FRIENDS, FAMILY, AND SELF-CONFIDENCE: THE THREE PILLARS THAT SHAPE STUDENT'S CONFIDENCE

Adilla Najwa Chaerunida[1*], Maytsa Ulfah Luthfiah[2]

Pamulang University[1, 2]

*najwaadilla7@gmail.com

Abstract

The This study aims to analyze the effect of friends support and family support on college students' self-confidence levels. The method used is a quantitative survey with a correlational approach. Data were collected through questionnaires distributed to 101 student respondents. Data analysis used multiple regression statistical techniques to determine the contribution of each support variable to self-confidence. The results of the study indicate that both friend support and family support have a positive and significant effect on students' self-confidence levels. Family support plays a slightly more dominant role than friend support in shaping self-confidence. In conclusion, increasing support from family and friends is very important for improving students' self-confidence, so it is recommended that educational institutions strengthen the role of these two sources of support in the process of student personal development.

Keywords:
Friends Support, Family Support & Self-Confidence

Introduction

The Research on student self-confidence is very important given the role of self-confidence in supporting academic, social, and personal development during college. Strong self-confidence enables students to face challenges, make independent decisions, and actively participate in various campus activities. However, self-confidence levels are influenced by various factors, one of which is social support from the surrounding environment, especially from friends and family. Friends often serve as an important source of emotional and social support for students, while family provides a foundation of stability and ongoing motivation. Therefore, it is essential to understand the extent to which support from these two sources influences student self-confidence.

This study aims to analyze the influence of friend support and family support on students' self-confidence levels. By examining these two aspects of social support simultaneously, this study is expected to provide a more comprehensive picture of the factors that influence self-confidence in higher education settings. The significance of this study lies in its contribution to enriching the literature on educational psychology and providing practical recommendations for educational institutions and families in supporting the development of student self-confidence. The relevance of this article is

also reflected in efforts to improve the quality of human resources through the optimization of the social environment as a vital support for students' mental and emotional vitality.

Theoretical Framework
The framework of this study is based on theories and findings from various previous studies that highlight the importance of self-confidence as one of the main indicators of student success in higher education. Self-confidence is viewed as an individual's belief in their ability to face life's challenges, make decisions, and actively participate in social and academic environments (Widjaja in Sulistiyowati & Indrawati, 2019; Santrock, 2017; Lauster, 2012). The aspects that shape self-confidence include positive self-concept, self-esteem, physical condition, life experiences, and social support from the environment. Many previous studies have found that a person's level of self-confidence is greatly influenced by the social support they receive, especially from friends and family.

Friend support can take the form of emotional support, appreciation, information, instrumental support, and social acceptance (Widjaja in Sulistiyowati & Indrawati, 2019; Santrock, 2017; House, 1981; Sarafino & Smith, 2014). Friend support plays an important role in the transition to adulthood, especially for students who are undergoing the process of adaptation in the campus environment. This support is considered to be able to reduce stress, increase social attachment, and strengthen students' self-confidence. A study by Sarafino and Smith (2014) shows that various forms of friend support contribute to the formation of self-concept and an individual's ability to cope with academic and social pressures.

Furthermore, family support also plays a key role in building students' self-confidence. Family support includes emotional, motivational, financial/practical, moral/advice, and communication aspects (Hurlock, 2011; Friedman et al., 2010; Sarafino & Smith, 2014). The family, as the first and primary social environment, greatly influences psychological development, providing stability, a sense of security, and long-term motivation. Previous research by Friedman et al. (2010) confirms that students who receive good family support tend to have higher self-confidence and are better prepared to face educational challenges and the transition to the world of work.

However, although many studies have examined the influence of friend and family support on self-confidence separately, there is still a gap in research that examines the simultaneous and comparative influence of these two variables on students in Indonesian higher education. Most studies focus more on one form of social support, without considering the interaction and contribution of each source of support together. This study aims to fill this gap by simultaneously analyzing the influence of friend and family support on students' self-confidence levels, thereby providing a more comprehensive picture.

