

# The Relationship Between Parent-Child Attachment and Self Esteem with Loneliness of Students at SMPN 2 Tegal

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## Abstract

*This study aims to determine a relationship between parent-child attachment and self esteem with loneliness of students at SMPN 2 Tegal. The population used in this study were students of SMPN 2 Tegal class 7 and 8 for the 2022/2023 academic year with a total sample of 224 respondents. The sampling technique uses cluster random sampling. This study uses 3 measuring instruments, namely the loneliness scale which consists of 35 items with a reliability coefficient of 0.927, parent-child attachment of 40 items with a reliability coefficient of 0.924, and self esteem of 43 items with a reliability coefficient of 0.925. The data analysis technique used multiple regression analysis and product moment correlation. The result of the first hypothesis test showed the value of  $R=0.774$  with a significance of 0.000 ( $p<0.01$ ), it means that parent-child attachment and self esteem were able to significantly predict the loneliness of students at SMPN 2 Tegal. The results of the first product moment's correlation showed a correlation level of  $r_{x1y}=-0.728$  with a significance of 0.000 ( $p<0.01$ ), and it means that there is a significant negative relationship between parent-child attachment with loneliness of students at SMPN 2 Tegal. The results of the second product moment's correlation showed a correlation level of  $r_{x2y}=-0.699$  with a significance of 0.000 ( $p<0.01$ ), which means that there is a significant negative relationship between self esteem with loneliness of students at SMPN 2 Tegal.*

**Keywords:** Loneliness, Parent-child Attachment, Self esteem

## 1. Introduction

### A General Background and State of the Art

The changes and challenges that arise currently in this era, can turn loneliness into a common psychological issue experienced by teenagers, including middle school students who just going through a puberty. The impact of loneliness which is experienced by quite a lot of students is a lack of attachment to their parents, leading to a decrease in academic achievement and even showing a feeling of helplessness every time they interact with friends or other people they met. Several dangers that lurks for people with a low mental health are choosing the path of self-harm and even committing suicide when they find themselves in a situation that feels supportive of doing this bad thing (Hidayati & Muthia, 2015). Middle school students who are in the early adolescent period are naturally experiencing a process of self-discovery. This often results in unstable emotional changes and the development of thoughts that are only based on personal experiences (Diananda, 2019).

The level of loneliness experienced by children can increase when children reach early adolescence or start entering junior high school, because the early adolescence period is filled with difficulty understanding themselves and getting along with peers, also loneliness will decrease as children enter high school. A longitudinal study conducted by Ladd & Ettekal (2013) on peer-related loneliness during early to late adolescence showed that students experienced the highest level of loneliness when they were in early adolescence (age 12 years) and then decreased when they reached late adolescence (age 18 years). Parents as the only caregiver that children often meet at home play an important role in preventing children's loneliness by listening to every problem that their children face with empathy, understanding changes their emotions and thoughts, being supportive, and providing a safe attachment so that children are able to explore their own identity and passions confidently. Ozmen et al (2016) stated when students have parents who are likely to be supportive and have open communication between the two, students will usually feel valued, understood and emotionally connected to their parents so that they can minimize loneliness feeling.

A survey was conducted by Løhre (2012) in Norway involving 419 elementary to high school children to determine the prevalence of loneliness and victimization among all grades. The survey found that loneliness was significantly associated with sadness and anxiety, also most commonly experienced by children in elementary and middle school between the ages of 7-16 years old. A survey related to loneliness has also been conducted in Yogyakarta, Indonesia by Aditono et al (2022) on junior high school students from April to June with 983 respondents, finding that the highest percentage of loneliness experienced by students was around 8.34% in students aged 14 years old, 3.15% in students aged 13 years old and 2.85% in students aged 15 years old. The results of the survey also explained that school counseling can contribute more to mental health care to minimize prolonged loneliness in junior high school students (Aditono et al., 2022). Support and proper treatment from parents and school parties are expected to overcome feelings of loneliness and develop good social skills so that students can optimize learning at school and even beyond.

