

Research Article

Self-Concept and Its Influence on Friendship Quality: A Study of Adolescent Girls in Specialized Educational Settings

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Abstract

This study aims to analyze the influence of self-concept on the quality of friendships among female adolescents in an all-girls full-day school environment. The research employs a quantitative non-experimental design with a cross-sectional approach, utilizing simple linear regression analysis. The participants consist of female junior high school students attending a full-day school exclusively for girls in Bogor. The instruments used in this study include the Tennessee Self Concept Scale 2nd Edition (TSCS 2nd Edition) to measure self-concept and the Friendship Quality Scale (FQUA) to assess the quality of friendships. The regression results indicate a positive and significant correlation between self-concept and friendship quality ($r = 0.424$; $p < 0.001$), with self-concept contributing 18% of the variance in friendship quality. These findings suggest a significant influence of self-concept on the quality of friendships among female adolescents in the all-girls school setting.

Keywords: *adolescent girl, friendship quality, full-day school, self-concept*

Abstrak

Penelitian ini dilakukan dengan tujuan untuk menganalisis pengaruh konsep diri terhadap kualitas pertemanan pada remaja putri di lingkungan sekolah khusus putri (*full-day School*). Penelitian ini adalah penelitian kuantitatif non-eksperimental dengan desain *cross-sectional* yang menggunakan analisis regresi linear sederhana. Partisipan yang terlibat dalam penelitian ini merupakan remaja putri Sekolah Menengah Pertama (SMP) di sekolah yang berbasis *full-day school* khusus putri di Bogor. Alat ukur yang digunakan pada penelitian ini adalah Tennessee Self Concept 2nd Edition (TSCS 2nd Edition) untuk mengukur konsep diri dan Friendships Quality Scale (FQUA) untuk mengukur kualitas pertemanan. Hasil regresi dalam penelitian ini menunjukkan terdapat korelasi positif dan signifikan antara konsep diri dan kualitas pertemanan ($r = 0,424$; $p < 0,001$), dengan kontribusi konsep diri sebesar 18% terhadap varians kualitas pertemanan. Hasil tersebut menunjukkan bahwa terdapat pengaruh yang signifikan antara konsep diri dan kualitas pertemanan pada remaja putri di lingkungan sekolah khusus putri.

Kata Kunci: *remaja putri, kualitas pertemanan, full-day school, konsep diri*

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Introduction

The adolescent period serves as a transitional phase from childhood to adulthood, characterized by biological, cognitive, and social changes. One significant aspect of adolescents' social life is the role of peer groups (Santrock, 2011). These peer groups provide a context in which adolescents engage in interactions with their peers to construct their social identities (Piaget, 1972). Peer interaction plays a crucial role in friendship, as it contributes to shaping adolescents' personalities and social values (Aulia et al., 2024). This highlights the importance of cultivating high-quality friendships during this developmental stage.

In agreement with Tipton (as cited in Rachmanie & Swasti, 2022), it is suggested that, for adolescents, the quality of friendships is more essential to social development than the mere number of friends. Berndt (2002) explains that friendships characterized by positive qualities are marked by prosocial behavior, intimacy, and loyalty. Additionally, Avilla (2021) emphasizes that quality friendships are also associated with effective problem-solving skills. According to Bukowski et al. (1994), friendship quality refers to emotional and functional dimensions, including intimacy, emotional support, trust, and the ability to resolve conflicts constructively. The assessment of friendship quality centers on the level of trust between friends, which ultimately shapes the nature of the relationship, either positively or negatively (Bukowski et al., 1994).

To establish high-quality friendships, adolescents need to develop a positive self-concept, as they tend to behave in accordance with their self-perceptions (Hurlock, 1973). The developmental changes experienced during adolescence significantly contribute to the formation of self-concept. Fitts (1971) explains that self-concept encompasses an individual's overall perception of themselves, shaped by their experiences, interpretation, and feelings. A positive self-concept plays a vital role in the development of adolescents' character (Agustiani as cited in Rahmawati, 2022). Positive self-concept enables adolescents to communicate openly and confidently, which ultimately can enhance the quality of interpersonal relationships, including friendships (Pratidina, 2020).

