

Self-confidence level of users of dating applications in Tridinanti University Students

Risca Firlianty¹, Nuzsep Almigo¹

¹Universitas Bina Darma Palembang, Indonesia

*Correspondence: riscafirli@gmail.com

ABSTRACT

The study aimed to examine the use of online dating apps among Tridinanti University students and its relationship with confidence levels. Based on an initial survey conducted in January 2024 with 322 respondents, it was found that students of Tridinanti University use online dating apps as a necessity in finding a partner. The majority of users have been using the app for more than a year, with an average usage of about two hours per day. The survey results show that college students who use online dating apps tend to have lower levels of self-confidence, being more comfortable dating through apps than in person. Ninety-two students were embarrassed to initiate a face-to-face encounter, 76 students lacked confidence in their physical appearance, and 29 students did not have time to seek a face-to-face partner. In addition to surveys, the study also involved observation and interviews to delve into this phenomenon. The research uses a combination method (mix method) with a quantitative and qualitative approach, adopting a sequential explanatory model. The data was collected through a Likert scale and tested for validity and reliability using SPSS version 20.0. The results of this study are expected to provide a deeper understanding of the impact of using online dating apps on student self-esteem.

ARTICLE HISTORY

Published September 15th 2024



KEYWORDS

Self-confidence; Dating apps; College students.

ARTICLE LICENCE

© 2024 Universitas Hasanuddin
Under the license CC BY-SA
4.0



1. Introduction

The rapid development of technology in our time has had both positive and negative effects on various aspects, one of which is the increasing use of the Internet, which has resulted in the creation of various applications to facilitate such complex long-distance communication. A survey conducted by the Indonesian Association of Internet Service Providers (APJII) noted that internet penetration in Indonesia increased by 1.17 percent, reaching 78.19 percent in 2023, while adult users aged 18-45 years were at the highest percentage, reaching 72.95 percent. The increase in internet usage is influenced by the growing technology to facilitate every job, as well as the need to be fully online forcing individuals to use the internet. One alternative that can be used to find acquaintances, friends, or a partner, namely social media or the online dating application. Julianti & Andhika (2021) said that online dating applications used as a platform to expand an individual's friendship network, then As it develops, online dating is used as a medium looking for a romantic partner.

Social media is a platform for creating various forms of communication and providing various types of information for all segments of society. Social media sites come in all shapes and sizes to meet new people and even find a partner through social media, such as Instagram, Twitter, Line and dating applications (Rahman et al., 2019; Suma et al., 2024; Junaid et al., 2024; Rahman et al., 2019; Yaumi et al., 2023). One of the social media in finding a partner that is of interest to today's adult users is dating applications. In 2022, according to a survey conducted by Rakuten Insight through the website Goodstats, there was an increase in the percentage of users of dating applications by 10.3% from the previous year, where users reached 293.7 million on Grindr, Taaruf ID, Tantan, Ok Cupid, Tinder, and others.

It can be seen figure 1. Graph of users of dating applications in Indonesia:

