

## Family Support and Self-Disclosure with Loneliness in Overseas Students

Annisa Fitriani<sup>\*</sup>, Annisa Azzahro<sup>2</sup>

<sup>1,2</sup>Departement of Islamic Psychology, Universitas Islam Negeri Raden Intan Lampung, Lampung, Indonesia

*\*annisa.fitriani@radenintan.ac.id*

### ABSTRACT

Loneliness is a subjective feeling that arises in overseas students due to the lack of close interpersonal relationships they feel with others. Therefore, family support and self-disclosure are needed for overseas students to avoid feeling lonely. This study's subjects were overseas students pursuing higher education, with a sample of 91 students. The sampling technique was accidental sampling. The measuring instrument in this study used a data collection method in the form of a Likert scale consisting of three scales, namely the Loneliness Scale and the Family Support and Self-Disclosure Scale. The data were analyzed using multiple predictor multiple regression analysis techniques assisted by the JASP 0.16.1.0 for windows program. The results showed a correlation value of  $r = 0.354$  with a significant level of  $p = 0.003$  ( $p < 0.01$ ), which means the hypothesis is accepted that there is a significant relationship between Family Support and Self-Disclosure with Loneliness in Overseas Students with  $R^2 = 0.227$  which states both variables free to make an effective contribution of 22.7%.

**Keywords:** family support, loneliness, overseas students, self-disclosure

### Introduction

Loneliness is a phenomenon that often occurs in individuals regardless of age, economic status, gender, family background or culture (Rarantika, 2019). Loneliness is subjective, which depends on individual experiences and interpretations of events. In general, loneliness often occurs in late adolescence to early adulthood. In the early adult stage there is a transition from childhood to adulthood both physically, intellectually and socially (Mappiare, 1983). Loneliness that usually occurs in early adulthood is caused by several things, such as changing environments and friends, expected relationships that do not go well, apathy, lack of interest in something in their environment, not having a close figure or not having a lover (Afifah, 2017).

The results of research found on loneliness conducted by the Mental Health Foundation in May 2010 in the UK. Based on data from 2256 subjects, 24% felt lonely, subjects aged 18-34 years felt greater loneliness than subjects over 55 years old (Mental Health Foundation, 2010). Loneliness that occurs in late adolescence to early adulthood is interesting to study because from some research results that have been found, at the age of 18-34 years more individuals feel lonely than those over 55 years of age. In general, individuals aged 18 years and over are at the college level. Migrant students are individuals who are pursuing higher education outside their hometown and must live outside their area for a certain period of time to complete their education. A student who is in the late adolescent to early adult developmental stage with an age range of 18-25 years, namely the stabilization of life pendirin (in Yusuf, 2012). Hurlock (2000) reveals that early adulthood is a stage of seeking maturity and

the reproductive stage, which is a period full of problems as well as emotional tension, changing values, a period of dependence, creativity and adjustment to a new phase of life.

Researchers conducted interviews on the date September 17, 2020, with UIN Raden Intan Lampung students. Based on the results of interviews conducted on September 17, 2020. students felt lonely due to a lack of communication with other friends so that it was difficult to find friends or familiar friends. Two of the eight people felt lonely due to a lack of communication with family so that when there were problems with friends they had no place to tell, while the other two people felt lonely because they did not have a romantic relationship with the opposite sex as a support system.

From the results of interviews conducted with UIN Raden Intan Lampung students, the average feeling of loneliness occurs a lot to migrating students due to lack of communication with family and friends. The change of location made by migrant students may be the cause of the lack of communication with family and lack of communication with other friends which makes individuals feel feelings of loneliness. Lake (1986) revealed that the situation of individuals who have to work away from home and apart from their family and friends can trigger the loneliness they feel. This trigger is in line with what Baron & Byrne (2005) reveal if moving to a new place can lead to loneliness.

Research shows that families play a significant role in the transition to college (Gefen, 2010). Other studies show the relationships of parents with children based on mutual trust, communicative, and emotional attachment to the increased skills and success of children in interacting with others outside the home and with the general satisfaction of life (Greenberg, et al., Kenny, Kobak & Sceery, Ryan & Linch in Sprinthall & Collins, 1993).