Friendship quality among adolescents also varies by gender. Matitaputty and Rozali (2021) indicate that female adolescents tend to report higher levels of friendship quality than males. Rose and Rudolph (2021) also assert that female friendships tend to be more intimate and supportive, as adolescent girls are more likely to share feelings and seek emotional support from their peers. However, these relationships may also be more vulnerable to interpersonal conflict. Smith and Thompson (2022) emphasize that adolescent girls are more sensitive to social dynamics and more proactive in maintaining friendships. Burks, Dodge, Price, and Buhrmester (as cited in Matitaputty & Rozali, 2021) argue that the quality of friendships among females tends to be stronger because genuine friendship experiences are more significant for them.

Additionally, the formation of self-concept differs between boys and girls. Girls are more inclined to base their self-image on physical appearance and popularity, whereas males tend to rely on attributes such as aggression and strength (Pudjijogyanti as cited in Syahraeni, 2020). Amaliyah (2025) also adds that among adolescent girls, self-concept plays a crucial role in shaping interaction patterns and social relationships, ultimately influencing the quality of friendships.

The relationship between friendship quality and self-concept illustrates a complex yet crucial social dynamic in the psychological development of adolescents, particularly among adolescent girls. Research by Dongoran and Boiliu (2020) found that peer interactions significantly influenced the self-concept of eleventh-grade students at SMK 1 PKSD. Similarly, Marbun (2024) reported a positive and correlation between peer relationships and self-concept among students at SMP Swasta Elida Medan. Furthermore, Ananda and Sawitri (2020) discovered a significant relationship between peer support and adolescents' self-concept. In addition, Khristi and Kurniawan (2024) found a significant correlation between friendship quality and identity formation among adolescents in Surabaya.

Although various studies on friendship and self-concept among adolescents have been conducted, most have not explored in depth the quality of friendships and the impact of self-concept on the social relationships formed. Additionally, specific school contexts, such as full-day schools and the focus on adolescent girls, have been relatively overlooked. Therefore, this research is important for providing a broader and more profound understanding of the dynamics of self-concept and friendship quality among adolescent girls. This study also addresses the gap in previous research by highlighting adolescent girls as the primary focus within the context of secondary education in Indonesia. The novelty of this research lies in its school culture that is specifically designed for girls, which influences social relationships, as well as the exploration of interactions among adolescent girls in a full-day school setting specifically designed for girls in Bogor City.

Beyond addressing local gaps, this study contributes to the broader theoretical discourse on adolescent development by situating self-concept and friendship quality within the framework of gender socialization and cultural context. While global research has extensively examined peer relationships and identity formation (Rose & Rudolph, 2021; Berndt, 2002), few studies have explored how these dynamics unfold in collectivist societies like Indonesia, where relational interdependence and social harmony are emphasized (Bhawuk, 2018). By focusing on adolescent girls in a full-day school setting, this research captures how gendered expectations and institutional environments shape the development of self-concept and interpersonal bonds. The findings align with recent international studies that underscore the role of social capital—both familial and peer-based—in fostering resilience and motivation among youth in underrepresented contexts (Aprilia & Alfiasari, 2025). Thus, this study not only fills a methodological and

contextual gap in Indonesian literature but also advances theoretical understanding of how gender and culture intersect in shaping adolescent psychosocial development.