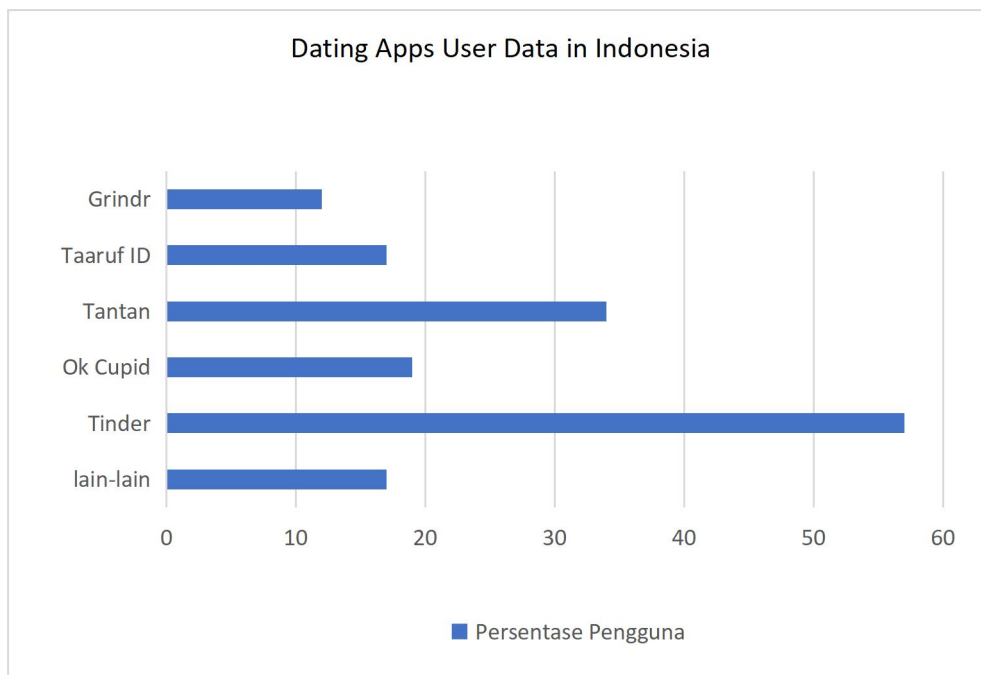


Figure 1. Graph of users of dating applications in Indonesia

(Source: APJII. 2023, Maret 23)

A survey conducted by Rakuten Insight through the website Goodstats explains that one of the reasons users of dating applications feel more comfortable taking their first steps online is due to the low level of confidence of individuals. According to Sternberg in Suyono (2018) identified in three components namely intimacy, passion and decision, these three components are influenced by the self-confidence of the individual to engage in romantic relationships with other individuals as well as take appropriate decisions. The phenomenon of the journal Kurniasari & Utami (2021) adult humans are described as having basic needs that must be met, one of which is the need to have love and affection. In fact, students who are in education need a support system or support that can give them the motivation and motivation to complete their education, so students look for a partner to be a support system during their college years. Rofiqoh's research (2022) explains that students who receive social support from a spouse have a positive impact on their physical, social, psychological and spiritual well-being. This is also required for students of Tridinanti University.

Tridinanti University provides two types of classes, namely regular classes and employee classes. Tridinanti University has four faculties consisting of the Faculty of Economics, the Faculty of Engineering, the Faculty of Agriculture and the Faculty of Vocational and Educational Sciences with the intermediate (DIII), Bachelor (S1) and postgraduate (S2) programs. Today, the learning system is done offline, face-to-face on campus. At the end of class or in their free time, some students spend time in the cafeteria with their spouse or with their friends, while others play with their phones and sit alone in the parking lot and in front of the classroom. Koentjaraningrat in Pribadi and Roestamadji (2012) states that the younger generation now has a weakness one of which is a low level of confidence, this has a negative impact in finding a partner, as stated by Annisa (2020) that individuals with a high level of confidence tend to be more courageous to communicate directly, as opposed to individuals with a low level of confidence, they will tend to be afraid or unable to maintain direct communication for a long time.

Self-confidence according to Baumeister in Rudich, et al. (2007) is an individual's belief in the capability and value of the individual's own self so as to influence the ability to self-organize and to act in accordance with his goals. This is in line with the opinion of Murasmutia et al. (2015) that self-confidence is an individual's belief in one's own abilities and a feeling of confidence in the value that can be recognized by others. Dweck (2003) reveals that self-confidence levels can develop with a mindset of curiosity, persistence, and belief in one's abilities. Syam & Amri (2017) reveal that self-confidence is one of the important aspects of an individual in social life, so that the individual can actualize existing abilities. Whereas according to Robbins and Judge (2008) self-confidence level is a positive expectation or expectation that other individuals will not act only for their own interest or gain. This can be interpreted to

mean that any individual who has a high level of self-confidence is able to control their emotions and dare to take risks on the response they will receive from their partner. Individuals who are looking for a partner need a good level of confidence to communicate and start a relationship, according to Willis (Ghufron & Risnawita, 2010) individuals who have a high level of confidence have the belief that they will be able to solve a problem well so that it can be pleasant for the environment around them.

Rejection is often a major factor in the decline in the level of self-confidence of an individual, because when an individual experiences rejection by his or her partner it damages the self-image of the individual, Baumeister (Rudich et al., 2007) reveals that when rejection occurs to an individual, it causes feelings of worthlessness and doubts about the ability and value of the individual's own self. Criticism received from a partner or other individual regarding appearance and thinking can be one of the factors of low self-confidence of individuals to start a new relationship, as the opinion of Neff and Vonk (2009) reveals that too much unconstructive criticism from others or the individual himself can lower the self-confidence of individuals.

