Effect of Social Support and Emotional Intelligence to Self-esteem in Traditional Dancers

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Abstract

Self-esteem is needed by traditional dancers because dancers who respect themselves always see opportunities to learn and develop, overcome existing limitations and become more resilient. This study aims to determine the effect of social support and emotional intelligence on self-esteem in traditional dancers. The participants in this study were 130 traditional dancers in Jakarta and Depok, Indonesia. Data were collected using social support scale, emotional intelligence scale and self-esteem scale. The results of this study indicate that social support and emotional intelligence together can predict the self-esteem of traditional dancers.

Keywords: social support, emotional intelligence, self-esteem, traditional dancer

INTRODUCTION

Traditional dance is a dance that combines all movements that contain certain meanings and is a hereditary legacy from the ancestors (Kausar, 2015). Almost every region in Indonesia has traditional dances, such as Serimpi dance from Central Java, Jaipong dance from West Java, and Pendet dance from Bali (Arya, 2017). A dance performance cannot be separated from the role of dancers, because through the dancers a dance performance can be presented together. Becoming a dancer is not an easy thing like the perception of society in general. The challenge of being a traditional dancer today is to be consistent in working and getting attention from the government to preserve traditional dance. Participating to represent Indonesia in international dance events and being selected by the government is very difficult (Ismarani, 2016). In addition, the government is considered to be less appreciative of the arts and less serious in supporting traditional dancers because the government does not provide infrastructure or special performance space for artists who want to perform, if the government appreciates traditional dancers more, there will be more enthusiasts who want to learn traditional dances and foster public awareness in preserving traditional dance arts (Ida, 2017).

Furthermore, there are various negative comments obtained by a traditional dancer, such as dancers are considered to have nothing to be proud of and not much to produce, and dancers look sexy because they are wiggling their bodies (Harini, 2016). Dancers also face many unique psychological challenges, one of which is experiencing self-destructive behavior due to

excessive sensitivity. The ideal body image of a slim dancer, competitive pressure, eating fads and peer pressure increase the risk of self-destructive behavior (Schnitt, 1990).

Beyond dance technique, the main role of a dancer is to express deep emotions through movement. Dancers are considered as human beings who are very likely to touch the hearts of the audience through their movements. Before the performance, dancers have to deal with pressure and anxiety due to negative thoughts, but must show their various abilities to still perform optimally. Mental toughness is essential to be able to overcome all negative thoughts and ideas about the dancer's self. Therefore, developing and improving a dancer's self-esteem seems to be a necessity to be successful in the art and life of the dancer (Tray, 2017). Dancers who value themselves always see opportunities to learn and grow, overcome existing limitations and become more resilient (Finlayson, 2018).

The basis of self-esteem is to acknowledge that the dancer is a human being with imperfections like everyone else, then understand that the weaknesses they have do not define them as a person or as a dancer (Larsen, 2017). According to Blascovich and Tomaka (1991), self-esteem is an individual's view of the value of themselves or how a person assesses, recognizes, appreciates or likes themselves. Self-esteem is one of the factors that determine individual behavior. Everyone wants a positive appreciation of themselves, so that a person will feel that they are useful or meaningful to others despite their weaknesses.

As a dancer, self-esteem is something that can affect the level of confidence in performing their dance or how they feel about themselves which generally has a significant impact on the results achieved by the dancer. Positive self-esteem tends to make individuals more energized, set more difficult goals (challenges) for themselves and develop aspirations to do something that no one else has done. Therefore, it can be said that self-esteem is central to the development of competence (Widyarini, 2009). Meanwhile, negative self-esteem believes that the individual is worthless, does not value their own opinion and feels ashamed of themselves (Lubis, 2009). This will negatively affect the individual concerned and result in the individual becoming stressed, always desperate, prone to anxiety and depression (Butler, Hokanson & Flynn, 1994).

Cooley (in Ikiz & Cakar, 2010), emphasized the importance of social acceptance as one of the determinants of the concept of self-esteem. Building productive and enjoyable relationships with others is another measure of a healthy personality. Social support is something provided by others where individuals who get this support will feel loved, cared for, honored and appreciated (Taylor, 2012). Social support can be emotional, instrumental, financial or informational so that people who engage in supportive social relationships will

benefit in terms of health and morale. Conversely, low levels of social support have been repeatedly associated with poor physical and mental health outcomes.

The results of Bhat's research (2017), on the relationship of social support and self-esteem in students in India show that social support is directly related to self-esteem. The results show that higher levels of social support indicate better self-esteem among people. People who receive good social support from various sources have a better view of themselves. Furthermore, research from Tahir, Inam and Raana (2015), showed that there is a strong relationship between social support and adolescent self-esteem in Pakistan. The results revealed that adolescents were more dependent on family support than peer support. In a society like Pakistan where adolescents are usually dependent on family, support from family is considered the main source of social support, however support from peers is also equally important. It is concluded that high self-esteem is important for psychological and physical health, therefore it requires good social support from both family and peers.

In addition to social support, there are other factors that can affect individual self-esteem, that is, emotional intelligence. Individuals with positive self-esteem usually have higher emotional intelligence, because emotionally intelligent individuals can maintain a positive mental state because they manage these emotions efficiently (Tajpreet & Maheshwari, 2015). According to Goleman (1995), emotional intelligence is an individual's ability to control emotional impulses, the ability to recognize one's own feelings and the feelings of others, the ability to motivate oneself and the ability to build good relationships with others. Cooper and Sawaf (1997), explain that emotional intelligence requires discernment of feelings, to learn to recognize, appreciate feelings in self and others, be able to apply effectively emotional energy in everyday life.