Method

This study employed a quantitative correlational design aimed at examining the influence of self-concept on friendship quality among adolescent girls in a girls' school environment. The population for this research consisted of students from a junior high school at a full-day school specifically for girls in Bogor. The sample comprised 175 individuals. This study adhered to ethical research standards involving human participants. Prior to data collection, the researcher obtained formal permission from the Chair of the Foundation and the Head of the Junior High School Unit, who served as guardians for the student participants. Informed consent forms were distributed and signed to confirm the guardians' approval and to ensure that participants were involved voluntarily. The researcher guaranteed the confidentiality and anonymity of all data collected, which were used exclusively for academic research purposes. No personally identifiable information was disclosed, and all procedures complied with institutional and ethical guidelines for research. Subsequently, the researcher proceeded with the data collection process. Data collection was conducted using purposive sampling. Purposive sampling was a non-probability sampling technique in which the researchers selected participants based on specific characteristics relevant to the research objectives (Sugiyono, 2021). This technique allowed the researchers to focus on the most informative subjects that aligned with the context of the study. In this research, purposive sampling was used to select participants based on the following criteria: 1) Female, 2) Currently enrolled in junior high school, 3) Active students at the full-day school for girls in Bogor. In non-probability approaches such as purposive sampling, representativeness was determined by the alignment of sample characteristics with the target population (Etikan et al., 2016). In this study, the sample size of 175 students is considered representative because it meets several criteria, including: 1) the students came from a homogeneous population of adolescent girls enrolled in full-day school specifically designed for female students; 2) the inclusion criteria ensured uniformity in social and educational contexts; and 3) the sample size was sufficiently large for correlational analysis, thus providing strong internal validity for the results.

The instrument used to assess the self-concept variable in this study was the Tennessee Self-Concept Scale, 2nd Edition (TSCS 2nd Edition), developed by Fitts and Warren in 1996 in its Short Form, and adapted into Indonesian by Mochtan (2019). This instrument consisted of 17 items encompassing six dimensions: Physical Self, Family Self, Personal Self, Moral-Ethical Self, Social Self, and Academic/Work Self. The scale employed was a likert scale with five response option ranging from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree), to 5 (strongly agree). This instrument demonstrated good construct validity

and a cronbach's alpha of 0.804 was obtained for the overall items, indicating that the TSCS 2nd Edition instrument was classified as a reliable. An example item from this instrument was: "I am an attractive person."

Then, the instrument used to assess the friendship quality variable is the *Friendship Quality Scale* (FQS), originally developed by William M. Bukowski, Betsy Hoza, and Michel Boivin in 1994. In this study, the researcher employed a locally adapted version known as the *Friendship Quality Questionnaire for Adolescents* (FQUA), which was modified by Thien, L. M., Razak, N. A., and Jamil, H. (2012) for use in Southeast Asian adolescent populations. Although the original adaptation was developed in Malaysia, the researcher further adapted the instrument linguistically and contextually for Indonesian adolescents. To ensure cultural relevance and linguistic accuracy, a back-translation procedure was conducted in collaboration with a professional translator fluent in both English and Indonesian. The FQUA instrument consisted of 21 items encompassing four dimensions: Closeness, Help, Acceptance, and Safety. It uses a six-point Likert scale with response options ranging from 1 (strongly disagree), 2 (disagree), 3 (somewhat disagree), 4 (somewhat agree), 5 (agree), to 6 (strongly agree). This instrument demonstrated strong construct validity, with Cronbach's alpha values for each dimension as follows: 0.800 for Closeness, 0.862 for Help, 0.757 for Acceptance, and 0.832 for Safety—indicating that the FQUA was a reliable measure of friendship quality among Indonesian adolescents. An example item from this instrument is: "I believe all the information given by my friends," which was translated into Indonesian as: "Saya percaya semua informasi yang diberikan oleh teman saya."

Data collection was conducted using an offline questionnaire method. Data processing was performed using Jeffrey's Amazing Statistics Programs (JASP) version 0.19.2. The analysis technique employed was simple regression analysis, aimed at determining the extent of the influence of self-concept on friendship quality. This approach was selected because the focus of the study involved only one independent variable (self-concept) and one dependent variable (friendship quality), allowing for a direct and efficient examination of the relationship between the two. As an additional analysis, the researcher conducted a series of simple linear regression tests for each dimension of self-concept—namely Physical Self, Moral-Ethical Self, Personal Self, Family Self, Social Self, and Academic/Work Self—to assess the direct contribution of each dimension to friendship quality. Each analysis was performed separately, without controlling for the influence of other dimensions. This method was deemed appropriate for exploratory purposes and provided a descriptive overview of how specific aspects of self-concept relate to friendship quality among adolescent girls.

