

## Connection Management Self-Concept and Social Support With Student Confidence

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### Article Info

### Abstract

**Keywords:**

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This article aims to empirically examine the relationship between self-concept and social support with the self-confidence of the students of MTsS Al-Washliyah Tembung. The population in this study amounted to 246 students with a sample of 105 students. The sampling technique in this study used a purposive sampling technique. The results showed that, an instrument used to obtain the data is the self-confidence scale, self-concept scale, and social support scale. The results of data analysis using regression analysis obtained the regression coefficient of the three variables of 0.679 ( $p < 0.01$ ) this means that there is a significant relationship between self-concept and social support with student self-confidence so that the hypothesis proposed in this study is accepted. The effective contribution of self-concept and social support variables with student self-confidence is 67%. The correlation coefficient between the variables of self-concept and students' self-confidence is 0.6555 ( $p < 0.01$ ). This means that there is a significant positive relationship between self-concept and students' self-confidence. While the correlation coefficient between the variables of social support and students' self-confidence is 0.437 ( $p < 0.01$ ) this means that there is a significant positive relationship between social support and student self-confidence, so the hypothesis proposed in the study is accepted. This means that there is a significant positive relationship between self-concept and students' self-confidence. While the correlation coefficient between the variables of social support and students' self-confidence is 0.437 ( $p < 0.01$ ) this means that there is a significant positive relationship between social support and student self-confidence, so the hypothesis proposed in the study is accepted. This means that there is a significant positive relationship between self-concept and students' self-confidence. While the correlation coefficient between the variables of social support and students' self-confidence is 0.437 ( $p < 0.01$ ) this means that there is a significant positive relationship between social support and student self-confidence, so the hypothesis proposed in the study is accepted.

**Kata kunci:**

*Kepercayaan Diri, Konsep Diri, Dukungan Sosial*

**Abstrak**

Artikel ini bertujuan untuk menguji secara empiris hubungan konsep diri dan dukungan sosial dengan kepercayaan diri siswa MTsS Al-Washliyah Tembung. Populasi dalam penelitian ini berjumlah 246 siswa dengan sampel berjumlah 105 siswa. Teknik pengambilan sampel dalam penelitian ini menggunakan

teknik purposive sampling. Alat ukur yang digunakan untuk mendapatkan data adalah skala kepercayaan diri, skala konsep diri, dan skala dukungan sosial. Hasil penelitian menunjukkan bahwa, analisis data menggunakan analisis regresi diperoleh koefisien regresi dari ketiga variabel sebesar 0,679 ( $p < 0,01$ ) ini berarti ada hubungan yang signifikan antara konsep diri dan dukungan sosial dengan kepercayaan diri siswa, sehingga hipotesis yang diajukan dalam penelitian ini diterima. Sumbangan efektif variabel konsep diri dan dukungan sosial dengan kepercayaan diri siswa sebesar 67%. Koefisien korelasi antara variabel konsep diri dan kepercayaan diri siswa sebesar 0,6555 ( $p < 0,01$ ) ini berarti bahwa ada hubungan positif yang signifikan antara konsep diri dan kepercayaan diri siswa. Sedangkan koefisien korelasi antara variabel dukungan sosial dan kepercayaan diri siswa sebesar 0,437 ( $p < 0,01$ ) ini berarti bahwa ada hubungan positif yang signifikan antara dukungan sosial dan kepercayaan diri siswa, sehingga hipotesis yang diajukan dalam penelitian diterima.

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## INTRODUCTION

Junior High School (SMP) is a period of student transition from childhood to adolescence. Students in adolescence will experience the developmental stage of puberty. This is reinforced by the opinion of (Desmita, 2009) that junior high school-age children are at the stage of puberty development (10-14 years). The self-confidence that students have cannot be separated from interactions with other people in the environment they live in on a daily basis. Interacting is a need for individuals to get help, establish intimacy, provide motivation and give advice. The interaction will be successful if the student is able to develop his self-confidence. According to Davies in (Novitasari & Hamid, 2021; Prasojo et al., 2020) self-confidence is belief in one's own abilities, belief in the existence of a purpose in life, and belief that they will be able to carry out what they want, plan, and expect using reason.