Based on the literature review and theoretical framework, the research framework can be described as the relationship between friend support (X_1) and family support (X_2) on student self-confidence (Y). This study proposes the following hypotheses: (1) There is a positive and significant influence between friend support and student self-confidence; (2) There is a positive and significant influence between family support and student self-confidence; (3) Friend support and family support simultaneously have a significant influence on student self-confidence. This study is expected to contribute theoretically and practically to the development of efforts to increase student self-confidence in higher education.
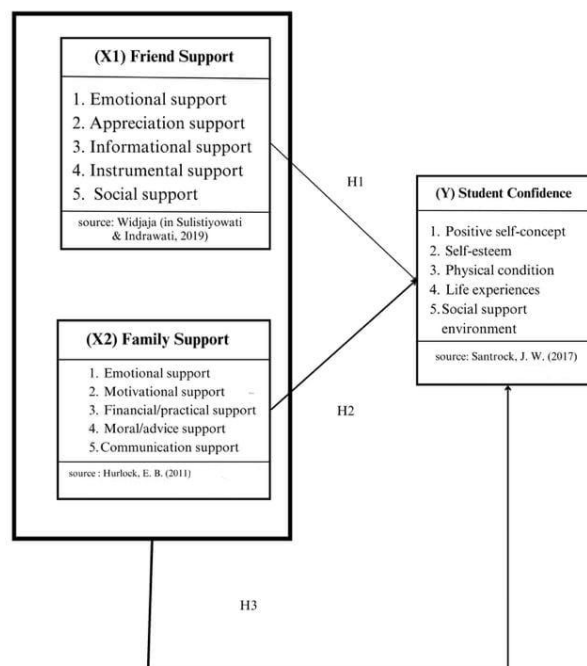
Method

This study uses a quantitative approach with a correlational survey design to analyze the influence of friend support and family support on students' self-confidence levels. The research population consists of all active students, with purposive sampling techniques used to determine the sample, resulting in 101 respondents. Data collection was conducted through the distribution of structured questionnaires that had been tested for validity and reliability, with instruments for measuring friend and family social support referring to indicators from Widjaja in Sulistiyowati & Indrawati (2019), Santrock (2017), and Hurlock (2011). The self-confidence scale was adapted from the concepts of Lauster (2012) and Santrock (2017). The data analysis method used was multiple regression to determine the partial and simultaneous effects between the independent and dependent variables. The data were analyzed using statistical software to test the significance of the relationship between variables and interpret the findings in accordance with the research objectives. With this approach, the study is expected to provide an accurate empirical description of the role of social support in increasing self-confidence.

Results

This research results section presents the research findings clearly and systematically. Data analysis was conducted using SPSS to examine the influence of Friend's Support (X_1) and Family Support (X_2) on Self Confidence (Y) in 101 student respondents. The research results include simple regression test, multiple regression tests, F tests, t tests, and coefficient of determination (R^2) tests.

Table 1. Simple Regression Test of Friend Support (X1) Againts Student's Confidence (Y)

Coefficients[a]

Model		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part	Tolerance	VIF
		Unstandardized Coefficients		Standardized Coefficients			Correlations			Collinearity Statistics	
1	(Constant)	16.482	3.896		4.231	.000					
	Friend Support	.608	.093	.550	6.545	.000	.550	.550	.550	1.000	1.000

a. Dependent Variable: Student's Confidence

Source: output SPSS (2025)

Based on the analysis results, the following equation was obtained:
Y=16.482+0.608X1

The regression coefficient value of 0.608 indicates that peer support (X_1) has a positive effect on student self-confidence (Y). The t value of 6.545 with Sig. = 0.000 < 0.05 indicates that this effect is significant. Thus, the higher the peer support, the higher the student self-confidence.

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	16.486	2.580		6.390	.000					
	Family Support	.619	.062	.707	9.941	.000	.707	.707	.707	1.000	1.000

a. Dependent Variable: Student's Confidence

Table 2. Simple Regression Test of Family Support (X2) Againts Student's Confidence (Y)

Source: output SPSS (2025)

Based on the analysis results, the following equation was obtained:
$Y = 16.486 + 0.619 X_2$
The regression coefficient of 0.619 indicates that family support (X_2) has a positive effect on student self-confidence (Y). The t-value = 9.941 with Sig. = 0.000 < 0.05 means that the effect is significant. Thus, the higher the family support, the higher the student self-confidence.

