The Relationship between Self-Acceptance and Social Support with Self-Confidence in Madrasah Tsanawiyah

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Info Articles

Abstract

According to preliminary studies conducted by researchers at the Madrasah Tsanawiyah or equivalent to the junior high school level, there is a phenomenon where some students still feel embarrassed when asking teachers. The results of the preliminary studies also resulted in a moderate level of student confidence. The purpose of this study was to determine the relationship between self-acceptance and social support with the self-confidence of MTs students in Gunungpati District. The method used in the study is the correlational quantitative method, while the sampling used in the study is the proportionate stratified random sampling technique with cluster sampling. The subject of the study was class VII students in 4 MTs. The research location is in Gunungpati District, Semarang. The total population was 463 students with a research sample of 198 students. The measuring instruments used are the confidence scale, the self-acceptance scale, and the social support scale. The results of the study showed that there was a non-negative and significant relationship between self-acceptance and social support with the self-confidence of MTs students in Gunungpati District. That is, the higher the level of self-acceptance and the level of social support, the higher the level of self-confidence. Both independent variables contributed to confidence by 39.1%. Furthermore, researchers are expected to be able to examine self-confidence variables with other variables such as the influence of parenting, peers, motivation, and others.

INTRODUCTION

The living things created by God are people with their perfection so that humans can think and carry out their daily activities. Humans in carrying out daily activities are not spared whose name is to interact with each other, because humans are social creatures. Man acts according to his will but must also pay attention to environmental conditions so that humans do not act irrationally. Basically, a person who is in an environment inevitably has to behave with a standard that is acceptable in society (Hurlock, 1978). Many factors can shape the interaction, one of which is in ourselves. Interactions will not take shape if we do not dare to start. Starting to interact means having the confidence to either communicate or act. If a person's self-confidence is absent or low then it results in a person will feel anxious or worried, lazy, negative thinking, easily discouraged, and others.

In the world of education, especially when children are in school, children need to have a feeling of calm, enthusiasm for learning, positive thinking, and of course an unyielding attitude so that children must have confidence. A self-confidence is a form of encouragement that is included in one aspect of personality that is formed through the learning process of students in interacting with the environment to obtain success (Tanjung & Amelia, 2017).

But now many children still like to be confused if they are asked what advantages and disadvantages exist in themselves. This makes children unable to accept themselves well so they do not know their potential. Fully understanding yourself well can make the heart calm and also always grateful. Especially in school, many students still feel inferior because they feel that their friends are more than them, feel that they cannot do something that others can do and so that the student does not have confidence in themselves. People who lack self-confidence are characterized by characteristics such as not being calm or nervous in doing things, lack of socializing, not believing in their abilities, giving up easily, feeling that there are always shortcomings in themselves, and liking to be alone (D. M. Dewi & Suharso, 2013).This makes students less confident in school so many experience problems such as fear of speaking in front of many people, lack of enthusiasm to learn, and some are also aloof. They should be able to understand themselves well, both their shortcomings and their advantages so that the shortcomings it can be corrected by highlighting the advantages.

Self-acceptance is a person willing to accept himself as a whole both his advantages and disadvantages. According to Nisa & Sari (2019), self-acceptance is the ability from within to realize and appreciate the characteristics that exist in oneself, continue to be able to develop potential, and when dealing with conditions and interpersonal relationships that are negative, individuals with high self-acceptance can remain proud and have no negative opinions of themselves. However, children now still feel that they are stupid than others so they feel that their existence is useless. Such children are in dire need of help from friends, teachers, and even family. The assistance can be in the form of understanding, direction, and support so that children who feel that they are not good enough to understand themselves, can slowly understand themselves well. The hope is that if these children have enough support, they will gradually bring out.

According to Sarafino & Smith (Nasruddin & Yudiarso, 2022) a person who feels that he or she is getting help and comfort from others is called social support. According to Zimet (Pramisya & Hermaleni, 2021), the aspect of social support is support from family, friends, and special people. The results of the previous preliminary study through the dissemination of the self-confidence level scale of MTS students in grades 7 I and 7 J on February 15, 2022, and conducting interviews with BK teachers and homeroom teachers for preliminary data at the school, the result that there are still many students whose confidence is 43% which is included in the medium to low category.