Low self-confidence can be caused by a number of factors, including repeated failures in relationships with previous partners, which can lower confidence in starting a new relationship. Zuckerman and Tsai (2005) reveal that repeated experiences that are perceived as failures can lower the self-confidence of individuals. This study aims to determine the use of online dating applications among Tridianti University students and its relationship with levels of self-confidence. So here self-confidence is needed in using the dating application because with self-confidence the subject can use the dating application according to its function

Rini (Ghufron & Risnawita, 2010) reveals that individuals can have a good level of self-confidence able to socialize well, as well as being able to determine the right goals and steps for his life. A high level of self-confidence can create individuals who are bold and able to showcase themselves and their abilities in seeking a mate in person. Anthony (Ghufron & Risnawita, 2010) reveals that self-confidence is the attitude of an individual who can accept reality, as well as develop an awareness of the individual's self, can think positively, independently, and has the ability to achieve something desired.

Kumara (Ghufron & Risnawita, 2010) explains that to achieve a high level of self-confidence requires self-confidence and the ability to develop and control oneself as an individual who has confidence and control over oneself. A characteristic of individuals with high levels of self-confidence is a focus on successfully interacting with a new environment to find a mate. The confidence level of users of dating applications can be categorized into high and low levels. According to Hurlock (2017), there are differences in self-confidence levels based on upbringing, physical appearance, gender, education, and age maturity.

Based on the results of questionnaires, observations, and interviews, it was found that Tridianti University students who use dating applications agree with the characteristics of low self-esteem. Low self-confidence in finding a partner starts from feeling insecure in interacting with new people, thus creating obstacles in the process of establishing intimate intimacy Miftajanna and Irwansyah (2022). Based on the above phenomenon, researchers are interested in conducting this study titled "Self-confidence level of users of dating applications in Tridianti University Students".

2. Methodology

The research method used in this study is the combination or mix method, which combines quantitative and qualitative approaches to obtain more comprehensive, valid, reliable, and objective data. This study adopts a sequential explanatory model, where the study begins with a quantitative method to collect measurable data, then continues with a qualitative method to deepen and confirm the quantitative results. Quantitative research is a research approach that represents understanding positivism, while qualitative research is a research approach that represents a naturalistic (phenomenological) understanding. Research with a quantitative approach and Qualitative according to some groups should not be mixed up, but this understanding is taken into account misinterpreted by researchers who see that each research approach has its own approach These weaknesses are therefore deemed necessary to combine them so that each approach can complement each other The reason for choosing these two research approaches is that they are both types This research strengthens and complements each other so that results can be achieved research that is not only objective, structured and measurable but also results will be achieved in-depth and factual research.

The study population was Tridianti University students who actively use online dating apps. The sampling technique used was purposive sampling, with a sample size of 158 students. The data was collected using a Likert scale to measure confidence levels, which covered 60 question items with response categories varying from strongly agreeing

to strongly disagreeing. Validity and reliability tests were performed using SPSS version 20.0 to ensure accurate and consistent research instruments. In addition, normality tests, linearity tests, and hypothesis tests are performed to test basic assumptions and relationships between variables in the study. Qualitative research uses purposive sampling and snowball sampling, with the researcher as the primary instrument that must be validated for its ability to conduct research effectively.

3. Result and Discussions

3.1 Analysis of Measuring Instrument Trials

a. Validity of the Trial Scale

A 60-item confidence level scale consisting of 30 favorable statements and 30 unfavorable statements was further analyzed with a correlation coefficient criterion limit of 0.30. For more details see the following table:

Table 1. Distribution of the items of the Try Out Scale of Self-Confidence

No	Aspect	Indicator	Aitem				Amount
			Fav	Fall	Unfav	Fall	
1.	Emotional Response	Unaffected by mood swings, ability to recover from failure or traumatic events	1,7,13,19,25	-	31,37,43,55	49	9
2.	Concentration	Able to maintain focus on personal development, develop problem-solving skills	2,8,14,26	20	32,38,44,50,56	-	9
3.	Target	Develops after experiencing failure, the ability to face challenges	3,9,15,21,27	-	39,45,51,57	33	9
4.	Business	Interacting positively with others, planning steps toward goals	4,10,16,22,28	-	34,40,46,52,58	-	10
5.	Strategi	Communicate clearly and effectively, understanding themselves and their purpose in life	5,11,17,23,29	-	35,41,47,53,59	-	10
6.	momentum	Giving recognition to one's own or others' accomplishments, creating goals consistently	6,12,18,24,30	24	36,42,48,54,60	-	8
Total			28	2	28	2	56

