

Student's self-disclosure

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Abstract

The purpose of this research is to examine the comparison of students' self-disclosure based on gender. The Comparative descriptive design was applied in this research. The research population was the students of guidance and counseling in Acehnese. The sample consists of 169 students (53 male and 116 female) with proportional random sampling technique. The research instrument used Scale Self-Disclosure in reliability 0.910. The Data Analyzed by using ANOVA. The result of determined that there are significant differences between students' self-disclosure are observed from gender.

Keywords: self-disclosure, culture, gender.



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Introduction

The communication skills are strongly associated with a person's ability to build relationships with others. Communication ability is a skill that should be owned by individuals in order to create effective communication in life (Calhoun, 2012), one of the communication skills that was instrumental in creating a close relationship is self-disclosure (Myers, 2012). Ormrod (2009) describes the role of interpersonal communication in he life of the role of the environment, where the environment and culture of the individual will affect the self-disclosure. Good interpersonal communication is one of the demands that need to be owned by a counselor in the counseling services. One of the skills that must be possessed counselor.

Self-disclosure is the ability to display the original self and open. Jourard (1974) states the importance of the therapeutic relationship is built by a counselor through the conduct authentic and open, so as to encourage the counselee on counselor's authenticity as self-disclosure the will spontaneously support the growth of self-disclosure client. Self-disclosure counselor's in question are counselors to share her feelings about what he felt as feedback that is expressed in sincere (Roger in Nelson-Jones, 2011), and can maintain the energy levels of therapy and allows a client hat they are dealing with real people (Nelson -Jones, 2011).

Self-disclosure counselor may affect the implementation of counseling services (Cormier & Cormier, 1991). Because it will affect the personal client (Arlett, Littel & Best, 1979), in helping counsees finds himself (Corey, 2010), to build trust and facilitate the counseling relationship (Jourard, 1974), and refer to make one self-known to others (Glading, 2012) by revealing personal self. So the humanist therapists will be more likely to use self-disclosure in the therapeutic process (Mcleod, 2006).

Skills self-disclosure fine already possessed by student's roper guidance and counseling, so that should have been prepared when studied as a potential counselor or student guidance and

counseling (Ifdil, 2013). However in reality, condition self-disclosure students' still in the low category. As findings Daharnis, Nirwana, Ilyas & Karneli (2002); Wei, Ressel & Zakalik (2005); Sari, Fortune & Mujab (2006); Ifdil, Ardi, Barryyah, Hariko, and Solina (2013) which found that self-disclosure student guidance and counseling tend to be in a low category. So the counselor at the school has not been a significant person and become a target person to reveal himself to her students (Nirvana, 2012). This suggests that state self-disclosure counselor is still in the low category so as not to encourage the self-disclosure students'.

Exposure issue self-disclosure guidance and counseling student who tend to be low predictable is the influence of the gender factor (Jourard, 1985); Hargie (2011); DeVito (2012) and the culture brought by men and women (Samovar, Porter & McDaniel, 2010). Culture in a society is a factor that is shaping the character and behavior of individuals to be able to express themselves appropriately or constituted individuals how are difficult to express themselves and become a person introvert (Berry, Poortinga, Segal & Dansen).

Social and cultural environment behind individual is different depending on the elements of subjective and objective about these cultures (Triandis, 1994), so it causes a difference in the level of self-disclosure owned (Hastings, 2000). In addition, the culture also affects the social roles owned by men and women (Horney & Matthew, 2017). Departing from the problems related to differences between the role of gender in the culture, this research will raise the culture of Aceh as a study. Thus this study aims to describe self-disclosure Aceh cultural backgrounds of students and examine difference's self-disclosure student in terms of gender.

Method

This study uses a quantitative approach with descriptive comparative. The study population is student guidance and counseling UNSYIAH, UIN IAIN Ar-Raniry and IAIN Langsa in cultural background's Aceh. Overall, there was 445 student population with a sample size of 169 students. Sampling studies using technique Proportional Random Sampling. The instrument used in this study of scale self-disclosure (Nirwana, 2012) with 54 items statement ($r = 0.91029$). Furthermore, the data are analyzed using one-way ANOVA with SPSS version 22.00.