Ideally, if the learner has high self-acceptance and high social support then his confidence level will also be high. In line with what was conveyed by (Ningsih & Awalya, 2020) in their

research that looked at the relationship between self-esteem variables and social support variables with the variables of student self-confidence at SMK Nusa Bhakti Semarang, it was found that the higher the self-esteem and social support in students, the higher their self-confidence. From these results, researchers want to modify the research by distinguishing the x varial and using different subjects, namely students of Junior High School or Madrasah Tsanawiyah.

Most people look down on Madrasah Tsanawiyah more and think that junior high schools are better than MTS. So here researchers are interested in researching Madasrah Tsanawiyah because in line with research (Yanuri, 2016) explains that parents' interest in sending their children to Tsanawiyah Madrasah is lower than that of junior high schools. With the lack of public interest in sending their children to MTS, made a big question for the author and so decided to make Madrasah Tsanawiyah a research subject.

From the explanation above, this research is important for Guidance and Counseling because from this research can be developed guidance and counseling services at Madrasah Tsanawiyah because we know that Guidance Counseling services are less affordable so that this research has the potential to be researched for expert experts in the field of Guidance and Counseling. The variables of this study self-acceptance, social support and self-confidence also influenced counseling guidance services in the personal and social areas. Based on the researcher's interest in knowing the relationship between self-acceptance and social support with self-confidence in early adolescence. So in this study, the researcher was interested in conducting a study entitled "The Relationship of Self-Acceptance and Social Support with the Self-Confidence of MTS Students in Gunungpati District".

METHODS

The type of research in this study uses quantitative research, in quantitative tends to direct researchers to obtain, process and analyze data with statistics which then draw conclusions from the calculation results obtained (Sugiyono, 2017). The research design is correlational because it has the aim of obtaining causation from the variables that will later be studied, so in this case to find out the relationship between self-acceptance and social support with the self-confidence of MTs students in Gunungpati District. Furthermore, hypothesis testing uses classical assumption tests and multiple linear regression tests. The population in the study was 463 students from the number of four Tsanawiyah Madrasahs in Gunungpati District. As for the research sample, there were 198 students. In this study, the sampling technique used was the probability sampling technique using the proportionate stratified random sampling and cluster sampling technique, because in determining the population area is very wide and the population is stratified and not homogeneous. In the proportionate stratified random sampling of this study, the technique was used to determine the number of students in each school who would be used as subjects. Meanwhile, the cluster sampling technique is used to determine the schools to be designated as the research population. So the following samples were obtained from 125 students from MTs Al-Asror, 17 students from MTs Al-Hidayah, 15 from MTs Al-Islam Sumurejo and 41 students from MTs Riyadlus Sholihin Al-Islamy.

This study used a data collection method and a data measuring device in the form of a psychological scale. Then the researcher used three psychological scales in the study, namely the psychological scale. The psychological scale of self-acceptance is made based on the indicators of self-acceptance from Bernard (2013)namely (1) self-awareness and appreciation of positive characteristics and the development of potential and (2) unconditional acceptance despite having shortcomings, committing failures, and receiving criticism and rejection from others. Then on the psychological scale, social support is created based on indicators of social support Sarafino (2011) consists of (1) emotional support, (2) reward support, (3) instrumental support, and (4) informational support. While on the psychological scale self-confidence is made based on self-confidence

indicators from Lauster (2012), namely (1) believing in self-abilities, (2) being optimistic, (3) being objective, (4) responsible, and (5) rational and realistic. The scale used in this study is a Likert scale model consisting of favorable and unfavorable items, namely very appropriate, appropriate, less appropriate, non-appropriate, and very inappropriate.

