
The Relationship Between Self-Disclosure And Achievement Motivation In Generation Z**¹Debby Anggraini Daulay, ²Fasti Rola, ³Ade Rahmawati Siregar**^{1,2,3}Faculty of Psychology, University of Sumatra Utaradebby_anggraini@usu.ac.id, fastirola@gmail.com, aderahmawati19@yahoo.co.id**Article History:** Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 16 April 2021

Abstract. This study aims to see the relationship between self-disclosure and achievement motivation in Generation Z. The subjects in this study were 1,064 people. This research is a correlational study with the research population of generation Z adolescents. The sample used the incidental sampling technique. Data were collected using measuring instruments in the form of a self-disclosure scale (DeVito, 2015) and a ranking of achievement motivation (McClelland, 1987) which the researcher made himself. The statistical tests using the person product moment. The results show that there is a relationship between self-disclosure and achievement motivation in generation Z.**Keywords:** self disclosure, achievement motivation, Generation Z

INTRODUCTION

Generation Z is the generation born from 1995 to 2010. When viewed from the age range, generation Z generally has entered their teens. Adolescence is a period of transition from childhood to adulthood. Typically, adolescence starts at the age of 12 years to 22 years. One of the tasks of adolescent development is to make social adjustments. Social adjustment is the adjustment in peers, adults outside the family environment, school, and in relationships of the opposite sex. It is related to adjustment to peer group influence, social behavior changes, and new values in friendship selection (Hurlock, 1999).). Individuals who are capable of adjusting to the social environment require social skills. A critical aspect of social skills is self-disclosure (Buhrmester, 1998).

Self-disclosure is an activity to share feelings and information about oneself with others that are generally unknown to understand themselves. The information shared when individuals perform self-disclosure is quite diverse, ranging from general things to specific things. This information is about self-worth, feelings, self, emotions, attitudes, status, desires, self-characteristics, and various other types of information (Devito, 2015). Qudrotin and Mulyono (2017) explain that communication, especially interpersonal communication, has a vital role in adapting to the surrounding environment. Individuals with good interpersonal communication skills will generally express their emotional needs to achieve their personal goals with success. That is, good interpersonal communication will be able to make it easier for individuals to achieve their goals based on motivation. Motivation encourages individuals to take action to meet and satisfy various needs.

Motivation is a process that provides enthusiasm, direction, and persistence in behavior. Motivated behavior is full of energy, purposeful, and long-lasting (Santrock, 2011). Meanwhile, McClelland (in Sukadji, 2001) added that motivation is closely related to building relationships with other people, the desire to dominate, and the desire to have achievement. However, several factors influence a person's tendency to present or express himself in attaining a goal, one of which is the self-concept (internal). How the individual thinks about himself and his belief that he can do something will motivate someone to display purposeful behavior. Likewise, environmental (external) assessments will make individuals more motivated to achieve their goals, especially when they feel accepted and part of their social environment.

From the explanation regarding self-disclosure and achievement motivation, self-disclosure has a close relationship with social relations. Individuals who can open up will be able to express themselves appropriately and be able to adjust themselves, be more confident, be positive, and be more objective in evaluating things. Individuals will be able to increase their motivation and effort to achieve something with these abilities.

Self-Disclosure

Self-disclosure is the activity of sharing feelings and information about oneself with others that are generally unknown to others. Information varies from general info to specific details. Usually, individuals are in a conscious state and convey self-worth, self-feelings, emotions, attitudes, status, desires, or self-characteristics and various other types of information (DeVito, 2015).

There are five dimensions of self-disclosure (DeVito, 2015):

1. Amount is related to the quantity of self-disclosure, which can be measured by knowing the frequency with whom the individual discloses himself and the time required for self-disclosure.
2. Valence, valence is a positive or negative thing from self-disclosure. Individuals can reveal pleasant or unpleasant things about themselves, praise the things in them, or speak ill of themselves.
3. Accuracy / Honesty, relating to the accuracy and honesty of individuals in conducting self-disclosure.
4. Intention, in conducting self-disclosure, one of the things considered is the intent and purpose.
5. Intimacy, in conducting self-disclosure, some things are personal or intimate, and some things are general in nature.

Achievement motivation

According to McClelland (in Sukadji et al., 2001), achievement motivation is a motive that encourages a person to achieve success in competing with a measure of excellence. Whether it comes from past performance standards or others' achievements, achievement motivation is an individual tendency to improve and maintain a skill or skill based on an individuals' higher standard (Robins, 1996). McClelland (1987) suggests several characteristics of individuals with high and low achievement motivation, namely:

- a. Selection of the difficulty level of the task
Individuals with high achievement motivation tend to choose tasks with moderate task difficulty, while individuals with low achievement motivation tend to select functions with a very high difficulty level or very low.
- b. Resilience and persistence
In doing tasks, individuals are more persistent or diligent in doing various jobs, do not give up easily when they experience failure, and keep trying to complete the task. In contrast, individuals with low achievement motivation tend to have low persistence.
- c. Hope for feedback
Individuals with high achievement motivation always expect feedback on tasks that have been done and are concrete or tangible about how well the work results.
- d. Hope for a prize (reward)
Individuals with high achievement motivation do not expect a reward (reward) in completing a task. Individuals are more interested in feeling intrinsic satisfaction (intrinsic satisfaction).
- e. Innovativeness
Innovative is the ability to do something better in a different way than usual.

