

Original Research Article

RELATIONSHIP BETWEEN FRIENDSHIP QUALITY AND ANXIETY IN FACING PHYSICAL CHANGES DURING PUBERTY IN FEMALE STUDENTS OF ELEMENTARY SCHOOL

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Abstract

Background: Friends have the most influence in an individual's life. Friendship contains specific elements, such as trust, openness, sharing of ups and downs, and learning to deal with conflict. Puberty children try to have friends to share their feelings with others. Because with good friendship will reduce minimize the anxiety they experience at puberty (Wulandari, Kustriyani, & Fiyanti, 2018).

Objectives: The Purpose of this study to determine the relationship between friendship quality and anxiety facing the physical changes of puberty in female students at SDIT Bakti Insani Sleman Yogyakarta.

Methods: This study was a quantitative research with survey method, with a total sampling of 47 respondents. Research instruments with questionnaires, the questionnaire was adopted from Marvienda (2007), researchers used a measuring instrument in the form of a friendship quality scale and anxiety scale of female students during puberty. Data analysis using person product moment.

Results: The result showed respondents age 100% at the early adolescent stage, 74.5% respondents had not yet menarche, 25.5% had menarche, the average value of friendship quality was 84.89 and the average anxiety value was 63.91. The results showed that there was no relationship between the quality of friendship with anxiety facing physical changes during puberty in female students at SDIT Bakti Insani Sleman Yogyakarta ($r = -.38$, p -value = .802).

Conclusion: This study found that the majority of respondents were in their early teens and only a small proportion had experienced menarche. The average value of high friendship quality shows that the quality of friendship is also high and the average value of anxiety in the medium shows moderate anxiety. The implications of this study are as input or consideration in preparing adolescent reproductive health starting from the beginning of puberty at school.

Keywords: *Quality of Friendship, Anxiety, Puberty, Physical Changes.*

INTRODUCTION

Biologically, a child will experience physical changes, both primary and secondary changes, when they enter puberty. This is caused by hormone activation. Changes in primary sex in women are marked by menstruation (menarche) and in men are marked by the occurrence of wet dreams they experience. In secondary sex changes in women, including enlargement of the breasts, growth of underarm hair, etc., are some of the signs that the reproductive system is active. Whereas in boys, secondary sex changes they experience, among others, by the growth of Adam's apple and changes in sound that are part of the signs of active reproduction (Mappiare, 1982).

Discomfort in the body that is felt and misunderstanding of children in dealing with these changes will lead to new behaviors, such as irritability, resistance, confusion, risky behavior, substance testing, school problems, psychomatic complaints, and sexual activity. According to Garrison in Mappiare (1982), each individual has unique needs according to what is needed by him, such as the need for love, the need to be valued and the need for acceptance of others. One of them is interpersonal relationships that can meet the psychological needs of puberty children, such as friendship. The presence of female friends, especially at puberty, will be very meaningful for her life. Mappiare (1982) says that the presence of peers is very influential on the feelings of girls who experience puberty. When only a few peers want to accept the presence of a girl who is experiencing puberty, the girl will feel lacking friends to hang out. Fostering friendships with same-sex is one form of developing interpersonal relationships. By sharing or pouring out the burden of the heart and mind will make the children who experience puberty feel a little light feeling because they feel the pain or anxiety will be slightly off.

Hurlock (1997) revealed that friends have the most influence in an individual's life. In a friendship contains specific elements, such as

trust, openness, sharing joy and sorrow, and learning to overcome conflict. Children who experience puberty will try to have friends to share their feelings. Therefore, at puberty groupings arise. One of the groupings is Chums. What is meant by Chums is a group where children are close friends with a very strong friendship and usually consists of two to three close friends (Mappiare, 1982).

According to Coleman (1980), the quality of friendship is the amount of acceptance that is indicated by the closeness of relationships that involve natural self-attitude. In relation to the environment of their peers, girls of puberty who are experiencing physical development are trying to find self-identity, and often infrequently afflicted by silence, anxiety, insecurity, or dissatisfaction (Kartono, 1992). The quality of relationships in a friendship gives its own value in friendship. According to Mussen (1989), young women prefer loyal and trustworthy friends to share.

Research conducted by Burnet et al (2010) in London suggested that social emotions in adolescents aged 9-16 years increased between early and post puberty. Previous research conducted by Marvienda (2007) said that there are several factors that influence anxiety in girls, including the environment, unpleasant experiences, loss of the closest people and the occurrence of conflict. Based on community service done by researchers at SDIT Bhakti Insani Sleman at the end of 2017, it was found that young women who will and are in puberty really want to be close to their peers because they think their peers can be more invited to talk and experience the same conditions can reduce anxiety with changes in his body due to puberty. Even some children say they tend to be more comfortable with their peers compared to their own parents, especially if their parents are busy working.

METHODS

Study Design

This research is a quantitative study with a descriptive correlation method through a cross-sectional approach.

