

Article

The Relationship of Social Support With Self-Confidence in Class X Students of SMA N 9 Semarang

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Abstract: Class X is the first time you are in a Senior High School (SMA). Class X students at this time have entered a new and different environment from the previous environment, namely Junior High School (SMP). Self-confidence in class In forming self-confidence in class X students, the role of family or parents as well as friends or friends is very necessary to provide social support to class adapt to the new environment. This research aims to determine the relationship between social support and self-confidence in class X students of SMA N 9 Semarang. Correlational quantitative research design. The sample of 80 respondents consisted of class X students representing eleven classes who met the exclusion and inclusion requirements for research respondents. The sampling technique used was cluster random sampling. The data collection instrument used the spearman rank test. The results of the spearman rank test obtained a p value of 0.000 ($p < 0.05$), so H_0 was rejected and H_a was accepted, indicating that there is a relationship between social support and self-confidence in class X students of SMA N 9 Semarang. The correlation coefficient of 0.520 indicates that the strength of the correlation is moderate. There is a relationshipsocial support with self-confidenceamong class X studentsSMA N 9 Semarang

Keywords: Class X Students, Self-Confidence, Social Support.

1. Introduction

Class X is the first time in the Senior High School (SMA) environment. Class X students at this time have entered a new and different environment from the previous environment, namely Junior High School (SMP). This transition period is not easy for some class X students whose age is included in the category of middle adolescents. This is because they are required to be able to adapt. Not only that, the demand for self-adjustment to be accepted while living a good life in the school environment is a challenge in itself. However, individuals in class X adolescence usually experience a crisis of confidence due to many changes and causes them to fail to adapt.

Confidence in class X students is important to have so that they dare to take a step for themselves. Self-confidence can mean confidence in yourself to achieve something. Students in class X who have high confidence will think that their confidence is greater than the problems they face, while students in class X who are not confident will consider their problems to be greater than their confidence. Confidence in class X students is also needed in adapting to a new environment when teenagers graduate from junior high school and continue to high school or vocational school. For those with high self-confidence it will be very easy to adapt but students with low levels of confidence will have a hard time adapting.

Class X students with low self-confidence will have an impact on their development in the environment. Low self-confidence will cause individuals to interact less with friends, always isolate themselves, feel inferior, easily despair, and always have a negative view of

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themselves. Low confidence needs to be increased so that students of class X can develop themselves well for that, students of class X need to know the factors that support confidence.

Self-confidence is influenced by several supporting factors, including self-confidence formed through physical conditions, ideals, cautious attitudes, life experiences, physical appearance, self-concept, social support or relationships with parents, and relationships with peers. Relationships with parents and friends in building confidence in class X students are very important because family or parents and friends or friends are considered the closest and most important people for teenagers or individuals. In the formation of confidence in class X students, the role of family or parents as well as friends or friends is very necessary to provide social support to class X students.

Social support means an interpersonal relationship that can help a person to overcome stress and adapt to others and the surrounding environment. Social support can be categorized into two, namely objective support and subjective support. Objective social support can be in the form of direct material assistance, the existence of social networks, relationships with the community, while subjective social support can be in the form of respect, emotional satisfaction and stories of experiences from the closest people. This emotional satisfaction or support can be in the form of expressions of empathy, attention, encouragement, personal warmth, love or emotional support.

A study titled *The Relationship Between Family Support and Confidence in Doing Thesis in Students at STIKes Medistra Indonesia Using a Quantitative Research Method with a Cross-sectional Analytical Research Type* shows that there is a relationship between family support and confidence in doing a thesis in students at STIKes Medistra Indonesia. Research conducted by Manyu et al., al (2023) This explains that of the 132 respondents, the majority have good family support, namely 72 (54%) respondents who show that the respondents have received good family support, recalling that families spend more time together, so the family can provide support and become a place to exchange ideas, so that they can provide support, which can improve the child's ability to achieve something. The researcher also explained that the majority of respondents have high self-confidence in working on their thesis, namely as many as 63 (48%) respondents, meaning that respondents show that they already have confidence such as believing in their own abilities, being able to overcome anxiety, having a positive sense of self, and acting independently in making high decisions, recalling the support provided from the family, friends and social support verbally, non-verbally and morally that can increase self-esteem.