Bibi, Saqlain and Mussawar (2016), have researched the relationship between emotional intelligence and self-esteem in university students in Pakistan. The result is that there is a positive relationship between emotional intelligence and self-esteem. Researchers explored that emotional intelligence has significant power on individual personality aspects. Emotional intelligence and mood consider the main factors of an individual's self-esteem. Furthermore, Tajpreet and Maheshwari (2015), in their study of adolescents in India, proved that there is a strong positive relationship between emotional intelligence and self-esteem. A possible reason for the strong relationship between emotional intelligence and self-esteem is that emotionally intelligent individuals tend to experience higher levels of psychological well-being and lower levels of emotional deficits than individuals who have low levels of emotional intelligence.

When individuals are able to accept their weaknesses and mistakes, then simultaneously recognize their strengths and qualities, they will experience strong and high self-esteem.

This study aims to see how much influence social support and emotional intelligence have on self-esteem in traditional dancers. The hypothesis proposed is that there is an influence of social support and emotional intelligence on self-esteem.

RESEARCH METHODS

This study involved 130 traditional dancers in Jakarta and Depok, Indonesia as participants. All research participants were female and male traditional dancers who had participated in dance competitions.

The self-esteem scale used in this study utilizes Rosenberg's (1965) scale with 10 items. The social support scale utilizes Zimet, Dahlem, Zimet and Farley's (1988) scale with 12 items. The emotional intelligence scale utilizes Schutte's (1998) scale with 29 items. The answer options range from 1-4 ranging from "Strongly disagree", "Disagree", "Agree" and "Strongly agree". The data analysis technique used in this study is multiple regression analysis technique using the SPSS (Statistical Package for Social Science) program.

RESULTS AND DISCUSSION

Hypothesis testing was conducted using multiple regression. The results showed a significance of 0.000 ($p<0.001$) which indicates that the results are significant and the variables of social support and emotional intelligence can be used to predict self-esteem.

The correlation coefficient between the variables of self-esteem, emotional intelligence and social support shows the result of R = 0.525 and the coefficient of determination (R^2) = 0.275. This means that the variables of social support and emotional intelligence together contribute 27.5% to self-esteem and the other 72.5% is contributed through other factors. The results of hypothesis testing using multiple regression analysis show the value of F = 24.136 with a significance of 0.000 ($p <0.001$). Therefore, the hypothesis that there is a significant influence between social support and emotional intelligence together on self-esteem in traditional dancers is accepted.

Based on additional analysis, it is known that social support is a stronger predictor than emotional intelligence. Social support is a help and support that a person gets from his interactions with others. Social support arises from the perception that there are people who

will help in the event of a situation or event that is seen as causing problems and this assistance increases positive feelings to increase self-esteem in traditional dancers.

According to research by Adnan, Fatimah, Zulfia and Hidayati (2016), social support has an influence on self-esteem in adolescents. The existence of support obtained by individuals, individuals will be able to increase their self-confidence and motivate themselves to be better, because individuals who have high social support tend to live their life experiences more positively, have high self-confidence and view their lives more optimistically than individuals who have low social support. Furthermore, according to research by Ikiz and Cakar (2010), parents and peers are important providers of social support. Individuals get aspects of social support from different types of relationships and when one relationship lacks support, other relationships become increasingly important temporary resources. Furthermore, the quality of friendship was found to buffer the influence of problematic behaviours on adolescents and therefore maintain the level of self-esteem.

The second influence that has a role on self-esteem in this study is emotional intelligence. Traditional dancers with good emotional intelligence are able to control emotional impulses, recognize their own feelings and the feelings of others and are able to motivate themselves. In addition, emotional intelligence requires discernment of feelings, to learn to recognize what is felt. This allows traditional dancers to know themselves better and appreciate themselves. In line with the research of Tajpreet and Maheshwari (2015), there is a relationship between emotional intelligence and self-esteem. When individuals can accept their weaknesses and mistakes, then simultaneously recognize their strengths and qualities, the person will experience strong and high self-esteem.

Furthermore, according to research by Shamsaei, Yousefi and Sadeghi (2017), individuals with high emotional intelligence can balance between emotions and reason. The individual will guide and feel valued, because the individual will be honest with themselves so that they have high self-esteem. Research by Bibi, Saqlain and Mussawar (2016) found women are considered better and more emotionally responsive than men. The tendency for women to show higher levels of emotional intelligence than men has been assessed in many ways including how individuals perceive, utilize, recognize and manage their emotions.

CONCLUSION

Based on the results of the research that has been obtained, social support and emotional intelligence together contribute to self-esteem in traditional dancers. Traditional dancers who

receive good social support from various sources have a better view of themselves. Then with high emotional intelligence, traditional dancers can accept their weaknesses and mistakes, then simultaneously recognize their strengths and qualities, which makes traditional dancers experience strong and high self-esteem.

SUGGESTION

With the influence of social support, emotional intelligence on the self-esteem of traditional dancers, it is hoped that the closest people such as family, friends and fellow traditional dancers can provide support to traditional dancers. This is because traditional dancers can respect themselves and can perform well.

For future researchers, it is hoped that they can take a larger sample size or conduct research sample specifications (age, gender, cross-gender dancers), then can examine other factors that can affect self-esteem.

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