Results

1. Description Data *Self-Disclosure* Student Set Aceh Culture Seen from Gender.

Data on different self-disclosure cultural backgrounds Acehnese students in terms of gender as a whole obtained from respondents, amounting to 169 students. The following is a description of self the overall student disclosure.

Based on Table 1 can be understood that self-disclosure Acehnese culture of students in base on gender as a whole falls under a category Low (R). This means that the student has not submitted the things concerning him self-disclosure openly to others. Respondents who are in a lower category still covered in conveying the things concerning himself to others.

Table 1. Data Description Self Disclosure students in Aceh Culture base on Gender.

Self-Disclosure Student Aceh Culture					
Gender	N	Mean	SD	SD%	Category
Male	10	28.68	5.28	26.56	R
	13	29.99	6.93	27.77	R
	14	33.09	4.47	30.64	R
	16	35.20	6.03	32.59	R
Overall	53	32.13	5.75	29.75	R
Female	29	32.73	4.6	30.31	R
	28	34.42	5.33	31.87	R
	29	35.98	4.79	33.31	R
	30	35.95	4.42	33.29	R
Overall	116	34.79	4.91	32.21	R
Total	169	33,95	5,04	31,44	R

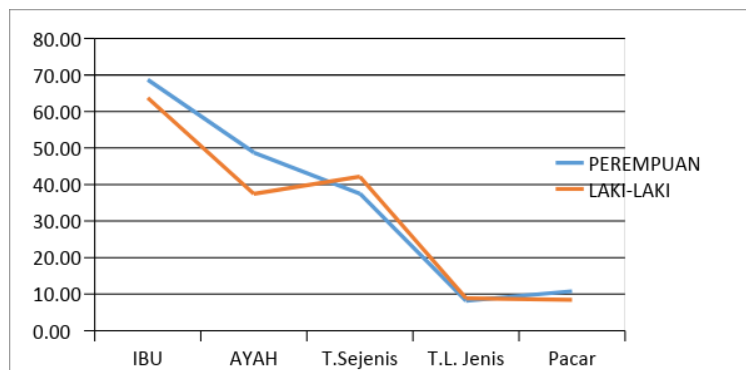


Figure 1. Self-Disclosure Students Based on Target Person

Figure 1 shows that self-disclosure Aceh cultural backgrounds of students in terms of gender based on the target person as a whole (gender male and female) will be very open to mothers and yet open to friends of the opposite sex.

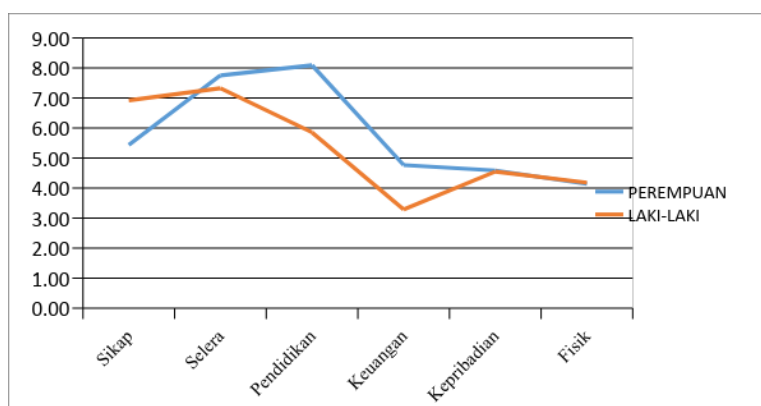


Figure 2. Self-Disclosure Disclosed Aspects Students Based on

Figure 2 shows the self-disclosure Aceh cultural backgrounds of students in terms of gender-based aspects revealed that the male students would be very open to aspects of taste, and female students will be very open to education. Further student male gender will be closed on the financial aspects while female students will be closed on aspects of personality.

2. Prerequisites Testing Analysis of

Results of normality test self-disclosure student cultural backgrounds indicated the score Asymp. Sig worth $0.200 > 0.05$. That is, the data self-disclosure student culture Aceh has a normal distribution. Then, test the homogeneity of self-disclosure Aceh cultural backgrounds of students obtained a score Asymp Sig worth $0.137 > 0.05$. This means that the data self-disclosure of student's Aceh cultural background's in terms of gender have the same variance or homogeneous.