In the educational environment, students need to be encouraged by all parties to be able to be confident and dare to actively voice their opinions. Self-confidence is a very important thing that everyone should have (Zainuddin et al., 2020). With self-confidence, an individual will be able to achieve all his desires and life, feeling confident in his abilities will greatly affect an individual in achieving his life goals. Individuals who have low self-confidence will think that their weaknesses will be an obstacle to themselves and will make themselves even more left behind (Kaharja & Latipah, 2016; Liu & Gumah, 2020).

According to (Olsson et al., 2022), the factors that affect a person's self-confidence are 3 factors, namely: (1) Physical factors. One of the most visible aspects of an individual is his physical condition or body. (2) Mental Factors. When people who are often humiliated because of their shortcomings are able to change and increase their potential abilities, the mental formed in them will be stronger and cannot be affected by anything, so forming an attitude to take the positive side of other people's bad deeds is needed for mental strengthening and trust. himself. (3) Social Factors. Interaction with the environment and society is one of the supporting factors for change, especially in terms of changing mindsets and habits.

Self-concept has a very big role in determining one's life behavior. There are self-concepts that are positive and some are negative. Individuals who are said to be positive if they believe in themselves have high self-confidence (OOSTERWEGEL, 2018). Meanwhile, what is said by a negative individual if he believes and sees himself as weak, unattractive, disliked and loses the attraction to his life. This is also expressed by (Hakim, 2002) that self-confidence starts

from recognizing every skill contained in a person so that he believes that his life goals can be achieved thanks to these skills or abilities.

The impact for students who have low self-confidence is one of them, namely having unsatisfactory learning achievements because they always think negatively and do not believe in themselves and their abilities/potential (Tao-Tao, 2022). Given the importance of building self-confidence in students' self-development as their strength so that they can actualize themselves as a whole, one of them is by building a positive self-concept and support from the social environment (Carter & Vartanian, 2022). The social environment is people who are able to build positive self-confidence in someone. If someone gets support, he will step more confidently and not hesitate in taking action (Jankowski et al., 2022; Postigo et al., 2022).

### **Confidence**

According to Hakim (Hakim, 2002) self-confidence is a person's belief in all aspects of the advantages he has and that belief makes him feel able to achieve various goals in his life. According to Angelis (Angelis, 2005), self-confident people realize that good deeds must be done, desire to do them seriously, and are determined to complete them perfectly. Confidence according to Thursam Hakim (2002:15) begins with the recognition of every skill contained in a person so that he believes that his life goals can be achieved thanks to these skills or abilities.

People who are confident are able to form a positive mindset with which every action contains benefits and an optimistic attitude towards achieving a goal. Armed with this confidence, the formulation of the goals to be achieved is of course based on abilities that are believed to be able to provide the best contribution in every step taken.

The characteristics of self-confidence according to Leuster (Lauster, 1976) in his theory state that people who have self-confidence are: 1) Independent, 2) Not selfish or self-centered, 3) Tolerant, 4) Ambitious, 5) Optimistic, 6) Believe in your own opinion, 7) Don't overdo it. Lauster explains several aspects of self-confidence, namely: 1) Believe in one's own abilities, 2) Act independently in making decisions, 3) Have a positive sense of oneself, 4) Dare to express opinions.

According to (Novitasari & Hamid, 2021) the factors that influence a person's self-confidence are 3 factors, namely: 1) Physical Factors, 2) Mental Factors, and 3) Social Factors. Self-confidence can be increased through yourself. In addition, the family and school environments also play a role in supporting children's self-confidence. You can do this by knowing what causes your personality to feel incapable and powerless to do something, increase your potential so that your existing abilities can develop optimally, increase your sense of optimism when faced with various kinds of life problems, and so on (Reinodt et al., 2022). The family environment can do this by accustoming children to be responsible for small things that become their daily needs at home and fostering children's habits to be independent in taking care of their needs at home (Hasanah & Maarif, 2021).

### **Self-concept**

A self-concept is a form of representation of an idea or object that can be understood abstractly regarding the existence of an individual in life that separates him from other individuals in certain aspects. According to Roberto Bangun (Bangun, 1991), self-concept is awareness or understanding of oneself which includes a view of the world, satisfaction with life, being able to appreciate or hurt oneself, being able to evaluate one's own abilities, and

perceptions of oneself. According to (Slameto, 2003), self-concept can be interpreted as an individual's view of himself in all aspects contained in it.