Table 3. Multiple Linear Regression

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics	
		B	Std. Error	Beta			Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	8.834	3.293		2.683	.009					
	Friend Support	.297	.085	.268	3.473	.001	.550	.331	.234	.761	1.313
	Family Support	.504	.068	.576	7.450	.000	.707	.601	.502	.761	1.313

a. Dependent Variable: Student's Confidence

Source: output SPSS (2025)

Based on the results of multiple linear regression analysis, the following equation was obtained:

$$Y = 8.834 + 0.297 X_1 + 0.504 X_2$$

The interpretation of this equation is as follows:

1. The constant value of 8.834 indicates that if there is no friend support or family support, students' self-confidence will remain at a base value of 8.834.
2. The coefficient value of 0.297 on the friend support variable indicates that every one-unit increase in friend support will increase student self-confidence by 0.297 units.
3. The coefficient value of 0.504 on the family support variable indicates that every one-unit increase in family support will increase student self-confidence by 0.504 units.
4. Positive coefficients indicate a parallel relationship—the more support students receive from both friends and family, the higher their self-confidence will be.

Table 4. Results of Simultaneous F-Test

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2239.461	2	1119.731	60.968	.000[b]
	Residual	1799.846	98	18.366		
	Total	4039.307	100			

a. Dependent Variable: Student's Confidence
b. Predictors: (Constant), Family Support, Friend Support

Source: output SPSS (2025)

The results of the F test (simultaneous) show a calculated F value of 60.968 with a significance level of 0.000 < 0.05 and a table F value of 3.09. Because the calculated F value is > the table F value and the significance level is < 0.05, H3 is accepted, which means that friend support and family support simultaneously have a significant effect on students' self-confidence.

This proves that both forms of social support together contribute to increasing students' self-confidence, both in academic and social contexts.

Table 5. Results of the T-Test

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	8.834	3.293		2.683	.009
	Friend Support	.297	.085	.268	3.473	.001
	Family Support	.504	.068	.576	7.450	.000

a. Dependent Variable: Student's Confidence

Source: output SPSS (2025)

Based on the results of the t-test (partial) in the table above, it was found that the friend support variable (X1) had a t-value of 3.473 with a significance level of 0.001 < 0.05, and the family support variable (X2) had a t-value of 7.450 with a significance level of 0.000 < 0.05.

Thus, both variables have a positive and significant effect on student self-confidence partially, so that H1 and H2 are accepted. This means that the higher the support provided by friends and family, the higher the level of student self-confidence.

Table 6. Coefficient of Determination (R²) tests

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.745[a]	.554	.545	4.286

a. Predictors: (Constant), Family Support, Friend Support

Source: output SPSS (2025)

The R Square (R²) value = 0.554 indicates that 55.4% of the variation in student confidence can be explained by the variables of friend support (X1) and family support (X2). The remaining 44.6% is explained by other factors not examined in this study, such as learning motivation, life experiences, and campus environment conditions.

Discussion

This study aims to analyze the influence of friends support and family support on students' self-confidence. Based on the results of multiple linear regression analysis, it was found that both variables have a positive and significant influence, both partially and simultaneously. This shows that the social environment, both from family and friends, plays an important role in shaping students' self-confidence levels.

Theoretically, these findings reinforce Cohen and Wills' (1985) Social Support Theory, which states that social support acts as a psychological shield against pressure or stress. When individuals feel supported and accepted by their environment, they will have a greater sense of security and self-confidence. The results of this study are also consistent with Bandura's (1997) concept of Self-Efficacy, which explains that self-confidence is formed through positive experiences, encouragement, and reinforcement received from others around them.

The results of the partial test show that friend support has a significant effect on students' self-confidence. Students who receive emotional, social, and moral support from their friends tend to have higher self-confidence in facing academic and social challenges. Such support fosters a sense of acceptance, appreciation, and adaptability in the campus environment. These results support Wentzel's (2005) research, which found that positive relationships between friends can increase individual motivation to learn, competence, and self-confidence.

