

## RESEARCH ARTICLE

**The Relationship Between Self-Esteem and Social Support with Self-Confidence in High School/Vocational School Students Without a Father Figure in Surabaya**Yasyfa Ainan Ramadhani<sup>1\*</sup>, Dzulkifli<sup>2</sup>, Iffah Rosyiana<sup>3</sup>\*[ainan.andra123@gmail.com](mailto:ainan.andra123@gmail.com)<sup>[1]</sup> Muhammadiyah University of Surabaya, Surabaya, Indonesia<sup>[2]</sup> Muhammadiyah University of Surabaya, Surabaya, Indonesia<sup>[3]</sup> Muhammadiyah University of Surabaya, Surabaya, Indonesia**ABSTRACT**

This study aims to emphasize the importance of improving self-esteem and social support to strengthen the confidence of high school/vocational school students without a father figure in Surabaya. Using a quantitative approach with purposive sampling, this study involved 163 high school and vocational school students aged 15-18 years who did not have a father figure. The instruments consisted of validated and reliable scales that measured self-esteem, social support, and self-confidence. The analysis revealed a significant relationship between self-esteem and self-confidence, as well as between social support and self-confidence in high school/vocational school students without a father figure in Surabaya. Multiple correlation analysis indicated a very strong combined influence of self-esteem and social support on self-confidence in high school/vocational school students without a father figure in Surabaya.

**Keywords:** self-esteem, social support, self-confidence.

**INTRODUCTION**

High school/vocational school students (aged 15–18) are in a transitional phase marked by rapid physical, psychological, and social changes, making self-confidence a fundamental aspect in facing life's challenges. However, not all adolescents grow up in an ideal family environment, with the phenomenon of fatherlessness becoming a significant issue. The fatherless condition, caused by divorce, death, or the emotional absence of a father, has the potential to disrupt the formation of a strong self-identity and can trigger a decrease in self-confidence, anxiety, and difficulty in decision-making. The high divorce rate in Surabaya (1,471 cases from Jan–Mar 2025) indicates a potential increase in the number of fatherless adolescents (Antaranews.com, 2025).

The presence of a father figure plays a crucial role in adolescents' psychosocial development, particularly in shaping self-concept and adaptive social skills (Wibiharto et al., 2021). However, a significant number of high school and vocational

students grow up without a father figure due to divorce, death, or emotional absence of the father (Smith, 2011). Recent data from Good Stats (2024) indicates that 67.7% of Indonesian mothers expect a more active paternal role in child rearing, although cultural norms still largely confine fathers to the role of breadwinner (Lamb, 2004).

The absence of a father figure has been linked to adverse psychological outcomes, especially decreased self-confidence among students. Self-confidence is a key psychological construct influencing successful social adaptation and academic achievement. Both internal factors such as self-esteem and external factors like social support are major determinants of self-confidence.

Lauster (in Ghuftron & Risnawati, 2010) states that self-confidence is the belief in one's ability to be independent, act according to one's desires, and have a positive attitude such as being optimistic, tolerant, fair, and responsible. The internal factors that influence self-confidence are self-concept, self-esteem, experience, and

education. Hapsari and Primastuti (in Sudarji, 2017) state that self-confidence is an individual's belief in their own ability to face and overcome various challenges or obstacles in their life. This self-confidence includes belief in one's own judgments and decisions, as well as the ability to act without excessive doubt or anxiety. In addition, the external factors that influence self-confidence are educational level, social support, and success in achieving goals.

Self-esteem is a reflection of how a person views and judges themselves, including their beliefs about their own value, abilities, and potential. Coopersmith (1967) defines self-esteem as an individual's perception of how valuable and capable they are in various aspects of life, which includes the belief that they have meaning and opportunities to achieve success. Meanwhile, Rosenberg (1965) emphasizes that self-esteem is a person's overall view of themselves, which can be positive or negative. This means that self-esteem encompasses how a person accepts and assesses themselves as a whole, both their strengths and weaknesses.

