Student Self Concept (Case Study at SMP N 1 Kawangkoan)

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Abstract. This study aims to reveal the mindset of students. The disclosure of mindset will be studied through students' background, academic self-concept, and non-academic self-concept. The research method used is a qualitative approach with data sources from students' teachers and parents at SMP N 1 Kawangkoan. The results showed that a positive non-academic self-concept was able to make students able to process their emotions, have many friends and become honest individuals. On the other hand, a negative non-academic self-concept will make it difficult for students to interact with their social environment and process wrong emotions it leading to actions that are not normal. Students who have a positive self-concept can be categorized as a growth mindset and a negative self-concept can be categorized as a fixed mindset. Students with a growth mindset are students who have an unyielding attitude. He will face all the challenges that are in front of him. Meanwhile, students with a fixed mindset are students who easily give up. He will consider a challenge as an obstacle so that the feeling of stopping fighting arises.

Keywords. Self Concept, Student, Mind Set

1 Introduction

Along with the increasing age of the child (student), the physical aspect will experience growth and development. Furthermore, there is an increase in the function of various physical aspects. At the same time, there are psychological developments. The indicators are that they are more responsible, independent, able to adapt, desire to be creative, develop their abilities to the need to actualize themselves, and want to be appreciated. Self-actualization and the desire to be appreciated are usually obtained by doing various activities that produce services or works to get a satisfactory achievement and prestige. To achieve all that, the environment plays a very important role in fostering the maturity of each student so that students can find a solid self-concept. That is, self-concept is something that is formed, not automatically exists, along with the level of individual growth and development. Therefore, the formation of self-concept is closely related to the environment in which individuals live and work.

The process of forming a self-concept begins when students are young. A critical period of self-concept formation occurs when students enter elementary school (SD). Glasser, an education expert from America, stated that the first five years of elementary school will determine the "fate" of the next student [1]. Often the wrong education process while in elementary school results in the emergence of negative self-concept.

A negative self-concept can be seen from the indicators. According to that students perceive that they are weak, helpless, unable to do anything, incompetent, failed, unfortunate, unattractive, disliked, and have lost their attraction to life. According to Pudjiwjoyanti, many students who experience failure in lessons are not caused by low intelligence or weak physical conditions, but by feeling unable to perform tasks [2]. These students will tend to be pessimistic about life and the opportunities it faces. Students who have a negative self-concept will annoy friends, make noise, and fight and if they fail, they will blame themselves or blame others [3].

School is the second educational institution after education in the family which has a vital role in developing a positive self-concept for students. Schools should essentially provide many opportunities for children to compare themselves with their friends so that their self-assessment gradually becomes more realistic. Students who are regularly allowed to compare themselves with their friends tend to have a great opportunity to take steps that can maintain the integrity of their self-esteem. Thus they will focus more attention on areas in which the student excels (such as sports, social relationships, or hobbies) and less attention on areas that give him or her a hard time. Perhaps because they have mastered several fields and experiences to develop a positive self-concept for students. Schools should essentially provide many opportunities for children to compare themselves with their friends so that their self-assessment gradually becomes more realistic. Students who are regularly allowed to compare themselves with their friends tend to have a great opportunity to take steps that can maintain the integrity of their self-esteem. Thus they will focus more attention on areas in which the student excels (such as sports, social relationships, or hobbies) and less attention on areas that give him or her a hard time. Perhaps because they have mastered several fields and experiences to take into account the strengths in student self-performance, most students try to maintain stable self-esteem during school.

According to Santrock, changes in students' self-concept while studying in elementary school can be seen from at least three characteristics of self-concept, namely (1) internal characteristics, (2) characteristics of

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social aspects, and (3) characteristics of social comparison. Internal characteristics, elementary school students are different from preschool students, elementary school students understand themselves better through internal characteristics than through external characteristics [4]. Students in the middle and late years are more likely to define themselves through subjective circumstances rather than through external circumstances.

Another incident was the distribution of violent videos in an elementary school classroom in the Bukit Tinggi area (www.youtube.com/watch?v=Chapter V7fJfyl). In the video, a student is seen who is being bullied by his friends. The child was beaten and kicked not only by male students but also by female students. There is another child named Putri (pseudonym). Putri is a grade VII student who ran away from home because she couldn't stand the bullying of her friends. At school, he was often teased for his fat stature. This made Putri feel gloomy and in the end, she decided to run away from home (source: http://news.liputan6.com/read/2191336-6- hari-kabur-karena-di-bully-siswa-bogor-ini-there-in-jakarta).

Child observer and psychologist Seto Mulyadi in an interview on a national private television on June 12, 2013, revealed that children are victims. Furthermore, he revealed that children are good imitators such as imitating from watching movies, their family environment, and or their playing environment. Maybe he's under a lot of pressure. It could also be due to the pressure of the tight schedule of lessons, the teacher is fierce or "bully". A number of these factors can trigger a child's frustration and actions that are beyond reasonable expectations. So it is difficult for him to actualize himself positively.

