

The Quality of Friendships in Students Who Experience Trust Problems

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Abstract

Introduction: Conflicts between individuals often clash with friendships; one of the causes is trust issues. Trust issues related to how one thinks about others; The existence of a negative mindset (negative thinking) to friends can damage trust and hurt friendship relationships. This negative mindset can affect the quality of friendships among students. **Objective:** This study aims to analyze the quality of friendships in students who experience trust problems. **Method:** One hundred and fifteen respondents have/are experiencing trust problems filling out this questionnaire. The friendship quality category was analyzed using simple correlation and regression analysis. **Result and Discussion:** The results of this study show that negative thinking patterns and friendship quality in students have a negative correlation. **Conclusion:** The lower the negative thinking, the higher the quality of the company, and vice versa; the higher the negative thinking, the lower the level of friendship.

Keywords: Quality of Friendship; Trust issues; Student; Negative Thinking;

Introduction

Friendship relationships are often bumped by conflict, one of the causes of conflict in friendship is trust problems (Mufidah & Fitriah, 2020). Trust problems are conditions where a person's loss of trust is characterized by attitudes towards others (Aisah et al., 2023). Trust itself is one of the important factors in building a good friendship relationship formed from the acceptance of the influence of others, but when there is betrayal and violation of trust can trigger trust problems that often cause conflicts in relationships (Batoebara, 2018).

There are only 163 out of 401 students who have trust and confidence in their friends and the rest tend not to feel the power of attachment and trust in friendship so they are not interested in relationships (Sima and Singh, 2017). Another study by Azmitia and Cruz (2017) also showed that the most commonly mentioned breach of obligations in friendships is distrust (trust problem).

Trust problems arise from suspicion of each other, exclusion and even the breakup of friendship relationships (Azmitia & Cruz, 2017). Trust problems that arise can have a serious impact on the quality of one's relationship, ranging from the emergence of differences of opinion, difficulty trusting friends and even hatred this is related to the way one thinks of others, the existence of negative thinking patterns (negative thinking) to friends can damage trust and hurt friendship relationships (Soenens et al., 2008). Someone has trust problems when in a relationship, tends to become restless and more careful in acting so that the friendship is uncomfortable (Dewi & Minza, 2018). According to Kartikarini et al. (2022), trust in friends and trust in friendship relationships are drivers for someone to interact in building friendship relationships. Relationships are characterized by trust and commitment from both parties, individuals will feel valued when given trust so as to bring up the desire to commit in the relationship (Clark et al., 2017).

Based on research from Pratiwi and Satiningsih (2022), in making friends, a sense of security and mutual trust is needed to build friendship quality. Warris and Rafique (2009) also mentioned that friendship and trust relationships are closely related so that relationships cannot last if trust in someone is lost because friendship grows from trust in each other. Research from Matsushima (2016), shows that students make adjustments to attitudes with their friends in terms of situational changes in their friends, whether there is a tendency that there is no trust or whether there is a feeling that they are trusted by their friends.

Trust creates a sense of security and support in friends, so that when trust is disturbed, feelings of security become threatened and the quality of friendship can be affected (Suharweny, 2022). Based on research by Zimmermann (2004), states that friendships with low expectations regarding trust and emotional support represent low friendship quality. Another study from Matsushima (2016), showed that students change their attitude to friends if the situation changes not trusting their friends and also not feeling trusted by their friends.

Trust problems cause a loss of trust and a sense of security to cause negative thought patterns (Wijaya and Munandar, 2017). The results of research by Immanuel et al (2021), show that the emergence of negative thoughts in students is related to the quality of friendship. So that in maintaining the quality of friendship, control of feelings and thoughts is needed to minimize conflicts that occur (Damayanti & Haryanto, 2019). Based on the description above, the purpose of this study is to analyze the effect of trust problems on the quality of friendship in students who experience trust problems.