A study titled *The Relationship Between Parental Social Support and Self-Confidence in Grade X Students of SMK Negeri 1 Pringapus for the 2018/2019 Academic Year* shows that there is a relationship between parental social support and self-confidence in students in Class X of SMK Negeri 1 Pringapus for the 2018/2019 academic year. Social support for class X students of SMK Negeri 1 Pringapus is mostly in the medium category with a percentage of 41%. The confidence of students in class X of SMK Negeri 1 Pringapus is mostly in the medium category with a percentage of 46% (Listiyani, 2019). Based on the results of the research on the process of forming confidence, first, when a person receives social support from the beginning from the people closest to him, it will make the individual know that the individual has advantages in him. Second, if a person has a lot of experience in his life and is accompanied by the support of the people closest to him and can use all the advantages that exist in him, it will make a person confident in doing all aspects of his life.

However, the results of the researcher conducted interviews with several grade X students at SMA Negeri 9 Semarang, the researcher concluded that there was low self-confidence with high social support in students or subjects, which showed a gap with the results of the previous research conducted by the previous researcher which stated that there was a positive relationship between family support or parental social support and confidence which means that with good family social support would be Cultivate high self-confidence in each individual.

Based on the theoretical gap of several previous researchers with field data conducted by the researcher during interviews with class X students at SMA Negeri 9 Semarang, the researcher can formulate the problem "Is there a relationship between social support and self-confidence in students of class X of SMA N 9 Semarang?".

2. Method

The method used in this study is a correlational quantitative research design. The population in this study is the total number of students in class X of SMA Negeri 9 Semarang as many as 396 students

The researcher used a cluster random sampling technique with a sample of 80 students in class X of SMA N 9 Semarang consisting of 11 classes. Data analysis using the spearman rank test. The independent variable or independent variable in this study is social support. The dependent variable or bound variable in this study is confidence.

This research was carried out from January 31 to February 25, 2024 at SMA N 9 Semarang. The purpose of the study was to find out whether there was a relationship between social support and self-confidence in grade X students of SMA N 9 Semarang through questionnaires that had been distributed using research instruments in the form of questionnaires consisting of two variables, namely independent variables of social support and dependent variables of confidence level.

3. Proposed Method

Univariate Data

a. Age

Table 1. Characteristics of respondents by age

| Yes | Age | Fre- quency | Percent- age | Percent- age Valid | Percent Cumula- tive |
|-----|-------------|----------------|-----------------|--------------------------|----------------------------|
| 1. | < 15 Years | 9 | 11.2 | 11.2 | 11.2 |
| .2. | 15-16 Years | 63 | 78.8 | 78.8 | 90.0 |
| 3. | > 16 Years | 8 | 10.0 | 10.0 | 100.0 |
| | Total | 80 | 100.0 | 100.0 | |

The data of table 3.1 characteristics of respondents by age shows that the age of less than 15 years is 9 (11.2%) of respondents, the most respondents aged 15 – 16 years with a frequency of 63 (78.8%) respondents, and over 16 years old as 8 (10.0%) respondents.

b. Gender

Table 2. Characteristics of respondents by gender

| Yes | Gender | Fre- quency | Percent- age | Percent- age Valid | Percent Cumula- tive |
|-----|-----------|----------------|-----------------|--------------------------|----------------------------|
| 1. | Men – men | 33 | 41.2 | 41.2 | 41.2 |
| .2. | Woman | 47 | 58.8 | 58.8 | 100.0 |
| | Total | 80 | 100.0 | 100.0 | |

The data of table 3.2 characteristics of respondents by gender shows that male respondents amounted to 33 (41.2%) respondents while respondents. Women accounted for 47 (58.8%) respondents. The results in the table show that the dominant respondents in this study are women with a total of 47 (58.8%) respondents.