According to (Rakhmat, 1985) self-concept is our opinions and feelings about ourselves. The individual's perception of himself emerges through the experience gained. According to some of the opinions above, it can be concluded that self-concept is a view/image of an individual about himself as seen from various existing aspects. Self-concept is formed from several aspects. According to (M.D, 1993) self-concept has four aspects, namely: 1) Self-image, 2) Affective intensity, 3) Self-evaluation, 4) Behavioral predisposition, namely what is most likely to be done by individuals in giving response to his evaluation of himself.

Congenital or hereditary factors have no effect on how an individual's self-concept is formed. However, experience and social interaction are some of the many other influencing factors. No individual can perform social interactions perfectly (Hemmati Maslarpak et al., 2021). According to Hendiati Agustiani (2009: 139), self-concept is influenced by the following factors: 1) Life experience that has a good impact on the development of self-quality, 2) Skills in certain fields that are considered useful for others, 3) Potential in capable of being actualized to benefit the community.

According to (Thalib, 2017), in the self-concept there are physical, social, and spiritual aspects that need to be developed. The physical aspect is certainly closely related to physical conditions that are clearly visible from head to toe, the social aspect is related to how a person is actively involved in community activities in his environment, and the spiritual aspect is related to a person's relationship and obedience to his God. There are three dimensions included in the self-concept according to Desmita (2012: 166), namely: 1) Knowledge, 2) Hope, 3). Evaluation.

### **Social Support**

Rook, in (Ali et al., 2021), argues that social support is formed from the high quality of social bonds that exist between individuals in a community environment. The positive value that arises from this social support is able to make it easy for everyone involved to meet all their needs, both those relating to physical needs and positive mental needs. When a person is supported by his social environment, it will form a closer and complementary social brotherhood bond.

Sarafino in Rini Sugiarti also reveals that social support represents the happiness that comes from the concern of the surrounding community to help each other at every opportunity, so that the attention shown by the community towards members of their community is a form of appreciation that is conveyed implicitly so that everyone able to spread the benefits to others (Nguyen et al., 2019). According to Sarason (in Smet 1994: 135), social support involves the choice of people who are highly valued by an individual in terms of providing support or assistance when needed. The closeness that exists in these social relationships makes everyone want to always give the best for the people they know well. According to Gotlieb, an important aspect in the context of social support includes real assistance that can be in any form as long as it is able to make a positive contribution to others, be it advice, information, materials, and so on.

An important conclusion from some of the explanations above is that social support involves selected people who are highly valued by an individual in relation to providing real assistance which can be in any form as long as it is able to make a positive contribution to others, so that this can form a brotherly bond. socially closer and complementary.

According to Wilss (in Sarafino 1994: 103), there are many sources that can provide social support to someone in various forms. Parents as the closest supporters in the family environment are able to provide support in the form of advice and guidance so that their children's lives are better and more focused (Susanti & Rokhman, 2022). Peers in the school environment are able to provide support in the form of enthusiasm and motivation to continue learning and achieving. Coworkers in the work environment are also able to provide support in the form of assistance in completing complex work. Some of these sources have a positive impact with regard to social support to individuals (Biber et al., 2020; Tyndall et al., 2019).

According to Weiss in Rochmah Maulida and Rama Dhanika (2012: 4), social support can be delivered if there are the following six aspects, namely intimacy, social ties, appreciation, strong relationships, guidance, and opportunities to be given the assistance.

## **RESEARCH METHODS**

The type of research in this research is correlational research. The population in this study amounted to 246 students with a sample of 105 students. In this study, the sampling technique used is the purposive sampling technique, which is a sample selection technique by determining the sample by selecting a sample among the population as desired by the researcher, so that the sample can represent the characteristics of the previously known population. In determining the sample in this study using characteristics that are seen from students who have low self-confidence in terms of the results of the questionnaire, age 13-14 years, and gender of women and men.