Several studies show evidence that the experience of loneliness can be differentiated by male and female gender, which may be due to a variety of factors, including differences in ways of coping, social norms, and cultural expectations. A survey conducted by Eccles et al (2023) and is part of one of the national surveys (the Health Behavior in School-aged Children Study (HBSC)) on students aged 11-15 years, found that female students have high loneliness with a mean of 8.55 (SD = 3.02). Meanwhile, male students obtained a mean of 7.31 (SD = 2.79). Furthermore, Aisyah and Anshari (2022) have conducted a survey related to the effect of gender on loneliness in junior and senior high school students in Indonesia and found that loneliness tends to be more common among women than men. The study explained that factors that make women more likely to experience loneliness are puberty, social isolation, lack of social support, and bad friendship quality (Aisyah & Anshari, 2022). In line with these two findings, it can be seen that the level of loneliness experienced by women is higher than men.

Interviews have been conducted by researchers with 4 students in grades 7 to 8 (13-14 years old) who go to SMPN 2 Tegal, to obtain data in the form of information about parent-child attachment, self esteem, and loneliness as background support in this study. The results of the interviews that the majority of subjects feel lonely due to a lack of emotional support from their

closest people, less attachment with their parents, and low self esteem. The four subjects who have been interviewed prefer to overcome their loneliness on their own without the help of others including their closest friends. The four subjects also felt that the social pressure around their environment made them feel worthless.

Everyone needs others to be by their side in good and bad times, just as a child cannot grow and develop alone, but needs a caregiver figure who can fulfill their needs for protection, motivation, learning and affection like a parent, friend or relative. A study by Al-Yagon et al (2016) in Israel with 356 subjects aged 12-15 years, revealed that some groups of subjects with secure parent attachment had optimal results in 5 socio-emotional areas (such as security, acceptance, etc.). Meanwhile, some groups of subjects with insecure parental attachment had self-pity, loneliness, rejection, and low interest in school (Al-Yagon et al., 2016). Another study has been conducted by Muarifah et al (2020) on junior high school students in Yogyakarta City, found that parent-child attachment with self esteem has the highest contribution of 81.6% compared to other variables such as emotion regulation, conformity, and student resilience. Papini & Roggman's (1992) opinion supports the results of previous research, namely the majority of adolescents who are in early adolescence and have secure parental attachment, will usually have high self esteem, independent and able to live in harmony.

Loneliness experienced by junior high school students is not only influenced by parent-child attachment, but also by self esteem. A study conducted by Moksnes et al (2022) on teenagers in Norway, subjects with high self esteem tend to have social integration that can support the subject's life satisfaction and experience less loneliness. Research subjects who have high self esteem also showed the results of strong self-adjustment, positive coping, had a lot of social support, so the subjects never feels lonely. Another study was also conducted in Europe by Brighi et al (2012) with students aged 12-16 years on self esteem, loneliness and its relationship with cyberbullying. The study explained that subjects who are victims of bullying often feel inferior and lonely when they see their friends who are not victims of bullying can live comfortably.

Rosenberg's view (in Karababa, 2021) on the relationship between parent-child attachment and self esteem with loneliness, is that when children have a positive perception of attachment with parents and have high self esteem, it has an impact on reducing loneliness in children. This statement is supported by the results of a study conducted by Izzah (2017) on teenagers in Yogyakarta City, that the existence of a secure attachment between parents and children can make children's self esteem higher, otherwise if children have a negative parental attachment and low self esteem, then it can be positively correlated with depression, loneliness, and even curiosity about drugs. Other findings on this topic were found by Dianti & Diantina (2020), that the secure attachment between children and parents can minimize the tendency to commit bad behavior such as self-harm intentions to low levels of loneliness feelings in children. This study aims to determine a relationship between parent-child attachment and self esteem with loneliness of students at SMPN 2 Tegal.

