The Synergy of Lecturers Social Competence Towards the Formation of Self Disclosure of Early Level Students

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Abstract

Students must own their self-disclosure, particularly in the first year when adjusting to a new environment. This study intends to examine how social competency of lecturers influences how students disclose themselves. The correlational research type is used in the research method, which takes a quantitative approach. The entire research sample consists of first-year freshmen. 146 pupils made up the study's sample. Cluster sampling is the method of sampling that is used. The Self Disclosure Scale, an adaptation and modification of the Jourard Self-Disclosure Questionnaire, and the Social Competency Scale, which was developed based on the social competency part of Buss, were used to collect the data. To compare results depending on gender, two independent sample T-tests and simple linear regression are the analysis methods employed. The findings demonstrated that male students' self-disclosure varied from that of female students. Additionally, the correlation between the lecturer's self-disclosure and social competence indicates that the latter is positively correlated with the former, and vice versa.

Keywords: Lecturer's Social Competence; Self-Disclosure Beginner Level Students

Introduction

In the National Standards, social skills are important for an educator to have so that the teaching and learning process can run well (Saifulloh & Darwis, 2020). Social competence has a close relationship with social adjustment and the quality of interpersonal interactions. Furthermore, it means that social competence with the competence of educators in dealing with other parties. To relate to other parties, there needs to be good communication between these people (Ashsiddiqi, 2012; Halim, Wekke, & Zainuddin, 2021). Communication is one of the social skills by using special strategies that are able to motivate students to express their feelings and thoughts, and are also able to convey acceptance and appreciation for things that happen to them and what other people do to them (Ifdil, 2013; Swarnawati, 2021; Uno & Mohamad, 2022).

Furthermore, based on Article 28 Paragraph (3) it is stated that: Social competence is the ability of teachers/lecturers as part of the community to communicate and get along effectively with their

students, fellow educators, education staff, parents/guardians of students, and the surrounding community. Adjusting to the demands of work and also the environment around us when carrying out assignments as a teacher/ lecturer (Rahmawati & Nartani, 2018). Based on the results of research conducted by Oktafiani, there is a positive and significant relationship between pedagogic competence, personality competence, social competence and professional competence with student self-disclosure (Oktafiani & Mugiarso, 2015). Furthermore, based on the results of the study, it was stated that students' perceptions of social competence had an effect on self-disclosure. Educators' social competence is basically the ability to communicate effectively with students/ students, teachers/lecturers, parents, and the surrounding community. The ability to communicate effectively is an important aspect in creating student self-disclosure (Khalilah, 2017; Oktafiani & Mugiarso, 2015; Sukmawati, 2019).

Self-disclosure is self-disclosure (both thoughts, feelings, emotions and ideals) to other people so that one can understand each other between individuals (Gainau, 2009).

Self-disclosure is important in individual development where appropriate self-disclosure is an indication of one's mental health. And someone who is able to express himself appropriately is more able to adapt, is more able to be positive and extroverted (Rahardjo & Mardianti, 2022; Song, 2022). Students who have a closed personality will find it difficult to adapt and make it difficult for others to interact with them, because students themselves are reluctant to be open to the social environment around them. In a relationship, open communication is needed between one another (Adyarini, Widodo, & Ariati, 2013; Nugrahwati & Dewi, 2014). Communication is the process of exchanging information by conveying ideas or feelings in order to get responses from others and be able to express oneself uniquely. Information conveyed in communication can be in the form of self-identity, thoughts, feelings, assessments of surrounding circumstances, past experiences and future plans that are confidential or not (Hutabarat & Sawitri, 2015). This is intended so as not to create an atmosphere that hinders the course of a relationship. Interpersonal relationships play an important role in shaping life.