Social support from family, peers, teachers, and community acts as a buffer and compensates for paternal absence, fostering self-esteem and encouraging psychological health (Cohen & Wills, 1985). Sarafino & Smith (2011) state that social support is the assistance and support that individuals feel or receive from important people in their environment, such as family, friends, or community, which makes individuals feel loved, cared for, valued, and part of a network. Gottlieb (2000) views social support from a broader perspective, namely as interpersonal transactions involving the giving and receiving of assistance in various forms, which aim to help individuals overcome problems, improve well-being, or maintain mental health.

Self-esteem refers to an individual's subjective evaluation of their own worth and abilities. Fatherless adolescents are vulnerable to low self-esteem due to a lack of positive role models and emotional validation (Pryor & Rodgers, 2018). Meanwhile, social support from family and peers functions as a protective buffer, reinforcing confidence and psychological well-

being (Cohen & Wills, 1985). However, empirical research focusing specifically on the relationship between self-esteem, social support, and self-confidence in fatherless high school students remains limited, indicating a knowledge gap that this study aims to address.

This study aims to examine the relationship between self-esteem and social support and their joint influence on self-confidence in high school/vocational school students without a father figure in Surabaya. Specifically, it seeks to quantify the strength of these associations.

Academically, the study aims to enrich developmental psychology literature on psychosocial factors affecting adolescents without paternal figures. Practically, it provides guidance for schools, families, and communities in fostering environments that promote self-confidence in this vulnerable population. The findings may support evidence-based intervention programs combining self-esteem enhancement and social support facilitation.

The study posits the following hypotheses:

1. There is a positive and significant relationship between self-esteem and self-confidence in high school/vocational school students without a father figure in Surabaya.
2. There is a positive and significant relationship between social support and self-confidence in high school/vocational school students without a father figure in Surabaya.
3. Self-esteem and social support simultaneously have a significant effect on self-confidence in high school/vocational school students without a father figure in Surabaya.

## METHOD

### *Research Design*

A correlational quantitative design was used with purposive sampling of 163 participants aged 15-18 from fatherless families in Surabaya. Validated instruments measured self-esteem, social support,

and self-confidence. Data analysis included multiple correlation analyses, consistent with the template's instructions on research design, participants, measurements, and analysis description.

The respondent profile indicates a majority aged 15-16 years and a higher proportion of female students.

Table 1. Characteristics of Respondents

Characteristic	Frequency (N)	Percentage (%)
<b>Age</b>		
15 Years	67	41,1%
16 Years	65	39,9%
17 Years	20	12,3%
18 Years	11	6,7%
<b>Gender</b>		
Male	56	34,4%
Female	107	65,6%

### Measurement

The study employed a quantitative correlational method with a purposive sampling technique. The respondents consisted of 163 high school/vocational school students aged 15 to 18 in Surabaya who were in a fatherless family condition. The research instruments were three psychological scales that had been tested for quality:

1. Self-Confidence Scale (Y): Based on Lauster's aspects (30 valid items). Reliability 0.964.
2. Self-Esteem Scale (X1): Based on Coopersmith's aspects (32 valid items). Reliability 0.971.
3. Social Support Scale (X2): Based on Sarafino & Smith's aspects (18 valid items). Reliability 0.940.

Data analysis was performed using Multiple Correlation Test. Assumption tests indicated that the data were normally distributed (Sig. > 0.05 for all variables) and showed a linear relationship.

### Data analysis

The statistical analysis was performed using the SPSS (Statistical Product and Service Solutions) software, specifically Version 25.

### Instrument Quality Tests

Before the main hypothesis testing, the quality of the psychological scales was assessed:

1. Validity Test:
  - a) Content Validity: Estimated through rational analysis (*expert judgment*) by the supervisor.
  - b) Item Discrimination Power Test: Conducted using the Pearson Product Moment Correlation. An item was declared valid if the correlation coefficient value ( $r \geq 0.30$ ).
2. Reliability Test:
  - a) Measured using the Cronbach's Alpha coefficient to determine the internal consistency of the instrument.