Meanwhile, family support has a greater influence than friend support. A regression coefficient value of 0.504 shows that the role of the family is very dominant in shaping students' self-confidence. Families provide a sense of security, emotional attention, and self-validation, which form the basis of an individual's psychological development. This finding is in line with the results of research by Nuraini, Rahmawati, and Indrawati (2021), which revealed that family support contributes significantly to increasing student self-confidence. Thus, support from the family remains the strongest factor in building self-confidence, especially for students who are in the transition phase to adulthood.

Furthermore, the simultaneous test results show that friends support and family support together have a significant effect on student self-confidence with a calculated F value of 60.968 and a significance value of 0.000 < 0.05. This proves that these two forms of social support complement each other in increasing student self-confidence. These results also reinforce the view that social support is not only an external factor, but also part of the process of personality formation and psychological health.

From a scientific perspective, this study expands the theoretical understanding of the relationship between social support and self-confidence in the context of higher education. These findings provide a basis for further research to examine in greater depth the influence of social factors on students' psychological aspects using a more comprehensive approach. Meanwhile, from a practical perspective, the results of this study provide recommendations to universities to strengthen positive interactions among students through organizational activities, mentoring, or study groups. On the other hand, families need to continue to provide emotional support, open communication, and appreciation for their children's achievements so that they are more confident in adapting to the academic world.

The main contribution of this study lies in the empirical evidence that friend and family support has a substantial influence on students' self-confidence, namely 55.4%. This shows that self-confidence is not only formed from internal factors such as motivation or personal experience, but is also greatly influenced by social interactions and a supportive environment. Thus, this research makes an important contribution

to the fields of educational psychology and human resource management in academic settings.

However, this study has limitations. First, the study was conducted only on students from public universities in Indonesia, so the results cannot be generalized to a wider population. Second, the research method used was quantitative with a questionnaire instrument, so it did not describe the respondents' emotional and subjective experiences in depth. For future research, it is recommended to use a mixed-method approach so that the results are more comprehensive and take into account other variables such as personality, lecturer support, and the academic environment.

Overall, the results of this study confirm that social support from family and friends is a key factor in building student self-confidence. Students who receive positive support from both environments will be more confident in their potential, have better psychological resilience, and be able to face academic and social challenges with an optimistic attitude.

Conclusion

Based on the results of the analysis and discussion, it can be concluded that friend support and family support have a positive and significant effect on students' self-confidence, both partially and simultaneously. This shows that the higher the level of social support students receive from their friends and family, the higher their level of self-confidence.

Partially, friend support contributes significantly to shaping students' self-confidence through positive social interactions, a sense of belonging in the group, and emotional support that helps them face academic challenges. Meanwhile, family support has a more dominant influence because it provides a strong emotional foundation, a sense of security, and self-validation that builds students' confidence in their abilities.

Simultaneously, both forms of social support have a significant effect on students' self-confidence, as evidenced by the F test result of 60.968 with a significance level of 0.000 < 0.05. The coefficient of determination (R^2 = 0.554) shows that 55.4% of the variation in student self-confidence can be explained by friend support and family support, while the remaining 44.6% is influenced by other factors such as internal motivation, life experiences, and academic environment conditions.

This study confirms that self-confidence is not only the result of personal factors, but is also shaped by supportive social interactions. Therefore, the role of family and friends needs to be strengthened so that students have an environment that supports healthy psychological development. Campuses are also expected to create an inclusive and collaborative academic atmosphere, so that students feel valued, confident, and motivated to achieve.

Scientifically, this research contributes to enriching the literature on the relationship between social support and student self-confidence, particularly in the context of higher education in Indonesia. From a practical perspective, the results of this study can serve as a basis for educational institutions and families in designing mental coaching strategies and social support for students.

However, this study has limitations in terms of the limited number and scope of respondents and the use of a quantitative approach that does not fully describe the emotional dimensions of students' self-confidence. Therefore, further research is recommended to expand the population, add other variables such as personality or lecturer support, and use a mixed-method approach so that the results obtained are more comprehensive.

Overall, the results of this study confirm that social support from friends and family is a fundamental factor in building student self-confidence, which will ultimately affect their readiness to face the academic, social, and professional world in the future.

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