

INTERPERSONAL TRUST RELATIONSHIP WITH COLLEGE STUDENTS' MARRIAGE READINESS

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Abstract: This study aims to investigate the description of interpersonal trust and marriage readiness in college students. The method used in this research is a case study with questionnaire and interview techniques to obtain in-depth understanding. This research seeks to answer the research question, namely how the level of interpersonal trust influences marriage readiness in students. The aim is to understand the relationship between interpersonal trust in shaping marriage readiness among students. Apart from that, it also serves as a guide in developing guidance and counseling programs to increase marriage readiness among students. The results of the analysis show that the average student has a high level of interpersonal trust and marriage readiness.

Keywords: interpersonal Trust; Marriage Readiness; Early Adulthood; College Student

INTRODUCTION

Today's diverse marriage dynamics are often influenced by various factors. In facing a complex married life, of course an individual needs to be well prepared. Marriage comes from the basic word, namely *nikah*, which means an agreement between a man and a woman to officially enter into a marriage bond, husband and wife, and create a family. Meanwhile, readiness is a point of maturity in accepting and implementing certain behavior (Sofia, 2000). Therefore, it can be concluded that marriage readiness is a condition where someone is willing to build a relationship, accept responsibility, and be involved as husband and wife (Duvall & Miller, 1985). Readiness for marriage is the first step to fulfilling developmental tasks as an adult individual. Blood (1978) stated that early adult individuals need readiness to be involved in a marriage relationship so that marriage readiness becomes a crucial thing and an important stage in the development of their lives.

Low readiness for marriage often occurs in couples who marry at an early age. Individuals who are not ready for marriage are very likely to experience conflict in relationships, higher divorce rates, mental and emotional stress, delays in personal development, dissatisfaction in relationships, and even poor mental health (Adam, 2020). This is supported by the perception of the younger generation who consider marriage to be something difficult and complicated (Permana & Medynna, 2021). The millennial generation,

which refers to the group of individuals born between 1982 and 2000 (Howe & Strauss, 2000), often feels reluctant to commit to marriage, so they postpone or even avoid marriage altogether (Hartanto, 2016). Marriage, which was previously considered a positive step in life, is now starting to be ignored and valued differently by the millennial generation (Wang & Taylor, 2011). They tend to postpone marriage and believe that marriage is not urgent or even important to do quickly (Wang & Taylor, 2011). In addition, the millennial generation is also more likely to live together without getting married, values parenthood more than marriage (Wang & Taylor, 2011), and is more open to being a single parent. The rise of social issues such as divorce and domestic violence (KDRT) often results in a crisis of confidence which influences the younger generation's decision to postpone marriage.

Trust is one of the most important things in an intimate relationship. Trust is complex, fluctuates, and has a significant impact on relationships (Cosentino, 2012). Trust is an important element in forming interpersonal relationships and communication. If individuals believe that other people will not harm them, they are more likely to open up to those people. According to Rampel et al (in Buntara and Helmi, 2015), trust develops from past experiences and previous interactions, forming mature relationships.

Strong interpersonal trust can improve the quality of relationships, facilitate effective communication, and strengthen involvement and commitment in relationships, which ultimately can influence a person's readiness for marriage. However, on the other hand, low or lacking interpersonal trust can hinder relationship development, increase uncertainty, and can even lead to conflict and disharmony in relationships (Arikewuyo, Eluwole, & Özad, 2021). Therefore, understanding the relationship between interpersonal trust and marriage readiness is important for further research, especially in the context of students who are a group that is often in the process of searching for identity and readiness to enter the family life phase. Thus, this research aims to examine the relationship between interpersonal trust and students' marriage readiness. Through an in-depth understanding of the variables that influence interpersonal trust and marriage readiness, it is hoped that we can provide insights and recommendations that are useful for both completeness of data and development of skills in marriage guidance and counseling or for students in an effort to improve the quality of interpersonal relationships and prepare themselves to enter this phase. marriage more prepared and mature.