Notes:

Fav : Favourable

Unfav : Unfavourable

The confidence level scale has 60 items of statements consisting of 30 items of favourable statements and 30 items of unfavourable statements have been analyzed for validity with a minimum threshold of 0.30 and are considered satisfactory, but the validity coefficient can be considered to be lowered slightly to 0.25 if the item does not reach the threshold of 0.30 (Azwar, 2015). After the analysis, 56 valid items were obtained and 4 failed items were analyzed twice. In the first analysis, there are four failed statements: items 20, 24, 33, 49. Whereas in the second analysis all the items are valid with a total of 56 items. Subsequently, these valid items are rearranged into scales for retrieving research data:

Table 2. Distribution of Self-confidence Scale for Research

No	Aspect	indicator	Aitem		Amount
			Fav	Unfav	
1.	Respon emosi	unaffected by mood swings, ability to recover from failure or traumatic events	1,7,13,19,25	31,37,43,55	9
2.	concentration	Able to maintain focus on personal development, develop problem-solving skills	2,8,14,26	32,38,44,50,56	9
3.	Target	develops after experiencing failure, the ability to face challenges	3,9,15,21,27	39,45,51,57	9
4.	Business	interacting positively with others, planning steps toward goals	4,10,16,22,28	34,40,46,52,58	10
5.	Strategy	Communicate clearly and effectively, understanding themselves and their purpose in life	5,11,17,23,29	35,41,47,53,59	10
6.	momentum	Giving recognition to one's own or others' accomplishments, creating goals consistently	6,12,18,30	36,42,48,54,60	8
Total			28	28	56

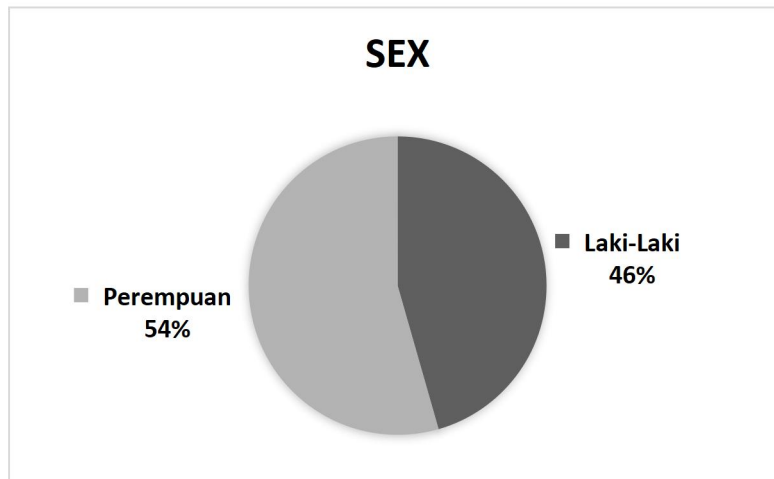
b. Reliability of the Trial Scale

The theoretical magnitude of the reliability coefficient ranges from 0 to 1.00, but in reality a coefficient of 1.00 has never been found. The reliability coefficient (rxx) ranges from 0 to 1.00, although the higher the reliability coefficient approaches 1.00, the more realistic the measurement. The reliability test on the confidence level scale showed a reliability alpha of 0.950. Thus, the confidence level scale measurement can be said to have good measurement consistency as its reliability value is close to 1.00.

3.2 Research data Analysis

a. Description of Research Data

The description of the research data is used to determine the limit in obtaining information about the state of the subject on the variable to be studied, then the research data is categorized. The purpose of categorization is to place subjects into groups that are ranked according to a continuum based on the attributes measured (Azwar, 2012). In this study, researchers made categorizations based on the characteristics of the respondents shown at the time of the study.



