

Dimension Of Self-Esteem Based On Guidance And Counseling Perspective

Eka Sakti Yudha, Dodi Suryana, Yulia Nabella

Abstract: Self-esteem is an evaluation made by an individual to maintain everything related to what is expressed in an agree or disagree attitude and the belief to be able, important, successful and useful. This study discusses the self-esteem of children in terms of the entrance path to the school, namely zoning or non-zoning of seventh-grade at SMPN 1 Cimahi in the 2019/2020 school year. This research uses quantitative. The design used in this study is correlational with descriptive methods. The population of participants in this study involved 50 students consisting of 25 zoning students and 25 non-zoning students. The data collection uses one instrument, the Rosenberg Self-Esteem Scale instrument.

Keywords: Self-Esteem, Zoning System, Middle High School

1. INTRODUCTION

As an Indonesian citizen, education is the right of all nations by the 1945 Constitution, namely the government is obliged to fulfill the rights of its citizens in obtaining an education to determine the quality of life for the future of a nation [1]. Education in this country has become one of the special concerns to see how equality access can be enjoyed by all Indonesian citizens [2]. In the implementation of education mapping, we can see that in big cities, educational facilities and infrastructure are very advanced, while in villages and certain regions of Eastern Indonesia, inversely proportional, there are still many school facilities that use modest facilities and infrastructure even lack teaching staff, whereas facilities and infrastructures is one of the important and main resources in supporting the learning process in schools, with the existence of good management of school facilities and infrastructure can improve the quality of education [3]. Continuing the government's efforts to accelerate the distribution of education is the determination of the zoning system contained in Permendikbud Number 14 of 2018, namely the Acceptance of New Students (PPDB) which emphasizes the distance or radius between student homes and schools, so who is closer to the school he is more entitled to get educational services from these schools, this policy aims to accelerate the distribution of quality education and is expected to be able to synergize the education center, namely schools, community and family to provide awareness to the community in general that the responsibility of education is not only on one side, but rather a shared responsibility. The most important thing from PPDB Zoning is that children can get education services that are closest to their home or place of residence [2]. Educative learning builds hard skills and soft skills as a whole. Educative learning, namely the process of transforming knowledge and skills which is at the same time accompanied by character development, hard work, honesty, and quality care, accompanied by evaluations that build objectivity and honesty. The implicit learning process is

worship [4]. In learning, activities can arise various problems both for students, such as setting study time, choosing how to study, using textbooks, group learning, motivation to study [5], preparing for examinations, choosing suitable subjects, and so on [6]. Other problems that arise in adolescents are lack of interest in education, low achievement motivation [7], even hating school [8].

To deal with educational problems, students need to have high self-esteem. Having high self-esteem can prevent students from doing negative things in achieving learning achievement. High self-esteem will make someone feel valuable, respect themselves, see themselves as equal to others and always want to progress and develop. While low self-esteem makes people will be faced with various social and psychological problems because people with low self-esteem are considered more vulnerable to negative influences from the social and psychological environment. People with low self-esteem will also seek status and recognition in deviant activities [9].

Based on information from Cimahi Middle School 1 teachers and field observations conducted, it is known that students with zonation entry lanes have different behavior from non-zonation students. Seen in learning activities, disciplined behavior, how to dress and even from how to speak are very clearly visible. Thus, SMP Negeri 1 Cimahi is used as a school to study and research further about differences in children's self-esteem in terms of the entrance path to school because, with the low self-esteem of students, it will also affect their learning activities that allow students not to learn optimally.

2. METHODS

This type of research is a quantitative approach with a descriptive research design. This descriptive study was used to find out the self-esteem of students with zoning entrance and students with the non-zoning entrance. With the method of cross-sectional study which means the provision of a questionnaire is done only once at a time. Data collection in this study uses a self-esteem scale proposed by Rosenberg which has three components of self-esteem in it, namely general self-esteem, social self-esteem, and personal self-esteem.