The Likert scale instrument in this study used construct validity. The result of the self-acceptance scale validity test that is said to be valid and usable is a total of 22 items out of 38 test items. The pre-arranged social support scale amounts to 38 items and the ones that can be said to be valid amount to 27 items. The confidence scale of the initial instrument amounted to 44 to 32 valid items. Furthermore, for reliability results, it can be said to be reliable if r hitung > r tabel. On three scales the study got r tabel= 0.279. For the self-acceptance scale, it gets a value of 0.747, for the social support scale gets a value of 0.835 and the confidence scale gets a value of 0.838 so it can be concluded that all these instruments are said to be reliable.

Data processing in the results of the study is a descriptive analysis that is used to determine the level of each variable and uses associative hypothesis testing. In the associative test, there are two, namely the classical assumption test and the double linear regression test to find out the relationship between variables and how much it contributes to the confidence variable. Then the calculation of the research analysis data was assisted using the IBM SPSS Statistics version 25 program and Microsoft excel 2016.

RESULTS AND DISCUSSION

After the implementation of the research, the researcher carries out the next step, which is to analyze the research results. The data that have been obtained are analyzed using the help of IBM SPSS version 25. Previously, the objectives of this study had been conveyed, namely (1) To determine the level of self-confidence, self-acceptance, and social support of MTs students in Gunungpati District, and (2) To find out whether there is a relationship between the self-acceptance variable and the social support variable with the self-confidence variable of Tsanawiyah Madrasah students in Gunungpati District. The following are the results of the quantitative descriptive analysis:

Results of Description of Acceptance Rate, Social Support, and Trust of students in MTs Gunungpati District

Table 1. Results of Description of Acceptance Rate, Social Support, and Trust of students in MTs Gunungpati District

Variable	N	M	SD	Category
Self-acceptance	198	78,37	9,830	High
Social Support	198	102,34	12,319	High
Self confidance	198	117,52	14,422	High

From table 1 it can be known that the level of all three variables is high. There is a difference between the results of preliminary studies and the results of research from previous the results are being high. The following is an explanation of the results of the descriptive analysis of each variable:

Self-acceptance

Table 2. Descriptive Analysis Results Self-Acceptance Indicator

| Indicator	N	M	SD	Percentage	Category
Self-awareness and appreciation of positive characteristics and potential development	198	34,88	5,59	69,77%	Very high
Unconditional acceptance despite having flaws, committing failures, receiving criticism and rejection from others	198	43,48	5,45	72,47%	Very high

Based on Table 1. Self-acceptance has a value of M=78.37; SD=9,830 means that the self-acceptance rate of MTs students in Gunungpati District is in the high category. Further analysis per indicator can be observed in table 2.

From the results of the descriptive analysis in Table 2. It is known that the second indicator contributes very highly with a percentage of 72.47%. Everyone certainly has shortcomings, but a person who is willing to accept himself is good for his shortcomings, and his failures, then he can accept himself well. In line with research (Biernat & Bąk-Sosnowska, 2018) that adolescents who feel deficient in physical appearance will interfere with their psychological condition and are a sign of not accepting themselves.

Furthermore, the first indicator with a percentage of 69.77%. This means that students have a feeling of being aware of themselves and appreciating everything that is in them, the especially positive character so that they have the desire to continue to develop well.

The second indicator of self-acceptance is To further clarify the explanation above, take a graphic image of self-acceptance as follows:
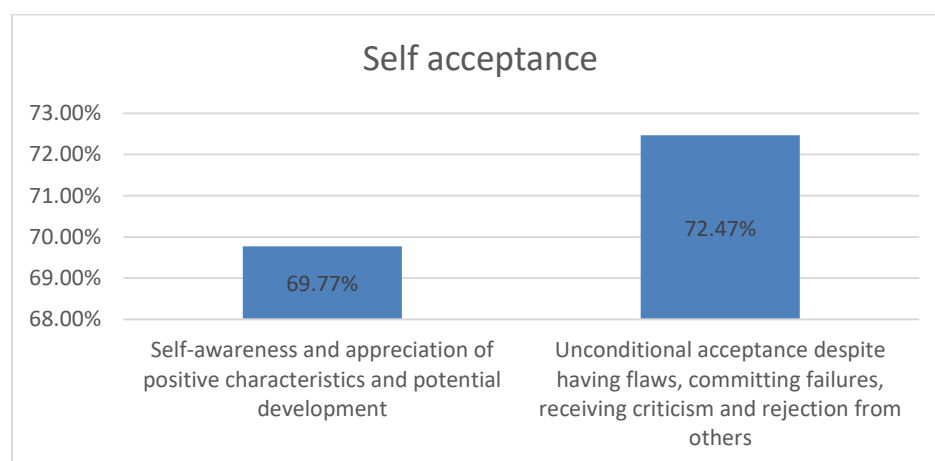
Figure 1. Figure Rate Self-acceptance