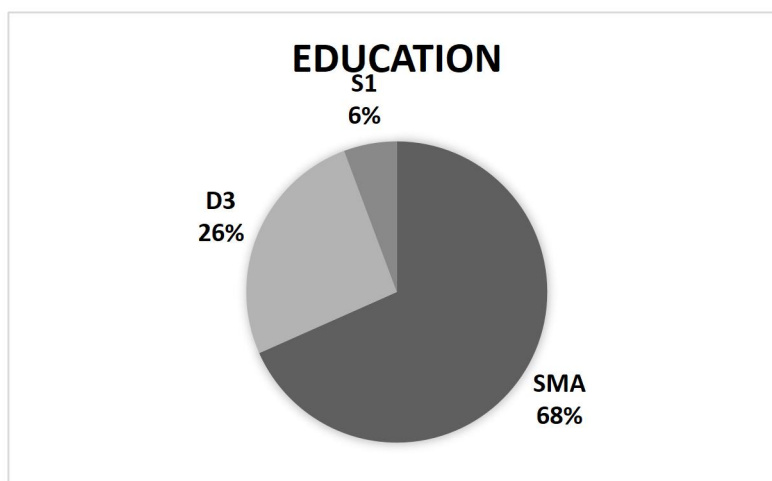
1. Research Sample Categories Based on Gender

Subjects in this study were categorized based on male and female gender characteristics:

Based on the figure above, the respondents in this study were dominated by female respondents with 86 students with a percentage of 54%. The male respondents were 72 students with a percentage of 46%. This means that the majority of the respondents in this study were predominantly female.

2. Research Sample Categories Based on Education

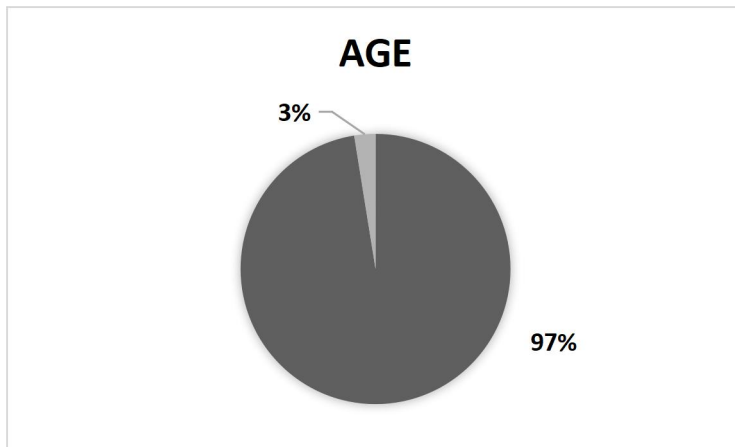
Respondents of this study then had different final educational backgrounds, viewed on the basis of final education i.e. Secondary School (SMA), Diploma (D3) and Bachelor (S1):



Based on the figure, it can be concluded that students with last secondary school education (SMA) have the largest distribution of respondents based on last education background of 108 students with a percentage of 68%, while the last education background of diploma (D3) as many as 41 students with a percentage of 26%. The last with the last undergraduate education background (S1) had a respondent of 9 students with a percentage of 6%. This means that students with a high school education background are the largest and dominant respondents in this study.

3. Research Sample Categories Based on Age

The categories of subjects in this study were from different ages ranging from 18 years to 40 years. The study respondents were divided into 18-29 year olds and 30-40 year olds. The following is the distribution of respondents by age:



Based on the image, the respondents of this study were dominated by respondents with an age range of 18-29 years with a total of 154 students with a percentage of 87%, while respondents with an age range of 30-40 years with 4 students with a percentage of 3%. This means that the respondents in this study were predominantly respondents with an age range of 18 to 29 years.

b. Test Assumptions

1. Normality Test

Table 3. Normality Test Results

Variable	KS-Z	P	Information
Level Of Confidence	0,755	0,664	Normally Distributed Data

Notes:

KS-Z = Uji Kolmogorov Smirnof

P = Significance

Based on the above table, that the results of the data obtained through the measuring instrument made by the researcher to the variable confidence level is normally distributed because it meets the rule $P > 0.05$, it can be seen from the value of P of the measuring instrument, i.e. the variable confidence level $P = 0.755$ ($p > 0.05$) with KS-Z 0.664.