The measuring instrument used is the self-confidence scale, self-concept scale, and social support scale. The self-confidence scale consists of 29 items with a reliability coefficient of 0.793, the self-concept scale consists of 32 items with a reliability coefficient of 0.836, and the social support scale consists of 27 items with a reliability coefficient of 0.781. Data analysis in this study used the Regression Analysis technique, which was used to find out whether there was a relationship between self-concept and social support and students' self-confidence.

## **RESULTS AND DISCUSSION**

### **Results**

Before testing the hypothesis, the assumption is tested, namely the normality test and the linearity test, and it is known that the data are normally and linearly distributed. Testing the research hypothesis was carried out with the help of SPSS program calculations with the correlation technique of Regression Analysis. Based on the calculation, it is known that the regression coefficient of 0.679 ( $p < 0.01$ ) means that there is a very significant relationship between self-concept and social support and student self-confidence. Thus the major hypothesis proposed in this study is accepted. In addition to testing the major hypothesis, testing the minor hypothesis is also carried out. Based on the results of the analysis, it is known that the correlation between self-concept and self-confidence is 0.655 ( $p < 0.01$ ). This shows that there is a positive relationship between self-concept and students' self-confidence. The better the self-concept owned by the student, the higher the student's self-confidence, on the contrary, the worse the self-concept owned by the student, the more confident the student is. Thus the hypothesis proposed in this study is accepted.

Subsequent analysis that examines the relationship between social support and student self-confidence shows that the magnitude of the correlation between the two variables is 0.437 ( $p < 0.01$ ). These results indicate that there is a positive relationship between social support and students' self-confidence. The higher the support provided by the environment, the higher the student's self-confidence, on the contrary the lower the support provided by the environment, the lower the student's self-confidence.

Based on the results of the analysis that has been carried out, it is known that there is a significant positive relationship between self-concept and self-confidence where the coefficient  $r_{x1y} = 0.655$  with  $p < 0.01$ . This means that the better the self-concept, the higher the self-confidence. This shows that self-confidence is formed by self-concept with a contribution of 65%. This is in accordance with the theory which states that in order to achieve the goal of dynamic and progressive development in improving self-quality, the positive dimensions of the formulation of self-concept must be formed and maintained in a frame of high self-confidence. This is necessary because each individual will always be faced with various life problems.

## DISCUSSION

The correlation between self-concept and self-confidence is a perfect bond and combination informing and improving the quality of life of an individual. People who understand every aspect of themselves and have the belief that these aspects can contribute to the achievement of their life goals are the closest people to success. As expressed by Sarastika (2014: 51), confidence in self-ability can support the formation of a more mature self-concept to face the developments and changing demands of the times in achieving success.

There is a significant positive relationship between Social Support and Self-Confidence, where the coefficient  $r_{x2y} = 0.437$  with  $p < 0.01$ , this means that the better the Social Support, the higher the Self-Confidence. This shows that Confidence is formed by Social Support with a contribution of 43%.

According to Sarason (in Smet 1994: 135), social support involves the choice of people who are highly valued by an individual in terms of providing support or assistance when needed. The closeness that exists in these social relationships makes everyone want to always give the best for the people they know well.

There is a significant relationship between self-concept, social support and self-confidence, where the coefficient  $r = 0.679$ ; with  $p < 0.010$ . This shows that self-confidence is formed by self-concept and social support together with a contribution of 67%.

This is in accordance with the theory which states that the increase and decrease in student self-confidence can be caused by factors such as the self-concept that is formed in these students. The formation of an optimal self-concept will lead to the recognition and introduction of every potential ability possessed, so that by recognizing this potential students will be motivated to show their best abilities with the help of high self-confidence and social support thanks to these potential abilities. However, when students fail to recognize their potential abilities, they tend to be more silent and have an impact on decreasing their confidence in front of teachers and other students.

## CONCLUSION

Based on the results of data analysis that has been carried out, it can be seen from the correlation coefficient with  $r_{x1,y}$  of 0.679 with  $p$  of 0.000 ( $p < 0.01$ ), thus the proposed hypothesis can be accepted. The magnitude of the influence of self-concept and social support with student self-confidence can be seen in the effective contribution of 67%. The effective contribution of the self-concept variable with student self-confidence is 66%, while the effective contribution of the social support variable with student self-confidence is 43%.

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