Setting

The study was conducted at the Integrated Islamic Elementary School (SDIT) Bakti Insani Sleman, Yogyakarta. The study began in the third week of August and ended at the end of September 2018.

Research Subject

The population in this study were elementary school students in grades 5 and 6. The sample in this study were all female students in grades 5 and 6 who were present at the time of the study, were not sick and were willing to be respondents as many as 47 students. Assuming that during this period rejection or acceptance from peers would have an effect on girls' anxiety, and viewed from the social lives of female students grade 5 and 6 usually have a few close friends.

Instruments

Data collection in this study used a questionnaire as a research instrument was adopted from Marvienda (2007). The friendship quality questionnaire was 30 questions and the anxiety questionnaire were 26 questions. The validity test results on the friendship quality scale, there are 30 valid items and 6 fall items, namely numbers 14, 16, 22, 23, 28, 35 with coefficients between 0.305 to 0.773. The results of the validity test of female student anxiety scale at puberty contained 26 valid items and 6 items that were dropped, namely numbers 4,6,8,10,14,29 with a moving correlation coefficient between 0.313 to 0.797. Scale of the reliability test results obtained alpha coefficient of 0.909 which means reliable.

Data Analysis

Analysis of the data used in this research is descriptive data analysis and the Pearson product moment.

Ethical Consideration

This study obtained information on ethical clearance (ethical clearance) with No: 213.1 / UNRIYO / PL / IX / 2018.

RESULTS

Characteristics of Respondents

Table 1 Distribution Frequency of Respondents with Demographic Data in the SDIT Bakti Insani Sleman, Yogyakarta on the 3rd week of August until the end of September 2018.

| Characteristics of Respondents | n | % |
|--------------------------------|----|------|
| 1. Age | | |
| 9-12 years old | 47 | 100 |
| 13-15 years old | 0 | 0 |
| 16-19 years old | 0 | 0 |
| Total | 47 | 100 |
| 2. Puberty | | |
| Already puberty | 12 | 25.5 |
| Not yet puberty | 35 | 74.5 |
| Total | 47 | 100 |

Sources: Primary Data of Questionnaire, 2018.

Based on the results of the study above, it was found that all respondents were in the early adolescent age group. The range of early teens is 9-12 and students sit in grades 5 and 6 of SDIT Bakti Insani. The majority of respondents not yet puberty, and only a small proportion already puberty of 12 students (25.5%).

Determine of the Correlation of Friendship Quality and Anxiety in Facing Physical Changes during Puberty in Female Student at SDIT Bakti Insani Sleman, Yogyakarta

Table 2 Relationship of Friendship Quality and Anxiety in Facing Physical Changes during Puberty Female Student at SDIT Bakti Insani Sleman, Yogyakarta on the 3rd week of August until the end of September 2018.

| Variable | Friendship Quality | | | |
|----------|--------------------|-----|---------|---------|
| | n | % | r-value | p-value |
| Anxiety | 47 | 100 | .802 | -0.38 |

Sources: Primary Data of Questionnaire, 2018.

The results of the product moment analysis showed that there was no significant relationship between the quality of friendship

with anxiety facing the physical changes of puberty in female students at SDIT Bakti Insani Sleman Yogyakarta ($r = .802$, p -value = $-.38$).

DISCUSSION

Characteristics of Respondents

All respondents were in their early teens, 10-12 years and they were in grades 5 and 6. Teenagers are a transition period marked by physical, emotional and psychological changes. According to Peaget at that age students are at the concrete operational age (concret operational). At this stage the child is able to carry out operations and reasoning logically, replacing intuitive thinking (Danim et al., 2014). According to Jean Peaget (Byee and Sund, 1982) in Ali et al., (2018) said that the factors that might be developing creativity at this age are already able to display mental operations, able to think logically in simple form, begin to develop to maintain self-identity, the concept of space has become increasingly clear, aware of the past, present and future and is able to imagine something even though it still requires the help of concrete objects.

During the early teenage period, physical development has been very visible, especially in changes in genital function. Often adolescents have difficulty in preparing themselves with these changes. Resulting in an unfavorable effect because they tend to be alone so they feel alienated because they feel alienated, lacking attention and even feel no one cares about them. Their efforts to convince the world by being angry, and this behavior is an anxiety that is in itself so that sometimes an unnatural reaction (Ali et al., 2018).