METHOD

The method used in this research is the correlation method. This study aims to see the relationship between self-disclosure and achievement motivation in generation Z. The respondents of this study were 1064 adolescents of generation Z in Medan City. The sampling technique is an incidental sampling.

Table 1. The Relationship between Self-Disclosure and Achievement Motivation

		Efficacy	Empathy
Self Disclosure	Perason Correlation	1	-.098**
	Sig. (2-tailed)		0,001
	N	1064	1064
Achievement Motivation	Perason Correlation	-.098**	1
	Sig. (2-tailed)	0,001	
	N	1064	1064

Table 1 shows the correlation between self-disclosure and sufficient achievement motivation significant although low ($r = -0.098, p < 0.01$). The correlation between these two variables is also negative, meaning that if a person has high self-disclosure, then the achievement motivation tends to be low or vice versa.

DISCUSSION

Data analysis's main result shows that the correlation between self-disclosure and achievement motivation is quite significant even though it is low. The correlation between these two variables is also negative, meaning that if a person has high self-disclosure, then the achievement motivation tends to be poor or vice versa. In general, DeVito (2015) describes self-disclosure as an activity of sharing feelings and information about oneself with others generally unknown to understand themselves better. The information transmitted is quite diverse, ranging from general to specific things, including self-worth, self-feelings, emotions, attitudes, status, desires, or self-characteristics and various other types of information. However, the individual's decision to show self-disclosure or not is entirely a decision of the individual himself. Therefore, the personal trust factor plays a significant role (Buhrmester, 1998). It is in line with elements that can influence a person's tendency to self-disclose, including intention and motivation. From the perspective of intention, self-disclosure is taking into account the aims and objectives. Individual personal beliefs that vary in the end also determine the differences in the aims and objectives that a person wants to achieve in self-disclosure, likewise with the motivation factor. Through motivation, individuals will be motivated to take action to meet and satisfy their various needs. What motivates a person to express himself can come from within or from outside himself. The drive from within is related to his internal desire or goal, while the environment around him influences the movement from outside, be it family, school, or work. It is in turn, leads to variations in one's goals for self-disclosure.

Also, additional research results are obtained, which aims to see the effect of aspects of the self-disclosure variable, namely amount, valance, accuracy, intention, and intimacy, on achievement motivation variables. Based on the results, all self-disclosure factors affect the achievement motivation variable. The aspects of amount, valance, and intimacy harm achievement motivation, while elements of accuracy and intention positively influence achievement motivation. The amount related to the frequency and time a person uses for self-disclosure means that the higher the aspect, the lower the motivation achievement. Today's teens tend to be more interested in expressing themselves using visual and auditory context cues. It is consistent with research conducted by Walther (1996) which states computers or gadgets, such as audio-visual and synchronous anonymity, encourage individuals to express themselves more freely on social media to mediate specific features. It is also in line with APJII's (2018) data that the Indonesian state shows an increasing percentage of 79.72% related to internet users' growth since 2013. Internet media initially had a positive impact on adolescents, especially in information-seeking activities, self-disclosure, and learning processes. It triggers negative implications due to uncontrolled use affecting various aspects of adolescent life, such as decreased concentration learning, disturbed sleep patterns, and addictive behavior.

The valence aspect itself is related to self-disclosure about things that are considered positive or negative. In contrast, the intimacy aspect is the disclosure of nature, personal or intimate, which ultimately determines whom a person chooses to show self-disclosure. These two aspects negatively influence achievement motivation, meaning that the higher the element in question, the lower the achievement motivation will be. Hargie & Dickson (2004) stated that self-disclosure is a mechanism. Adolescents must build closeness and intimacy with others, which is also part of social skills. Following the task of development, adolescents must be able to place and adjust to improve the quality of relationships and build trust in others. However, there is still an egocentrism mindset, makes adolescents less open and show motivation for achievement depending on other's recognition or attention.

Meanwhile, accuracy and intention aspects have a positive influence on achievement motivation. The accuracy aspect relates to individuals' accuracy and honesty in conducting self-disclosure, and the intention aspect related to self-disclosure by considering purpose and objectives. These two aspects positively influence achievement motivation, meaning that the higher the element in question, the higher the achievement motivation. In line with Purwanto's (2007) opinion, every motivation will have a strong influence on a goal or purpose that the individual wants to achieve. The greater the desire to achieve goals, the stronger the motivation will be. Motivation grows because of the desire to know and direct behavior better until finally encouraging an individual's direct interest in achieving achievement.

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