Humans depend on others for feelings, understanding, information, support and various forms of communication that affect one's self-image and help identify the expectations of others. The process of conveying information related to oneself to others is known as self -disclosure (Indriani, Wibowo, & Mulawarman, 2022; Nabity-Grover, Thatcher, & Johnston, 2022). Individuals who are skilled at self-disclosure have the characteristics of having a sense of attraction to other people than individuals who are less open, confident in themselves, and believe in others (Dewi, 2015; Gainau, 2009). In interactions between individuals and other people, whether other people will accept or reject, how individuals want other people to know about individuals will be determined by how individuals express themselves. This open relationship will create a positive reciprocal relationship that produces a sense of security, self-acceptance (Cuadros & Berger, 2022; Kurniasani & Wahyudi, 2022; Towner, Grint, Levy, Blakemore, & Tomova, 2022). Self-disclosure is a communication process that needs to be carried out by first-year students, including STP Bonaventura KAM students because the students accepted at STP Bonaventura KAM are very diverse. The diversity of students can cause students not to know each other well, so they need to open up so they can build relationships with new friends. The need for self-disclosure to overcome problems in the formation of interpersonal relationships.

Self-disclosure for first-year students is also a way to get support from others in going through a period of adjustment, both with the environment and with internal changes as a result of changes in their developmental stages, namely adolescence (Bansae, Anakaka, & Kiling, 2020; Vijayakumar & Pfeifer, 2020). Self-disclosure by first-year students who are entering the adolescent stage is not only limited to friends, but also needs to involve parents, because teenagers cannot be completely separated from parental influence. Self-disclosure in first year students can be in the form of sharing activities and discussing interesting and unpleasant topics with close friends and parents (Bansae, et al., 2020).

The results of previous research on self-disclosure show contradictory results. For example, what was done by Balswick and Balkwell (Norrell, 1984) did not show any difference in self- disclosure between men and women (Norrell, 1984; Putri, Djauhari, & Nurcahyo, 2022). However, further research conducted by Hargie, et al (Karyanti, 2015) on 288 students showed that men and women have different patterns of self-disclosure. According to Jourard, differences in self-disclosure between men and women occur because of different expectations of men and women (Chu, Sun, & Crystal Jiang, 2022; Jourard, 1964). Expectations for men to appear stronger, objective, hard-working, and unemotional can inhibit self-disclosure in men, while expectations for women to be able to help and please others can increase self-disclosure in women (Kumalasari & Desiningrum, 2017).

Self-disclosure (self-disclosure) is needed by first-year students, but at present self-disclosure in students faces quite tough challenges because the influence of student lifestyles and technological developments which increasingly narrow the role of other people in everyday life. In fact, now many students experience individualization or prefer to do everything alone and start to ignore the role of the people around them (Gusmawati, Taufik, & Ifdil, 2016; Pinakesti, 2016; Sitohang & Zulkarnain, 2022). Selfish attitude causes students to feel alien to their environment so they are reluctant to engage in deep conversations with other people.

Barriers to self-expression are also caused by embarrassment to be honest about feelings, desires and things that are not good if other people know about them. Difficulties in expressing oneself occur because conveying negative information can disrupt relationships with other people even though it actually needs to be conveyed to others (Nugrahwati & Dewi, 2014; Sitohang & Zulkarnain, 2022; Swarnawati, 2021). Concern about opening oneself to others is related to risk that will be accepted, for example if the weakness is known by others. Barriers to self-expression are also related to feelings of security and self-confidence. A sense of security will be achieved if a person believes and has positive thoughts that other people will not humble themselves after knowing the true situation. A positive assessment of others begins with the individual's willingness to accept himself and have a positive assessment of himself.

Self-assessment is related to self-esteem, namely self-evaluation made by individuals towards themselves in the positive to negative range (Oktafiani & Mugiarso, 2015; Pinakesti, 2016; Swarnawati, 2021). Based on this presentation, this study aims to analyze differences in student self-disclosure based on gender, then analyze the relationship between social competence of lecturers and self-disclosure of students in the first year of STP Bonaventura KAM.