Method

This study took a population of students who have / are experiencing trust problems in friendships. Research samples are selected purposively with certain criteria so that it is possible to obtain subjects relevant to our research. There were 115 respondents who were willing to fill out instruments, namely research questionnaires in the form of negative thinking scales and friendship quality scales. This study uses correlational analysis to identify relationship patterns and simple regression analysis to find out whether the two variables have an influence on each other as well as descriptive analysis by measuring the demographic profile of respondents including gender, age, length of friendship, circle of friends and how important trust in friendships is.

The *Negative Thinking Scale* uses the Beck Hopelessness Scale (BHS) *measurement tool* proposed by Flores-Kanter et al., (2021) to measure aspects of negative thoughts, including *feelings, about the future loss of motivation and future expectations*. This scale consists of 20 items that have passed the trial. Meanwhile, the friendship quality scale uses the McGill Friendship Questionnaire-Respondent's Affection (MFQ-RA) *measurement tool* which has been modified by (Wagner, 2019). Consists of 24 items based on several aspects, namely *stimulating compassion, help, intimacy, reliable alliance, self-validation, and emotional security* that have been tested.

The data analysis method in this study used spearman's correlation analysis. Reliability tests on this measuring instrument are carried out using the internal consistency of *Alpha Cronbach coefficients* which result in reliability coefficients ranging from 0 to 1. The higher the reliability coefficient, the higher the internal consistency of the measurement instrument. Both measuring instruments have a reliability value close to , this shows that both measuring instruments are reliable and can be used in taking research data. The reliability test results of both scales can be seen in the following table:

Table 1
Research scale reliability test results

Scale Name	Measured Variables	Number of items	Reliability Score	Information
Skala Negative Thinking	Negative thinking	20	0,967	Highly Reliable
Friendship Quality Scale	Quality of Friendships	24	0,953	Highly Reliable

Results and Discussion

This study obtained several facts related to negative thinking patterns *and* friendship quality in the form of respondents' demographic data containing differences in gender, age, circle of friendship, the importance of trust in friendships and the length of friendship established which is illustrated in the following table

Table 2

Respondent Demographic Data

	Scale <i>Negative Thinking</i> (X)			Friendship Quality Scale (Y)		
	Mean	Median	Sign.	Mean	Median	Sign.
Gender						
Man	0.86	0.73	< .001	1.59	1.55	< .001
Woman	0.94	0.88	< .001	1.48	1.52	< .001
Age						
18	0.86	1.32	< .001	1.48	1.52	< .001
19	1.04	1.57	< .001	1.57	1.57	< .001
20	1.06	1.39	< .001	1.49	1.43	< .001
21	0.92	1.52	< .001	1.50	1.57	< .001
22	0.88	1.41	< .001	1.48	1.50	< .001
23	0.83	1.43	< .001	1.59	1.64	< .001
24	1.16	1.52	< .001	1.34	1.35	< .001
25	0.94	1.56	< .001	1.56	1.56	< .001
26	0.67	1.25	< .001	1.57	1.57	< .001
27	0.83	1.44	< .001	1.44	1.44	< .001
28	0.51	1.30	< .001	1.40	1.40	< .001
30	1.61	1.20	< .001	1.20	1.20	< .001
Circle of Friends						
Campus Scope	0.92	0.86	< .001	1.52	1.55	< .001
Scope of Work	0.88	0.80	< .001	1.41	1.36	< .001
Scope of Organization	1.06	1.07	< .001	1.47	1.50	< .001
Home Scope	0.89	0.77	< .001	1.48	1.45	< .001
School Scope	1.22	1.07	< .001	1.41	1.39	< .001
The Importance of Trust						
Less Important	1.09	1.07	< .001	1.16	1.25	< .001
Very Important	0.92	0.86	< .001	1.52	1.52	< .001
Not Important	0.52	0.52	< .001	1.09	1.09	< .001
Length of Friendship						
1-2 Year	0.86	0.61	< .001	1.39	1.36	< .001
less than 1 year old	1.10	1.05	< .001	1.39	1.55	< .001
more than 2 years	0.91	0.86	< .001	1.53	1.52	< .001

