

Intimate Friendship: The Foundation of Students' Self-Efficacy at SMP Negeri 8 Palangka Raya

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Abstract: This research aims to find out how to build self-efficacy through intimate friendship. The research subjects were class VII students at SMP Negeri 8 Palangka Raya. This type of research is descriptive qualitative. The data collection techniques used were observation, interviews and documentation. The data analysis technique uses qualitative data analysis using the Miles and Huberman model. The results of the research show that efforts to build self-efficacy through intimate friendship can be done by: a student must have a sense of sensitivity to other people's emotional situations so that in a group they can share and encourage each other so that they can build one's self-efficacy to solve the problems faced, a students must show an open attitude and be able to take experience from someone who has previously succeeded in close friendships so that the perception will emerge that he can also complete the task at hand, a student can show an attitude of loyalty and sacrifice in friendship, so that when one of his friends has difficulty learning can form mutual cooperation to solve assignment problems, a student can show an honest attitude so that friendships avoid toxic friendships so that friendship relationships based on positive emotions will build increasing self-efficacy.

Keywords: Intimate Friendship; Self-efficacy; Students.

Introduction

When studying at school, one of the efforts to build self-efficacy is through close relationships with friends who have similar interests or what is usually called intimate friendship (Syafitri, Nyimas Nabila; Islamia, 2021). Through this, a person can of course build good relationships with other individuals, express themselves to share information and ask for solutions to problems that occur at school, which makes friendships close and close (Febriani, Candra, & Nastasia, 2021). Having a close friendship will make a person feel heard and feel much better emotionally in such situations (Fangidae & Antika, 2023). A person can build confidence in himself regarding the abilities he can achieve in doing something if his social and emotional environmental conditions are stable (Kharisma, Safitri, & Sukatin, 2023).

Self-efficacy arises from high self-confidence as a result of encouragement from within the

individual as well as social support that a person receives, one of which is through closeness in friendships (Fanyasa, 2023). Closeness in friendships has a positive impact on individuals because they feel they have a place to share their feelings with others without feeling afraid of not being accepted (Agung Novaliano Marpaung & Azmi Rozali, 2021). Close friendships will create feelings of self-confidence, affection, mutual trust, support, understanding, friendship intimacy and other positive things that can improve a person's emotional quotient (EQ) (Fanyasa, 2023).

Someone who has close quality friendships tends to have a sense of complementarity and help each other in achieving something (Fitri, 2023). In carrying out daily life at school, of course it is not always easy, so close friends have their own place to share anxiety, especially for children who do not easily express their feelings or are introverts (Aprilia, 2021). Therefore, a person needs more support from those closest to them such as

parents, teachers, close friends to grow inner confidence to develop (Wahyuningsih et al., 2023).

A student certainly has quite a lot of friendships which lead to a positive influence on his personal development (Putri Prihantoro et al., 2022). Through various school activities, extracurriculars and so on, students certainly have high motivation to create change for the better (Supartha & Sintaasih, 2017). In carrying out each process, self-efficacy must be firmly embedded in a student to be able to complete the tasks given (Fatimah, Manuardi, & Meilani, 2021).

However, the reality is that there are still many students who have low self-efficacy (Astuti, 2020). There are quite a lot of reasons behind this, such as difficulties in applying the theory learned, lack of experience in the field, to excessive anxiety about one's abilities that are not yet optimal (Afnan, Fauzia, & Utami Tanau, 2020). Therefore, students need to build self-efficacy which is assisted by positive friendship relationships in college (Rahayu & Sawitri, 2022). However, there are still many students who lack interpersonal relationship skills and are reluctant to build effective relationships with classmates (Nur Afiah & Fitriani Nengsi, 2022).

Building close relationships with friends is something that is very necessary for students (Suharweny, 2022). However, based on the phenomena that occur in the SMPN 8 Palangka Raya environment, especially in class VII, friendship relations between students and each other are still considered to have not reached the level of true friendship. It is still found that students form their own groups which shows that there is a lack of solidarity so that providing encouragement and motivation to others is still low in building self-efficacy.

Based on the explanation above about the importance of building self-efficacy for class VII students at SMPN 8 Palangka Raya, one effort that can be made is through intimate friendship. So this research will discuss efforts to build self-efficacy through intimate friendships for class VII students at SMPN 8 Palangka Raya.