### **A Statement of Scientific Novelty**

The originality of this research lies in several aspects, including that this research does not repeat previous research, which means it makes a new contribution to existing or similar research.

Furthermore, this research also involves combining variables that have not previously been studied and problems that have not been solved by previous researchers, which is between the dependent variable is loneliness with two independent variables that will be added and related to loneliness are parent-child attachment and self esteem. The participants in this study have also never been involved in research on parent-child attachment, self esteem, and loneliness, which are 7th and 8th grade students of SMPN 2 Tegal.

### **A Research Problem**

Based on the background that has been arranged, the problem of this research is whether or not there was a relationship between parent-child attachment and self esteem with loneliness of students at SMPN 2 Tegal.

### **Hypothesis of the Article**

The research hypothesis to be tested in this study are as follows:

1. Major Hypothesis:  
There is a relationship between parent-child attachment and selfesteem with loneliness.
2. Minor Hypothesis:
  - A. Minor Hypothesis 1 (H1):  
There is a negative relationship between parent-child attachment and loneliness. The lower the parent-child attachment, the higher the loneliness.
  - B. Minor Hypothesis 2 (H2):  
There is a negative relationship between self esteem and loneliness. The lower the self esteem, the higher the loneliness.

### **The Purpose of the Article**

1. This study aims to determine the relationship between parent-child attachment and self esteem with loneliness of students at SMPN 2 Tegal students.
2. This study aims to determine the relationship between parent-child attachment with loneliness of students at SMPN 2 Tegal.
3. This study aims to determine the relationship between self esteem and loneliness of students at SMPN 2 Tegal.

## **2. Literature Review**

Cosan (2014) defining loneliness as a feeling of emptiness, solitude, incomplete, and physical dissatisfaction that exists within the individual. The feeling of emptiness that individuals feel biased when having social relationships can also be referred to as an early sign of loneliness symptoms (Cosan, 2014). Another definition of loneliness is also stated by Permana et al (2021), that loneliness is a condition in which individuals have a mismatch between the wishes they want to achieve and the actual achievement of their social relationships in value and quality. Loneliness may also be defined as a social dilemma caused by negative feelings in relationships, that can make individuals feel empty and feel no connection between one another (Permana et al., 2021).

According to Hutten et al (2022), loneliness have some common risk factors including: [1] **demographics** (such as gender, marital status, and migration background), [2] **socioeconomic status** (lack of financial resources, lower education levels and employment status), [3] **physical disability** (Limited ability to interact to the stigma that exists in the society), [4] **mental health** (risk of anxiety and depression as well as other mental health issues), [5] **volunteering** (rarely participates in community activities), [6] **social relationships** (lack of social contact with friends, family, and even neighbors), and [7] **community support** (limited social connection and language or cultural barriers). Furthermore, Macià et al (2021) stated that loneliness can be described by 5 types of factors such as: [1] **sociodemographic** (sex, age, level of education, and family income), [2] **lifestyles** (Busy schedules, reliance on digital communication over face-to-face interactions, and changing workplaces frequently), [3] **social connectedness** (frequency interaction with other people and rules in community), [4] **general health** (have a bad health condition), and [5] **meaning in life** (planning in life and a sense of the future).

Aspects of loneliness by Rubinstein et al (1979) including: [1] **desperation** (lack of hope, giving up easily, and fearful), [2] **impatient boredom** (feeling meaningless and dissatisfaction with themselves and their relationship with others), [3] **self deprecation** (feeling stupid, unattractive, and inability to build good relationship with others), and [4] **depression** (deep sadness, melancholy, emptiness, self-reproach). Bolmsjö et al (2019) also expressed his opinion on the aspect of loneliness such as: [1] **lack of connection with others** (when someone does not have anyone to share thoughts and feelings), [2] **alienation** (unable to recognize one's own identity), [3] **isolation** (lack of affection and support from others), [4] **emptiness** (feeling empty because have no purpose in life), [5] **abandonment** (feeling rejected by the others), and [6] **mortality-related fears** (excessive fear of death).

