

Attachment, Self-Esteem, And Social Skills in Students Living in Boarding Houses

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Abstract

Low self-esteem and attachment can affect students in their social skills. Some students who live apart from their parents to continue their studies experience have a difficulties in finding friends and can be accepted in the new social sphere. The purpose of this research is to find out whether there is a relationship between attachment and self-esteem on the social skills of students who live alone in boarding. Participants in this study were 104 active students who lived alone in boarding. The data analysis technique used in this study is multiple linear regression. Viewed from the F test of 27,249 with a significance of 0.000 ($\alpha < 0.05$), then together attachment and self-esteem have a significant relationship with social skills. The relationship between attachment and self-esteem with social skills can be interpreted that attachment and self-esteem are factors that can predict how the social skills of students who leave home and live in boarding. A good relationship between parents and adolescents will help teens interact and improve their identity and skills in the environment. Individuals who value themselves valuable will influence the way they interact and adjust to the new social environment. In a new residential environment students living in boarding houses must be able to socialize well with friends in boarding or guards and neighbors boarding, so that they can live with each other especially when in difficult conditions such as illness, because they live far from their parents.

Keywords: attachment; self-esteem; social skills.

Introduction

Social skills become important for students in exploring the wider social environment to build an independent personality and to be socially involved. In addition, social skills also help students in contributing to peer acceptance and being able to make adjustments to the larger social environment. Social skills in students are considered important because with good social skills they can easily understand the emotions, thoughts, and behaviors contained in themselves and others so that they are able to adapt in a social environment.

According to Gresham and Elliott (2008), high social skills are those who are able to communicate reciprocally with various parties, make friends easily, engage in various activities, can convey feelings and a problem, also have appropriate behavioral control. The low social skills possessed by individuals will have an impact on the inability to properly interact with other parties, fail to show behavior that is acceptable to the environment, emotional feelings (anxiety, sadness, and verbal aggression), and lack of proper self-control. Not only that, verbal qualities such as tone of voice, volume, level, and clarity of speech cannot be used properly.

The phenomenon that occurs in students who live apart from their parents to continue their studies is the difficulty in making friends and being accepted in a new social circle. There are students who have difficulty socializing and making friends because they have family problems (Kompas, 2011). Ross & Fuertes (2010) show that the process of leaving home for college is similar to the situation in early attachment studies that examined children's reactions to being separated from their mothers. When students first live apart from their parents to continue their studies at a College far from home, they are asked to handle this situation independently. Golan (Ross & Fuertes, 2010) suggests that young people entering college must negotiate developmental tasks both psychologically separating themselves from their families and adapting to the conditions of the adult world.

Based on research conducted by developmental experts, Kobak et al (Santrock, 2002) believe that attachment to parents during adolescence can help social competence and social well-being of adolescents. For example, adolescents who have comfortable relationships with their parents have better self-esteem and emotional well-being. Research conducted by Hazen and Shaver (Santrock, 2002) shows that college students who were close to their parents as children tend to have closer relationships with friends, boyfriends, and partners compared to fellow students who were not close to their parents. Other studies have also shown that there is a positive relationship between secure attachment to students and social skills, which include emotional expression, emotional sensitivity, social expression, and social control as well as emotional control (Dereli & Karakus, 2011). Thus, attachment to parents during adolescence can act as an adaptive function that provides a solid foundation on which adolescents can master new environments and a wider social world in a psychologically healthy way, especially when adolescence enters a period of transition to adulthood to be in a college situation.

Self-esteem is formed from the results of the subjective evaluation of adolescents on feedback received from attachment figures and comparisons with group standards or values. The formation of self-esteem includes two psychological processes, namely self-evaluation and self-esteem. Self-evaluation refers to making judgments about self-importance. While self-esteem is a feeling that one's self is valuable (Burns, 2005). How individuals interact with their environment and how individuals make social adjustments will be influenced by how the individual assesses his or her self-worth. Individuals who value high self-worth feel satisfied with their abilities and feel they receive positive awards from the environment. This will foster a feeling of security in the individual so that he easily adapts to his social environment.

The purpose of this study was to determine whether there is a relationship between attachment and self-esteem on the social skills of students who live alone in boarding houses.

Method

This study uses three variables, consisting of one dependent variable and two independent variables. The dependent variable in this study, namely social skills. The independent variables in this study are attachment and self-esteem. The participants in this study were 104 active students who live alone in a boarding house or rented apartment or apartment. This study uses simple random sampling, which is a random sampling technique and provides equal opportunities from the population to be presented as samples (Siregar, 2013). Data were obtained by distributing three research scales in the form of social skills scale, attachment scale and self-esteem scale, using google forms which were distributed through social media such as whatsapp, line, and instagram. Subjects were asked to respond to statements contained on each scale.

Social skills are the abilities shown by individuals in certain social situations to build positive social relationships with others and can competently perform social tasks. This variable will be measured using a social skills scale which is an adaptation of the Nugraini scale (2015). This scale is composed of 24 items consisting of three dimensions, namely verbal communication, non-verbal communication, and cognition. If the subject has a high total score, the subject has high social skills and vice versa if the score is low, the subject has low social skills.