2. Linearity Test

Table 4. Results of the Linearity Test

Variable	F	P	Information
Gender X Level of self-confidence	85,497	0,000	Linier
Education X Level of self-confidence	183,604	0,000	Linier
Age X Level of confidence	419,554	0,000	Linier

Information:

F = Coefficients showing the relationship between the independent and dependent variables

P = Significance

Based on the above table from the linearity test of the confidence level by sex it can be seen that a linear relationship occurs because it meets the rule $p < 0.05$. Such results can be seen from a $p (0,000)$ value that is smaller than 0.05. For the linearity test of confidence levels with education it can be seen that the relationship is linear because it satisfies the rule $p < 0.05$. The result can be seen from a $p (0,000)$ value that is smaller than 0.05. For the linearity test the confidence level with age can be seen that there is a linear relationship because it meets the rule $p < 0.05$. the result can be seen from the $p (0,000)$ value that is smaller than 0.05.

Table 5. Hypothesis Test Results

Variabel	R 2	t	P
Self-confidence level X Gender	0,354	68,208	0,000
Self-confidence level X Education	0,541	70,155	0,000
Self-confidence level X age	0,729	65,609	0,000

Notes:

R 2 = Coefficient of determination

t = A test that shows how far one independent variable influences an individual in describing a dependent variable

P = Significance

Based on the table above, the size of the effective contribution given by the gender variable to the confidence level variable is, R Square = 0.354, meaning that the confidence level of Tridinanti University students using dating applications is influenced by the gender of the respondents by 35.4%. The resulting t-count of 68.298 is greater than the t-table of 1.975 or the significance figure is less than 0.05. Variable of education against the variable of confidence is R Square = 0.541, meaning that the confidence level of Tridinanti University students using dating applications is influenced by the education of the respondents by 54.1%. The resulting t-count of 70.155 is greater than the t-table of 1.975 or the significance figure is less than 0.05. The effective contribution of the age variable to the confidence level is R Square = 0.729, meaning that the confidence level of Tridinanti University students using dating applications is influenced by the age of the respondents by 72.9%. The resulting t-count of 65.609 is greater than the t-table of 1.975 or the significance figure is less than 0.05. Thus it can be concluded that all independent variables are significant to the level of confidence in Tridinanti University students using dating applications. Of all the variables, it can be seen which one contributes the most to the dependent variable.

3.3 Discussion

Based on a study conducted by researchers on the level of confidence of users of dating applications in students of Tridinanti University who used a test t test that aims to find out whether or not there is an influence of gender, education and age on the variables of the level of confidence in students of Tridinanti University who use dating applications. Thus, the results of the analysis obtained show that the hypothesis put forward by the researchers is accepted. This is because the t-value of the sex-based confidence level variable of 68.298 is greater than the t-value of 1.975 or the significance value is less than 0.05. The t-value of the education to the confidence triangle variable of 70.155 is greater than the t-table of 1.975 or a significance figure smaller than 0.05. Whereas the t-value of the age variable against the confidence level of 65.609 is greater than the t-table of 1.975 or the significance figure is less than 0.05. So gender, education and age are significantly different in the confidence variables.

The results of the analysis are also supported by Hurlock (2017) where there are differences in confidence levels according to parenting patterns, physical appearance, gender, education and age maturity. Based on the results, we also looked at the effect of each variable on confidence levels. The gender variable contributed 35.4% to confidence levels and had a significant negative impact. The conclusion is in accordance with Hakim's theory (Trimayati et al., 2023) that gender is one of the internal factors that are considered to be able to affect the level of self-confidence of individuals. This contrasts with the study done by Salsabilla and Rahardjo (2024) that there were no differences in the reviewed confidence levels of the sexes.

In the results of the analysis, the educational variables obtained contributed 54.1% to the level of confidence and had a positive and significant impact. The conclusion is in line with Pratiwi's (2018) theory that the level of self-confidence of an individual is generated by the educational process, individuals with higher education tend to have a better level of self-confidence compared to individuals with lower education.

Furthermore, the results of the analysis of the age group variables obtained contributed 72.9% to the level of confidence and provided a positive and significant influence. The conclusion is consistent with the theory of Erwanyah et al., (2023) that age maturity of individuals shows significant differences in confidence levels. The more mature an individual's age is characterized by good socialization.

