



## PARENTAL EMOTIONAL SUPPORT AND SELF-CONFIDENCE ON INTEREST IN CHOOSING A COLLEGE MAJOR IN PSYCHOLOGY STUDENTS

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### Abstract

*This research aims to determine whether there is a relationship between parental emotional support and self-confidence and the alignment of interests of psychology students. The type of research used is quantitative. The sampling technique used simple random sampling with a total of 197 active psychology students, class of 2023 in UIN Raden Fatah Palembang as subjects. This research used data analysis methods which are used to test research hypotheses using multiple linear regression tests. The results of the major hypothesis test show that the F value is 24.619 with a significant value of 0.000. So, it can be concluded that simultaneously parental emotional support and self-confidence have a significant influence on the alignment of student interests. The second hypothesis is that the calculated t value is  $-1.186 < t$  table value 1.985 with a significance value of  $0.237 > 0.05$ , it means that there is no partial influence between the Emotional Support variable alignment of interests for Students of the Faculty of Psychology UIN Raden Fatah Palembang. The third hypothesis is that the calculated t value is  $3.351 > t$  table value 1.985 with a significant value of  $0.000 < 0.05$ . So, the hypothesis is accepted, which means that there is a partial influence between the Self-Confidence variable in the alignment of interests in Students of the Faculty of Psychology, Class of 2023, UIN Raden Fatah Palembang.*

**Keywords:** *Alignment Of Interests, Self-Confidence, Parental Emotional Support, College Student, Psychology Student*

### Abstrak

*Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara dukungan emosional orang tua dan kepercayaan diri dalam kesesuaian minat mahasiswa psikologi. Jenis penelitian yang digunakan adalah kuantitatif. Teknik pengambilan sampel menggunakan simple random sampling dengan jumlah subjek 197 mahasiswa aktif fakultas psikologi, angkatan 2023 di Uin Raden Fatah Palembang. Penelitian ini menggunakan metode analisis data yang digunakan untuk menguji hipotesis penelitian menggunakan uji regresi linier berganda. Hasil uji hipotesis mayor diketahui bahwa nilai F sebesar 24,619 dengan nilai signifikan 0,000. Sehingga dapat disimpulkan bahwa secara simultan dukungan emosional orang tua dan kepercayaan diri berpengaruh signifikan dalam kesesuaian minat mahasiswa. Hipotesis kedua nilai t hitung  $-1,186 < \text{nilai } t \text{ tabel } 1,985$ . dengan nilai signifikansinya  $0,237 > 0,05$  artinya tidak terdapat pengaruh secara parsial antara variabel Dukungan Emosional Dalam Kesesuaian Minat Pada Mahasiswa Fakultas Psikologi Angkatan*

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*2023 UIN Raden Fatah Palembang. Hipotesis ketiga nilai  $t$  hitung  $3,351 > \text{nilai } t \text{ tabel } 1,985$  dengan nilai signifikansinya  $0,000 < 0,05$ . Maka Hipotesis diterima yang artinya terdapat pengaruh secara parsial antara variabel Kepercayaan Diri dalam Kesesuaian Minat Pada Mahasiswa Fakultas Psikologi Angkatan 2023 UIN Raden Fatah Palembang.*

**Kata kunci:** *Kesesuaian Minat, Kepercayaan Diri, Dukungan Emosional Orangtua, Mahasiswa, Mahasiswa Psikologi*

## INTRODUCTION

Investing in an individual's education is a method to discover their hidden talents and improve the human capital of society as a whole. The development of a country depends on the resources it has, especially human resources. Emphasizing the importance of education in this particular context is critical. By the provisions of Law No. 20 of 2003, the main goal of national education is to develop and promote superior and successful individuals. If our goal is to raise the standard of education overall, then we must prioritize raising the standard of higher education. Comprehensive educational coverage, as stated by Ariyanto et al. (2020). First, there is sufficient space for children to develop into mature and responsible individuals (Uyun & Warsah, 2021).

Students are prepared to become contributing members of society with strong intellectual and professional skills through higher education, after high school. However, many students still struggle academically and professionally because they don't know what major to take in college. Students have a better understanding of themselves throughout their first year of college, including their interests, abilities, values, and dedication to their chosen major or career path.

