become internalized as negative self-beliefs. Adolescents exposed to this pattern are more likely to experience doubt, fear of making mistakes, social anxiety, and reluctance to express opinions. Evidence from Juniarwati and Zaly (2021), Ramadhana (2018), and related Indonesian studies suggests that negative family communication can weaken adolescents' confidence by reducing psychological safety within the home.

The fourth finding concerns verbal and nonverbal communication. Positive verbal communication includes praise, advice, encouragement, explanation, and emotional validation. Positive nonverbal communication includes eye contact, attentive listening, facial warmth, calm tone, and affectionate gestures. The literature indicates that both forms of communication are necessary because adolescents evaluate parental support through words and emotional cues. Imadari and Rakhmawati (2025) emphasize that the combination of verbal and nonverbal

responsiveness strengthens emotional closeness, which provides a basis for adolescent self-confidence.

The fifth finding relates to digital-era family interaction. Several studies highlight that digital media may reduce the frequency and depth of face-to-face communication if family members become absorbed in their own online activities. However, digital communication is not inherently harmful; its impact depends on whether parents remain emotionally available and maintain meaningful dialogue. The reviewed literature suggests that adolescents need parents who can communicate openly about online experiences, peer pressure, social comparison, and emotional difficulties. Thus, effective parent-child communication in contemporary families must include both direct interpersonal interaction and reflective guidance about digital life.

Table 1
Thematic Synthesis of Parent-Child Communication and Adolescent Self-Confidence

Theme	Communication pattern	Implication for self-confidence	Key sources
Open and supportive communication	Active listening, empathy, emotional validation, appreciation of effort	Adolescents feel heard, valued, and capable of expressing opinions.	Panjaitan et al. (2021); Maulana & Nafessa (2024); Lario et al. (2025)
Democratic communication	Two-way dialogue, negotiated rules, consistent boundaries, respect for adolescent views	Adolescents develop autonomy, optimism, and a stronger sense of personal agency.	Saputri et al. (2020); Liu et al. (2024); Hartono et al. (2025)
Authoritarian and verbally aggressive communication	One-way control, harsh criticism, threats, ridicule, limited emotional responsiveness	Adolescents become more vulnerable to fear, self-doubt, social withdrawal, and low confidence.	Ramadhana (2018); Juniarwati & Zaly (2021); Pratami & Cholimah (2026)
Verbal and nonverbal warmth	Praise, encouragement, calm tone, eye contact, attentive posture, affectionate cues	Emotional closeness and psychological safety support positive self-perception.	DeVito (2023); Imadari & Rakhmawati (2025)
Digital-era family communication	Guidance on online experiences, balanced face-to-face interaction, reflective discussion about social comparison	Parents help adolescents manage digital pressure and maintain stable self-evaluation.	Zapf et al. (2024); Sari & Nur (2025)

Taken together, the reviewed studies show that parent-child communication operates as a relational pathway through which adolescents construct beliefs about their own competence and worth. Positive communication strengthens confidence through recognition and emotional security, while negative communication weakens confidence through fear and self-doubt.

Discussion

The findings confirm the central argument of this review: parent-child communication patterns are closely related to adolescent self-confidence. This relationship can be understood through several theoretical mechanisms. First, effective interpersonal communication provides psychological safety. When adolescents can speak openly without being humiliated or immediately judged, they learn that their feelings and opinions are acceptable. This supports DeVito's (2016, 2023) view that openness, empathy, supportiveness, positiveness, and equality are essential qualities of healthy interpersonal communication. In the parent-adolescent relationship, these qualities are especially important because adolescents are simultaneously seeking autonomy and still needing parental emotional security.

Second, communication quality shapes adolescents' self-evaluation. Supportive family communication provides verbal and emotional messages that adolescents may internalize as personal worth. Encouragement, appreciation of effort, and respectful correction help adolescents develop the belief that they are capable of learning and improving. This is consistent with self-efficacy-oriented explanations, in which confidence grows through social persuasion, mastery support, and emotionally safe feedback. Zhan and You (2024) found that family conversation orientation can contribute to adolescent self-efficacy, suggesting that dialogic family communication strengthens adolescents' belief in their ability to act effectively.

Third, the findings show that democratic communication is more developmentally adaptive than purely authoritarian communication. Adolescents need boundaries, but they also need explanations and opportunities to participate in decisions that affect them. Democratic communication provides both structure and recognition. This helps adolescents understand rules as meaningful guidance rather than arbitrary control. The result is a family climate that encourages responsibility without suppressing self-expression. Liu et al. (2024) similarly emphasized the importance of parental democratic communication for adolescent well-being, indicating that adolescents benefit when parental authority is communicated through dialogue rather than domination.

Fourth, negative verbal communication appears to undermine self-confidence because it attacks the adolescent's sense of worth. Words used repeatedly within intimate family

relationships may become internal narratives. If parents often communicate through comparison, ridicule, shouting, or threats, adolescents may gradually develop an expectation that their voice is unsafe or unworthy. This explains why verbal aggression is not a minor issue. Although it does not leave visible physical harm, it can reduce adolescents' willingness to try, speak, and participate. In educational settings, this may appear as low class participation, fear of presentation, withdrawal from peer interaction, or excessive anxiety about mistakes.

Fifth, the findings have important implications for the Indonesian family and school context. Indonesian family culture often values respect, obedience, and family harmony. These values can support adolescent development when accompanied by warmth and mutual understanding. However, if respect is interpreted as silence and obedience is enforced through fear, adolescents may lose the opportunity to develop confidence in communication. Therefore, the challenge is not to eliminate parental authority but to transform it into authority that is dialogic, emotionally responsive, and developmentally appropriate. Parents can still provide rules and moral guidance while also listening to adolescents' perspectives.

The review also has practical implications. Parents need to practice active listening, validate emotions before giving advice, and provide specific appreciation for adolescents' effort. Communication should not focus only on correcting mistakes; it should also help adolescents recognize their strengths. Adolescents should be encouraged to communicate assertively, meaning that they can express feelings and boundaries respectfully without passive withdrawal or aggressive resistance. Schools can support this process by offering parenting programs, counseling services, and family communication workshops. Because adolescent confidence affects learning participation and social adjustment, educational institutions have a legitimate role in strengthening family communication literacy.

This review also identifies several limitations. First, the study relied on secondary sources and did not conduct primary surveys or interviews; therefore, it cannot measure the direct strength of the relationship in a new sample. Second, the reviewed studies used related but not always identical constructs, such as self-confidence, self-esteem, self-concept, and self-efficacy. Although these constructs overlap, they should not be treated as fully interchangeable. Third, several sources were Indonesian studies with local samples, while others were international studies with different cultural assumptions. Future research should use validated instruments to test the relationship between parent-child communication patterns and adolescent self-confidence among Indonesian adolescents using quantitative, qualitative, or mixed-method

designs. Longitudinal studies are particularly needed to examine how communication patterns influence confidence development over time.

Conclusion

This review concludes that parent-child communication is a fundamental relational condition in the development of adolescent self-confidence because adolescents build their beliefs about personal worth and capability through repeated experiences of being heard, respected, guided, and emotionally supported within the family. Open, democratic, empathic, and supportive communication strengthens confidence by creating psychological safety and encouraging adolescents to express themselves, while authoritarian, dismissive, and verbally aggressive communication weakens confidence by increasing fear, self-doubt, and negative self-perception. Therefore, improving adolescent self-confidence requires not only individual encouragement but also family communication practices that combine warmth, active listening, consistent boundaries, emotional validation, and meaningful two-way dialogue.

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