Method

The research method uses a quantitative approach with a correlational type of research (Creswell & Creswell, 2005; Tashakkori & Creswell, 2007). This study focuses on analyzing the relationship between social competence of lecturers and student self-disclosure. The research population was all students in the first year of STP Bonaventura KAM. Then the research sample was 146 students consisting of 37 male students and 109 female students. taken using a sampling technique with a total sampling technique that uses the entire population as the research sample. The research sample had the following characteristics: Regular undergraduate students of STP Bonaventura KAM, who were in their first year, were included in the youth category, namely between 11 and 24 years old and unmarried.

Data collection in this study used a psychological scale, namely the self-disclosure scale and the lecturer's social competence scale. The self-disclosure scale used is the result of an adaptation and modification of the Jourard Self- Disclosure Questionnaire which was compiled based on the dimensions of self-disclosure from Jourard, namely the breadth, depth, and dimensions of the person being addressed (Jourard, 1964). The lecturer's social competency scale is based on the social competence of Buss (1995),

namely the aspect of self-confidence which consists of components of appearance, abilities and achievements, and strengths; and aspects of self-love consisting of social, experiential, and moral appreciation components. Based on the results of the scale trial of 100 students, it was found that the Self-Disclosure Scale had one item that was dropped, and 59 valid items. The validity of the items ranged from 0.37 to 0.80 with a reliability of 0.97. The lecturer's social competency scale for objects that fall is 12 items, while the valid ones are 36 items with a reliability of 0.91. The data analysis method used is the two independent sample t test and simple regression analysis. The t test was used to determine differences in self-disclosure based on gender, while the regression analysis was used to determine the relationship between social competence of lecturers and students' self-disclosure.

Results and Discussion

The data that has been collected is then analyzed to find out how differences in student self-disclosure based on gender are analyzed through the T-TEST, then to analyze how the relationship of social competence of lecturers to self-disclosure of first-year students of STP Bonaventura KAM through a simple liner analysis test. Furthermore, the research results are explained as follows.

A. Comparison of Self-Disclosure by Sex

The results of the comparative analysis of self-disclosure based on gender using the t test showed that there were differences in self-disclosure based on gender with a value of $t = -7.138$, $p = 0.00$ ($p < 0.05$). Based on the value of the average difference in self-disclosure between male and female subjects of -55.61, it appears that the self-disclosure of male subjects is lower than that of female subjects. The results of the regression analysis for male subjects yielded a coefficient of $rxy = 0.441$, $p = 0.00$ ($p < 0.05$), which means that there is a positive relationship between lecturers' social competence and self-disclosure. The contribution of lecturers' social competence to male subjects is 19.5%. The correlation coefficient for female subjects is $rxy = 0.347$, $p = 0.00$ ($p < 0.05$) which means that there is a positive relationship between lecturers' social competence and self-disclosure. The contribution of lecturers' social competence for female subjects is 12.1%. The positive correlation for male and female subjects means that the higher the social competence of the lecturer, the higher the self-disclosure. Testing the hypothesis using the t test of two independent samples shows that there is a real difference in self-disclosure between male and female students. This difference is indicated by a t-value of -7.138, $p = 0.00$ ($p < 0.05$). Based on the test results, the hypothesis which states that there are differences in self-disclosure based on gender can be accepted. It is proven that this research hypothesis is in accordance with the results of previous research conducted by Jourard and Lasakow (Jourard, 1964) which stated that women's self-disclosure is different from that of men and the average self-disclosure of women is higher than men.