According to Educational Psychologists from Integrity Development Flexibility (IDF), as many as 87% of students in Indonesia have the wrong major, which will make it difficult for children to study or determine their career when they have the wrong major and have the potential for unemployment.

This means that choosing a major depends on personal interests. Interest as referred to in the definition is a central topic in education (Baidi, 2019). Interest according to Djaali (2021) is "*a feeling of liking and being enthusiastic about something or an activity, without anyone telling you to*". In other words, if something interests someone, it will inspire them to engage in that activity with enthusiasm and produce fruitful results; However, if you lack enthusiasm, the success of the activity will be disrupted. Interest can be interpreted as a pattern of positive or negative feelings towards an activity (Ayriza et al., 2020). Pintrich et al. (in Marsiah, 2018) identified various factors that contribute to interest, including overall attitude towards an activity, preference for a particular activity, satisfaction with the activity, personal significance of the activity, intrinsic interest, and external cues related to the activity.



The difficulties faced by many students in determining an academic concentration sometimes make them make the wrong choice. A student's learning ability is directly related to how interested he is in the major he chooses (Hertijung et al., 2020). Therefore, getting social and emotional support from family members, such as parents, can provide great benefits for children in their efforts to realize their maximum potential. The explanation is clear enough, young people rely on parents and other family members to empower them to follow their interests and shape their educational paths according to their interests.

Friedman (in Putra, 2019) defines emotional support as the role of the family in providing a safe and calm environment for relaxation and healing, as well as helping to manage a person's emotions. Emotional support includes providing attention, empathy, love, and trust in a relationship (Shaw et al., 2021). This action obtains emotional resources, such as affection, acceptance, and gratitude, from others (Pohl et al., 2022). Emotional support includes several components, including compassion, confidence, focus, attentive listening, and the sensation of being understood. Emotional support includes behaviors such as showing understanding, sympathy, encouragement, personal warmth, affection, or offering emotional assistance.

Several components of emotional support according to Thoits (in Saqinah et al., 2019) include showing empathy, providing attention, showing affection, expressing gratitude, and being in a supportive community. Students may be

more confident in making choices, especially in choosing a major, if they have adequate emotional support. As a result, adolescents who have a strong social network to rely on will demonstrate more self-confidence in choosing to pursue a particular academic discipline.

Self-confidence and trust in one's abilities and wisdom are essential to achieving success in any endeavor. Self-confidence includes the ability to determine one's path and achieve life goals. Self-confidence can be defined as belief in one's abilities, capacity to exercise autonomy, good self-image, and the courage to articulate one's ideas (Laurster, in Hapsari, 2021).

Being able to accept situations as they are, being self-aware, thinking positively, being independent, and having and achieving ambitions are the characteristics of a confident person (Ghufron & Risnawita, 2010). Apart from that, having direct experience is very important to increase self-confidence (Indrawati & Primanda, 2021). When individuals have confidence in themselves and their talents, they are better able to evaluate their strengths and weaknesses, make calculated decisions, and ultimately choose a major that is right for them. Self-confidence is closely related to responses to cognition, affection, and behavior (Komarudin et al, 2021), but excessive self-confidence does not always have a positive meaning (Susilawati & Surgandini, 2019).

Kusamaningrum et al., (2015) stated that students often experience difficulties in the academic field because the degree they choose does not match their interests



and strengths. Student academic performance declines when prospective students enroll due to peer pressure or parental pressure. If students choose the wrong major, they will miss important classes, which may hurt their self-confidence and academic performance.

One of the factors that influences interest in choosing a major is parental support. Laden (2014) said that the role of parental support plays a big role in individuals making decisions about choosing a major in college. One of the factors that influences interest in choosing a major is self-confidence. According to Fitri et al., (2018), teenagers who have self-confidence can complete tasks or work according to their developmental stage well. Family or parents contribute to the development of a child's character through the quality of their connections and communication habits. One of the crucial aspects in choosing a suitable major is an individual's confidence in his or her abilities. However, a person's self-confidence, and emotional support from parents play an important role. This support makes children confident in making decisions, especially when choosing a major.