Loneliness that occurs while at the college level is also usually due to difficulty getting along or familiarizing with friends. Overseas students who find it difficult to get along or familiarize themselves with other individuals will usually find it difficult to solve problems. Self-disclosure aims to tell what it feels to others in order to make it easier for individuals to solve problems including feelings of loneliness. Migrant students who are far from family and friends tend to be reluctant to tell individual problems or say something they feel to others.

Leung (2002) revealed that self-disclosure is a factor that affects feelings of loneliness. Smart (in Leung, 2002) suggests that one aspect of loneliness is the character of people who are not easy to enter into interpersonal bonds so that it can cause the effect of rejection, shame or disappointment. In the beginning, self-disclosure had the aim of building bonds, efficient communication, strengthening bonds and expertise in overcoming difficulties by disclosing information / data about himself that is personal to people who are considered close (Devito, 1997). Based on the explanation above, the researcher wants to conduct research on "The Relationship Between Family Support and Self-Openness with Loneliness in Overseas Students".

## Method

The population used in this study is migrant students. This research was conducted at universities in Lampung, precisely at the University of Lampung (UNILA), Raden Intan Lampung State Islamic University (UIN RIL), and the Sumatra Institute of Technology (ITERA). The sampling technique chosen by the author in the study was purposive sampling, with the following criteria, a. An active student, b. Being in a dormitory, c. Age 17-23 years old, d. Do not often return to their hometown, e. Come from outside Lampung Province. So that the results of screening, researchers get subjects that are matched to the characteristics that were used in the study of as many as 91 students.

The data collection method that will be used in this study is a quantitative method using a scale consisting of three scales, namely the loneliness scale, family support scale, and

self-disclosure scale. The Loneliness Scale in this study was compiled by (Dirgantara DewataputraWanda, 2015) which refers to aspects of loneliness, namely affective manifestations, cognitive manifestations, and behavioral manifestations. For example, students feel that they are less attractive if they are made friends.

The family support scale takes into account the aspects put forward by Sarafino and Smith (2011) which divides 4 aspects of family support, namely emotional support, instrumental support, informational support and appreciation support with a total of 40 items. The Self-Openness scale takes into account the aspects put forward by Altaman and Taylor (Gainau, 2009) which divides 5 aspects, namely depth or intimacy, honesty and accuracy, amount, valence, and intent. For example, students limit information about themselves even with the closest people.

Researchers use the Likert scale method by providing four alternative answers. The four alternatives are: (1) Strongly disagree (2) Disagree (3) Agree and (4) Strongly agree for the assessment of favorable items and while for unfavorable items the opposite is the value (4) Strongly disagree, (2) Disagree, value (3) Agree, and (4) Strongly disagree (Azwar, 2015).

The data analysis technique used to test the hypothesis in this study is multiple regression analysis with two predictors. The use of two predictor regression analysis with the consideration that this study has two independent variables, namely family support and self-disclosure, while the dependent variable is loneliness. The analysis was also carried out with the help of JASP 0.14.1.0.

## Results

The research conducted has several characteristics of respondents, as follows College. The following is a table of frequency distribution of respondents based on the university or college attended by the respondent.

**Table 1.**  
*Number of Respondents Based on College*

Colleges	Frequency	Percentage %
UIN Raden Intan Lampung	8	9%
University of Lampung	66	72%
Sumatra Institute of Technology	17	19%
Total	91	100%

Based on the table above, it can be seen that the frequency distribution of respondents based on the universities attended by overseas students shows that the majority of respondents who migrated to Lampung University were 66 respondents (72%).

## Gender

The following is a table describing the frequency of respondents based on the gender of the respondent.

**Tabel 2.**  
*Number of Respondents Based on College*

Gender	Frequency	Percentage %
Man	19	21%
Woman	72	79%
Total	91	100%

Based on the table above, it can be seen that the frequency distribution of respondents based on gender shows that the majority of respondents who are currently studying at UNILA, UIN RIL and ITERA are women as many as 72 respondents (79%).