John Bowlby, a London-based psychologist, introduced the term of 'attachment', referring to the human willingness to form bonds with others and feel satisfied in these bonds (Soetjningsih, 2012). John Bowlby also noted that attachment is a timeless relationship in the course of human life, starting with children's attachment to their parents (Soetjningsih, 2012). Ali et al (2021) viewed parent-child attachment as an affectionate and mutually satisfying relationship between children and close figures, especially parents, with the aim of making children feel safe, secure, and protected. According to Sari et al (2018), parent-child attachment can be interpreted as an interaction that is mutually beneficial between children and parents, which is related to the delivery of affection and proper care.

Ali et al (2021) highlight the main factors that impact parent-child attachment, as follows: [1] **accessibility and availability of the attachment figure** (the ability of the caregiver to be physically and emotionally available to the child when needed), [2] **figure's perception of the child's emotional needs** (the caregiver's ability to understand and respond to the child's emotions, giving comfort, support, and validation), [3] **parental role shift from protection to autonomy support** (when the child become moreau independent, parents need to start supporting the child's autonomy, encourage exploration, and boost self regulation). Furthermore, Tanto (2021) also stated the factors that can affect parent-child attachment, such as: [1] **support** (providing emotional support by parents can help children deal with problems and build trust within the family), [2] **help** (providing guidance to

children when they face challenges and need direction), [3] **reward** (acknowledging and affirming positive behaviors or achievement in children), [4] **mutual cooperation** (working with children, sharing responsibilities, and making decision collectively), [5] **care** (showing affection, nurturing), and [6] **responsiveness of parents toward their children** (paying attention to and responding to children's cues and feelings).

On the other hand, aspects of parent-child attachment have been described by Erwin (in Hermasanti, 2009), as follows: [1] **acceptance of attachment figures** (children being able to accept the flaws and strengths of parents, so that children can give trust to the environment around them, accept differences and uniqueness in others also develop secure attachments with others), [2] **sensitivity of attachment figures** (how much awareness parents have to the signals given by children to parents also parents' ability to understand children's needs), [3] **responsiveness of both sides** (the way parents and children consider the needs of each individual). Gagliardi (2021) also explained that parent-child attachment has 3 aspects, such as: [1] **disorganization** (the parent is consistently unable to feel the pain experienced by the child), [2] **avoidance** (the parent fails to show concern beyond their primary needs such as clothing, food, and housing), and [3] **ambivalence** (children are likely to be anxious and think that the parents they love will leave them).

Belsiyal (2015) stated that self esteem can be defined to a measure of an individual's with respect for oneself and how much they trust in their talents and decisions. It is a personal judgment of self-worth or value, which stands for a positive or negative orientation toward oneself (Belsiyal, 2015). Furthermore, Chen & Ma (2023) describes self esteem to be more understandable, which is the amount one loves themselves and feels worthy and significant within their life. Self esteem also defining by Dos Santos Ribeiro et al (2023) as a personal feelings and self-efficacy, taking into a positive or negative evaluation of oneself. Sedikides and Gress (in Khalek, 2016) refer to self esteem as an individual's subjective perception or appraisal of their self-worth, feelings, and belief in themselves. Sedikides and Gress also added that the ability for individuals to have a good or bad opinion of themselves is an important part of self esteem.

According to Yudiono & Sulisty (2020), the factors of self esteem are divided into 3, consisting of: [1] **learning environment and interaction skills** (individuals are likely to feel confident in facing challenges and have less potential to experience problems in interpersonal relationship, because of a supportive learning environment and good social skills), [2] **thinking ability and self-development** (it helping individuals to understand themselves, feel competent, and life's threats better), and [3] **affective factors** (include things like happiness, self-confidence, and an individual's overall perception of self worth, which is influenced by past experiences). Brian Tracy (Irawati & Hajat, 2012) argues that self esteem can be determined by 2 factors, which include: [1] **self worth** (how valuable the individual self seems to be and how much the individual likes the self and accepts it as a good person. this can be shown by accepting oneself as it is, believing in having a meaningful life, and respecting oneself) and [2] **self competence** (a sense of how competent and capable one is at whatever one is doing. It can be demonstrated by one's self-confidence, ability to lead, ability to influence, ability to be excellent, and ability to tackle life's basic challenges).