In line with what Hasanah (2023) said about "Conformity of Career Interests with the Decision to Choose a Major in Higher Education" Due to data processing and subsequent descriptions in this thesis, quantitative descriptive methodology is suitable for this research. Using information from the Department of Counseling (27% of 105 students), the Department of Engineering (11% of 70 students), and the Department of Arts

(10% of 40 students), this research found that undergraduate majors are often influenced by student professionalism. Interest. In Holland's view, this major is the best choice. The results of this study support the assumption that choosing a college major is closely related to a person's future employment goals.

Previous research only linked one of two variables, namely parental emotional support with academic achievement or self-confidence with Interest Congruence. It's just that currently, only a few researchers have researched parental emotional support, self-confidence, and alignment of interests. These reasons make researchers want to further examine social and moral intelligence with academic achievement.

Based on the problems observed at the research location (Tuesday, August 1, 2023), a survey was conducted on three sources. One of them stated that it was difficult to adapt to this program because majoring in Islamic psychology was not their main goal and was not in line with their interests. Two others admitted that they were influenced by their friends' comments when deciding on their major. Even so, they still proceeded with caution, because their decision to pursue this major was driven by their interests, so they were very surprised by what they encountered. The difficulties faced by many students in determining an academic concentration sometimes make them make the wrong choice. A student's learning ability is directly related to how interested he is in the major he chooses (Hertijung et al., 2020). One of the factors that influences interest in choosing a



major is parental support. Laden (2014) said that the role of parental support plays a big role in individuals making decisions about choosing a major in college. One of the factors that influences interest in choosing a major is self-confidence. Fitri et al., (2018) students who have self-confidence can complete assignments or work according to their developmental stage well. Family or parents contribute to the development of a child's character through the quality of their connections and communication habits. One of the crucial aspects in choosing a suitable major is an individual's confidence in his or her abilities. However, a person's self-confidence, and emotional support from parents play an important role. This support makes children feel confident in making decisions, especially in choosing a major. Therefore, the author wants to take the topic of parental support and parental support with an interest in choosing a major.

According to researchers, this is an interesting and relevant topic to study because many college students make poor major choices that affect their college years and their future job prospects. Thus, the following study is relevant for academics: " Parental Emotional Support And Self-Confidence On Interest In Choosing A College Major In Psychology Students ". With the following hypothesis, Major: There is a relationship between parental emotional support and self-confidence in the alignment of interests in choosing a major for students. Minor: There is a relationship between parental emotional support in the alignment of interests in choosing a major for students,

and there is a relationship between self-confidence in the alignment of interests in choosing a major for students.

## METHOD

This type of research used a quantitative research design. This research used a correlation method involving the relationship of one or more variables with one or more other variables. The form of relationship in this research would involve one independent variable with one dependent variable. The population found in the study was 386 students, with 77 male students and 309 female students. The characteristics determined in this research are new psychology students. It was taking the number of samples through techniques of Simple random Sampling. Technique Simple random Sampling is a sampling technique by selecting models randomly between populations (Uyun & Yoseanto, 2022). Next, the minimum sample size to be used was determined using the Slovin Formula with an error rate of 5%, resulting in a minimum sample of 197 students (Sugiyono, 2017).

Based on the method of simple random sampling, a Likert scale was used to gather data from 197 psychology students in the class of 2023 who served as research subjects. The main feature of this sampling is that each element of the entire population has a chance to be chosen. Each piece is determined independently of every other component (Hardani et al., 2020).

The interest alignment of interests scale uses a scale modified from previous research by Marsiah (2018), the emotional



support scale is the result of an adaptation study previously by (Saqinah et al., 2019), and the self-confidence scale was modified from previous research by Hapsari (2021), which researchers had previously tested. The major selection Conformity scale's reliability test results are 0.935. The reliability test results for the major selection conformity scale are 0.935. The emotional support scale's reliability test results are 0.933, while the self-confidence scale's reliability test results are 0.939. Additionally, the validity of the scale items is demonstrated by the following examples: the 53rd statement on the suitability of interest scale, "Strive hard to be the best in the major I have chosen" has a validity score of 0.546; the 35th statement on the emotional support scale, "My father/mother never gives me praise for my achievements achieves" has a validity score of 0.417, and the 9th statement on the scale truest self has a validity score of 0.353. In terms of distribution barriers, there are none since each message is addressed by the recipient for analysis.