#### Age

The following is a table describing the frequency of respondents based on age of the respondent.

**Table 3.**  
*Number of Respondents Based on Age*

Age	Frequency	Percentage %
18 years	3	3%
19 years old	10	11%
20 years	16	18%
21 years	30	33%
22 years	25	27%
23 years	7	8%
Total	91	100%

Based on the table above, it can be seen that the frequency distribution of respondents based on shows that most of the respondents are 20 years old (18%), 21 years old (33%) and 22 years old. (27%)

#### Regional Origin

Following is a table of frequency distribution of respondents based on the origin of the respondent's region.

**Table 4.**  
*Number of Respondents Based on Regional Origin*

Regional Origin	Frequency	Percentage %
Bandung	5	5.5%
Banten	7	7.7%
Bengkulu	4	4.4%
Berau, Kaltim	2	2.2%
Bogor	7	7%
Denpasar	2	7.7%
South Jakarta	11	12%
Palembang	8	8.8%
Riau	5	5.5%
West Sumatra	8	2%
South Sumatra	7	7,7%
Tangerang	11	12%
North Jakarta	6	6.6%
Central Jakarta	8	8,8%
Total	91	100%

Based on the table above, it can be seen that the frequency distribution of respondents currently pursuing college at UNILA, UIN RIL, and ITERA is derived from Sout jakarta and Tangerang.

## Categorization of Research Variable Scores

Score categorization or grouping of research variable scores based on hypothetical mean scores and hypothetical standards. Researchers grouped into three categories, namely high, medium, and low categories. the following are the research variables in tabular form and a description of the score categorization.

**Table 5.**  
*Categorization of Loneliness Variable Score*

Category	Norm Categorization	Number (n)	Percentage
High	>75	1	1%
Medium	50-75	48	53%
Low	<50	42	46%
Total			100%

**Table 6.**  
*Categorization of Family Support Variable Score*

Category	Categorization norms	Number (n)	Percentage
High	>93	60	66%
Medium	62-93	31	34%
Low	<62	-	-
Total			100%

**Table 7.**  
*Self-disclosure Variable Score Categorization*

Category	Categorization Norm	Number (n)	Percentage
High	>84	1	1%
Medium	60-84	55	60%
Low	<60	35	39%
Total			100%

The first hypothesis test conducted aims to determine the relationship between family support and self-disclosure with loneliness in college students. in the first hypothesis test, researchers used multiple regression analysis techniques. multiple regression analysis with the help of the JASP 0.14.1.0 application. The following are the results of testing the first hypothesis

In the hypothesis test above, it can be seen that the value of  $R = 0.354$  and the value of  $F = 6.285$  with a significance of  $p < 0.05$ . This shows that the first hypothesis in this study can be accepted, so it can be concluded that there is a relationship between family support and self-disclosure with loneliness in overseas students. Furthermore, to be able to know how much the independent variables affect the dependent variable can be seen in the R-Square. The R-Square value obtained is 0, 125 or 12.5%. So it can be concluded that family support and self-disclosure can affect the loneliness of overseas students by 12.5% and the remaining 87.5% can be influenced by other variables outside this study. The following are the results of testing the second and third hypotheses in this study.

In the second hypothesis test, what was tested was the relationship between family support and loneliness of overseas students. The results of the second hypothesis test obtained a correlation coefficient value  $(r_{x1-y}) = -0.341$  with  $p < 0.05$ . This shows that the second hypothesis can be accepted, namely that there is a significant negative relationship between family support and loneliness of overseas students. Based on the results of the

second hypothesis, it can be interpreted that the better the family support given, the less loneliness.

The third hypothesis test tested was the relationship between self-disclosure and loneliness of overseas students. In testing this third hypothesis, the correlation coefficient value ( $r_{x2-y}$ ) = 0.188 and the significance value of  $p > 0.05$ . This shows that the third hypothesis cannot be accepted, namely that there is no relationship between self-disclosure and loneliness of overseas students negatively. So it can be concluded that the higher the student's self-openness, the lower the loneliness felt by overseas students.