METHOD

This research uses quantitative methods with the aim of obtaining empirical data regarding the relationship between Interpersonal Trust and Readiness for Marriage among students. In the context of a quantitative approach, Creswell (2016) argues that quantitative research can determine the focus of research through specific questions, collect data that can be measured, analyze numerical data with the help of statistics, and conduct research objectively. This shows that analysis of the relationship between Interpersonal Trust and Readiness for Marriage in students can be carried out using statistics in the form of numbers.

RESULT AND DISCUSSION

A. Results

1. Demographics

Based on the instrument that has been created, this questionnaire contains 52 statements which are measured on a 1-4 Likert scale. In detail, there are 30 statements for the marriage readiness variable and 22 statements for the interpersonal trust variable. To date, the questionnaire has been completed by 46 respondents with the maximum age range being 19 years, totaling 21 respondents. Details of respondents are presented in the following statistical analysis table.

Table 1. Age Frequency of Respondents

No	Respondent's Age	Frequency
1.	17	1
2.	18	7
3.	19	21
4.	20	8
5.	21	8
6.	22	1

Table 2. Respondent Gender Frequency

No	Gender	Frequency
1.	Man	7
2.	Woman	39

Table 3. Semester Level Frequency of Respondents

No	Semester	Frequency
1.	2	29
2.	4	7
3.	6	8
4.	8	2

The questionnaire is aimed at students in general so that respondents do not only come from the Indonesian University of Education but also several other universities and agencies such as ISBI Bandung, Bandung State Polytechnic, Jember State Polytechnic, Sebelas Maret University, Jendral Achmad Yani University, and Gajah Mada University.

2. General Descriptive Statistics Results

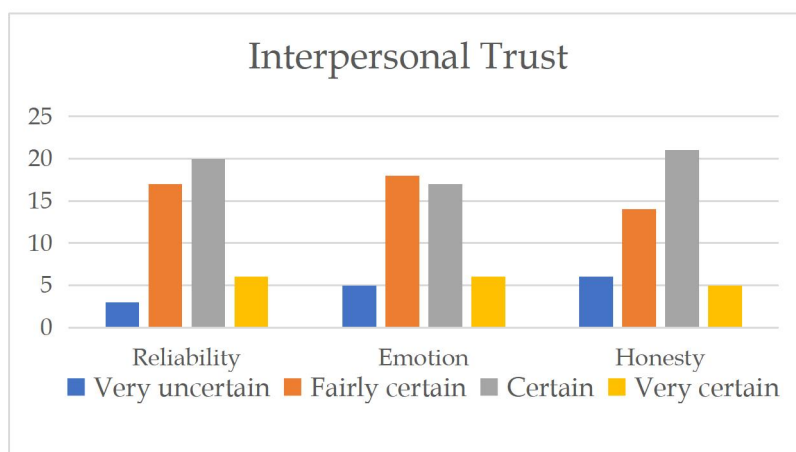
Attached below are the results of the questionnaire data obtained by the respondents

Table 4. General Descriptive Statistics Results

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Interpersonal Trust	46	45.00	67.00	57.2609	4.91905
Readiness for Marriage	46	31.00	111.00	74.3261	18.27816
Valid N (listwise)	46				