## RESULT AND DISCUSSION

### Result

#### Normality test

The purpose of the normality test is to determine whether or not the residual variables in a regression analysis have a normal distribution (Uyun & Yoseanto, 2022). The Kolmogorov-Smirnov test is one method for determining normalcy. The Kolmogorov-Smirnov test was employed in this investigation to determine sig. For the remaining variables emotional support, self-confidence, and

alignment of interests the value is 0.108. This demonstrates that all three of the study's variables have coefficient values greater than 0.05. A sig coefficient value of greater than 0.05 indicates that the three data are normally distributed.

Tabel 1  
Kolmogorov-Smirnov Normality

Test Results		
	<b>Sig.</b>	<b>information</b>
<b>Unstandardized Residual</b>	0,108	Normally distributed

#### Multicollinearity Test

When a multicollinearity test is run on multiple linear regressions, multicollinearity should not occur, but it is a symptom in research subjects. This indicates that the independent variables in the study do not correlate with one another.

Table 2  
Multicollinearity Test Results

<b>Variables</b>	<b>Tolerance</b>	<b>VIF</b>	<b>information</b>
<b>alignment of interests (Y)- emotional support (X1)</b>	0,710	1,408	Not Multicorrelational
<b>alignment of interests (Y)- self-confidence (X2)</b>	0,710	1,408	Not Multicorrelational

From the above table, which shows that the VIF values for moral and social intelligence are smaller than 10, at 1.408 and 1.408, respectively, it is not evident that multicollinearity is present in the

relationship between parental emotional support and self-confidence and interest suitability. It can be supposed that the result of parental emotional support and self-confidence in alignment of interests does not show signs of multicollinearity.

### **Hypothesis Test**

Table 3

Full Model Regression Analysis  
Test Results

variable le	F hitting	F table	R <sub>2</sub>	P	Info.
<b>Alignment of interests (Y)</b>					
<b>parental emotional support (X1)</b>	24,619	3,09	0,202	0,000	Significant
<b>self- confidence (X2)</b>					

This research aims to determine the relationship between emotional support, self-confidence, and alignment of interests. Multiple regression analysis is the method utilized for analysis. The hypothesis test results indicate that F count > F table, indicating a substantial influence of emotional support and self-confidence on the alignment of interests (F = 24.619, p = 0.000, p < 0.05). This means that parental emotional support and self-confidence can predict the alignment of interests, or there is an influence of parental emotional support and self-confidence on the alignment of interests and the effectiveness of the power by 20.2%, and other factors influence the rest.

Table 4

Stepwise Model Analysis

Test Results

Variable	Sig.	information
<b>parental emotional support alignment of interests</b>	0,237	Not Significant
self-confidence alignment of interests	0,000	Significant

The table shows a sig value > 0.05, which means there is no significant influence between emotional support and alignment of interests with a p-value = 0.000 > 0.05. Then, self-confidence in the alignment of interests shows a significant effect with a value of p = 0.000 < 0.05.

### **Discussion**

It is established that there is a significant correlation between parental emotional support, self-confidence, and alignment of interests based on the findings of multiple regression analysis calculations. This is shown by the coefficient-Freg = 24.619; p < 0.05. This means that the higher a Parent's emotional support and self-confidence, the higher the alignment of interests Conversely, the lower a Parent's emotional support and self-confidence, the lower the alignment of interests. The proposed hypothesis is accepted based on the research findings.

This is consistent with the viewpoint of Pintrich, et al. (1996) interests, namely, the general attitude toward the activity, specific for or living the activity, enjoyment of the action, personal importance of the



signification of the movement to the individual, intrinsic interest in the content of the training, dan reported choice of or participant in the activity.

This study found that parental emotional support had no positive relationship with the alignment of interests. This is in line with the research conducted by Fadika & Ritunga (2022) entitled "The Relationship between Parental Emotional Support and the Academic Achievement of Students at the Faculty of Medicine, Ciputra University." The subjects in this research were students from the Faculty of Medicine, Ciputra University, Class of 2018. The correlation test results show no significant relationship between parental emotional support and students' academic achievement at the Faculty of Medicine, Ciputra University, Surabaya.