Age 10-12 years also has characteristics, among others, feel very close to their peers, want to be free without any rules from anyone, start paying more attention to their physical condition and start thinking abstractly (Widyastuti et al., 2014). The majority of respondents, or more than 50% have not experienced menarche. According to previous research, there are several things that cause a teenager who has not experienced menarche, including nutrition stagus for female students,

body weight at birth, mother's age at birth and father's education (Pradnyani, 2016). But 25.5% of respondents have experienced menarche, this shows there has been a physical change because this period is the beginning of rapid physical growth and development. These changes include the growth of hair on the genitals, and occur after the hips and breasts develop. Hair growth is not only on the genitals, but also begins to grow on the face and armpits. The color of these hairs except facial hair is first straight and brightly colored, then over time it becomes flourishing, coarser, darker and curly. The hips become more developed, bigger and rounder. Breasts also develop and the nipple begins to bulge. The skin becomes coarser, thicker and the skin pores getting bigger, but still soft. Fat glands and sweat glands become more active so that it often causes acne, the smell of sweat tends to be sharper especially before and during menstruation. Changes also occur in muscles, because the muscles get bigger, they form the shoulders, arms and legs. The next change is the change that occurs in his voice, the voice of adolescents at this time, is changing increasingly tunable (Widyastuti et al., 2014).

Relationship of Friendship Quality and Anxiety in Facing Physical Changes during Puberty Female Student

The average value of respondent's friendship quality is quite high, it can be assumed that the friendship quality of the respondent, has a very good friendship quality. Sitompul (2018) says that some factors that influence friendship or friendship among others are their closeness to each other (proximity), as safe as the interests and attitudes between them (similarity), feel they can complement each other's personality (complementarity) and physical attraction between them. The high value of friendship quality, can foster good learning motivation so that it affects student achievement. Quality of friendship which among other characteristics is the formation of interaction between peers can make a positive contribution to student achievement. The

greater the peer interaction the higher the student's learning achievement (Mutiara & Mayasari, 2018).

The average value of respondents' anxiety at a moderate level, this is natural in a teenager who is experiencing menarche. In accordance with the opinion of Hidayah & Palila (2018) explains that menarche or menstruation is the first physiological process of a normal woman, which indicates the maturity of the reproductive organs, and more or less takes place at the age of women 11-16 years. The symptoms that often occur in menarche or first menstruation are anxiety and fear, even tend to want to reject the physiological process. Sometimes during the first menstruation, shame will arise, feeling dirty, and other negative feelings. In previous studies also found that 60.4% of adolescent girls at puberty experience anxiety. And 39.6% of adolescent girls who are experiencing puberty are in a state of mild and moderate anxiety [16]. This study is also supported by the results of other studies which explain that the majority of female students who are in puberty mostly experience mild anxiety (Hardianingsih, 2017).

Comparison of anxiety levels between young women and young men is also very far away. In accordance with the results of research that found that puberty is an important and critical stage, for the lives of adolescent boys and girls. In fact, adolescent girls will experience more stress during puberty due to cultural and religious reasons. Therefore, parents and teachers must have a special way to help adolescents adjust to changes quickly and suddenly (Toghyani & Akrami, 2011).

Based on the results of the study, it was found that there was no significant relationship between the relationship between friendship quality and anxiety of female students at SDIT Bakti Insani. Meaning that the quality of friendship does not have a major contribution to the anxiety of female students during puberty. However, friendship is a form of social process in the task of adolescent development which in the early stages of adolescent development, they need a teacher or other adults to be able to

help complete all the tasks and fulfill their desires. In the early stages of adolescence also likes to form peer groups to be able to play together. And in the game, it is no longer tied to the rules of the traditional game because they will make their own rules (Danim & Khairil, 2014).

This opinion is consistent with previous researchers who explained that students in the early teens will spend a lot of time with their peers, they communicate with one another and create emotional support between one another. But in peer groups or peer groups often experience problems because of the level of their psychosocial development. The problem is partly because of pressure from friends, communication, popularity, jealousy and low self-image. However, with peer groups, all problems of early adolescent students can be resolved well (Venter & Uys, 2018). Another study found that friendship is very important for adolescents because the network formed with friends can increase the acquisition of more social and emotional support great for teens who are experiencing a crisis and this is a therapeutic one. And the education system benefits from the social life of teenagers or students in improving the learning process (Kuruzović, 2015).

CONCLUSION

This study found that the majority of respondents were in their early teens and only a small proportion had experienced menarche. The average value of high friendship quality shows that the quality of friendship is also high and the average value of anxiety in the medium shows moderate anxiety. No significant relationship was found between friendship quality and female students' anxiety at SDIT Bakti Insani Sleman, Yogyakarta. But friendships are still needed to fulfill the developmental duties of a teenager.

SUGGESTIONS

The school of origin of the research site in order to maintain and enhance existing peer

groups, by adding activities to increase knowledge about adolescent reproductive health. Through collaboration with the nearest health center to be a resource on adolescent reproductive health. Whereas for further researchers to be able to develop this research by expanding the variables related to the quality of friendship and anxiety of female students during puberty and using other research methods.

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DECLARATION OF CONFLICTING INTEREST

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AUTHOR CONTRIBUTION

Masruroh Masruroh: Contributes to the completion of the article.

Ida Rahmawati: Contributes to the completion of the article.

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