Materials and Methods

This type of research uses a qualitative approach which examines the self-efficacy of class VII students at SMPN 8 Palangka Raya through intimate friendship, therefore this means that this research is included in the type of descriptive qualitative research. Muslimah et al., (2020). believes that qualitative research is research that explores the meaning or value behind something that is visible and is described and discussed using words or sentences and does not use statistical formulas. The informants in this research were class VII students for the 2024/2025 academic year, totaling 11 students. The methods used in collecting data for this research were observation, interviews and documentation. Meanwhile, data analysis techniques involve data collection, data reduction, data presentation and drawing conclusions.

Results and Discussion

Result

Building close friendships with friends at school can have its own benefits. Every human being certainly needs other humans to be like social creatures. When you have a close friendship with an individual, it will be easier for you to express yourself to that person so that it will also be easier to ask for and get help if a problem occurs (Prabowo, 2021). Apart from that, when someone has a close friendship, of course each other will give each other full support for the plans they are going to carry out so that a person has a sense of self-confidence to complete certain targets. Social support from people closest to you can maximize people's self-efficacy (Schedule et al., 2022). The circle of friendship for students has its own meaning in building a sense of confidence in one's ability to complete the tasks given. Through intimate friendship, students also pay attention to each other, provide support and motivation to go through school so that it will feel lighter.

Building self-efficacy through intimate friendships can be done by First, a student must have a sense of sensitivity to other people's

emotional situations so that in a group they can share and encourage each other so that they can build one's self-efficacy to solve the problems they face (Kharisma et al., 2023). secondly a student must show an open attitude and be able to take experience from someone who has been successful before from close friendships so that the perception will emerge that he can also complete the task at hand (Husna, 2020). thirdly a student can show an attitude loyalty and sacrifice in friendship, so that when a friend has difficulty learning, they can form cooperation with each other to solve school problems (Prabowo, 2021). fourth, a student can show an honest attitude so that friendship avoids toxic friendship so that friendship relationships are based on positive emotions. building increasing self-efficacy (Juniza, 2023).

Discussion

Based on interview data conducted with eleven class VII students at SMPN 8 Palangka Raya who used purposive sampling in selecting subject criteria with the criteria being active students at SMPN 8 Palangka Raya; class VII students of SMPNN 8 Palangka Raya for the 2024/2025 academic year; students who take part in school extracurricular activities; Students who have had academic/non-academic achievements have found that within the realm of friendship they will be more open and share stories with someone they trust.

There is a relationship between intimate friendship and a student's self-efficacy. This is because when someone has high self-efficacy, they tend to choose circles that have similar goals, rumors, likes, etc. Based on the results of an interview conducted with one of the class VII students at SMPN Palangka Raya, "I myself am usually friends with all my friends in class, but there are only a few who are close" (student interview AN, 17 September 2024). Students tend to choose a circle of friends who can provide support so that they can complete the assignments given.

Intimacy of friendship is very necessary for students, especially those who are in their teens, to motivate each other to avoid bad habits. Students who have a healthy circle of friends will certainly

help each other. Friendship intimacy is closely related to a person's self-efficacy,

Self-efficacy is part of personality attitudes, namely those related to personal beliefs regarding one's competence and abilities (Havifa Nurhijatina, 2022). Self-efficacy is one of the aspects of knowledge about oneself that is most influential in everyday human life because the self-efficacy that is possessed influences individuals in determining the actions that will be taken to achieve a goal, including estimates of the challenges that will be faced (Febriani et al., 2021).

According to Bandura in Widaryati (2021), self-efficacy is a person's confidence in their abilities as an effort to exercise self-control and events in their environment. Self-efficacy is not related to the skills possessed, but is related to an individual's beliefs about what he can do with the skills he has, no matter how great they are (Andrianus, 2020). Self-efficacy emphasizes the component of self-confidence that a person has in facing future situations that contain ambiguity, cannot be predicted, and are often full of pressure ((Pratiwi & Hayati, 2021).

Although self-efficacy has a large causal influence on our actions, it combines with the environment, previous behavior, and other personal variables, especially expectations of outcomes to produce behavior. Self-efficacy will influence several aspects of a person's cognition and behavior (Kharisma et al., 2023). Self-efficacy applies to teachers or prospective teachers. Teacher self-efficacy (instructional self-efficacy) refers to personal beliefs about a teacher's capability to help students learn according to Schunk in Sobayar (2018). Social cognitive theory according to Bandura in Rahmah, Rahmah (2023) argues that low academic self-efficacy can cause feelings of anxiety and avoidance behavior from activities that tend to be difficult or difficult for the individual to complete, especially in academic matters.

