Correlation of Friendship Motive Towards Loneliness on Boarding School Students at DDI Mangkoso

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Abstract---

Purpose: The aim of this research is to determine the correlation of friendship motive towards loneliness on boarding school students. This research was also examinedthe differences level of friendship motive and loneliness on male and female students.

Methodology: The subjectsconsisted of 247 students, 172 subjects are male and 75 subjects are female students at boarding school DarudDa'wahwalIrsyad Rahman Ambo DalleMangkoso. This research used product moment pearson test and independent sample t-test.

Result: The results showed that there was correlation of friendship motive towards loneliness (p = 0.000). The correlation coefficient of friendship motive toward loneliness was -0.618. The research also revealed that there was no differences level of friendship motive (p=0.731) and loneliness (p=0.150) among male and female students. This research was expected to provide description about friendship motive and loneliness, especially for the student on boarding school.

Keywords--- DDI Mangkoso, Correlation of Friendship, Loneliness on Boarding

I.   INTRODUCTION SECTION

Santri is the designation of students who attended a religious education and lived on boarding school at juvenile age range (Rahmawati, 2015). Pritaningrum and Hendriani (2013) describe that the boarding school students have high heterogeneity. They came from different backgrounds, such as origin, language, and economical status. The students were required to live separately from their family and lived independently due to the school's policy.

Baron and Byrne (2005) argued that moving to a new location required individual to build a new relationship around them. New social environment for teenagers such as attending a new school, moving to a new city, or separation from their family can lead to loneliness (Sears, Freedman &Peplau, 1985).This finding was supported by Indrawati and Fauziah (2010). They stated that loneliness happened due to the change of environment, moving to a new location, psychological changes, and loss for the loved one.

Hidayati (2015) examined 245 students in total, there are 134 (52.8%) students with a high level of loneliness. This study also proved that there are more than 50% students experience loneliness on boarding school. This study was supported by the initial data that was collected in one of the boarding school on Thursday, September 8th 2016.

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The results established that from 80 subjects, there are 31 (38.75%) students have a high level of loneliness, 19 (23.75%) students in moderate level, and 30 (37.75%) students in low level. In conclusion, from 80 students, there are 50 (62.5%) students experience the moderate to a high level of loneliness.

Maghfur (2015) stated that loneliness was experienced by students because they were trouble to make friends on the boarding school. Santri who experience loneliness will display various behaviors such as low self-esteem, aggressiveness, break the rules, distance, difficult to work in a group, lazy to study, and even try to ran away from boarding school.

Anggraeni (Maghfur, 2015) conducted a study to 32 students in Muslim junior high. The study showed that 97% students had no trouble or negative feelings towards their friends, 83% claimed to had trouble and negative feelings about school regulations, 87% students with their teachers and school counsellor, and 67% said that they want to run away from there.

Butarbutar (2007) suggests that loneliness was also associated with gender.Male students had significant higher level of loneliness than female students(Tumkaya, Aybek&Celik, 2008). Another study about loneliness was also conducted by Butarbutar (2007) involving 93 subjects, 52 are male and 41 are female. Loneliness scale was used in this study. The scale was constructed based on Rubenstein, Shaver, and Peplau theory. Significancescore of the analysed data was 0.033 ($p<0.05$). Therefore, there was a significance differences in loneliness among men and women.

Mellor, Stokes, Firth, Hayashi, and Cummins (2008) established that the failure to fulfil the need of intimacy toward others may lead to social isolation, alienation, and loneliness. Baron and Byrne (2005) stated that a pleasant companion, understanding, and were not so busy with their own affairs to be talk to, exchange ideas, or sharing experience could be the most effective way to avoid loneliness. The presence of a friend for teenagers was an important thing, it could motivated them to establish a friendship (Grace, 2014).

Baron and Byrne (2005) emphasized that building a healthy friendship would be very useful to help those who experience loneliness. High level of friendship motive could reduce loneliness experience, on the contrary, lower level of friendship motive could lead to a high level of loneliness among students. The lower level of friendship motive, the higher level of loneliness experienced by students. Therefore, the researchers was interested to do a further investigation of relationship between friendship motive and loneliness on boarding school students at DarudDa'wahwalIrshad (DDI) Abdurrahman Ambo Dalle Mangkoso in terms of gender.

II. RESEARCH METHODS

The independent variable of this study was friendship motive. It was a desire todrived individual's behaviors to widen social relationship and developed intimate of mutual trust, accepting one another, sharing feelings, thoughts, experiences and doing activities together. Meanwhile the dependent variableon this study was loneliness, the unfulfilled need for relationship with others or the absence of necessary relationship of individual and another intimacy with someone.