Population and Research Samples

The population of this study was some of the seventh-grade students of SMP Negeri 1 Cimahi who were randomly selected. The details are as follows:

- Eka Sakti Yudha, Departement of Educational Psychology and Counseling, Universitas Pendidikan Indonesia eka_bk@upi.edu
- Dodi Suryana, Departement of Educational Psychology and Counseling, Universitas Pendidikan Indonesia dodisuryana@upi.edu
- Yulia Nabella, Departement of Educational Psychology and Counseling, Universitas Pendidikan Indonesia yulianabella@student.upi.edu

TABLE 1.
RESEARCH SAMPLE

School Admission	Total
Zoning	25
Non-Zoning	25
Total	50

3. RESULTS

The results of this study examine empirical data regarding the self-esteem of seventh-grade students with zoning and non-zonation entry points, using instruments made by Rosenberg, namely the Rosenberg self-esteem scale. The Rosenberg self-esteem scale (RSES) is the most commonly used measure of self-esteem in psychology research [10] [11]. It was developed by Dr. Morris Rosenberg as a measure of global self-esteem, one's an overall sense of being a worthy and valuable person (Rosenberg 1965). Respondents to the RSES indicate the degree of their agreement with ten statements such as "I feel I am a person of worth, at least on an equal plane with others," "I feel I have a number of good qualities," and "I feel I do not have much to be proud of" (reverse scored). It was originally developed as a Guttman scale but is typically administered with a 4-point Likert response format (with scale points corresponding to Strongly Agree, Agree, Disagree, and Strongly Disagree). Item responses are averaged together to calculate a total score, such that higher scores reflect higher self-esteem. Its popularity reflects its ease of administration, face validity, and sound psychometric properties. Although it was developed for use with adolescents, it is widely administered in adult samples. The questionnaire was distributed to all research subjects totaling 50 respondents with information as many as 25 respondents who were seventh-grade students with zonation entry lines and 25 people who were seventh-grade students with non-zonation entry channels. After the data is collected and tabulated, then calculates the mean, standard deviation, minimum value, and maximum value. The calculation results are as follows:

TABLE 2.
DESCRIPTIVE DATA OF SELF-ESTEEM IN ZONATION AND NON-ZONATION PARTICIPANTS

Descriptive Statistics of Self-Esteem	
Mean	27,04
Deviation Standard	3,46
Minimum	21
Maximum	35

After obtaining the mean and standard deviation, the categorization of self-esteem variables can be carried out in the following table:

TABLE 3.
FORMULATION OF SELF-ESTEEM CATEGORY OF STUDENTS

Rentang Skor Nilai	Kategori	Skor Skala
$X > M + 1,5 \text{ STD}$	Very Good	$X > 32$
$M + 0,5 \text{ STD} < X \leq M + 1,5 \text{ STD}$	Good	$29 < X \leq 32$
$M - 0,5 \text{ STD} < X > M - 0,5 \text{ STD}$	Medium	$25 < X > 29$
$M - 1,5 \text{ STD} < X \leq M - 0,5 \text{ STD}$	Low	$22 < X \leq 25$
$X < M - 1,5 \text{ STD}$	Very Low	$X < 22$

From the calculation result data presented in table 2 and table 3 above, we then look for frequency distribution, the results are obtained as follows:

TABLE 4.
STUDENT SELF-ESTEEM PROFILE

Scale Score	Category	F		Proportion	
		Zoning	Non-Zoning	Zoning	Non-Zoning
Above 32	Very High	0	3	0%	12%
29-32	High	6	4	24%	16%
25-29	Medium	9	9	36%	36%
22-25	Low	8	9	32%	36%
Under 22	Very Low	2	0	8%	0%
Total		25	25	100	100

From the results of Table 4, it is known that the seventh grades's self-esteem profile at SMP Negeri 1 Cimahi consisting of students with zonation entry lanes and students with non-zonation entry lanes has a difference in results, which is seen that there is a self-esteem profile of non-zonation students who get a category very high with a proportion of 12,% or equivalent to 3 students while zoning students in the highest category are in the high category with a proportion of 24% or equivalent to 6 students. Whereas for non-zoning students there was no grade (0%) in the very low category and for zoning students there were in the very low category with a proportion of 8% or equivalent to 2 students.

Self-Esteem Based on Components

The results of this study illustrate empirical data about the self-esteem of seventh-grade students at SMP Negeri 1 Cimahi with zonation and non-zonation entry points. In detail, the zonation and non-zonation student's self-esteem profile can be seen in Table 5 which describes the components of self-esteem. According to Battle [12], the component of self-esteem consists of three components, namely: a. general self-esteem, b. social self-esteem, and c. personal self-esteem.