Results

From the data collection results, descriptive statistics for the self-concept and friendship quality variables were obtained as follows:

Table 1. Descriptive Data

	Friendship Quality	Self-Concept
Valid	175	175
Missing	0	0
Mean	91.103	84.206
Std. Deviation	11.999	7.492
Shapiro-Wilk	0.993	0.992
P-value of Shapiro Wilk	0.550	0.422
Minimum	64.000	66.000
Maximum	122.000	101.000

Table 2. Linearity Test

Model		Sum of Squares	df	Mean Square	F	p
M ₁	Regression	4512.012	1	4512.012	38.006	< .001
	Residual	20538.137	173	118.718		
	Total	25050.149	174			

Note. M₁ includes Self Concept

Note. The intercept model is omitted, as no meaningful information can be shown.

Based on the Table 1, it is evident that the self-concept variable has a mean value of 84.206, a standard deviation of 7.492, a Shapiro-Wilk statistic of 0.992, and a Shapiro-Wilk p-value of 0.422. The minimum value is 66.000, and the maximum value is 101.000. In contrast, the friendship quality variable has a mean value of 91.103, a standard deviation of 11.999, a Shapiro-Wilk statistic of 0.993, and a Shapiro-Wilk p-value of 0.550, with a minimum value of 64.000 and a maximum value of 122.000.

Before conducting a simple regression analysis, the researcher performs classical assumption tests, which include a normality test using the Shapiro-Wilk method and a linearity test for each variable. The results of the normality test for the self-concept variable indicated a Shapiro-Wilk value of 0.993 and a

Table 3. Score Categorization

Variable	Category	Score	Frequency	Percentage
Self Concept	High	$X > 84.206$	86	49.1%
	Low	$X \leq 84.206$	89	50.9%
Friendship Quality	High	$X > 91.103$	81	46.3%
	Low	$X \leq 91.103$	94	53.7%

Shapiro-Wilk p-value of 0.422. In contrast, the friendship quality variable shows a Shapiro-Wilk value of 0.993 and a Shapiro-Wilk p-value of 0.550. Therefore, it can be concluded that both data sets for the self-concept and friendship quality variables have a normal distribution. Then, the results of the linearity test for the self-concept variable indicated an F value of 38.006 with a probability value (p-value) of <.001 (see Table 2). This p-value of less than 0.05 suggests that the self-concept variable has a significant influence on friendship quality. In other words, there is a linear relationship between the self-concept variable and the friendship quality variable.

Furthermore, in the categories of self-concept and friendship quality, there are two categories: high and low. The categorization was conducted using the mean results. Based on the Table 3, it was found that 86 participants that representing 49.1% have a high self-concept and 89 participants that representing 50.9% have a low self-concept. Then, it was found that 81 participants that representing 46.3% have a high friendship quality and 94 participants that representing 53.7% have low friendship quality.

Table 4. Person's Correlations Test of Friendship Quality with Self Concept

Variable	Pearson's r	p	95% CI	Effect Size
Self concept – Friendship Quality	0.424***	<.001	[0.295, 0.539]	0.453

*p < 0.05, **p < 0.01, ***p < 0.001

After both variables are confirmed to meet the classical assumption tests, the researcher conducted a Pearson's Correlation test to examine the degree and direction of the relationship between the variables. The results of the Pearson correlation test, as shown in the Table 4, indicate a significant correlation between self-concept and friendship quality, with an r value of 0.424 and a p-value of <0.001. This correlation is

Table 5. Regression Test

Model	R	R ²	Adjusted R ²	RMSE	Durbin-Watson		
					Autocorrelation	Statistic	p
M ₀	0.000	0.000	0.000	11.999	-0.049	2.098	0.516
M ₁	0.424	0.180	0.175	10.896	-0.116	2.231	0.126

Note. M₁ includes Self Concept

positive, meaning that as the self-concept value increases, the friendship quality value also increases. The degree of this positive correlation is categorized as moderate. Following the identification of a correlation between the variables, the researcher proceeds with a simple regression analysis.

