
The Relationship between Self-Adjustment and Self-Esteem with Self-Disclosure in Adolescents

Hubungan Penyesuaian Diri dan Harga Diri dengan Pengungkapan Diri pada Remaja

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ABSTRACT

This study examines the relationship between self-adjustment and self-esteem with self-disclosure in adolescents at SMP N 3 Pangkah. Self-disclosure is the use of communication that is needed to make it easier for teenagers to adapt to the surrounding environment and adapt well in society and judge themselves from the views of other individuals. This study uses the Self Disclosure Scale (40 items), Self-Adjustment Scale (40 items), and Self-Esteem Scale (40 items). The population in this study were 7th-grade students of SMP Negeri 3 Pangkah located in Grobog Kulon, Pangkah District, Tegal Regency, Central Java Province, Indonesia, which consisted of 8 classes with a total of 256 students. While the sample in this study consisted of 4 types of 100 students of class VII, SMP Negeri 3 Pangkah was obtained using simple random sampling. The self-disclosure scale has a reliability of 0.907, a self-adjustment scale of 0.796, a self-esteem scale of 0.839. With the results of Cronbach's alpha value close to 1.00, it can be used for research. The proposed hypothesis results are accepted based on the study results obtained $R = 0.901$ with $p = 0.000$ ($p < 0.05$). There is a significant relationship between Self Disclosure with Self-Adjustment and Self-Esteem in 7th-grade students at SMP Negeri 3 Pangkah. The correlation results show a positive value indicating that the higher the self-adjustment and self-esteem, the higher the self-disclosure.

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1. INTRODUCTION

Early adolescence is a further step as a human being to interact more intimately with other humans besides family and parents. Early adolescence is also a crucial period in growth. Early adolescents will experience a transition from childhood to adulthood which physical changes will mark ways of thinking, regulating emotions, and getting along with fellow friends.

Adolescence will take place at the age of 12-15 years, at which time adolescents will question whether individuals have advantages and disadvantages by comparing themselves and peers. Teenagers will take a big step to adapt to the surrounding environment and adjust to the community or school environment. Individuals will get a little problem changing the main issues, such as different environmental conditions, habits, and ways of thinking. Adjustment in adolescents can lead to serious mental problems (Kumalasari & Desiningrum, 2016).

Adolescence is a period of "storms and pressures" that cause adolescents to experience heightened emotionality (a heightened emotional state) or the condition of individuals who get emotional tension, resulting in physical and psychological changes. The emotional condition that rises causes adolescents to experience a crisis of adjustment because adolescents are under social pressures in dealing with new situations adjusting to individual development stages. Changes that occur biologically and sociologically in adolescents cause individuals to seek identity in all possible ways, including dress, speak, and behave (Hurlock, 1991).

Based on the developmental theory proposed by Erickson, adolescence is a period of searching for identity,

and adolescents are at a stage where the identity crisis versus identity diffusion must be overcome. Biological and social changes allow for two forms of integration in adolescents' personalities: the formation of a feeling of consistency in life and the achievement of role identity. This can be achieved by combining the various motivations, values, abilities, and styles possessed by the roles demanded of adolescents. Erickson believes that juvenile delinquency or delinquency is mainly characterized by the failure of adolescents to achieve the second integration (Erikson, 1989).

Adolescence is the process of a person becoming a human being who grows up over time. Becoming an adult is a variety of sweet, bitter, sad, happy experiences that will be experienced to find one's identity. Teenagers' self-curiosity is sometimes not accompanied by a solid rational mind for the goal that will result in an action. Adolescence is considered a time when individuals are still precarious and trying to find their identity. At this time, individuals will experience physical, emotional, social, intellectual, psychosexual, or self-knowledge changes. Adolescents will also demand the goal of communicating with other people, be it in the school environment, home environment, or family environment (Aristya, 2018).

When teenagers are making adjustments, there will be a selection of people who can be trusted to communicate and convey thoughts to be given a response. If teenagers have found a suitable person to share, there will be self-disclosure. With this, they will help themselves socialize with others and quickly adapt to the surrounding environment.

This is strongly reinforced by Gainau (2009) research, which states that self-disclosure is very important in social relations with other people. Individuals who can open themselves will express themselves appropriately, proven to adapt (adaptive), be more confident in themselves, more competent, reliable, more optimistic, trust others, be more objective and open. On the other hand, individuals who are less capable of self-disclosure are proven to be unable to adjust, lack confidence, fear, anxiety, feel inferior and closed (Mustafa et al., 2019). Based on the results of several definitions that have been explained and referring to previous studies, the researchers are interested in studying further or more deeply about the self-disclosure of the students of SMP Negeri 3 Pangkah.

2. THEORETICAL FRAMEWORK

There are two variables used in this study: self-disclosure and adjustment—the explanation of variables in the variables.

Self-Disclosure

Self-disclosure or self-disclosure is one of the skills in communication that is important for individuals when they are going to relate and interact with other individuals. Communication is needed in interacting to get along intimately to create good relationships between individuals with one another. Self-disclosure is a way for an individual to express himself about what he feels about the situation, convey an opinion and thoughts, get certainty about what the individual feels, and get advice and advice (Lestari, 2016).

Self-disclosure can be in information on behavior, attitudes, feelings, desires, motivations, and ideas according to the individual concerned. Self-disclosure can be measured based on the depth of a person depending on the situation and the person invited to communicate. When someone we will interact with is pleasant and makes us feel safe and more excited, the chances of opening up are substantial. On the other hand, if you meet certain people, you can be more introverted because it will create a lack of trust (DeVito, 2013). According to DeVito (2013), Self-

has five aspects: Size, Valence, Accuracy and Honesty, Purpose and Purpose, and Intimacy or Familiarity, as well as having several factors such as group size, feelings of liking other individuals, dyadic effect or doing the same when the situation is safe, competence, personality, topic, and gender.