3. Hypothesis Testing

Table 2. Variable Data Analysis Self Disclosure Score Student Acehnese culture by gender.

Sources of Variation	MS	F	Dk	Sig	Interpretations
Self-Disclosure Students Men and Women	256.996	9.195	1	0.003	Significant

Table 2 shows there is a significant difference in self-disclosure of student's Aceh cultural backgrounds in terms of gender with the acquisition of Sig. worth $.000 < 0.05$.

Discussion

The findings show that self-disclosure student cultural background's Aceh in terms of the gender of the male and female overall in the category Low (R), which means that students set Acehese culture has not conveyed the things concerning himself openly to others , For that skills self-disclosure student cultural background's Aceh still needs to be improved, especially in student guidance and counseling.

The results also showed a significant difference self-disclosure student cultural background's Aceh in terms of gender, in which self-disclosure student cultural background's Aceh female is higher than the student cultural background's Aceh gender to male, this means that the students manifold genital female more open to information about himself to others than male students.

The findings obtained in this study show consistency in research Sari, Lucky & Mujab, 2006; Shaffer, Pegalis & Cornell, 2010; Nirvana, 2012; Borae & Hyun-Joo, 2015 that there are significant differences in self-disclosure male students and female where self-disclosure student's women tend to be more open than male students. it agrees with Samovar, Porter & McDaniel (2010) show women will tend to be more expressive in expressing emotion on his interlocutor.

The finding further found during this study is that the details of self-disclosure student by the target person. Overall male students and women are more open to women, this is due to the culture of Aceh, the capital is a place for all members of the family share (Hamzah, 2008). Female students are more open to women, according to Franzoi (2003) it is a girl and her mothers are likely to have the same emotional making the emotion that feels more stable. The high self-disclosure female studens at her mother also influenced by the intensity of the meet more frequently, so that it can more freely express feelings and experience. Different for self-disclosure male students are more inferior to others.

Men tend not to reveal information about themselves to others, especially to the information that is negative, this statement in accordance with the opinion of the Michener & DeLamater (1999) that most men look too much disclosure resignation was seen as a weakness. Low self-disclosure boys because since childhood male students to be able to cope with the problem on their own, even pain shown boys to cry have been limited by their parents and are regarded as spoiled and "cegeng" behavior. This habit continues to be brought by men into adulthood so that men would ignore the complaints of ailments suffered and will see a doctor when the disease has been very disturbing activities.

Other findings obtained in this study details self-disclosure student based on disclosed aspects. There is a difference between the level of self-disclosure when viewed from the aspect of student attitudes, tastes aspect and the educational aspect will be higher when compared with the financial aspects, aspects of personality and physical aspect. This is consistent with the findings Daharnis, Nirwana, Ilyas & Karneli, 2002; Nirwana, 2012; Utz, 2015 shows that a student is likely to be closed on the financial aspects, aspects of personality and physical aspect and will be a more open attitude aspect, the aspect of taste as well as educational aspects.

The high self-disclosure female students on the educational aspect is due to student women are less likely to gain the freedom to choose the decision (Nirwana, 2012). As well as the value of Acehese culture that gives women equal rights in terms of studying, it even has existed since antiquity when they the establishment of the kingdom in Aceh (Srimulyani,2010). In the aspect of student attitudes women are also more open than the physical aspects of personality and because of the Acehese culture, female students less freedom in determining the attitude that requires parents and friends in a decisive manner.

Male students are more open to aspects of the attitudes and tastes of this because on these aspects of male students tend to consider fair and freer to do self-disclosure to others (Hollenbaugh & Ferris, 2014), and the people of Aceh in general always take the time to mutual discussions, express opinions, desires or criticize something with the interlocutor so that male students will be more open to opinion and taste aspects (Husseini, 2015). And on the financial aspects, the high self-disclosure because the female students on this aspect of female students are still very dependent on parents, while a limited number of male students have income that tends to be more independent in the financial aspect.

Conclusions

The findings from this study indicate that: Self disclosure Aceh cultural backgrounds of students in terms of gender, men and women were in the low category, meaning that the student has not been open about information relating to himself; There are significant differences in which the average value of female students scores higher than male students, female students means more openly about information related to him than male students.

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