The results of the regression test indicate an R value of 0.424, signifying a correlation of 0.424 (see Table 5). Additionally, the R-squared value is 0.180 or 18%, meaning that the self-concept variable accounts

for 18% of the variance in friendship quality, with the remaining variance influenced by other variables. Consequently, it can be concluded that the null hypothesis (H_0) is rejected. This indicates that self-concept plays a significant role in influencing friendship quality, but it is not the only important factor. In other words, while self-concept contributes significantly, its contribution remains limited.

As an additional analysis, the researcher examines the contributions of each dimension of self-concept to friendship quality. The researcher first conducts a Pearson correlation test between the dimensions of physical self, moral-ethical self, personal self, family self, social self, and academic/work self, and friendship quality. It is noted that all correlation results have a p-value <0.05 , indicating that all correlations are statistically significant. This suggests a significant relationship between various dimensions of self-concept and friendship quality. All correlation results show a positive direction, meaning that as the scores on specific dimensions of self-concept increase, the reported quality of friendship also increases. The degree of correlation ranges from small to moderate, with Pearson's r values between approximately 0.2 and 0.58. For example, the highest correlation is found between the Family Self and Personal Self dimensions.

The dimensions of Physical Self, Personal Self, Family Self, and Social Self dimensions all exhibit positive and significant correlations with friendship quality, indicating that the roles of moral, personal, family, and social aspects of self are closely related to how the quality of friendship is perceived. In contrast, the correlation between Moral-Ethic Self ($r = 0.213$, $p = 0.005$) and Academic/Work Self ($r = 0.218$, $p = 0.004$) is relatively lower but remain significant, suggesting that academic/work aspects also have an influence, albeit potentially less than the other dimensions. The following are the results of the Pearson correlation test, as illustrated in the table below:

Table 6. Person's Correlations Test of Friendship Quality with Dimension of Self Concept

Dimension	Pearson's r	p	95% CI	Effect Size
Physical Self	0.301***	$<.001$	[0.163, 0.404]	0.310
Family Self	0.370***	$<.001$	[0.253, 0.487]	0.389
Personal Self	0.396***	$<.001$	[0.189, 0.440]	0.419
Social Self	0.291***	$<.001$	[0.231, 0.469]	0.300
Moral-Ethic Self	0.213***	0.005	[0.066, 0.350]	0.216
Academic/Work Self	0.218***	0.004	[0.089, 0.348]	0.221

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

Since all dimensions of self-concept show significant correlations with friendship quality, the researcher continues the analysis by conducting regression tests on each dimension separately to examine

their direct effects on friendship quality without controlling for other variables (see Table 6). The results of these tests reveal that the contribution of the Physical Self dimension is 9%, with a correlation value of 0.301 ($R^2 = 0.090$, $R = 0.301$). The Moral-Ethical Self dimension accounted for 4.5% of the variance, with a correlation value of 0.231 ($R^2 = 0.045$, $R = 0.231$). The Personal Self dimension contributed 15.7%, with a correlation value of 0.396 ($R^2 = 0.157$, $R = 0.396$). The Family Self dimension has a contribution of 13.7%, with a correlation value of 0.370 ($R^2 = 0.137$, $R = 0.370$). The Social Self dimension contributes 8.5%, with a correlation value of 0.291 ($R^2 = 0.085$, $R = 0.291$). Finally, the Academic/Work Self dimension accounts for 4.7% of the variance, with a correlation value of 0.218 ($R^2 = 0.047$, $R = 0.218$).

Discussion

The results of this study demonstrate a significant positive relationship between self-concept and friendship quality among adolescent girls in a full-day all-girls school. This finding aligns with Putri (2021), who states that a strong self-concept correlates with the quality of social relationships, particularly in the context of adolescent friendships. Self-concept forms the foundation of identity and fosters a positive perception of oneself, which supports healthy social interactions. Widiyati and Setyandari (2023) also emphasize that self-concept is an important predictor in building quality interpersonal relationships.