From the explanation in Figure 1., obtaining information that the student's self-acceptance rate is in a high category. From the results of the analysis obtained, it is hoped that the counselor or BK teacher will provide more services to increase self-acceptance which was previously good for the better.

Social support

Based on Table 1. Social support has a value of M=102.34; SD=12,319 means that the level of social support of MTs students in Gunungpati District is in the high category. Furthermore, the analysis per indicator can be observed in table 3. below :

**Table 3**. Descriptive Analysis Results Social support Indicator

Indicator	N	M	SD	Percentage	Category
Emotional support	198	22,70	3,51	75,67%	Very high
Award support	198	34,69	4,57	77,10%	Very high
Instrumental support	198	17,27	3,40	69,11%	Very high
Information support	198	27,66	3,92	79,03%	Very high

From Table 3. As already explained, all four indicators fall into the very high category so all four indicators contribute to social support. But it is known that the indicator with the highest percentage is the information support indicator. Information support is the support received from others in the form of advice or advice. In line with research (Gunuc & Dogan, 2013)that adolescents need understanding and notification by parents to help the child's development so that later they can face difficult situations. The inability of adolescents to get through difficult times will lead them in a bad direction.

On the contrary, the indicator with the lowest percentage is instrumental support. The support a person receives from others is in the form of direct assistance. Direct assistance can be in the form of help when we are confused with the subject then the teacher will help to teach it. According to research (Morelli et al., 2015), the lack of instrumental support makes a person lonely. This indicator is very important for social support because one is certainly dependent on others and humans are social beings.

Furthermore, other indicators are equally important, namely emotional support and reward. Emotional support, the support that the individual receives is in the form of attention, affection, and empathy. A person certainly has problems, so they usually need social support in the form of attention or empathy so that indicators of emotional support contribute to social support. In line with research (Li et al., 2018) that when there are students or other friends who get low scores, they need empathy from around to help them to be better in the future.

While award support, the award support obtained from a person can be in the form of appreciation. When a person can do something and obtain achievements, of course, he wants to be appreciated after the hard work and effort he has gone through. However, if the surroundings do not give a little appreciation, the individual will likely feel worthless so the appreciation support greatly contributes to social support. From the explanation above, to clarify it, there is a graphic image of the level of social support below:
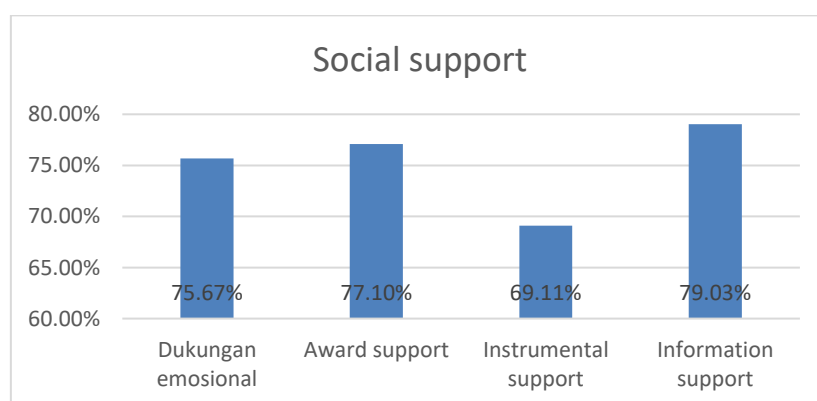
Figure 2. Figure Rate Social support

It can be concluded that the level of social support is in the high category. Social support is important for a person and how the recipient perceives the assistance.