B. Self-Disclosure Is a Form of Interpersonal Communication Which in Practice Is Influenced by The Gender of the Culprit

Gender can be understood as a category given to individuals from birth as male or female. Gender categories that have been attached to individuals can produce gender roles that contain what men and women should be like and what behavior should be (Gainau, 2009; Nirwana, 2013; Sari, Andayani, & Masykur, 2006). Classifying individuals into male and female categories also raises expectations that individuals will exhibit behavior that is appropriate to their gender category, including their behavior in communicating with others. The results of this study indicate that male subjects' self-disclosure is lower than female subjects. The difference in self-disclosure can be seen from the average self-disclosure of male subjects (174.06) which is lower than that of female subjects (229.67). The self-disclosure of male students is also lower than that of female students in accordance with the results of the study. The difference in self-disclosure between men and women is due to the different roles that both have (Hargie, Tourish, & Curtis, 2001; Tong, 1998). The roles that women and men have are both expressive and

instrumental (Morgan, 1976). The expressive role that women have supports women to express themselves to others, because this role has social, emotional characteristics and aims at forming interpersonal relationships. The instrumental role that men have requires men to be less emotional and open up a lot to other people (Grigsby & Weatherley, 1983; Shim, Staffa, & Grimstad, 2022). The difference in self-disclosure between men and women is also due to differences in assessment of self-disclosure (Andriani, 2021; Gainau, 2009). Women judge that relationships with friends will be closer if they are open to each

other so they can understand each other's circumstances, so that women do more self-disclosure. Men tend to avoid self-disclosure because they judge that self-disclosure is a sign of weakness (Indriani, et al., 2022; Rahmadhani & Firman, 2021). This difference is also due to unequal leisure time activities between men and women. Based on field observations, female subjects spend more of their free time conversing. Basically, women like to talk with friends, especially when it comes to personal matters. Men spend more free time with friends doing joint activities than having private conversations with friends (Smollar & Youniss, 1985; Son & Padilla-Walker, 2021).

C. Relationship between Lecturer Social Competence and Self-Disclosure

The results of testing the relationship between lecturers' social competence and self-disclosure showed a correlation coefficient of $rxy = 0.441$, $p = 0.00$ ($p < 0.05$) for male subjects, while for female subjects $rxy = 0.347$ $p = 0.00$ ($p < 0, 05$). Based on these results, the hypothesis that there is a relationship between social competence of lecturers and self- disclosure can be accepted. It has been proven that this hypothesis is in accordance with adolescent self-disclosure influenced by social perceptions as family members (Kumalasari & Desiningrum, 2017). The perception that he is valuable is the meaning of self-esteem, in other words, adolescent self-disclosure is influenced by his self-esteem. This opinion is also supported by Cramer that personality characteristics that have a consistent relationship with self-disclosure behavior are social problems (Cramer, 1990; Lindecker & Cramer, 2021).

Disclosure is a form of interpersonal communication whose implementation involves other people. Self-disclosure can be done if individuals want to open hidden areas by providing personal and confidential information to others (Andriani, 2021; Sari, et al., 2006). The willingness to open up begins with a positive assessment of others. The assessment of other people starts from a willingness to accept yourself and have a positive assessment of yourself. self-assessment is the meaning of self-esteem (Murstein & Adler, 1995; Prawesti & Dewi, 2016). Social skills possessed by individuals have certain characteristics that influence the way they interact with others. Individuals with low social skills tend to feel alienated, unappreciated, and unable to express themselves (Bansae, et al., 2020; Cramer, 1990; Kurniasani & Wahyudi, 2022).) Errors in judging other people are the result of the assumption that other people don't like it. The feeling of not being liked by others makes individuals with low social skills reluctant to reveal themselves because self-disclosure can occur if the target is perceived to show good intentions and can be trusted (Cameron, Holmes, & Vorauer, 2009; Madaus, Foley, McGuire, & Ruban, 2002; Nabity-Grover, et al., 2022). The results showed that the contribution of lecturers' social competence to male subjects contributed 19.5 percent.