However, in this study, the contribution of self-concept to friendship quality is only 18%, indicating that although significant, its influence is moderate to small. This means that the quality of friendships among adolescent girls is influenced by various factors beyond self-concept, which may have stronger predictive power. This finding is consistent with the biopsychosocial approach that highlights the complex interactions among psychological, social, and environmental factors in shaping interpersonal relationships (Santrock, 2011). Furthermore, Wei Ye (2022) adds that emotional regulation, such as self-control and empathy, plays a role in enhancing intimate communication, building trust, and fostering respect in social relationships. Saputro and Sugiarti (2021) also indicate that peer support and self-concept contribute to adolescents' adjustment processes. The role of peers is crucial in meeting social needs, forming emotional closeness, and motivating adolescents to establish friendships. Hidayat et al. (2025) find that individuals with good emotional regulation abilities tend to have higher friendship quality, as emotional stability affects their capacity to manage conflicts, provide emotional support, and maintain interpersonal relationships.

Further analysis of the dimensions of self-concept reveals varying contributions to friendship quality. The Personal Self and Family Self dimensions show the largest contributions, indicating that personal identity and family support are important aspects in shaping the quality of social relationships. This is in line with Mutaqqin et al. (2022), who state that adolescent identity in collectivist cultures, such as Indonesia, is significantly influenced by relationships with parents. Healthy family relationships reinforce identity formation and the ability to establish social connections. The Social Self and Physical Self

dimensions provide moderate contributions, suggesting that social aspects and physical perception also play a role in everyday social interactions. Pasenrigading et al. (2025) state that social interactions, particularly through social media, allow adolescents to actively build their identities and self-image, positively impacting their social well-being. Tanjung et al. (2025) emphasize that acceptance of physical changes during puberty influences the formation of adolescent girls' self-concept. When adolescents accept and feel satisfied with their physical changes, this positively affects their self-evaluation and social relationships.

Although the contribution of the Moral-Ethical Self dimension is smaller, it still shows a significant influence. Moral and ethical values are essential foundations for maintaining meaningful friendships. Monica et al. (2021) state that positive behaviors, such as helping one another and emotional closeness, positively impact the quality of interpersonal relationships. Meanwhile, the Academic/Work Self dimension contributes the least, possibly because academic pressures in a full-day school context do not directly impact the emotional and social aspects of friendships. In contrast, personal and family aspects are more intimate and directly influence the mechanisms of social bond formation. Overall, these findings indicate that each dimension of self-concept plays a different yet complementary role in shaping optimal friendship quality among adolescent girls.

This study reveals that the proportion of adolescent girls with a high self-concept is relatively balanced with those who have a low self-concept. However, the number of adolescents with low friendship quality is more dominant compared to those with high friendship quality. This finding suggests variability in how adolescents perceive themselves and in their experiences of building and maintaining social relationships. Such variability may be influenced by other factors, such as low emotional attachment, which hinders the formation of healthy friendships (Sari, 2023). This situation is crucial in the context of a full-day school setting specifically designed for girls, where high intensity of social interactions and complex social dynamics can pose challenges in maintaining quality relationships among students. This condition necessitates the role of the school in assisting students in overcoming these challenges, as school culture is an important factor in shaping and maintaining positive social relationships among students (Gowing, 2019). Therefore, the results of this study underscore the importance of fostering a positive self-concept, strengthening social support, and creating a conducive school culture as strategic efforts to enhance friendship quality among adolescent girls.