### Classical Assumption Tests

These tests were mandatory prior to running the regression/correlation analysis to ensure the statistical model met the necessary assumptions:

1. Normality Test: Used to determine whether the data for the variables (Self-Esteem, Social Support, and Self-Confidence) were normally distributed. The data was concluded to be normal as the significance value (Sig. > 0.05) for all variables was met.
2. Linearity Test: Assessed using the Test of Linearity with a significance level of 0.05. The relationship between variables was declared linear if the *Deviation From Linearity* value was > 0.05.
3. Multicollinearity Test: Assessed using Tolerance ( $\geq 0.10$ ) and VIF (Variance Inflation Factor) ( $\leq 10$ ) to confirm the independence of the predictor variables.
4. Heteroscedasticity Test: Examined using a Scatterplot graph to ensure the residual variance was constant (homoscedasticity).

### Primary Hypothesis Test

The main statistical technique used to test the research hypotheses was:

Multiple Correlation Analysis:

1. The primary goal was to determine the simultaneous relationship between the independent variables (Self-Esteem and Social Support) and the dependent variable (Self-Confidence).
2. Significance of the simultaneous relationship (Uji F) and partial relationships (Uji t) was determined by a p-value  $< 0.05$ .

### RESULTS

This study involved 163 high school/vocational school students without a father figure in Surabaya, aged between 15 and 18 years. The average self-confidence score was 58.72 (SD = 10.50), self-esteem score was 63.85 (SD = 16.13), and social support score was 35.41 (SD = 8.42). The data distribution for all three variables was tested for normality using the Kolmogorov-Smirnov test, with significance values above 0.05 indicating normal distribution.

Table 2. Descriptive Statistics and Normality Test of Research Variables

Variable	N	Mean	Standard Deviation	Kolmogorov-Smirnov Sig.
Self-Confidence	163	58.72	10.50	0.655
Self-Esteem	163	63.85	16.13	0.791
Social Support	163	35.41	8.42	0.566

### Linearity Test

The linearity tests between independent variables and the dependent variable indicated that the relationships between self-esteem and self-confidence, as well as between social support and self-confidence, were linear. The significance values for deviation from linearity were 0.661 and 0.522, respectively ( $p > 0.05$ ), confirming the assumption of linearity.

Table 3. Linearity Test Between Self-Esteem and Self-Confidence

Source	Sum of Squares	Df	Mean Square	F	P
Linearity	7363.14	1	7363.14	109.14	.000
Deviation from Linearity	3468.82	57	60.86	0.90	.661
Within Groups	7016.62	104	67.47		
Total	17848.58	162			

Table 4. Linearity Test Between Social Support and Self-Confidence

Source	Sum of Squares	Df	Mean Square	F	P
Linearity	4966.71	1	4966.71	61.70	.000
Deviation from Linearity	2657.99	34	78.18	0.97	.522
Within Groups	10223.87	127	80.50		
Total	17848.58	162			

### Correlation and Multiple Regression Analysis

The multiple correlation coefficient between self-esteem and social support with self-confidence was 0.75, with an  $R^2$  of 0.56, indicating that 56% of the variance in self-confidence is explained by these two independent variables. The ANOVA test confirmed the regression model's significance ( $F = 202.67$ ,  $p < 0.001$ ), indicating that self-esteem and

social support jointly have a significant effect on the self-confidence in high school/vocational school students without a father figure.

The regression coefficients also showed that both self-esteem and social support individually contributed significantly to self-confidence ( $p < 0.05$ ).

Table 5. Multiple Regression Analysis Predicting Self-Confidence

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	F	p
Self-Esteem & Social Support → Self-Confidence	0.75	0.56	0.55	202.67	<.001

Note. R = multiple correlation coefficient;  $R^2$  = coefficient of determination.