Adjustment

An adjustment is a form of psychological construct that is broad and complex and requires all individual reactions to demand, whether it comes from the external environment or the individual himself. Healthy self-adjustment will be seen from the personality aspect in social maturity, such as familiarity with relationships, tolerance, involvement in social participation, willingness to cooperate, and leadership qualities. From some things, individuals are required to have social maturity to involve themselves in friendship (Desmita, 2009).

Self-adjustment is a process that has the goal of changing individual behavior or behavior to have an adjusting relationship between the individual and the environment. When the unique relationship has improved between the individual and the environment, the individual will make a satisfying relationship (Yuniarti, 2009).

Aspects of adjustment, according to Schneiders (1964), revealed that adjustment has several elements, namely, recognition (Recognition), Participation (Participation), Social Approval (Social Approval), Altruism (Altruism), and Conformity (Conformity). According to Daradjat (2001), the adjustment factor suggests that three factors influence the adjustment: frustration, conflict, and anxiety.

Self-Esteem

Self-esteem is a subjective assessment made by individuals about themselves, which can be positive thoughts or negative thoughts. Individuals will feel valued when they can have important meaning for others about internal or external matters, for example getting support from family, moral values, the attraction of the opposite gender, and friendly relations (Yusuf, 2016).

Self-esteem is a person's assessment of whether he is important to others, and a self-esteem is a form of evaluation. Self-esteem refers to a self-assessment of what is in each individual, whether it is negative or positive. It all depends on the individual's self-evaluation by respecting oneself. Superior, and able to overcome big things in life (Hajat, n.d.).

According to Coopersmith (1967), aspects of self-esteem consist of four aspects: Self Values, Leadership Popularity, Family Parents, and Achievements. While the factors that influence self-esteem are the temperament and personality of the child, the abilities and opportunities available to complete the task, the closest people and the social roles borne, and the role expectations.

3. RESEARCH METHODOLOGY

This study uses quantitative methods because it has met concrete/empirical, objective, measurable, rational, and systematic rules. The process of collecting data is done using Google Forms. There is an identity and a Likert scale to measure attitudes, opinions, and perceptions of individuals determined by the researcher. Google Forms will be shared via the direct link to research subjects.

There are three scales distributed: the self-disclosure scale with a total of 40 items, a self-adjustment scale with 40 items, and a self-esteem scale with 40 items. The determination of the self-disclosure scale is seen from the aspect of self-disclosure according to DeVito (2013), namely Recognition, Participation, Social Approval, Altruism, and Conformity. According to Schneiders (1964), the adjustment scale uses aspects namely Recognition, Participation, Social Approval, Altruism, and Conformity. While the self-esteem scale uses aspects according to Coopersmith (1967) consisting of four aspects: Self Values, Leadership Popularity, Family Parents, and Achievement.

This study uses the validity test of the product-moment correlation technique and the reliability test with Cronbach's Alpha. The self-disclosure scale reliability test results are = 0.903, for the self-adjustment scale is = 0.796, while the self-esteem scale has a reliability test result of = 0.769. The validity test results on 50 items on the self-disclosure scale resulted in 40 valid items and ten items being dropped because the validity was less than 0.312. The validity test results of the self-adjustment scale of 50 items resulted in 40 valid items and ten dropping items, with the validity coefficient moving from 0.369 to 0.478. Based on the validity test results of the self-esteem scale consisting of 50 items, 40 items were valid, and ten items were dropped. Meanwhile, this research analysis method uses a bivariate correlation approach with the help of the SPSS (statistical product and service solution) 25.0 for the windows program.

4. RESULTS AND DISCUSSION

Hypothesis testing was carried out with product-moment correlation to see if there was a relationship between self-adjustment and self-esteem with the tendency of self-disclosure. Below is a table of results from hypothesis testing.

		Correlations		
		SD	HD	PD
SD	Pearson Correlation	1	.409**	.300**
	Sig. (2-tailed)		.000	.002
	N	100	100	100
HD	Pearson Correlation	.409**	1	.296**
	Sig. (2-tailed)	.000		.003
	N	100	100	100
PD	Pearson Correlation	.300**	.296**	1
	Sig. (2-tailed)	.002	.003	
	N	100	100	100

** . Correlation is significant at the 0.01 level (2-tailed).

The correlation table for hypothesis testing explains that there is a correlation value or r-count = 0.409 for self-esteem and r-count = 0.300 for self-adjustment with $p = 0.000$ ($p < 0.05$). This shows a positive relationship between self-adjustment and self-esteem with the tendency of self-disclosure in students at SMP N 3 Pangkah. This means that the higher the adjustment and self-esteem, the higher the tendency for self-disclosure. The calculation results of $p = 0.000$ ($p < 0.05$) indicate that this research hypothesis is accepted because there is a significant relationship between the adjustment variable and the self-esteem variable with the tendency of self-disclosure.

5. CONCLUSION

Based on the results of research and discussion on the relationship between self-adjustment and self-esteem with the tendency of self-disclosure in grade VII students at SMP N 3 Pangkah, it can be concluded that: there is a significant relationship between self-disclosure and the variables of self-adjustment and self-esteem of grade VII students at SMP N 3 Pangkah. The results of this study are expected that readers, especially early teens, namely grade VII junior high school students, can understand the situation and take a personal approach to develop self-confidence to behave and interact with the social environment and be more selective in choosing relationships.

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