Parental attachment was measured using a measuring instrument developed by Armsden and Greenberg (1987), namely Inventory Parent and Peer Attachment (IPPA) which has been modified in Indonesian. IPPA is used to measure or assess adolescents' perceptions of positive and negative affective or cognitive dimensions of relationships with their parents and close friends, in particular how well these figures function as sources of psychological security. IPPA consists of 25 items which include the level of trust, the quality of communication, and the level of alienation. The higher the IPPA score, the higher the parental attachment. Conversely, the lower the IPPA score, the lower the parental attachment.

Self-esteem is a person's evaluation of himself, both positive and negative, and his belief in himself as a capable, successful and valuable individual. The self-esteem scale used in this study is an adaptation of the scale used by Budianti (2015) which is the Indonesian version of the Rosenberg Self-Esteem Scale (RSES) proposed by Rosenberg (1965) based on the aspects of self-esteem he put forward, namely self-acceptance and respect. self which consists of 10 items. If the individual has a high total score, the individual has high self-esteem and vice versa if the score is low, the individual has low self-esteem.

The data analysis technique used in this study is multiple linear regression using SPSS, to determine the effect of two independent variables, namely attachment (X1), self-esteem (X2), on the dependent variable, namely social skills (Y).

Results

The results obtained after performing multiple linear regression analysis is the influence of the independent variable on the dependent variable by 35% (R square) the rest are other factors outside the study. Judging from the F test of 27,249 with a significance of 0.000 ($\alpha < 0.05$) then jointly attachment and self-esteem have a significant relationship with social skills.

Table 1. Multiple Regression

R Square	.350
F test	27.249
Sig.	.000

Table 2. Regression Test

Variabel X	Unstand Coef		Stand Coef	t	Sig.
	B	Std. Error	β		
Attachment	.377	.093	.364	4.066	0.000
Self esteem	.944	.255	.331`	3.697	0.000

Based on the data in table 2, it is known that attachment has a significant relationship with social skills of 0.000 ($\alpha < 0.05$), and self-esteem has a significant relationship with social skills of 0.000 ($\alpha < 0.05$).

Discussion

Based on the results of the study, it is known that attachment and self-esteem have a significant relationship with social skills in students who live in boarding houses, where the higher the attachment and self-esteem of students, the higher the social skills possessed by students. The existence of a relationship between attachment and self-esteem with social skills can be interpreted that attachment and self-esteem are factors that can predict how the social skills of students who leave home and live in boarding houses. Parents are an important element in a family. Davis and Forsythe (Rosenberg et al, 2012) suggest that one of the factors that influence a person's social skills is family. Family is the most important place for teenagers to get education. In the family there is a relationship of mutual socialization and building a relationship. A good relationship between parents and adolescents will help adolescents to interact and improve their identity and

skills in the environment.

There is a study conducted by Hazen and Shaver (Santrock, 2002) showing that students who have close relationships with their parents, students also tend to have close relationships with peers, boyfriends, and partners compared to students who are not close to their parents. Their parents. This shows that parental attachment can be a solid foundation that provides an adaptive function for early students in mastering new environments and a large social world. The results of this study are strengthened by previous research, namely research on parental attachment and social skills in students conducted by Dereli and Karakus (2011) entitled "An Examination of Attachment Styles and Social Skills of University Students". The results showed that parental attachment predicts social skills in students where parental attachment has a positive relationship to emotional expression, emotional sensitivity, social expression, social control, and emotional control which are all part of social skills.

Attachment is not the only factor that affects social skills in students living in boarding houses. In this study also proved that a person's self-esteem affects the level of social skills. Individuals who value themselves will be affected by the way they interact and adjust to a new social environment, in this case students who leave their homes and live alone in boarding houses to continue their studies at Higher Education. Coopersmith (1967) states that self-esteem refers to a person's evaluation of himself, both positive and negative, and indicates the degree to which an individual believes himself to be capable, important, successful and worthy. In other words, self-esteem is an individual's assessment of himself which is expressed through his daily behavior. Self-esteem formation occurs since middle childhood and continues to develop until late adolescence. Self-esteem grows from social interactions and one's experiences, both pleasant and unpleasant, which will shape self-esteem into positive or negative self-esteem (Papalia, 2009).

According to Coopersmith (1967) the characteristics of individuals who have high self-esteem include being able to express themselves well, succeed in academics, can establish social relationships well, are not fixated on themselves, have self-confidence, and are easier to adapt. These characteristics are needed by students who live in boarding houses to have good social skills. Students who live in boarding houses separated from their parents must face these conditions independently. Students who live in boarding houses really need good social skills to be able to socialize with their new living environment and campus environment. In a campus environment, every student must have good social skills to help each other and work together. Students need friends to form groups when given group assignments. In the new residential environment, students who live in boarding houses must be able to socialize well with their friends in the boarding house or the caretakers and boarding house neighbors, so that they can live helping each other, especially when in difficult circumstances such as illness, because they live far from their parents.

Conclusion

Based on the results of the study, it was found that attachment and self-esteem together have a significant relationship with social skills in students who live in boarding houses.

The researcher suggests several things for further study, including paying attention to other factors such as the environment and the influence of peers, as well as parental circumstances such as occupation or education level that may affect the form of parenting received by children.

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