These results indicate that the self-disclosure of the first year students of the STP Bonaventura KAMwith male sex 19.5 percent of them is determined by the lecturer's social competence factor, while the remaining 80.5 percent is determined by other factors not disclosed in this study. The contribution of the lecturer's social competence on the self-disclosure of first year students of STP Bonaventura KAM who are female by 12.1 percent, while the remaining 87.9 percent are influenced by other factors. Other factors that are thought to influence self-disclosure include self-disclosure from other people, group size, topic of conversation, valence, gender, and relationship with the recipient of the self-disclosure.

The results of the categorization of self-disclosure and social competence of lecturers show that male subjects have low self-disclosure with a range of 118.005 to 196.675 but the social competence of lecturers is in the high category, namely between 84 to 108. Female subjects have moderate self-disclosure with a value range of 196.675 to 275.345 but high self-esteem with a score range of 84 to 108. Based on this categorization it appears that the lecturer's social competence towards research subjects is in the high category, but his self-disclosure is only in the low to moderate category.

The cause of the low self-disclosure of first-year students of STP Bonaventura KAM, among others is the quality of the relationship with the target recipient of self-disclosure which is not yet deep, the level of self-disclosure depends, among other things, on feelings towards the target and perceptions of the relationship with the target of self-disclosure (Rahmawati & Nartani , 2018). First-year students come from various regions so they don't know each other intimately and haven't found the right target to be the target of self-disclosure (Gainau, 2009; Kumalasari & Desiningrum, 2017).

The distance factor that separates first year students from old friends and parents also contributes to the low level of self-disclosure in first year students. STP Bonaventura KAMstudents who live in boarding houses experience separation from people who were once close to them. The separation resulted in a decrease in the frequency of meetings with parents and old friends, and relationships with them also decreased (Madaus, et al., 2002; Oktafiani & Mugiarso, 2015; Shim, et al., 2022). The low level of self-disclosure of first-year STP Bonaventura KAM students is also influenced by the existence of social cultural norms, which assume that people who tell too much about themselves, especially about their strengths and successes, are arrogant people. Such individuals will receive less acceptance from the environment, and even tend to be shunned. Society is more open and tolerant with individuals who tend to be humble and cover up their strengths. Someone with high self-esteem will be rejected in social interactions. High self-esteem will be more acceptable in task-oriented situations, because they show an optimistic attitude (Cramer, 1990; Indriani, et al., 2022; Shim, et al., 2022). Individuals with low self-esteem tend to be more accepted in social situations because they display humility. Furthermore, those who are preferred to be the target of self-disclosure are friends of the same gender.

The selection of same-sex friends as targets for self-disclosure is in accordance with the opinion (Jourard, 1964) that perpetrators of self-disclosure reveal more of themselves to individuals of the same sex, compared to those of the opposite sex and prefer friends who are the same age as friends who are older or older. young. Based on this opinion, it appears that the targets of self-disclosure are people who are similar to the perpetrators of self- disclosure. Based on the results of the research and data analysis that has been done, it can be concluded that there is a positive and significant relationship between the synergy of lecturers' social competence and self-disclosure in early- level students.

Conclusion

Based on the research results, self-disclosure is influenced by gender and self-esteem. The gender category of self- disclosure also influences the level of self-disclosure. The synergy of the lecturer's social competence affects the way of communicating and assessing other people, so that the social competence of the lecturer can support or hinder early student self-disclosure. The results of the comparative test analysis based on gender showed that there were differences in self-disclosure between male and female students. Where women have higher self-disclosure than men, this shows that female students are more able to express and communicate the things they feel compared to male students. Furthermore, the correlation analysis of lecturers' social competence to self-disclosure shows that the contribution of lecturers' social competence to self-disclosure for male subjects is 19.5% while for female subjects is 12.1%. The positive relationship between lecturers' social competence and self-disclosure shows that the higher the lecturer's social competence, the higher the self-disclosure, and vice versa. Based on this research, lecturers' social skills are needed through effective communication and interaction between

lecturers and students so as to foster student confidence and self-disclosure, especially for new students who need to carry out a building rapport process or build closeness between lecturers and students so that there is good interaction during the process. learning and social relations.

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