Population used in this study was Boarding School Darud Da'wahwal Irshad (DDI) Abdurrahman Ambo DalleMangkoso. Based on Isaac and Michael (Sugiyono, 2009) provisions, the represents number of samples from 846 students was 247. Data was collected using friendship motive scale by Dariyo and Widiyanto (2013). The scale was refer to the theory of Gottman and Parker (Santrock, 2007) about the urge to make friendship, to received physical support, supported ego, social comparison, and to build intimacy. Loneliness scale used in this study was an adaptation scale from *R-UCLA Loneliness Scale* compiled by Russell which refers to the aspects of loneliness, like lonely emotion and social loneliness by Weiss (Sears, Freedman &Peplau, 1985).

Azwar (2001) suggested that measuring instrument might be invalid depends on the ability to reach objective measurement before hand. Content validity used by researcher was Aikens's V. Azwar (2015) stated that Aiken's V was aim to calculated the content validity of coefficient based on expert judgement towards the item that represent the measued scale. The range score of Aiken's V on friendship motive scale was 0.50-0.83 and loneliness scale was 0.580-0.75.

Azwar (2015) suggested that the selection criteria was based on correlation total of item (0.30) for friendship motive and loneliness scale. Therefore, item with descriminationscore below 0.30 was discualified.

Item discrimination on friendship motive and loneliness scale were explained below:

a. Friendship motive scale based on the test results indicated that from 40 items in total, there are 12 items eliminated. Therefore, there are 28 items remained in the scale. The eliminated item was the item with validity coefficient <0,30 (item 1, 2, 4, 8, 13, 20, 23, 24, 29, 35, 38, and 40). The validity coefficient of the items ranged from 0.301-0.597.

b. Loneliness scale based on the test results indicated that from 36 items there are 4 items eliminated and 32 items remained. Items with validity coefficient <0.30, were eliminated. The items were item number 6, 29, 34, and 36. The validity coefficient of the items ranged from 0.366 up to 0.668.

Reliabilitiy defined as the consistency of a series of measuring instrument. Reliability coefficient range from 0-1.00.Thus, if the coefficient higher than 1.00, the instrument is reliable. The current study used Cronbach alpha.

Reliability for the scale, can be seen as follows:

a. Friendship motive scale was a 28 items using 112 subjects to completed the instruments. As for the reliability of the scale, the alpha score was 0.809 and classified as good reliability.

b. Loneliness scale was a 32 items scale and using 112 subjects to completed the instruments. As for the reliability scale, the alpha score was 0.923 and classified as excellent reliability.

III. RESULTS AND DISCUSSION

Subjects in this study were 247 students from boarding school Darud Da'wahwal Irshad (DDI) Abdurrahman Ambo Dalle Mangkoso. Based on the analysis of descriptive variable friendship motive shows that there are 151 (61.1%) students with a high level of friendship motive, 95 (38.5%) students in moderate level, and 1 (0.40%) student in low level. The results indicated that the percentage of students were in the high level category.

Table 1: Friendship motive of the student

Interval	F	P	Category
103 X	151	61.1%	High
66 X <102	95	38.5%	Moderate
≤ 65	1	0.40%	Low
amount	247	100%	

The results of this study was in lined with Anas, Dewi and Zainuddin (2015) about one of a form of social interaction that teenagers built were friendship and peer support. Friendship was important because they find intimacy and peer support from it. Friends could be a big influence for teenegers including their boardingschool friends. Desmita (2009) stated that living in the same neighborhood, went to the same school, participated in the activities of the same organization are the factors or major basic motive of friendship form. Anas, Dewi and Zainuddin (2015) described that the students on the boarding school were not just spending their time for learning activities during school hours, they also did any activities outside school hours together. Doing any activities frequently together could also lead to physical intimacy. Thus, who repeatly did this kind of activities, mostly had a chance to be a friend.

Based on the descriptive analysis of the variables shows that there are 4(1.6%) students with a high level of loneliness, 89 (36%) students inmoderate level, and 154 (62.4%) students in low level of loneliness. The results indicate that the percentage of students on loneliness were in the low category.