Based on demographic data using analysis with t-test or ANOVA, it shows that there are no significant differences in respondents in terms of gender, age, circle of friendships, length of friendship established and how important trust in friendship relationships is so that it can be assumed that there is high similarity and uniformity in the population

Table 3

Description of Negative *Thinking Scale* Statistics and Friendship Quality

Scale	N	Minimum	Maximum	Mean	Std. Deviasi	Total item
Negative Thinking	115	46	54	50	15.792	20
Quality of Friendship	115	56	63	60	14.517	24

The data in the table above illustrates that there were 115 respondents who participated in filling out the negative thinking scale and friendship quality. Then, respondents were grouped into three categories, namely low, medium and high to show the relationship between negative thinking and friendship quality. In table 3 data of negative thinking variables, an average value of 50 was obtained while in the friendship quality variable a mean of 60 was obtained. As for the standard of division that indicates the degree of variation or dispersion of values in the group, in *negative thinking* 15,792 and in the variable quality of friendship obtained a standard deviation of 14,517.

Table 4

Categorization Score *Negative Thinking*

Category	Value Limit	Respondent	Percentage
High	≥ 54	19	17%
Low	≤ 45	75	65%
Medium	45 – 54	2	2%
Total		115	100%

To group the level of respondents' conditions on *negative thinking variables* into high, low, and moderate categories, score categorization is carried out. According to the data, table 4 illustrates *the negative thinking* score in the low category there are 65% with 75 respondents, the high category there are 17% with 19 respondents and the low category is 2% with 2 respondents.

Table 5

Categorization of friendship quality score

Category	Value Limit	Respondent	Percentage
High	≥ 63	70	61%
Low	≤ 56	26	23%
Medium	56- 63	19	17%
Total		115	100%

While on the friendship quality score, for the low category 23% with 26 respondents, 61% with 70 respondents and medium 17% with 19 respondents. Test assumptions and hypotheses that researchers do using the JASP application as a tool in performing calculations show a significant value of less than 0.05 then the data is not normally distributed. To test the hypothesis with a value of Significance > 0.05 then the hypothesis is theerima and if the Signification value < 0.05 then the hypothesis is rejected. The results of the hypothesis test that have been carried out show the following data:

Tabel 6
Correlation Test Results

variable		<i>Negative Thinking</i>	<i>Quality of Friendship</i>
<i>Negative Thinking</i>	<i>spearman's rho</i>	—	
	<i>p-value</i>	—	
<i>Quality of Friendship</i>	<i>spearman's rho</i>	- 3.10***	—
	<i>p-value</i>	< .001	—

***. Correlation is significant at the 0.001 level (1-tailed).

Based on table 6, it shows that there is a correlation value of -3.10 with a signification level of <0.001 so that it is found that there is a relationship between negative thinking and the quality of friendship. According to Spearman's correlation, the relationship between the two variabels has a negative direction. This means that the higher the level of negative thinking, the lower the quality of friendship, conversely, the lower the negative thinking, the higher the quality of friendship.

This is in line with Sebo et al's (2021) research on 67 respondents which states that negative thought patterns cause a decrease in quality in relationships. Mahardhika (2016) also explained that *negative thinking* makes students tend to think negatively about everything they do and causes conflicts in relationships that affect the level of friendship quality.

Table 7
Regresi Test

Variable	R	R ²	Unstandardized	Standardized	Sign.
H _o	0	0	65.739		< .001
Ha	0.44	0.194	82.258		< .001
Total			-0.405	-0.440	< .001

The regression test in table 7, shows that there are both variables interrelated and have a relationship with a negative direction. Based on the results of regression tests that have been conducted, R² value of 19.4% illustrates that every 1-level increase in negative thinking has an effect of 19.4% on the quality of friendships.

Conclusion

Based on research analysis that has been conducted shows that there is a correlation with negative direction between negative thinking and the quality of friendship in students who experience trust problems. Negative direction means that if the level of negative thinking is low, the quality of friendship is higher, while if negative thinking is higher, the quality of friendship is lower. In addition, it was found that the level of negative thinking in students who experienced trust problems was in the low category with a relatively high level of friendship quality.

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