### Reliability and Validity of Instruments

Table 6. Reliability Analysis of Research Instruments

Variable	Cronbach's Alpha	Reliability
Self-Confidence	0.964	Excellent
Self-Esteem	0.971	Excellent

Variable	Cronbach's Alpha	Reliability
Social Support	0.940	Excellent

All instruments used in this research were valid according to content validity indexes ( $S-CVI > 0.90$ ) and highly reliable with Cronbach's Alpha values as follows: self-confidence (0.964), self-esteem (0.971), and social support (0.940), demonstrating excellent internal consistency.

## DISCUSSION

### 1. Self-Esteem and Self-Confidence.

The research findings confirmed that self-esteem has a significant relationship with self-confidence in high school/vocational school students without a father in Surabaya. The absence of a father figure has the potential to disrupt the formation of positive self-esteem, and when self-esteem needs (such as recognition and respect) are not fulfilled, individuals will struggle to optimally develop self-confidence. Individuals with positive self-esteem tend to be more optimistic and brave in facing challenges, which is a key component of self-confidence.

Previous research by Husna et al. (2022) revealed a strong correlation between self-esteem and self-confidence, where high self-esteem significantly influences increased self-confidence and vice versa, emphasizing the importance of interventions to build positive self-esteem in enhancing self-confidence.

### 2. Social Support and Self-Confidence.

Similarly, social support has a significant relationship with self-confidence in high school/vocational school students without a father in Surabaya. The support received (especially emotional and esteem support) acts as a very crucial resource for fatherless students. Support from mothers, peers, and teachers can help adolescents build a sense of self-worth and the courage to take risks and interact socially, which directly enhances self-confidence.

Previous research by Lutfianawati et al. (2021) stated that there is a positive and significant relationship between social support and self-confidence among tenth-grade students at SMA Negeri 1 Raman Utara, East Lampung Regency. In other words, the greater the social support received by the students, the higher their level of self-confidence. This confirms that social support is an important factor in the process of building self-confidence.

### 3. Self-Esteem and Social Support with Self-Confidence.

Simultaneously, self-esteem and social support exhibit a very strong correlational relationship with self-confidence in high school/vocational school students without a father in Surabaya, with results showing  $R = 0.821$  and  $p = 0.000$ . These results are consistent with previous research, proving that when students feel valuable (*significance* and *competence* according to Coopersmith) and receive care from their environment (Social Support), they become more daring to overcome failures and achieve goals.

Previous research by Ningsih and Awalya (2020) found a significant relationship between self-esteem and social support with the self-confidence of students at SMK Nusa Bhakti Semarang, meaning that the higher the self-esteem and social support a student has, the higher their level of self-confidence.

The data supports that self-esteem, as a positive self-evaluation, alongside social support comprising validation, warmth, guidance, and assistance from family, teachers, and peers is significantly influential in enhancing self-confidence among fatherless adolescents. This aligns with Pryor & Rodgers (2018) who highlight vulnerabilities in self-esteem arising from paternal absence, mitigated by protective social supports (Sarason et al., 1983).

The findings also reflect gender differences in processing self-esteem and social support, with males facing challenges in masculine identity formation and females grappling with emotional validation. When adolescents feel valued and supported, they develop greater risk-taking abilities, resilience against failure, and motivation toward personal and academic goals.

## CONCLUSION

There is a significant relationship between self-esteem and self-confidence in high school/vocational school students without a father figure in Surabaya, as well as a significant relationship between social support and self-confidence in these students. Both self-esteem and social support simultaneously contribute very strongly to the formation of self-confidence in high school/vocational school students without a father figure in Surabaya.

This study recommends the development of programs to enhance self-esteem and social support within school and family environments as key strategies to support the development of self-confidence in fatherless students. For high school and vocational school students, this can be done by strengthening social skills (public speaking, time management, problem-solving) and personal development to help students recognize their potential and plan their future better. For families, interventions that can be implemented include parenting training for substitute father figures and mentoring programs that allow individuals to gain positive role models to fill the void left by the absence of a father figure.

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## DECLARATION OF POTENTIAL CONFLICT OF INTEREST

Yasyfa Ainan Ramadhani has disclosed no affiliations other than those noted above.

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