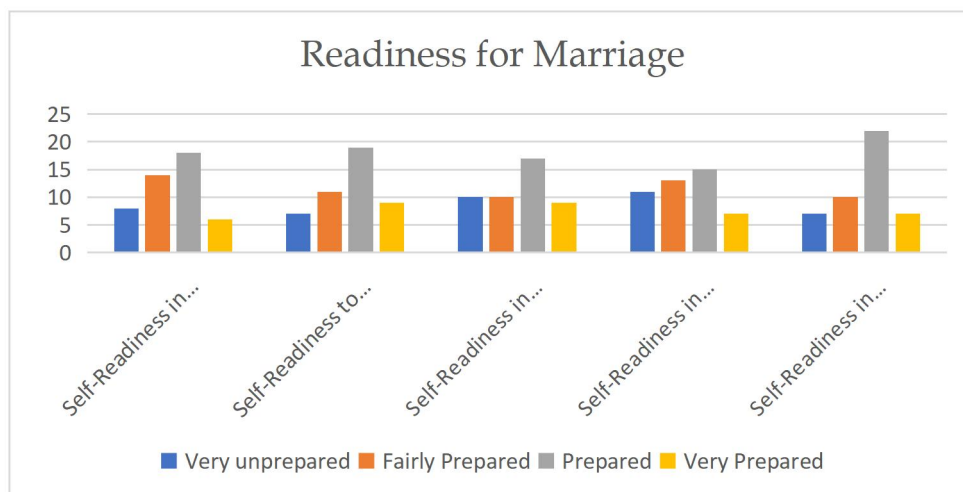
Based on the results of this statistical analysis, it can be concluded that the respondent's tendency towards the Interpersonal Trust variable is on a scale of 3 or confident. This is

shown by the average response of respondents which is dominated by scale 3 with the average frequency of each statement amounting to 20 respondents. In addition, the Interpersonal Trust variable has a minimum value of 45 and a maximum value of 67 with an overall average of 57.2. likewise, the results of statistical analysis show that respondents' tendencies in the Marriage Readiness variable are on a scale of 3 or ready. This is shown by the average respondent's answer being dominated by scale 3 with an average frequency of each statement totaling 26 respondents. In addition, the Interpersonal Trust variable has a minimum value of 31 and a maximum value of 111 with an overall average of 74.3. When viewed through percentages and statistical analysis results from the answers given, it can be concluded that in the interpersonal trust variable, students have been able to develop trust in the people around them. This is indicated by the high average calculation results on the confidence scale based on several items that accurately reflect aspects of interpersonal trust.



Graph 1. Data Processing Results for the Interpersonal Trust Variable

Based on the aspects of interpersonal trust used, aspects that indicate high to low levels of trust are honesty, reliability and emotion. In the aspect of reliability, respondents can be said to have been able to develop interpersonal trust by paying attention to the extent to which other people can be relied on to deal with problems, protect secrets and feelings. This is indicated by the average results which are close to a scale of 3, namely confident. Then in the emotional aspect, respondents can be said to have been able to develop interpersonal trust by paying attention to the extent of the influence of interactions with other people on their emotional management. This is indicated by the average results which are close to scale 2, namely confident. Then in the aspect of honesty, respondents can be said to have been able to develop interpersonal trust by paying attention to the extent to which other people can be trusted in the form of keeping promises, as well as appropriate words and actions. This is indicated by the average results which are close to a scale of 3, namely confident.



Graph 1. Results of data processing for the Marriage Readiness Variable

Meanwhile, regarding the marriage readiness variable, students can also be said to be ready to face marriage. This is indicated by a high percentage on the ready scale. Based on the aspects of marriage readiness used, aspects that indicate high to low levels of readiness are self-readiness to learn to live with a married partner, self-readiness in managing a family household, self-readiness in caring for and educating children, self-readiness in family life, and self-readiness in choose a life partner. In the aspect of Personal Readiness in Choosing a Life Partner, respondents can be said to be ready to face married life by developing their own capacity to choose the right life partner. This readiness is supported by several components such as physical, psychological, emotional, financial, social, moral and religious readiness. This is indicated by the average results which are close to scale 3, namely ready. Then in the aspect of Self-Readiness to Learn to Live with a Married Partner, respondents can be said to be ready to face married life by developing their own capacity to learn to live with a partner after marriage. This readiness is supported by a readiness to understand the rights and obligations of husband/wife. This is indicated by the average results which are close to scale 3, namely ready.