c. Parenting Work

Table 3. Characteristics of respondents based on parental occupation

| Yes | Parenting Work | Fre- quency | Percent- age | Percent- age Valid | Percent Cumula- tive |
|-----|------------------------|----------------|-----------------|--------------------------|----------------------------|
| 1. | Not Working | 3 | 3.8 | 3.8 | 3.8 |
| 2. | Laborer | 3 | 3.8 | 3.8 | 7.5 |
| 3. | Self employed | 32 | 40.0 | 40.0 | 47.5 |
| 4. | PNS | 10 | 12.4 | 12.4 | 60.0 |
| 5. | Private Employ- ees | 32 | 40.0 | 40.0 | 100.0 |
| | Total | 80 | 100.0 | 100.0 | |

Table 3.3 data on respondent characteristics based on the type of parental leave shows that the respondent's parents are most likely to work as self-employed and private employees. The type of work of the respondents' parents as self-employed was 32 (40.0%) respondents while the type of work of the parents as private employees was the same number as 32 (40.0%) of the respondents. Parents who do not work are 3 (3.8%) respondents, parents who work as laborers are 3 (3.8%) respondents, and parents who work as civil servants are 10 (12.4%) respondents.

d. Respondent Confidence

Table 4. Respondents' Confidence

| Yes | Category | Fre- quency | Percent- age | Percent- age Valid | Percent Cumula- tive |
|-----|----------|----------------|-----------------|--------------------------|----------------------------|
| 1. | Low | 10 | 12.5 | 12.5 | 12.5 |
| 2. | Keep | 54 | 67,5 | 67,5 | 80,0 |
| 3. | Tall | 16 | 20,0 | 20,0 | 100,0 |
| | Total | 80 | 100,0 | 100,0 | |

Respondent self-confidence data in table 4.4 shows that there are respondents with low confidence as many as 10 (12.5%) respondents, there are respondents with moderate confidence as many as 54 (67.5%) respondents, and there are respondents with high confidence as many as 16 (20.0%) respondents. The results showed that respondents with the confidence level category were dominating in the study.

e. Respondent Social Support

Table 5. Respondent Social Support

| Yes | Cate- gory | Fre- quency | Percent- age | Percent- age Valid | Percent Cumula- tive |
|-----|---------------|----------------|-----------------|--------------------------|----------------------------|
| 1. | Low | 7 | 8,8 | 8,8 | 8.8 |
| 2. | Keep | 57 | 71,2 | 71,2 | 80,0 |
| 3. | Tall | 16 | 20,0 | 20,0 | 100,0 |
| | Total | 80 | 100,0 | 100,0 | |

The respondents' social support data in table 4.5 shows that there are 7 (8.8%) respondents with low social support, there are 57 respondents with moderate social support (71.2%) respondents, and there were respondents with high social support as many as 16 (20.0%) respondents. The results showed that respondents with the social support category were dominating in the study.

Bivariate Data

a. Results of the Spearman Rank Test on the relationship between social support and self-confidence in students - students of class X of SMA N 9 Semarang

Table 6. Results of the Spearman Rank Test on the relationship between social support and self-confidence in students in class X of SMA N 9 Semarang

| | | Confidence Level | | | | Spearman's Rank Test Score (p) |
|------------------|-------|--------------------------|------|-------------------------|-------|--------------------------------|
| | | Low | Keep | Tall | Total | |
| | | N | N | N | N | |
| Social Support | Low | 5 | 1 | 1 | 7 | 0,000 |
| | Keep | 5 | 46 | 6 | 57 | |
| | Tall | 0 | 7 | 9 | 16 | |
| | Total | 10 | 54 | 16 | 80 | |
| | | Correlation Coefficients | | | | 0.520 |
| Variable | | Mean | | SD (Standard Deviation) | | |
| Social Support | | 82,39 | | 9,285 | | |
| Confidence Level | | 82,96 | | 10,035 | | |

The data from the statistical test showed that the average value of the respondents' social support was 82.39 with the medium category and the average confidence score of the respondents was 82.96 with medium category. Test results spearman rank Value p values by 0.000 ($p < 0.05$) then H_0 rejected and there is a relationship social support with confidence in students - class X students SMA N 9 Semarang. A correlation coefficient of 0.520 indicates that the correlation strength is moderate.