Table 2: Loneliness of the student

Interval	F	P	Category
117 X	4	1.6%	High
76 X <116	89	36%	moderate
≤ 75	154	62.4%	Low
amount	247	100%	

The students were likely able to adapt well at the dormitory and living separately with their parents. Besides, there was no gap between the social relation they've been desired and what they've been achieved. They have a good social relation and satisfied with it, therefore loneliness wasn't any problem to be faced with. This finding was supported by Marx (Baron & Byrne, 2005). He stating that loneliness didn't have to occured if the desire of quality and quantity of a relationship was as what people had expected.

Mellor, Stokes, Firth, Hayashi, and Cummins (2008) describes that individual who achieved the need of intimacy could prevent themself from social isolation, alienation, and loneliness. This finding was also relevant for them who had interest on helping the teenagers with psychosocial and experience loneliness.

The hypothesis of this study was examined using *product moment* correlation technique with SPSS 23.0 for Windows. The results can be seen as follows:

Table 3: Coefficient correlations between friendship motive and loneliness

Variable	r	p	exp
Friendship Motive Loneliness	-0.618	0.00	Sig.

This findings indicated that coefficient correlation between friendship motive and loneliness was -0.618 (r=-0.618) and the significance score was 0.000. If the significance score below 0.05 (p <0.05), Ho was rejected. The direction of correlation was negative approaching -1. In conclusion, there are negative relation between friendship motive and loneliness on boarding school students at Darud Da'wahwal Irshad (DDI) Abdurrahman Ambo DalleMangkoso.

Friendship motive negatively related to loneliness indicate the higher level of friendship motive among students and the lower loneliness level experienced by students on the boarding school. Companion of a friend was an important thing among students because most of the activity there were done together. Therefore, students were developing a friendship motive (Grace, 2014). This finding was supported by Baron and Byrne (2005), they stating that building a healthy friendship would be very useful to help people who experience loneliness. Perlman and Peplau (1981) established that loneliness was an unpleasant feelings associated with the incompatibility of the needs for intimacy for others and personal intimacy. However, it was revealed in this study that the students at boarding school DarudDa'wahwalIrshad (DDI) Abdurrahman Ambo DalleMangkosowere satisfied with their social relation and the needs for intimacy with their friends. Thus, the students weren't felt lonely at all.

Baron and Byrne (2005) stated that a pleasant companion, understanding, and were not so busy with their own affairs to be talk to, exchange ideas, or sharing experience could be the most effective way to avoid loneliness. This finding was in lined with Mellor, Stokes, Firth, Hayashi, and Cummins (2008). They established that the failure to fulfil the need of intimacy toward others may lead to social isolation, alienation, and loneliness.

Based on the explaination above, researcher concluded that there was negative relation between friendship motive and loneliness among students. Santri at boarding school DarudDa'wahwalIrshad (DDI) Abdurrahman Ambo DalleMangkoso were able to build an intimate relationship with other students. Hence, the friendship motive level was higher and on the other hand the loneliness experienced was lower. This finding was supported by current study that the higher level of friendship motive, the lower level of loneliness experienced by students.

The second hyphothesis on this study was examined using independent sample t-test with *SPSS 23.0 for Windows.*The finding showed that the mean score for male students was 105.37 and the standard deviation score was 11.510. Meanwhile, for female students the mean score was 105.91 and standard deviation score was 10.537. The data was processed using independent sample t-test to determined the differences between friendship patterns based on the gender. The significance score that obtained from this study was 0.73. Hence, if the significance score was above 0.05 (p>0.05), hypothesis was rejected. In conclusion, there was no difference on friendship motive among male and female students at the boarding school DarudDa'wahwalIrshad (DDI) Abdurrahman Ambo Dalle Mangkoso.

Dariyo (2004) argued that friendship was defined as a relationship between individuals and was characterized by intimacy, trust, acceptance, sharings (feelings, thoughts, experiences), and doing activities together. Therefore, the desire to developed intimate relationship with others could be consider as a friendship motive. Santrock (2007) stated that although female are more likely to build intimacy for friendship and peer group than male, friendship

motive or desired for intimacy for others were remained in male. Thus, there was no differences on friendship motive among male and female.

The third hypothesis was examined using independent sample t-test with *SPSS 23.0 for Windows*. The finding indicated that the mean score for loneliness on male was 70.03 and the standard deviation was 17.663. Mean while, mean score for female was 74.00 and the standard deviation was 20.675. The collected data was processed using independent sample t-test to determined the differences of friendship pattern based on the gender. The result showed that the significance score for the data was 0.150. If the significance score was above 0.05 (p>0.05), the hypothesis was rejected. Therefore, there was no difference on loneliness among male and female students at the boarding school DarudDa'wahwalIrshad (DDI) Abdurrahman Ambo DalleMangkoso. This finding was supported by Neto (2014), he conducted a study involving 3.114 subjects, 1.118 maleand 2026 female. The study showed p = 0.84 (p> 0.05), indicated that there was no difference among male and female towards loneliness. Gender wasn't contributed for loneliness experienced by individuals.