Coopersmith (Trisakti & Astuti, 2014) revealed several aspects of self esteem, including: [1] **power** (individual's ability related to the potential to influence and control others), [2] **significant**

(individual's ability to feel as a worth human being based on the abilities, acceptance, and achievements they have reached), [3] **virtue** (individual can avoid prohibitions and obey morals), [4] **competence** (individual's ability related to a willingness to achieve goals in order to get what they want). Three aspects that affect self esteem have been mentioned by Stets & Burke (2014), as follows: [1] **worth-based esteem** (value-based self esteem, which refers to the way individuals see themselves when interacting with other), [2] **efficacy-based esteem** (an individual's belief in themselves in achieving their desired goals. As an example, individuals believe that they will successfully complete tasks, face challenge, etc), [3] **authenticity-based esteem** (self assesment that arises when individuals can express and actualize their identities in their own authentic way.).

### 3. Method

This research is a quantitative, correlational type of research designed to examine the hypothesized relationship between two or more variables, both independent variables, namely variables that have an influence on other variables, and dependent variables, namely variables that are influenced by the dependent variable. The independent variables in this study are parent-child attachment and self esteem, while the dependent variable in this study is loneliness. Grade 7 and 8 students at SMPN 2 Tegal for the 2022/2023 academic year will be the population of this research, with a total of 416 participants.

The sampling technique applied in this research is cluster random sampling . The number of samples in this research were 224 students from classes 7A to 7G as research trial samples and 192 students from classes 8A to 8F as research samples. The level of loneliness, attachment between parents and children, and self esteem of SMPN 2 Tegal students will be measured using a Likert model scale which is the methodological tool in this research. The analysis technique used to test the major and minor hypotheses in this research is multiple regression analysis and product moment correlation . Data analysis calculations were carried out with the help of SPSS for Windows version 25.0.

### 4. Result and Discussion

#### Analysis of Research Result

Assumption testing is carried out after all research data has been collected. Normality test, linearity test and multicollinearity test are three assumption tests used to ensure that the data is suitable and meets the necessary requirements.

Researchers conducted a normality test to determine whether the data had followed a normal distribution or not. The One-Sample Kolmogorov Smirnov Z test was used to ensure that the data for this study was normally distributed. If the significance value of this test is greater than 0.05 or 5%, then the data is assumed to have a normal distribution. Based on the research that has been conducted, it can be seen that loneliness has a significance value of 0.242 ( $p > 0.05$ ), parent-children attachment has a significance value of 0.896 ( $p > 0.05$ ), and self esteem has a significance value of 0.145 ( $p > 0.05$ ). In line with these results, the variables of loneliness, parent-child attachment, and self esteem are normally distributed.

The results of the linearity test of parent-child attachment and loneliness were found to have a linear relationship, with a linear F value of 212.534 and a sig of 0.000 ( $p < 0.01$ ). This finding indicates a linear relationship between parent-child attachment with self esteem and loneliness. Meanwhile, the linearity test results for self esteem and loneliness resulted in a linear F value of 165.388, with a sig of 0.000 ( $p < 0.01$ ). This finding also indicates a linear relationship between self esteem and loneliness.

Multicollinearity test in this study found VIF value = 1.988 and tolerance value = 0.503 > 0.1 between the two independent variables. In line with this statement, it can be concluded that the independent variables in this study, namely parent-child attachment and self esteem in the regression model, do not have a multicollinearity relationship.

