

Effect of self-confidence on high school student's social adjustment

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Abstract

The objective of this research was to evaluate whether self-confidence influenced students' social adjustment significantly. One hundred and twenty students in Class X SMA Kristen 1 Salatiga was sampled and given questionnaires regarding self-confidence and social adjustment. The data was then analyzed quantitatively using simple linear regression. Results showed that there was a significant positive influence of self-confidence on social adjustment. Self-confidence explained 26.40% variation of social adjustment.

Keywords: *self-confidence; social adjustment; high school*

Introduction

Social adjustment is the most difficult tasks of development in adolescence (Hurlock, 1993). During this period of development, there are often life problems that require new adjustments that are sometimes difficult to face. Adolescents who can adjust themselves well will usually be able to go through adolescence smoothly and are expected to develop towards optimal maturity and be accepted by their environment.

According to Hurlock (1978), a good social adjustment is characterized by the presence of characteristics through real attitudes and behavior, as well as able to adjust to society. A student with good social adjustment pays attention to a pleasant attitude towards others and can accept others' weaknesses. On the other hand, a student with bad social adjustment can be characterized by the existence of egocentric nature. The student cannot socialize with others and only concern about him/her. In the school environment, students need social adjustment to be accepted in the new school environment. When entering high school, students will find a new environment that is different from their previous environment. Some students who are still in the early adolescent may find it difficult to adjust themselves in this new environment. This is because adolescence is a period of improvement in self-development, one of which is an adjustment to the new environment. Students who are confident feel free to take any action without feeling inferior, thus it will be easy for them to progress and success. Students who have confidence do not require others'

encouragement. They always develop motivation in achieving success and behave as what is needed to obtain the expected results.

This social adjustment problem was also found at SMA Kristen 1 Salatiga. The counselor at this school said that some students in class X looked passive and less responsive in the classroom. It was due to students' social adjustments to the new environment have not been maximized; thus they still felt embarrassed, insecure, and less confidence in expressing or responding in the classroom. It seemed that the students did not have the self-confidence to adjust to their social environment, which affected their learning process in school. Therefore, we hypothesized that students' self-confidence influenced their social adjustment significantly.

Materials and Methods

The population in this quantitative study was 170 students of Class X of SMA Kristen 1 Salatiga. Out of 170 students, we chose 120 students using simple random sampling. We used questionnaires to measure students' self-confidence and social adjustment. Data were analyzed using simple linear regression with the help of SPSS 13.0.

Results and Discussion

The majority of respondents (58.33%) had high self-confidence levels, while 41.67% were considered to have a very high level (Table 1). Although results of the questionnaire showed that most students had high and very high self-confidence, we found that students still lack the self-confidence to express opinions, give ideas in each discussion group, and write articles in school magazine actively. Those three were associated with the dimension of being brave in expressing opinions to others, sense yourself positively, and act independently in making decisions (Lauster, 1997). They were part of the characteristics of someone who had good self-confidence.

Table 1. Students' Self-Confidence

Category	F	Percentage (%)
Very Low (31-53)	0	0.00
Low (54-76)	0	0.00
High (77-109)	70	58.33
Very High (≥ 109)	50	41.67
Σ	120	100.00

Comparably, 60.83% of students had a very good social adjustment, while 39.17% were considered to have a good level of social adjustment (Table 2). However, results of the questionnaire showed that students had a low score on three things, i.e., willingness to cover personal/family bad habits, belief that success could be achieved by optimizing the potential and abilities, and concern for colleagues who had misfortune. Hurlock (1993) proposed that those related to personal satisfaction.

Table 2. Students' Social Adjustment

Interval	F	Percentage (%)	Explanation
Very Poor (48-83)	0	0.00	Very Poor
Poor (84-119)	0	0.00	Poor
Good (120-155)	47	39.17	Good
Very Good (≥ 156)	73	60.83	Very Good
Σ	120	100.00	

Regression analysis was then performed to determine whether there was an influence of self-confidence on social adjustment. The analysis resulted p-value was 0.000 (<0.05) and a positive value of regression coefficient (1.257) which means that self-confidence had a significant positive influence on social adjustment; thus the hypothesis was accepted (Table 3). Theoretically, the results of this study were proposed by Hurlock (1993), that self-confidence influences students' social adjustment. Meanwhile, the r square value showed that 26.40% variation of social adjustment could be explained by self-confidence and the rest, i.e., 73.6%, was influenced by other variables.

Table 3. The result of Regression Analysis

Variable	Regression coefficient	Standard Error	T	Significance (p-value)
Constant	16.415	22.262		0.462
Self-Confidence (X)	1.257	0.193	6510	0.000
<i>R square</i> = 0.264			$\alpha = 0.05$	
N = 120				

Dependent Variable: Self Adjustment (Y)

Conclusion

Based on the results of the discussion and data analysis, it is shown that self-confidence influenced students' social adjustment significantly. Teachers are advised to make activities to increase students' self-confidence because there were still problems related to students' self-confidence such as bad habits indulgent personal/family, students' trust in optimizing the potential and abilities (talents) possessed and cared against colleagues who experienced misfortune.

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