When pursuing higher education, many individuals experience a dilemma in choosing a major that suits their interests and potential, resulting in many students choosing the wrong major. A student's interest in their major will determine their success in the learning process (Hertinjung et al., 2020). Artani & Rinaldi (in Nitary & Komarudin, 2022) stated that students will develop a sense of value as a result of a deeper emotional connection because they will feel accepted by others. College students risk losing their interests if they do not develop intimate relationships with others.

Additionally, this research demonstrates a favorable relationship between alignment of interests and self-confidence. The positive direction of the relationship suggests that the alignment

of interests increases with self-confidence. On the other hand, claims have less utility when one is less confident. This aligns with the research conducted by Hidayat (2021). The results obtained from this research are that there is a relationship of trust in self-regarding major selection. With got t count 0.949 and t table 0.339.

Self-confidence plays a significant role in a person's success in life. Mc Cleland (Komarudin, 2017) explains that self-confidence is internal control over a person's feelings of strength in being responsible for the decisions he or she has made. According to Wills (in Ghufroon & Risnawita, 2010), self-confidence is the belief that someone can overcome a problem in the best situation and provide something pleasant for others.

It is also recognized that parental emotional support and self-confidence each contribute 20.2%. The relationship between parental emotional consent and self-confidence with the alignment of interests is one thing that must be considered. Interest is a psychological aspect a person possesses that gives rise to feelings of attraction or interest in something and can influence that person's actions. Interest has a close relationship with the drive within the individual, giving rise to the desire to participate or be involved in something that interests him. Someone interested in an object will tend to feel happy when working on that object, so they will manage to pay great attention to the thing. The attention given can be created with curiosity and studying objects (Baidi, 2019).

In their research, Hadi & Netrawati (2021) said that parental social support is





in the medium category. Therefore, students must get social help from their parents. The lack of social support students receive from their parents is caused by a lack of understanding and the parents' hopes regarding the student's future educational progress. Because parents only focus on working and meeting family needs, the support students get from their parents is only instrumental in fulfilling physical and material needs. In contrast, emotional support, information support, and support for students are set aside. That students feel less cared for, uncomfortable, and unloved. With this social support, student learning achievement can also increase.

Emotional support involves providing caring, empathy, love, and trust in a relationship (Shaw et al., 2021). These behaviors generate emotional resources such as kindness, acceptance, and appreciation from people and others (Pohl et al., 2022). In line with Thoits' opinion (, Saqinah et al., 2019), several aspects of emotional support include expressions of sympathy, giving attention, affection, appreciation, and togetherness.

Furthermore, confident people feel confident in their abilities to be more able to assess themselves and be confident in every decision they make, so they know better which major suits their potential and interests. Self-confidence is closely related to responses to cognition, affection, and behavior (Komarudin et al., 2021), but excessive self-confidence does not always have a positive meaning (Sulisiawati & Surgandini, 2019)

Usman et al., (2021) claim the results of the study on the influence of

parental social support and self-confidence on students' learning motivation can be concluded as follows: Parental consent is in the high category; Students' self-confidence is in the relatively high sort; Students' learning motivation is in the high category; and There is an influence on parental social support and self-confidence on students' learning motivation. In research by Foekh et al. (2022), the results were that parental consent for self-confidence contributed 14.6%, and peer support for self-confidence contributed 33.1%. Based on the research results above, the parental support category received a low average of help from friends of the same age. Other variables influence the rest.

## **CONCLUSION**

In summary, this research found that parental emotional support and self-confidence influence the alignment of interests. Emotional support does not significantly affect the alignment of interests while self-confidence partially does. Although students need parental emotional support, it does not have a significant impact, whereas self-confidence is crucial in the alignment of interests. When students are confident in their choices, their learning process improves as it aligns with their interests. The study recommends further research to explore additional variables. For psychology students at UIN Raden Fatah Palembang, it is suggested to boost self-confidence and seek family emotional support to enhance their enthusiasm for studying. Research sites should guide



students in choosing career paths that match their interests.

This research faces several limitations that can be experienced in research. These limitations include: First, the research experienced difficulties in obtaining theoretical references from printed materials available in books, resulting in dependence on ebooks and journal articles, both national and international, as alternative sources. Secondly, this research used a large number of scale items, giving rise to complaints from several people about the length and boredom of the process. In addition, certain statement items in the scale contained terminology that was unfamiliar to some participants, thereby reducing their understanding.

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