General Self-esteem

General self-esteem refers to one's overall feeling of self-worth as opposed to self-esteem in relation to certain activities or skills and feelings of self-esteem and confidence and overall individual perceptions of their values which are the result of past experiences and individual history. General self-esteem influences the goals and activities that are in the process and also helps determine daily behavior [13].

Social Self-esteem

Social self-esteem is an aspect of self-esteem that refers to individuals' perceptions of the quality of their relationships with peers as well as the ability to engage in the interpersonal interactions of individuals living in the social world. Comfort is important for social interaction [12].

Personal Self-esteem

Personal self-esteem is a way of seeing oneself and is closely related to self-image. This is very important because it will affect the way a person feels about himself and how a person behaves in challenging situations [12].

TABLE 5.
SELF-ESTEEM BASED ON COMPONENTS

Components	INF	VH	H	M	L	VL
General Self-Esteem	F	3	11	18	1	1
	%	6	22	36	34	2

Social Self-Esteem	F	2	9	14	25	0
	%	4	18	28	50	0
Personal Self-Esteem	F	0	4	14	29	0
	%	0	8	28	58	0

Table 5 shows the self-esteem profile of Cimahi seventh-grade junior high school students based on its components, for more details, it can be seen from the percentage of each component which is divided into three components, namely general self-esteem, social self-esteem, and personal self-esteem. When viewed from the results of the percentage of each component of self-esteem, almost all students have a low category in the components of social self-esteem and personal self-esteem, while for the general component of self-esteem the students have a medium category.

4. DISCUSSION

Self-Esteem

Self-esteem is an assessment made by each individual that leads to negative and positive dimensions [14]. According to Santrock, self-esteem is a whole dimension of self-assessment. Self-esteem is also often referred to as Self-Worth or Self-Image [15]. In simple terms, self-esteem can be defined as people's feelings about themselves related to the importance of achievement, positive interpersonal relationships, and psychological well-being [16]. Self-esteem can be formed through the interaction of individuals with the environment [17], if the relationship provides something pleasant then self-esteem becomes positive, but if the environment provides something unpleasant then self-esteem will be negative. Low self-esteem certainly will hamper students in their learning activities [18]. The higher a person's self-esteem can help these students to excel in learning, and vice versa, the lower one's self-esteem will prevent students from achieving [19]. Impaired self-esteem can be described as negative feelings towards oneself including loss of self-confidence and self-esteem [20].

Developing Self-Esteem

Self-esteem in children can be developed from the immediate environment, namely family. Coopersmith notes that parenting behavior, parents have an influence on their children's self-esteem. In his study, parents of children with low self-esteem are characterized by factors such as low self-esteem and emotional instability; in addition, they create poor physical, emotional and intellectual environments, show little concern for children, and react to children in an extreme manner [21]. Another study conducted by Aini regarding the profile of self-esteem in elementary school-age children for the prevention of bullying cases. Self-esteem at elementary school age for preventing bullying can be done by improving the quality of behavior and high performance of parents, parents apply clear boundaries which behaviors are allowed and which are not done, parents conduct behavioral guidance and feedback, treat children with respect and confidence, pay attention and be involved in children's academic and social activities, approaches that do not force to shape the discipline of children, treat children democratically [22] and he can apply in his school environment.

5. CONCLUSION

Based on the results of research that have been conducted on seventh-grade students at SMP Negeri 1 Cimahi both on students with zonation and non-zonation entry lines, it can be concluded that each student has a diverse category. Specifically for students with non-zoning entry points that have a higher value on their self-esteem profile than students with zoning entry points. This shows that there is a need to increase self-esteem for students with zoning entry points in order to optimize all their developmental tasks. In dealing with certain developmental tasks, individuals will have a crisis at every stage of their development. This was stated by Erikson where if the individual fails to resolve the crisis it can cause problems in envy, self-concept, and self-esteem [23]. Self-esteem arises from the satisfaction experienced by children when certain conditions in their lives are met. These conditions are attachment, uniqueness, power, and model [24]. Self-esteem needs are one of the needs that cannot be ignored in human life, including children. The need for good self-esteem for children can increase their confidence. Price is an increasingly important concept in the field of mental health of children and adolescents [25] and therefore the need for support from various parties to increase the self-esteem of students, especially students with zoning entry points.

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