Sel-confidance

Table 4. Descriptive Analysis Results Self-confidence

Indicator	N	M	SD	Percentage	Category
Believing in self-abilities	198	30,43	4,43	76,08%	Very high
Being optimistic	198	24,25	4,05	69,29%	Very high
Being objective	198	15,73	2,42	78,68%	Very high
Responsible	198	32,61	5,16	72,46%	Very high
Rational and realistic	198	14,47	2,05	72,39%	Very high

Based on Table 4. Self-confidence has a value of M=117.52; SD=14,422 means that the confidence level of MTs students in Gunungpati District is in the high category. Further analysis per indicator can be observed in table 5.

The results of the descriptive analysis per indicator of the confidence variable show that all five indicators are in the very high category so the five indicators greatly contribute to self-confidence. Students who have good self-confidence are usually able to think and judge positively, both for themselves and the environment (Fitri et al., 2018).

From Table 4. It can be known that the highest percentage is the objective indicator with a percentage of 78.68%. As for the lowest indicator, it is on the optimistic indicator with a percentage of 69.29%. To clarify the explanation above below there is a graph of the confidence level :
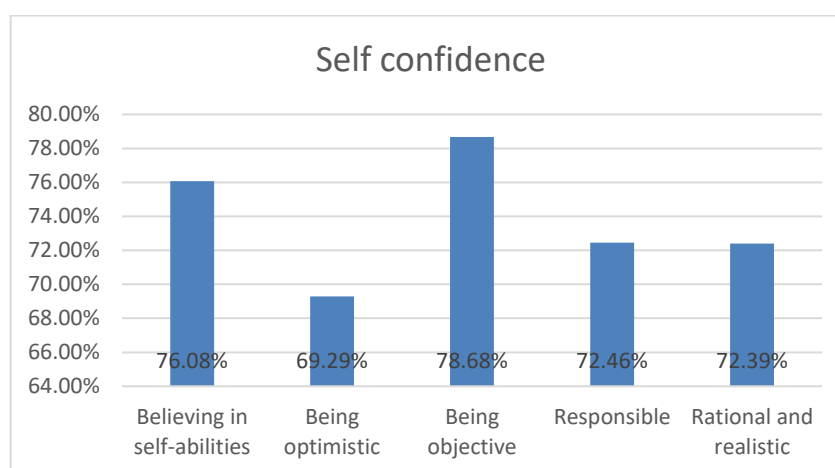
Figure 3. Figure Rate Self confidence

From the previous explanation, it is know that self-confidence falls into the high category. Self-confidence can be influenced by various factors including internal factors can be in the form of physical appearance, self-esteem, and experience, while external factors can be related to the environment, in this study, especially the environment. From the results of the descriptive analysis described, it is hoped that guidance and counseling teachers will provide services to increase the level of student confidence to be even better.

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Table 5. Double Linear Regression Test Results

Predictor	R	R^2	F	β	T	Sig

Self-acceptance	-	-	-	0,625	11,209	0,000
Social support	-	-	-	0,189	2,691	0,008
Self-acceptance & Social support	0,625	0,391	62,570	-	-	0,000

Based on the results of regression tests on the three variables in Table 5 results. know value F = 62.570; p = 0.000; R^2=0.391 means that the value of F_hitung>F_tabel = 62.570>3.04 and the p-value of 0.00<0.05 then the hypothesis is accepted, "There is a positive and significant relationship between self-acceptance and social support with the confidence of MTs students in Gunungpati District".

The value of R^2 indicates the value of the coefficient of determination of 0.391 which then R^2 is multiplied by 100% then produces a number of 39.1% meaning that the number 39.1% is the contribution of the independent variable to the dependent variable and according to the interpretation guide, the result of the coefficient of determination is at a low level. A 39.1% self-acceptance rate and a level of social support with a confidence level and 60.9% were other variables not present in the study.

After data analysis, it was found that there was a significant and positive correlation between self-acceptance and social support with the self-confidence of students MTs in the Gunungpati district. Corroborated by the findings (Ningsih & Awalya, 2020) that there is a correlation between self-esteem and social support with self-confidence. Then it can be concluded that a person who has social support then his trust is also high. Meanwhile, people who have low social support will have low self-confidence.