Multiple regression analysis with two predictors was used to test the main hypothesis. The purpose of this hypothesis test is to analyze the relationship between parent-child attachment and self esteem with loneliness. The results of the analysis showed a significance level of 0.000 ( $p < 0.01$ ), F count = 126.949, and R = 0.774. In line with these findings, it can be shown that there is a relationship between parent-child attachment and self esteem with loneliness at SMPN 2 Tegal.

The regression line equation with the formula  $Y = aX_1 + bX_2 + C$  was adjusted with the research data to  $Y = -0.384X_1 + -0.339X_2 + 161.529$ . In line with this, the linear equation shows that the average score of loneliness of SMPN 2 Tegal students changes by 0.384 every change in the parent-child attachment variable, and changes by 0.339 every change in the self esteem variable. Parent-child attachment and self esteem variables together contributed 59.9% to loneliness, while the remaining 40.1% was influenced by other factors such as income level, functional limitations, social involvement, and quantity of social relationships. Based on these results, it is concluded that the main hypothesis can be accepted.

Product moment correlation was used to test the first minor hypothesis. The correlation coefficient (r) between loneliness and parent-child attachment was found to be  $r_{x_1y} = -0.728$ , with a significance level of 0.000 ( $p < 0.01$ ) in testing the hypothesized relationship between the two variables. This finding supports the first minor hypothesis which states that there is a negative relationship between parent-child attachment and loneliness, so the first minor hypothesis is accepted.

Product moment correlation was also used to test the second minor hypothesis. The correlation between the variables of loneliness and self esteem was tested, and the result was  $r_{x_2y} = -0.699$ , with a significance level of 0.000 ( $p < 0.01$ ). This finding provides support for the second minor hypothesis, which suggests a negative relationship between self esteem and loneliness. In line with this statement, the second minor hypothesis is accepted.

### **Discussion of Research Result**

The purpose of this research was to determine whether or not there was a relationship between parent-child attachment and self esteem with loneliness of students at SMPN 2 Tegal. The major (first) hypothesis test was carried out using the multiple regression analysis method. The results show that there is a significant relationship between parent-child attachment, self esteem,



and loneliness of students at SMPN 2 Tegal. The regression coefficient (R) is 0.774 with an F count of 126.949 and a significance level of 0.000 ( $p < 0.01$ ), confirming that there is a relationship between parent-child attachment, self esteem, and loneliness of students at SMPN 2 Tegal. Thus, the major (first) hypothesis can be accepted. The line equation shows that the average loneliness score of SMPN 2 Tegal students changes by 0.384 when parent-child attachment experiences a change, and changes by 0.339 when self esteem experiences a change. The variables of parent-child attachment and self esteem simultaneously contribute 59.9% to loneliness, while the remaining 40.1% are influenced by other factors.

The results of this research can support the findings of previous research conducted by Dhal et al (2007) that children who feel they have a warm, supportive and accepting family tend to have high levels of parental attachment and self esteem. Likewise, children who have low levels of parental attachment and self esteem express feelings of loneliness because they feel rejected by the people around them who seem busy with personal matters and look scary. Then, the accepted results of the hypothesis test are also supported by research conducted by Izzah (2017) that a good and secure attachment between parents and children can increase children's self esteem. Likewise, if the attachment between parents and children is quite poor and the child tends to have low self esteem, this can be associated with depression, loneliness, and an increased interest in using illegal drugs.

The first minor hypothesis (H1) is that there is a negative relationship between parent-child attachment and loneliness of students at SMPN 2 Tegal. The product moment correlation test between parent-child attachment and loneliness showed significant results ( $r_{x1y}$  score = -0.728, significance level 0.000  $p < 0.01$ ). Based on these results, the first hypothesis (H1) can be accepted because it shows a negative relationship between loneliness and parent-child attachment. Previous research conducted by Putri et al (2022) supports the first minor hypothesis (H1), which focuses on the relationship between attachment style and loneliness. This research proves that attachment style, especially anxious attachment, has a significant influence on loneliness. Furthermore, the research findings also state that attachment style makes an effective contribution of 28.8% to loneliness. Findings carried out by Atilgan Erozkhan (2011) also support this research because they detected a significant relationship between attachment style and loneliness. Loneliness in this study was found to be positively correlated with an attachment style which tended to describe fear, preoccupation, neglect, and negatively correlated with a secure attachment style.