Based on the opinions of these experts, the author can conclude that self-efficacy is an individual's belief or confidence regarding his or her ability to organize, carry out a task, achieve a goal, produce something and implement actions to display certain skills.

According to Bandura in Fitriani & Rudin (2020), factors that can influence individual self-efficacy include:

1. Experience of mastery (previous success). Experience of success in previous assignments that demonstrate the ability to perform the assignment competently.
2. Seeing other people succeed at a task (social modeling). Seeing other people successfully carry out a task increases the perception that the task can be done.
3. Encouragement from other people (social persuasion). Encouragement from other people who encourage us by saying that we are capable of doing the task.
4. Emotional condition. These factors influence an individual's perception of the ability to achieve goals.

From the results of an interview with one of the class VII students, he revealed that "to understand the material being explained is usually because you have already studied at MI, so when it is explained the teacher remembers the previous lesson" (AF student interview, 27 September 2024). Mastery of previous abilities is one of the things that must be present to build self-efficacy. That way, he can complete the task without experiencing significant difficulties ((Novi Cahyani, 2020). Apart from that, other students also stated that self-efficacy can be built when they see other people being able to do it, so that they can be motivated(Wulandari, Valentine, Melinda, & Regilsa, 2022). Emotional stability also greatly influences a student's self-efficacy, students who have emotional stability without much fear will have higher self-efficacy (Novi Cahyani, 2020).

Intimate friendship is a bond of closeness that allows individuals to depend on each other for certain interests or interests and even express themselves to each other (Dayanti & Yulianita, 2024). Intimate friendship according to Sharabany in Rizal (2021) is a bond where each individual can trust friends, have similar interests or share experiences, and also have a level of openness that allows them to interact and discuss their thoughts and feelings openly. Intimate friendship is a type of intimate relationship where individuals trust and

depend on each other for certain interests or passions, and share openly about themselves(Dayanti & Yulianita, 2024)

Based on interviews with students at SMPN 8 Palangka Raya, students who have close friendships with a group tend to be dependent on their existing circle of friends. They will have a close bond with each other. Someone who has high self-efficacy tends to prefer to help their friends when they are in trouble.

According to Sharabany in Syafar (2023) there are several aspects of intimate friendship, namely:

1. Honesty and spontaneity, a relationship based on openness in conveying one's strengths and weaknesses and providing honest input on other people's actions.
2. Sensitivity and understanding is the ability to feel and understand the feelings and experiences of other people, taking into account the context and point of view, but still realizing the importance of mutual understanding in relationships between friends.
3. Attachment, closeness and suitability create strong emotional bonds with friends.
4. Giving and sharing, the desire to provide assistance in the form of material or social support to friends.
5. Sacrifice and acceptance, behavior that prioritizes friends' interests above personal interests and accepts all the positives and negatives of friends.
6. Loyalty and trust, conditions in which friends can keep secrets and will defend themselves against threats from other people.

Based on the explanation above, it can be concluded that the aspects that can influence someone's intimate friendship are honesty, spontaneity, sensitivity, understanding, attachment, giving, sharing, sacrifice, acceptance, loyalty and trust. A student who has strong friendships will be willing to make sacrifices for his friends(Amir & Wajdi, 2020).

Conclusions.

Based on the results of research conducted in class VII at SMPN 8 Palangka Raya, it can be concluded

that efforts can be made to build self-efficacy through intimate friendship, namely that first a student must have a sense of sensitivity to other people's emotional situations so that in a group they can share and encourage each other so that can build a person's self-efficacy to solve the problems faced, second, a student must show an open attitude and be able to take experience from someone who has succeeded previously from close friendships so that the perception will emerge that he or she can also complete the existing task, third, a student can show an attitude of loyalty and sacrifice in friendship, so that when a friend has difficulty learning, they can form cooperation with each other to solve problems at school, fourth, a student can show an honest attitude so that friendship avoids toxic friendship so that friendship relationships based on positive emotions will build increasing self-efficacy.

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Conflict of Interest: The authors declare that there are no conflicts of interest that could influence the results of this research. All data, interpretations and analyzes presented in the article entitled Intimate Friendship: the foundation of self-efficacy for students at SMP Negeri 8 Palangka Raya are entirely based on empirical findings obtained through direct observation and interviews with relevant participants. The author has no financial interests or personal relationships that could affect his objectivity and integrity in conducting and reporting this research.

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