4. Discussion

The results of the study showed that there was a relationship between the social support variable and the confidence variable, which means that the two variables are interrelated. The results showed that the social support variable in the form of 3 components according to the research questionnaire according to Weiss' theory, namely guidance, reassurance of worth (appreciation or recognition), and social integration (social relations) can

foster respondents' confidence in the form of self-confidence attitudes that are studied, including respondents who are able to be optimistic, responsible, and able to think rationally.

The social support received by respondents based on the research questionnaire was in the form of guidance, recognition or appreciation, and good social relationships with family and peers. The guidance received from the respondents' families was in the form of comfort, advice or suggestions, and guidance to always be diligent in worship. However, guidance from peers can be in the form of help in getting information at school and help understanding difficult tasks.

Social support in the form of recognition or awards that respondents get from their families according to the research questionnaire can be in the form of praise when they get achievements, being listened to when giving opinions, being appreciated when providing assistance, and being trusted to be able to take care of themselves. However, the recognition that respondents get from their peers can be in the form of an invitation to worship together with friends of one faith, being appreciated when communicating, receiving good treatment in class, and congratulating them on getting older.

Social support in the form of good social relations with the family can be in the form of full support to follow every positive activity from the family, the family takes care of and encourages them to recover when the respondent is sick, and the family always asks for news when the respondent travels. However, good social relationships with friends according to the research questionnaire are in the form of respondents who are easy to get along with, remind each other when there are tasks, and remind each other to always be compact in working together.

The social support described is able to foster a level of confidence in the form of an optimistic attitude, responsibility, and being able to think rationally. The optimistic attitude of respondents according to the research questionnaire can be in the form of confidence in success in the future, always confident in being able to complete education with the best results, not giving up easily, daring to try new activities so that they can develop better, confident in doing something with their skills. In addition, respondents always try again after failing to do something, and believe that positive affirmations can make something good happen.

Confidence in respondents in a responsible attitude according to the questionnaire can be in the form of a responsible attitude in completing tasks, daring to admit mistakes that have been made, not avoiding tasks that are difficult to do, and always paying attention to good performance. In addition, self-confidence to be able to think rationally based on questionnaires can be in the form of always maintaining health to avoid illness, trying to wake up early in the morning so as not to be late for school. Respondents also always study harder to get better grades and try to control themselves by remaining patient when feeling emotional about something.

The results of the study are in line with previous researchers who stated that from the results of the hypothesis test using Pearson product moment correlation showed that the relationship between social support and self-confidence had a correlation coefficient value (r) of 0.625 with a sig of 0.000 ($p < 0.01$) thus, it can be concluded that there is a significant positive relationship between social support and self-confidence in grade X students of SMK N 2 Wonogiri (Rosyidah et al., 2022).

The results of the study are also in line with the study which states that the results of the test correlation analysis Spearman's rho Between the free variable and the related variable, a correlation coefficient value of 0.669 with a significance value of 0.001 was obtained. Therefore, it can be said that the hypothesis in this study (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Thus, it can be concluded that in the study, the hypothesis that stated that there is a relationship between social support and self-confidence in grade VII students of SMP 2 Negeri Bangil was accepted (Putri, 2022).

The results of the study are also in line with the research which states that based on the results of the test Pearson Product Moment Correlation It can be concluded that there is a positive and significant relationship between social support and self-confidence in class X students of SMA Negeri 1 Raman Utara, East Lampung Regency (Dewi, et.al, 2021).

The results of the research are also in line with previous researchers who stated that the results of the analysis were carried out using a correlation test Spearman obtained a result of $p - \text{Value } 0.001 < \alpha (0.05)$ can be concluded that there is a relationship between parental parenting and adolescent confidence at SMK Borneo Lestari Banjarbaru (Linda K., et.al, 2020).

The results of this study also state that there is a relationship between social support and self-confidence with a positive correlation direction which can mean that the higher the social support obtained, the higher the level of confidence of the respondents. Conversely, the lower the social support obtained, the lower the level of confidence of the respondents.