Based on the results of data processing with the help of the JASP 0.14.1.0 application, the value of the multiple regression equation is obtained as in the following table.

**Table 8.**  
*Regression Equation of X1, X2, and Y Variables*

Type	Unstandardized	Standard Error	Standardized Coefficients
H <sub>1</sub> (Intercept)	92.579	11.806	-
Family Support	-0.087	0.093	-0.097
Openness	-0.379	0.126	-0.313

Based on the regression equation table, the intercept value is 92,579 and the B value for each independent variable is -0.087 for the independent variable X1 and -0.379 for the independent variable X2. So that the multiple regression equation of the dependent variable Y on the independent variables X1 and X2 is formed:  $Y = -0.087 X_1 + (-0.079) X_2 + 92.579$

Based on the results of the regression equation, it can be interpreted that there is no increase in the variables of family support and self-disclosure, then the feeling of loneliness of students who migrate is 92.579. migrants is 92.579. The regression coefficient value of the family support variable is -0.087. This shows that every time family support increases by one point, it will reduce feelings of loneliness by -0.087. Conversely, if there is a decrease in family support by one point, it will increase loneliness by -0.087. The same thing also applies to the self-openness variable, where the regression coefficient value of the self-openness variable is -0.379, so that every increase of one point of self-openness will reduce the feelings of loneliness of overseas students by -0.379. Conversely, if there is a one-point decrease in the self-disclosure variable, it will increase the loneliness of overseas students by -0.379.

In the previous explanation, it was stated that the family support and openness variables influenced the loneliness variable by 12.5%. This influence is called the effective contribution of the independent variable to the dependent variable. In addition to the effective contribution, there is also a relative contribution which is a measure to show the amount of contribution of the independent variable to the regression square. The following are the results of calculating the effective contribution and relative contribution of each independent variable of the study.

**Table 9.**  
*Effective Contributions and Relative Contributions of Independent Variable Research*

Variable	Coeffesient Regression	Coeffesient Correlation	R <sup>2</sup>	Effective Donations
Family Support	-0.313	-0.341	0.125	10,7%
Openness	-0.097	-0.188		1,8%

Based on the results of the table above, it can be seen that each of the effective contributions to the independent variable on the dependent variable. The effective contribution given by family support is 10.7%. The self-disclosure variable provides an effective contribution of 1.8%.

### Discussion

This research has three hypotheses that have been analyzed. Based on the results of data analysis that has been carried out on the first hypothesis, the results obtained are "there is a significant relationship between family support and self-disclosure with loneliness of overseas students" with a value of  $R = 0.354$  and a value of  $F = 6.285$  with a significance of  $p < 0.01$  with an effective contribution (SE) of 12.5% influenced by the independent variables in this study and 87.5% influenced by other variables outside this study. So it can be concluded that the hypothesis is accepted.

In this study there are three types of categorization, namely, low, medium and high. Based on the results of the data analysis that researchers obtained, the categorization of loneliness in overseas students who are studying at UNILA, UIN RIL, and ITERA has different levels. There are 42 students with a presentation of 46% in the low category, 48 students with a percentage of 53% in the medium category and 1 student with a percentage of 1% in the high category. So it can be concluded that the loneliness that occurs in overseas students in this study is in the moderate category.

The results of the analysis of the second hypothesis test which states that "there is a significant negative relationship between family support and loneliness of migrant students". The family support variable provides an effective contribution of 10.7% to loneliness ( $\beta = -0.313$ ;  $p < 0.05$ ) with a correlation coefficient value ( $r_{x1-y}$ ) of 0.106. The negative relationship shows that if family support increases, the feelings of loneliness felt by overseas students will decrease. Conversely, if family support decreases, the feelings of loneliness of overseas students will increase.

Furthermore, testing the third hypothesis shows negative and insignificant results between the variable of self-openness and loneliness of overseas students ( $\beta = -0.097$ ;  $p > 0.05$ , which means that the second hypothesis cannot be accepted. The self-disclosure variable has an effect of 1.8% on the loneliness variable. These results indicate that there is no significant relationship to loneliness. So, it can be said that in this study self-disclosure has no effect on loneliness.