The findings of this study also can be interpreted through Erikson's psychosocial theory, particularly the stage of identity versus role confusion, which posits that adolescence is a critical period for identity formation through social interactions and self-exploration (Erikson, 1968). A positive self-concept, as

demonstrated in this study, reflects successful navigation of this developmental task and supports the formation of stable, meaningful friendships. However, the moderate effect size (18%) suggests that self-concept alone does not fully account for the complexity of adolescent friendship quality. According to the socio-ecological model (Bronfenbrenner, 1979), adolescent development is shaped by multilayered systems—ranging from immediate environments such as family and school to broader cultural and policy contexts. Recent studies emphasize that emotional intelligence, parental attachment, peer norms, and school climate significantly influence friendship quality beyond self-concept (Wei Ye et al., 2022; Alsarrani et al., 2022). Emotional regulation, in particular, has been shown to explain up to 36% of the variance in friendship quality, highlighting its role in managing conflict, fostering empathy, and sustaining trust within peer relationships. These insights point to the need for holistic interventions that extend beyond the school setting. Policies that promote mental health education, parental involvement in socio-emotional learning, and community-based psychosocial programs can enhance adolescents' relational competencies. Moreover, schools should integrate identity-supportive practices and peer mentoring systems to reinforce positive developmental outcomes. By situating the findings within broader developmental and ecological frameworks, this study contributes to a more nuanced understanding of adolescent friendship formation and offers practical pathways for strengthening youth well-being in collectivist cultural contexts.

The limitations of this study include the restricted sample size to a single full-day school setting specifically designed for girls in a specific geographic area, which limits the generalizability of the findings. Additionally, the cross-sectional design does not allow for causal analysis or the observation of changes in self-concept and friendship quality over time. This study also does not incorporate other supporting variables that could provide a more comprehensive understanding of the factors influencing adolescents' social relationships.

Conclusion

Based on the results of the analysis, this study concludes that both data sets from the friendship quality variable and the self-concept variable meet the regression assumption tests, indicating that both datasets are normally distributed and exhibit a linear relationship between self-concept and friendship quality. The regression calculation in this study reveals a significant influence of self-concept on friendship quality among adolescent girls in a single-gender school environment. Therefore, the hypothesis of this study is accepted, meaning that higher self-concept corresponds to higher friendship quality, and conversely, lower self-concept is associated with lower friendship quality.

However, the contribution of self-concept to friendship quality is considered moderate to small, with 18% of the variance explained by self-concept. A more detailed analysis of the dimensions of self-concept shows that the Personal Self and Family Self dimensions have the largest contributions to friendship

quality, whereas the Academic/Work Self dimension contributes the least. These findings illustrate the social dynamics of adolescent girls in the context of an all-girls school and emphasize the importance of fostering a strong self-concept to support good friendship quality and meaningful social relationships. High-quality friendships create a greater sense of trust and safety, thereby facilitating students' development within the school environment.

Practically, the results of this study serve as an additional reference for future researchers to further develop an understanding of the role of friendship quality in the psychosocial development of adolescent girls through qualitative approaches. This approach allows for a deeper exploration of the dynamics of self-concept and friendships based on the subjective experiences of adolescent girls. Future researchers are also encouraged to integrate supporting variables, such as school culture, as control or mediator variables to gain a more comprehensive understanding. Additionally, employing longitudinal or experimental designs helps identify causal relationships and the development of self-concept and friendship quality. The findings of this study also provide a foundation for schools to create a positive school culture or intervention programs aimed at enhancing self-concept among students, thus promoting positive friendship quality and fostering a conducive school environment.

The novelty of this study lies in its focus on adolescent girls within a full-day, single-gender school context—an environment rarely examined in existing literature. By highlighting the influence of self-concept in a collectivist cultural setting, this research contributes to the growing body of work on gendered psychosocial development in Southeast Asia. Nonetheless, several limitations must be acknowledged. The sample is restricted to one school in a specific geographic area, which limits generalizability. The cross-sectional design also prevents conclusions about developmental trajectories or causality. Future research should prioritize longitudinal designs to track changes in self-concept and friendship quality over time, and include emotional regulation variables—such as empathy, self-control, and conflict resolution—as potential mediators or moderators. These additions offer a more nuanced understanding of the mechanisms that shape adolescent social relationships and inform targeted interventions across educational, familial, and community settings.

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