According to Yulianto et al., (2020) a person who feels that he is confident is believing that he is reliable in the social field, his emotions are mature, quite adequate in terms of assertiveness, intelligence, optimism, confidence, independence, always moving and having a good leadership spirit. On the contrary, people who lack self-confidence according to Piran et al., (2017) that is, individuals who lack self-confidence have one characteristic, namely not being able to accept themselves as a whole (especially their shortcomings) and consider that their abilities are low. This indicates that a person must be able to fully accept himself and try to be grateful for the gifts given by Him. When someone cannot make peace with himself then someone will not be able to process and always feel inferior if they meet others.

Some many influences or causes can affect self-confidence, including internal and external. Internal factors are usually of a person's self, one of which is good self-acceptance. A person who can accept his advantages and disadvantages feels that he is valuable and has the potential to develop so that he will have confidence.

According to Nisa & Sari, (2019) a person who has a realistic assessment of the potential that exists in himself and a positive view of his self-esteem is called someone who can accept himself. But on the contrary, as low as self-acceptance is, it is easy for him to despair, feel ashamed, feel awry, feel that he is useless, and feel envious of seeing the success of others (Astuti & Hastanti, 2021). The results of the study also produced the value of the double regression test results of the self-acceptance variable is t = 11.209; β = 0,625; p = 0.000. From these results, it can be described that t hitung > t table = 11.209>1.972 and a p-value of 0.00 < 0.05 which means that there is a positive and significant relationship between self-acceptance and self-confidence. The relationship can be said to be positive because the value of the regression coefficient (β) is positive, which means that it can be said that there is a positive relationship between self-acceptance with self-confidence.

While the external in the form of a person's external form is usually the environment. One of them is self-confidence, namely social support because social support is closely related to family, friends, and the environment. A person who receives their attention, affection, and advice usually

feel that he is valued and loved. In line with research (Icekson et al., 2020) that there is a relationship between optimism and social support, where optimism is one of the indicators of self-confidence. Reinforced by the results of this study that the value of the results of the double regression test of social support variables is t = 2.691; β = 0,189; p = 0.008. The results explained that t hitung > t tabel = 2.691>1.972, and the p-value was 0.008<0.05, which means that there is a positive and significant relationship between social support and self-confidence. The value of the regression coefficient (β) indicates a positive number so that it can be said to have a positive relationship.

According to (Rucinski, 2018) when students feel that their teachers are willing to listen to them when they speak, want to care, and like them and the teacher as a source of support, students will trust the teacher and are willing to rely on the teacher. It can be known that social support plays an important role in self-confidence. It is also strengthened that if someone has a problem and someone is willing to listen to it, the support will be able to improve someone in solving the problem (D. L. K. Dewi & Muslikah, 2021).

In this regard, guidance and counseling teachers in schools are very important. What can be done by guidance and counseling teachers is to create a service delivery program in the form of group guidance. Group guidance itself is an effort by guidance and counseling teachers to create small groups of students to become a high, large, and independent group and obtain benefits in achieving their goals.

Based on the group guidance theory above, if the guidance and counseling teacher find problems related to self-confidence, then the guidance and counseling teacher can provide group guidance services with the theme of tips-we increase self-confidence so that students can grow their self-confidence.

CONCLUSION

Based on the results of the research on self-acceptance and social support with self-confidence, MTs students in Gunungpati District gave conclusions, namely the level of self-acceptance variables, social support variables and self-confidence variables are in the high category.

There was a positive and significant association between self-acceptance and social support with the self-confidence of MTs students in Gunungpati Subdistrict by showing a grade (F = 62,570>3.04; p = 0.000<0.05; R^2=0.391). That is, the higher the level of self-acceptance and social support, the higher the level of self-confidence. In this study, the contribution of variables of self-acceptance and social support to self-confidence was also found at 39.1%.

Furthermore, for the next researcher, it is hoped that they can examine self-confidence variables with more diverse variables to find out the possibility of other variables that have a greater influence such as parenting, self-motivation, peer influence, and others.

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