Next, in the aspect of Personal Readiness for Family Life, respondents can be said to be ready to face married life by developing their own capacity for family life. This readiness is supported by a readiness to understand family members and the various changes involved in becoming parents. This is indicated by the average results which are close to scale 3, namely ready. In the aspect of Personal Readiness in Caring for and Educating Children, respondents can be said to be quite ready to face married life by developing their own capacity in caring for and educating children. This is indicated by the average result on scale 2, namely quite ready. Then in the aspect of Personal Readiness in Managing the Household, respondents can be said to be quite ready to face married life by developing their own capacity in managing the family household. This readiness is supported by readiness to carry out the role as husband/wife, implement agreed rules, and manage family finances. This is indicated by the average results which are close to scale 3, namely quite ready.

B. Discussion

Based on the results of the questionnaire regarding interpersonal trust and marriage readiness, it can be concluded that students have good abilities in developing trust in the people around them. In the aspect of interpersonal trust, they show a high level of trust in terms of honesty, reliability, and emotions. Students feel confident that other people can be relied on in dealing with problems, keeping secrets, and considering their feelings. They also believe that other people will act honestly and fulfill promises, and are able to manage and respond to emotions well. Apart from that, in terms of readiness for marriage, students also show high readiness. They feel ready to choose the right life partner by considering physical, psychological, emotional, financial, social, as well as moral and religious aspects. They also feel ready to learn to live with their partner after marriage, understand their rights and obligations as husband/wife, and adapt to family life. Although they demonstrate sufficient readiness in caring for and educating children and managing the household, these aspects still require further improvement.

Interpersonal trust is a key element in determining a person's readiness to marry (Abdurrahman, 2020). Interpersonal trust, characterized by honesty, open communication, behavioral consistency, and transparency, is considered essential for building stable and harmonious relationships (Rempel, Holmes, & Zanna, 1985). Readiness for marriage is influenced by several factors such as age, education level, family origin, family and friend support, occupation, income, personality, and religion (Holman & Li, 1997). Based on various studies regarding marriage readiness, various research patterns were found. Sari (2013) uses a phenomenological approach and focuses on students' views on the meaning of family and self-readiness. The research results show that students show readiness to get married after completing their undergraduate studies and getting a job.

In research conducted by Aziz, et al (2021) regarding the influence of understanding the concept of marriage on students' marriage readiness. shows that students' understanding of the concept of marriage influences their readiness to marry. Therefore, readiness for marriage should be supported by thorough physical and psychological preparation, as well as a deep understanding of the concept of marriage, in order to create a harmonious family. The majority of students feel that they are not fully prepared and mature for marriage, due to a lack of adequate preparation for marriage (Ernawati, 2022). Low readiness to choose a life partner and fear of failure is one of the issues being discussed by young adult individuals today. Johnson (in Putri & Kusumaputri, 2014) explains that trust is a dynamic aspect in a relationship that is built through a series of trusting and trustworthy actions. Trusting is the willingness to take risks, while trustworthy is behavior that respects other people's trust (Campbell et al., 2010). Overall, the results of the questionnaire show that students have a strong foundation for building healthy interpersonal relationships and are ready to face married life.

CONCLUSION

Based on the results of data analysis obtained through surveys, it was found that students generally have good interpersonal confidence and marriage readiness. Interpersonal trust, which is measured through indicators such as honesty, open communication, consistency,

and a sense of security, is an important factor in marriage readiness. Research shows that students with high interpersonal trust are able to build stable and harmonious relationships, which is important for long-term commitment. Students with high interpersonal trust are better able to communicate effectively, resolve conflicts constructively, and support their partners emotionally. This ability is important for facing the responsibilities and challenges of marriage. This research shows that guidance and counseling programs on campus can be launched to increase students' marriage readiness by strengthening interpersonal trust. Activities that encourage open communication, teamwork, and emotional support can help students prepare for marriage. Programs such as communication training, conflict resolution workshops, and individual and group counseling can help students develop interpersonal skills to build healthy relationships. A deeper understanding of relationship dynamics and interpersonal skills can help educational institutions create a generation that is better prepared and able to build successful and happy marriages.

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