Respondents with low levels of confidence had a lack of responsibility in completing the tasks given by teachers at school. Respondents are also easily given up, not optimistic, and prefer to cheat on the results of their friends' work rather than be confident in their own work. This is due to low social support in the form of lack of guidance from the family to invite discussion in every decision taken or lack of togetherness from the family due to each other's busyness. Respondents also felt that there was a lack of recognition because the opinions expressed by the respondents were sometimes not heard by the family. Respondents also felt that communication with school friends was not good and there was a lack of concern for fellow peers so that, when respondents were sick, friends did not visit.

Respondents with moderate levels of confidence that dominated the study showed optimism that they would succeed in the future, were able to complete education with the best results, and did not give up easily. Respondents according to the researcher's confidence questionnaire also have a responsible attitude in completing tasks and are able to be rational to maintain a healthy body, look neat, and study more actively to get the best scores. This is due to social support in the form of guidance in the form of advice from family or friends, guidance to always be diligent in worship, and friends who always help when respondents have difficulty completing difficult school assignments. Social support is also a form of recognition from peers and well-established social relationships between respondents and family or friends. Respondents with moderate social support were more likely to receive full social support from one of the sources of social support between family or peers but did not receive full support from both.

Respondents with a high level of confidence have a high optimistic attitude, are able to compete in competitions inside and outside school, and are able to win competitions as school representatives at the provincial and national levels. Respondents are also able to think rationally very well, and are able to divide their time between academic and non-academic learning. This is because respondents receive high social support from both sources of social support, namely from family and peers. The social support obtained is in the form of guidance from family and friends to get used to discussing and deciding things, togetherness with family and peers is established in a balanced manner. Confessions from friends and family in the form of advice are always heard and always get full support from friends and family when participating in a competition or competition.

The results of the study are in line with previous researchers who stated that social support has a positive correlation with self-confidence. The researcher explained that the higher the social support that students have, the higher the confidence in the student. The dynamics and relationship between social support and self-confidence in students can be seen through several behaviors that are produced, namely believing in one's own abilities, being optimistic, objective, responsible, rational, able to accept one's reality, and a positive perspective on oneself (Romandina, 2021).

The results of the study are in line with previous research which stated that respondents have confidence such as believing in their own abilities, being able to overcome anxiety, having a positive sense of self, and acting independently in making high decisions, recalling the social support provided from family and friends which can increase self-esteem (Manyu et al., 2023).

5 . Conclusions

Based on the results of data analysis and discussion in this study, several conclusions can be drawn. First, the univariate analysis revealed that the majority of respondents were aged 15–16 years (78.8%), with 11.2% under 15 years and 10.0% over 16 years. In terms of gender, 41.2% were male and 58.8% were female. Regarding parental occupation, most parents were either self-employed or private employees (each 40.0%), while a smaller portion worked as civil servants (12.4%), laborers (3.8%), or were unemployed (3.8%). Second, levels of self-confidence among respondents varied, with 12.5% having low confidence, 67.5% moderate, and 20.0% high confidence. Third, the distribution of social support also showed diversity: 8.8% of respondents had low social support, 71.2% moderate, and 20.0% high. Lastly, the results of the Spearman rank statistical test indicated a significant relationship between social support and self-confidence among class X students at SMA N 9 Semarang. The test yielded a p-value of 0.000 ($p < 0.05$), leading to the rejection of the null hypothesis (H_0), and demonstrated a positive correlation with a moderate strength ($r = 0.520$), suggesting that increased social support is associated with higher levels of self-confidence in students.

Suggestion

The results of this study are expected to provide several benefits for various parties. For respondents, this research can offer valuable insights into the importance of social support—such as guidance, appreciation, and social relationships from family and peers—in

enhancing self-confidence. This includes fostering an optimistic outlook, a sense of responsibility, and rational thinking, particularly among students in class X of high school. For the field of nursing, the findings can serve as a reference for future studies conducted by nursing students and contribute to the development of knowledge and educational materials regarding the relationship between social support and self-confidence in adolescents. Furthermore, for future researchers, this study opens opportunities to expand research on the topic by introducing new variables or exploring different aspects, allowing for a deeper understanding of the dynamics between social support and self-confidence.

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