Based on the results of the three hypothesis tests, it can be seen that family support has more influence on the feelings of loneliness of migrant students than self-disclosure. This is clearly seen in the effective contribution given by the family support variable which is greater than the Self-openness variable on the loneliness of overseas students.

The results of this study are in accordance with the opinion put forward by Lake (1986) explaining that what causes individuals to experience loneliness is when they have to be away from home and separated from loved individuals such as family and friends. Fressman and Lester suggest that loneliness is directly related to limited family support, where family support is a predictor of loneliness. The point here is that individuals who get limited family support are more likely to experience loneliness, while individuals who get better family support feel less lonely (Gunarsa, 2004). Migrant students who get family support (such as: parents, siblings and relatives)) will affect migrant students in dealing with pressure, anxiety, and stress so that they do not feel lonely while studying abroad.

The results of other studies show that lonely individuals tend to be more able to express themselves on social media, namely those conducted by Mulia Dwi Ariani, Ratna Supradewi,

Diany Ufieta Syafitri (2019) with the title *The Role of Loneliness and Online Self-Openness on Internet Addiction in Late Adolescents*. Koo (2013) in a group of students by showing that loneliness has a positive relationship. The results showed that respondents who had feelings of loneliness generally consisted of students who were experiencing failed relationships by not having the social skills to open themselves directly in their relationships, so they were more likely to use social networking sites to overcome the inability to express themselves directly in the failed relationships experienced.

This relationship status is considered to be related to the theory put forward by Weiss (in Brehm, 2002) which explains the types of loneliness in the form of social and emotional isolation which states that an individual feels lonely because they lack a wide social network, romantic partners and intense relationships. Social support from family influences feelings of loneliness in migrating students more than self-disclosure. Based on observations made by researchers, overseas students feel more protected by their families than having to start being open with new people. As Azizah (2010) argues, one of the sources of social support that comes from family has a greater and closer emotional bond. Migrant students in this study have also been able to adjust to their environment so that the openness is not too great.

Based on the results of interviews that have been conducted, many students say that the feeling of loneliness is not too great because they feel enough with the presence of people around them such as family and friends. Migrant students in this study have also been able to adjust to their environment. Already able to get along with other students. Many students said that in the early days of being a new student he felt the emptiness that occurred due to changes in his environment. Where individuals must give up friends who have long been known to pursue education in a different place from themselves. At the beginning of being a new student, individuals tend to feel difficulties in building a new friendship. Differences in cultural backgrounds and lifestyles are also an obstacle for individuals to start a friendship in a new environment. It is not uncommon to find students who feel lonely because they do not have a romantic relationship. According to some students, individuals are more open to people they feel have a close personal relationship or have a close bond. Individuals like this are usually more comfortable to open up with girlfriends than with friends. This can happen because individuals feel safer when talking with their girlfriends than with their friends. Students prefer to share information about themselves through social media. In addition to reducing feelings of loneliness, individuals also feel more comfortable talking through social media.

This study certainly has shortcomings because there are limitations from researchers, including the lack of references to the independent variables used in this study, where external factors that affect loneliness are family support and internal factors that affect self-disclosure. So that further research that will examine loneliness can develop by including other factors such as external factors which include social interaction, as well as internal factors which include shyness, social anxiety, a sense of alienation and isolation, feelings of self-reproach, personal perfectionism, hopelessness and personality. Other shortcomings such as some theories from publications over 10 years old, limited sample size, no direct observation because the research was conducted online.

## Conclusion

Based on the research that has been conducted by researchers, it can be concluded that, there is a significant relationship between family support and self-openness with loneliness in overseas students. The effective contribution given by the variables of family support and self-disclosure to the loneliness variable is 12.5%, and the rest is influenced by other variables outside this study. There is a negative and significant relationship between family support and



loneliness in overseas students. The effective contribution given by the family support variable to loneliness is 10.7%. The negative relationship shows that the higher the feeling of loneliness, the lower the family support and vice versa, if the family support provided is high, the feeling of loneliness will decrease. There is no relationship between self-disclosure and loneliness in overseas students.

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