Other findings on this study could be seen below:

a. Analysis results showed that there was no significance differences of friendship motive on every grades of students at boarding school Darud Da'wahwal Irsyad Abdurrahman Ambo Dalle Mangkoso. However, if we observed itf rom the mean score of male students in the Iddadiyah grade, they have the lowermean score (103.86). It indicated that among the male santri, the lowest friendship motive came from Iddadiyah grade. Whereas, the mean score of the third grade of femalesantri was 102.71. It indicated that among all of the femalesantri, the lowest friendship motive came from the third grade.

The lower level of friendship motive on male Iddadiyah grade was in lined with the research done by Rahmawati (2015) towards 40 male and 40 female santri. Rahmawati stating that male santri from the first grade couldn't afford to build any friendship perfectly because they still have an emotional tension characterized by awareness, didn't have any courage to ask, and being shy to open up a communication with their new friends. Meanwhile, the female santri from the first grade would be easier to build any intimacy and communication with their new friends.

This research also revealed that the lower friendship motive of female santri of the third grade was supported by a research conducted by Mjaavatn and Frostad (2016) towards 123 students, 64 female and 59 male. The research indicated that female are more prone to burnout in friendship relationship than male. Sears, Freedman, and Peplau (1985) stating that frequently meeting with friends could evoke boredom and burnout. The researcher assumed that lower friendship motive on third grade female students were caused by boredom towards their friends because they had to meet them everyday at a same place and situation. Therefore, it could affected friendship motive towards students at boarding school DarudDa'wahwal Irsyad Abdurrahman Ambo Dalle Mangkoso.

b. Analysis results showed that there was no significance difference among male and female students on every grades at Darud Da'wahwal Irsyad Abdurrahman Ambo Dalle Mangkoso. However, if itwas seen from the mean score of male santri on Iddadiyah grade, the highest mean score was 73.61 indicatedthat the highest loneliness level was came from Iddadiyah grade. Meanwhile, the highestmean score of femalesantri on third grade was78.56 indicated that the third grade had the highest level of loneliness.

The highestlonelinesslevel of male santri on Iddadiyah grade wassupported byIndrawati and Fauziah (2010) statingthat first years antriwas a riskyagethananyotherage range confronting loneliness. There was a research explicated that about 75% of new students confront lone liness since the first day at school, and more than 40% admited that they confront moderate to high level of loneliness (Sears, Freedman&Peplau, 1985). This findingwas in lined with an interview towards one of the male santri at boarding school Darud Da'wahwalIrsyad Abdurrahman Ambo Dalle Mangkoso. Subject described tha the feel tlonely living on the boardingschool, unhappy about the activities there, and admited that there was no one care for him.

The result also indicated that high level of loneliness towars the third grade females antri was supported by aresearch done by Borys and Perlman (1985) involving 48 female and 69 male subjects withage range 13-18. Borys and Perlman described that female subject on those age range tend to confront lone liness than male. It was happened due to the consequences to admited lonelilness was low for female than male. Furthermore, to female, loneliness was a usual thing to feel by human and for male, loneliness was unusual thing to feel and related to masculinity.

IV. CONCLUSION

The first hypothesis examine showed that correlation coefficient between friendship motive and loneliness was -0.618 and the significance score was 0.000 (p <0.05). This finding indicated that there was a negative relationship between friendship motive and loneliness on boarding school students at Darud Da'wahwal Irshad (DDI) Abdurrahman Ambo Dalle Mangkoso. The present study show the higher level of friendship motive was associated with the lower level of loneliness of students on boarding school.

The second hypothesis examine showed thatthe significance score of the coefficients was 0.731. Thus, if the significance score above 0.05 (p>0.05), the hyphotesis was rejected. The study indicated that there was no differences in friendship motive among male and female students at the boarding school Darud Da'wah wal Irshad (DDI) Abdurrahman Ambo DalleMangkoso.

The last hypothesis examine showed that significance score of the coefficients was 0.150. If the significance level above 0.05 (p>0.05), hypothesis was rejected. In conclusion, there was no differences in loneliness among male and female students at the boarding school DarudDa'wahwal Irshad (DDI) Abdurrahman Ambo DalleMangkoso.

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