The second minor hypothesis is that there is a negative relationship between self esteem and loneliness in students at SMPN 2 Tegal. The product moment correlation test between self esteem and loneliness showed significant results (score  $r_{x1y}$  = -0.699, significance 0.000  $p < 0.01$ ). In line with this statement, it can be concluded that the second minor hypothesis (H2) can be accepted because it shows a negative relationship between loneliness and self esteem. The results of this research provide stronger support for previous research conducted by Rahma (2019). The research findings show that self esteem has a significant influence on loneliness in adolescents who self-harm. The effective contribution of self esteem to loneliness is 14.1%. The results of this research mean that a teenager's level of self esteem can influence the extent to which teenagers feel lonely. Meanwhile, the results of research conducted by Ginting (2019) also strengthen the results of this research. The research found a very significant negative relationship between self esteem and loneliness. Based on

this context, it can be concluded that the higher an individual's self esteem, the lower the level of loneliness. Self esteem makes an effective contribution of 44.6% to the level of loneliness, showing the importance of self esteem in influencing the level of loneliness in individuals.

This research obtained scores for each variable, which are the loneliness score was in the low category, while the parent-child attachment score and self esteem were in the high category. The description of the loneliness scale score indicates that the score is in the low category, giving the conclusion that loneliness experienced by junior high school students can be caused by several factors such as lack of support or motivation from family or friends, not understanding their true interests/desires resulting in dissatisfaction, feeling an emptiness in life and an inability to overcome problems in the family or school environment. Students who feel lonely are likely to have negative impacts that can lead to depression or deep feelings of sadness, which can affect students' academic performance.

The parent-child attachment scale scores indicates that the scores show a high category level. This reflects that junior high school students have a strong parent-child attachment. In line with this statement, attachment between children and parents can be caused by several factors that influence the way children interpret and feel attachment to their parents. First, the love that parents give to their children and children to their parents makes both parties feel completely accepted, including each party being able to accept all the other's strengths and weaknesses. This sense of acceptance helps children as students appreciate the relationships they have with their friends and increases their self-confidence when meeting new friends. Second, parents are able to feel sensitive to their children's needs and feelings. For junior high school students who experience stress in facing academic and social demands at school, it is natural for parents to be able to provide support and assistance so that children feel heard and reduce the stress they experience. Third, children and parents are able to support each other and be responsive to each other's needs. Parents who are responsive to the needs of junior high school students in academic, emotional and social terms can make students feel supported in their choice of educational interests. Likewise, children who are able to respect and understand their parents' boundaries and privacy can make parents trust their children more.

The description of the self esteem scale scores indicates that the scores show a high category level. Based on these results, it can be concluded that the self esteem of junior high school students can be caused by several factors. First, the ability to overcome challenges and have control over his life. Middle school students who feel capable of taking their own initiative and overcoming obstacles in learning generally tend to have high self-confidence when working on difficult problems in lessons. Second, feel appreciated and feel like you have an important position in other people's lives. Feelings of significance in junior high school students can be realized by building positive interactions with friends, teachers and family. Third, there is a sense of honesty, justice, responsibility and empathy. Middle school students who uphold moral and ethical values generally tend to feel respected and proud by people in the school environment and outside of school. Fourth, the emergence of a sense of healthy competence in academics, sports, arts, or fields of interest to junior high school students. This can give junior high school students a sense of satisfaction and pride.

Based on the analysis described previously, it can be concluded that there is a significant relationship between parent-child attachment and self esteem and loneliness.

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