2 Research method

The approach used in this research is qualitative research. According to Bogdan and Biklen, qualitative research is research that is used to examine the condition of natural objects and researchers act as key instruments [5]. The characteristics of qualitative research are carried out in natural conditions and the data obtained are descriptive, namely in the form of words or pictures.

This approach is used because the focus of the research is to uncover and examine phenomena at SMP N 1 Kawangkoan as a whole. The design used is a case study. According to Ulfatin, a case study can simply be interpreted as a method of direct investigation with a natural setting and focuses attention on an event intensively and in detail [6]. The case study aims to develop in-depth knowledge about the object under study so that the nature of the research is more exploratory and descriptive.

The data collected is in the form of physical, written, activity, and verbal data from data sources in this case two students, principals, teachers, and parents. There are several data collection tools, namely observation, interviews, and documentation techniques.

Data obtained from the results of the study will then be analyzed. Data analysis was carried out by systematically searching and compiling data. The data were obtained from interviews, field notes, and documentation which were then organized into categories, translated into units, synthesized, arranged into patterns, sorted out, and made conclusions so that they are easy to understand. This study uses data analysis of the Miles and Huberman model, which consists of 3 stages, namely data reduction, data display, and data verification [7].

3 Result and discussion

The child's self-concept is the result of early social experiences, but the environment supports the child's efforts to realize his capacity. The results of the study show that blessing has a good enthusiasm for learning Mathematics. On the other hand, Astia even though she doesn't like math. Experience in school provides an influence on students' views of academic abilities that affect performance in school, motivation for academic assignments, career orientation, and predictions of future success.

Lessons presented in schools have their attractiveness to students. School subjects given to students will of course also influence students in absorbing the contents of the lesson. Students' interest in learning will also of course be influenced by whether or not a student likes a subject in a subject.

This is because cultivating self-concept from an early age, will foster students' self-confidence to excel. This is to Hurlock's statement, that a good self-concept in youth will give success in the future [8].

Verbal ability is one of the intelligence factors which is also one of the determinants of student success in achievement, especially the ability to understand and provide information. The results of the study also showed that the ability to use Indonesian Blessly and Astia was very good.

Efendi explained that self-concept has an important role in the teaching and learning process because the ability to evaluate oneself objectively, can motivate students to achieve better learning [9]. Learning behavior will not be separated from these two components, and therefore the learning achievement achieved by students will not be separated from verbal abilities.

The psychological aspect consists of the individual's concept of self-worth and his relationship with others and his abilities and incompetence. The important thing related to a physical condition is the attractiveness and appearance of the body in front of others [10]. Individuals with an attractive appearance tend to get a pleasant social attitude so that it will form a positive concept for the individual. While the individual's assessment of his psychological state will affect self-confidence and self-esteem.

Increased self-confidence and self-esteem will be experienced by individuals who feel capable. While feelings of insecurity and low self-esteem will be experienced by individuals who feel unable. The results showed that Blessly and Astia were aware of the
advantages and disadvantages of their physical appearance.

Members of the body that function normally or are not disabled will affect students' perceptions of themselves. Students will have a more positive view of themselves if they have normal limbs when compared to students who have physical disabilities. In addition, maintaining body hygiene is the awareness of students in maintaining their physical appearance. Keeping the body clean is one way to get a beautiful body appearance. Thus, the physical condition and appearance of students will affect their self-image.

Individuals who are part of a group or organization will be able to form their self-concept as well. Another form of self-concept is the role played by the individual. The interactions carried out when carrying out their roles make a person have responsibility for the individual and form the individual's self-concept. Honesty is related to the suitability of speaking to others without exaggerating or reducing the sentence that must be conveyed. The results of other studies also show that Udin is an honest child. But when he feels threatened or bullied he becomes a dishonest child.

4 Conclusion

Students' self-concept is influenced by students environmental background. The background in question is family relationships and the influence of playmates. The development of students' self-concept can have positive or negative connotations depending on interactions with the surrounding environment. Academic self-concept makes students individuals who have a hard-working attitude and belief in getting the coveted grades. A positive non-academic self-concept can make students able to process their emotions, have many friends and become honest individuals. On the other hand, a negative non-academic self-concept will make it difficult for students to interact with their social environment and process wrong emotions leading to actions that are not normal. Students who have a positive self-concept can be categorized as a growth mindset and a negative self-concept can be categorized as a fixed mindset. Students with a growth mindset are students who have an unyielding attitude. He will face all the challenges that are in front of him. Meanwhile, students with a fixed mindset are students who easily give up. He will consider a challenge as an obstacle so that the feeling of stopping fighting arises.

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