Based on the normality test, Kolmogorov Smirnov results for each of the variables indicate that the data for both variables used in this study are normally distributed. Based on the table above, that the results of the data obtained through the measuring instrument made by the researcher are normally distributed because they meet the rule $P > 0.05$, it can be seen from the P value of the measuring instrument, namely Self-Confidence Rate $P = 0.664$ ($p > 0.05$) with KS-Z 0.728.

In the qualitative research method, the results reveal differences in the levels of self-confidence among students at Universitas Tridianti. This is demonstrated by responses to several questions about factors influencing self-confidence. The qualitative study identified subjects based on a self-confidence scale, which showed that subjects HT and DW have low levels of self-confidence. Conversely, subject HM exhibited high self-confidence.

Subject HT mentioned feeling embarrassed to meet the opposite sex in real life and prefers to use the dating app Bumble. This is because HT feels she is not attractive and is overweight. In contrast, subject DW has low self-confidence due to pressure in finding a partner and frequent experiences of ghosting, which create a sense of inadequacy. On the other hand, subject HM exhibits high self-confidence because of a perceived good physical appearance, higher education, and a stable economic background. As a result, HM feels confident and selective in finding a partner who matches her background.

4. Conclusion

Based on the data analysis and discussion using quantitative research methods, the researcher concludes that the level of self-confidence among dating app users at Universitas Tridianti is significantly influenced by gender, education, and age. Specifically, gender contributes 35.4% to self-confidence, education contributes 54.1%, and age contributes 72.9%. The data obtained from this study also meet the criteria for normal distribution, making the analysis results valid.

In qualitative research, it can be concluded that subjects HT and DW exhibit low levels of self-confidence. HT, a female with a high school education, lacks self-confidence due to concerns about physical appearance. HT feels hesitant to make the first move due to fears of potential rejection. Similarly, DW, also a female with a high school education, experiences low self-confidence due to pressures in finding a partner and frequent instances of ghosting, which create a sense of inadequacy. On the other hand, subject HM demonstrates high self-confidence due to perceived good physical appearance, higher education, and a stable economic background. Consequently, HM feels confident and selective in finding a partner who matches their background.

Based on the conclusions of both quantitative and qualitative findings showing close continuity where the quantitative shows the distribution of data from dating application users while the qualitative shows who the perpetrators or subjects are who use the dating application. Here it shows what percentage of subjects use the dating application

References

- Annisa, D. (2020). The Impact of Confidence on Direct Communication. *Journal of Social Interaction*, 45(2), 156-172.
- Anthony, W. (2010). Self-confidence and Personal Development. In Ghufon, M. N., & Risnawita, R. (Eds.), *Psychological Foundations of Personality Development*. Jakarta: PT Gramedia.
- Azwar, S. (2012). *Sikap Manusia: Teori dan Pengukurannya* (2nd ed.). Pustaka Pelajar.
- Azwar, S. (2015). *Reliabilitas dan Validitas* (4th ed.). Pustaka Pelajar.
- Baumeister, R. F., Rudich, E. A., et al. (2007). Self-Esteem and Rejection Sensitivity: The Impact of Social Feedback. *Journal of Personality and Social Psychology*, 92(3), 468-481.

- Dweck, C. S. (2003). *Mindset: The New Psychology of Success*. New York: Random House.
- Erwansyah, R., et al. (2023). The Impact of Age Maturity on Confidence Levels in Social Interactions. *Journal of Personality and Social Development*, 8(2), 123-139.
- Ghufron, M. N., & Risnawita, R. (2010). *The Psychology of Self-confidence and Its Application in Social Life*. Jakarta: PT Gramedia.
- Hakim, A. (2023). Gender and Self-Confidence: An Analysis of Internal Factors. In Trimayati, S., et al. (Eds.), *Psychological Aspects in Social Interactions* (pp. 45-61). Academic Press.
- Hurlock, E. B. (2017). *Developmental Psychology: A Lifespan Approach*. New Delhi: McGraw Hill.
- Julianti, N., & Andhika, P. (2021). Online Dating and Expanding Social Networks. *Journal of Digital Society*, 34(1), 23-34.
- Junaid, S., Andini, C., Atun Atsyania, N., & Nurul Rahmawati, A. (2024). Exploring Rani Mehra'S Culture Shock In Queen (2014) Movie Through the Lens of Sverre Lysgaard'S U-Curve Theory. *ELS Journal on Interdisciplinary Studies in Humanities*, 7(3), 475-489. <https://doi.org/10.34050/elsjish.v7i3.37347>
- Kurniasari, T., & Utami, D. (2021). The Basic Needs of Adults in Relationships. *Indonesian Journal of Psychology*, 5(4), 112-125.
- Kumara, N. (2010). *Building Self-confidence for Social Success*. In Ghufron, M. N., & Risnawita, R. (Eds.), *Psychological Foundations of Personality Development*. Jakarta: PT Gramedia.
- Miftajanna, A., & Irwansyah, P. (2022). Low Self-esteem in Online Dating Application Users. *Journal of Behavioral Studies*, 11(3), 56-73.
- Murasmutia, D., et al. (2015). The Role of Confidence in Achieving Success in Social Interactions. *Journal of Psychological Development*, 14(2), 87-101.
- Neff, K. D., & Vonk, R. (2009). The Dangers of Overly Harsh Self-Criticism. *Journal of Personality and Social Psychology*, 96(3), 645-660.
- Pratiwi, L. (2018). Educational Attainment and Its Influence on Self-Confidence Levels Among University Students. *Journal of Educational Psychology*, 6(1), 67-82.
- Pribadi, A. Z., & Roestamadji, I. (2012). Youth Confidence and Its Impact on Social Interactions. *Journal of Indonesian Sociology*, 8(2), 101-115.
- Rahman, F., Abbas, A., Hasyim, M., Rahman, F., Abbas, A., & Hasyim, M. (2019). Facebook group as media of learning writing in ESP context: A case study at Hasanuddin University. *Asian EFL Journal Research Articles*, 26(6.1), 153-167.
- Rahman, F., & Amir, P. (2019). Trends in Reading Literary Fiction in Print and Cyber Media by Undergraduate Students of Hasanuddin University. *International Journal of Education and Practice*, 7(2), 66-77.
- Rakuten Insight. (2022). *Survey on Online Dating Application Users in 2022*. Goodstats.
- Robbins, S. P., & Judge, T. A. (2008). *Organizational Behavior*. 13th Edition. Upper Saddle River: Prentice Hall.
- Rofiqoh, N. (2022). The Impact of Social Support from Partners on University Students. *Journal of Educational Psychology*, 13(2), 43-56.
- Rudich, E., Baumeister, R. F., et al. (2007). Rejection and Its Impact on Self-Confidence: An Analysis of Interpersonal Relationships. *Journal of Social Psychology*, 143(4), 530-544.
- Salsabilla, M., & Rahardjo, T. (2024). Gender and Self-Confidence: A Comparative Study. *Journal of Behavioral Studies*, 12(1), 90-102.
- Sternberg, R. J. (2018). *The Triangular Theory of Love*. In Suyono, I. (Ed.), *Psychology of Love and Intimacy*. Jakarta: PT Gramedia.
- Suma, M., Rahman, F., Dalyan, M., Andini, C., & Wajadi, A. M. F. (2024). Cultural Aspects of Character Education found in Comic" Pelayaran Ke Dusung": An Ecranization through the Application of Augmented Reality. *Journal of*

Ecohumanism, 3(4), 739-753.

Syam, F., & Amri, A. (2017). Confidence and Social Life. *Indonesian Journal of Social Psychology*, 9(1), 34-45.

Trimayati, S., et al. (2023). Gender as a Factor Affecting Self-Confidence in Different Contexts. *Journal of Psychology and Social Dynamics*, 10(3), 98-115.

Willis, A. (2010). Self-confidence and Problem-solving in Social Contexts. In Ghufon, M. N., & Risnawita, R. (Eds.), *Psychological Foundations of Personality Development*. Jakarta: PT Gramedia.

Yaumi, M. T. A. H., Rahman, F., & Sahib, H. (2023). Exploring WhatsApp as Teaching and Learning Activities during Covid-19/New Normal era: A Semiotic Technology Analysis. *International Journal of Current Science Research and Review*, 6(12), 7627-7634.

Zuckerman, M., & Tsai, F. (2005). Repeated Failures and Their Effect on Confidence. *Journal of Applied Social Psychology*, 35(1), 117-134.