# OVERVIEW OF SELF-ESTEEM AMONG STUDENTS AT MAN 1 TASIKMALAYA

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**Abstract**

The purpose of this study was to describe the condition of self-esteem of grade X students of MAN 1 Tasikmalaya. This research is descriptive quantitative research with a sample size of 438 students from a population of 500 students. The sampling technique used incidental and used the Tafarodi & Swann (2001) instrument adopted by Wulandari, W (2020). In this study, it was revealed that the condition of self-esteem of class X students of MAN 1 Tasikmalaya was generally in the moderate category or if it was presented was 415 students (95%), which means that most students already have good self-esteem but have not fully shown high self-esteem as shown by students with high self-esteem. Therefore, better improvement is needed so that high self-esteem can be achieved as much as possible. There is no significant difference between male and female students in the level of self-esteem between male and female students because one of the factors that affect self-esteem is the environment. Where they have the same environment, be it at school or boarding school, the same business and activities. Therefore, there is a need for guidance and counselling services using classical guidance. Classical guidance is an efficient service, especially in dealing with the problem of the ratio of the number of counsellors and clients.

**Keywords:** Self-esteem, Student, SMA

*Abstrak*

*Tujuan dari penelitian ini adalah untuk mendeskripsikan kondisi self esteem siswa kelas X MAN 1 Tasikmalaya. Penelitian ini merupakan penelitian kuantitatif deskriptif dengan jumlah sampel 438 siswa dari jumlah populasi 500 siswa. Teknik sampling menggunakan insidental dan menggunakan instrumen Tafarodi & Swann (2001) yang diadopsi oleh Wulandari, W (2020). Dalam penelitian ini mengungkapkan bahwa kondisi self esteem siswa kelas X MAN 1 Tasikmalaya umumnya berada pada kategori sedang atau jika dipresentasekan adalah 415 siswa (95%) yang artinya bahwa sebagian besar siswa telah memiliki harga diri yang cukup baik, namun belum sepenuhnya memperlihatkan harga diri tinggi seperti yang ditunjukkan oleh siswa dengan harga diri tinggi. Maka dari itu, diperlukan peningkatan yang lebih baik lagi agar harga diri tinggi dapat tercapai semaksimal mungkin. Tidak ada perbedaan yang signifikan antara siswa laki-laki dan perempuan dalam tingkat self esteem antara siswa laki-laki dan perempuan dikarenakan salah satu faktor yang mempengaruhi self esteem yaitu lingkungan. Yang dimana mereka*

*mempunyai lingkungan yang sama, baik itu di sekolah ataupun pesantren, kesibukan dan kegiatan yang sama. Oleh karena itu, perlu nya layanan bimbingan dan konseling dengan menggunakan bimbingan klasikal. Bimbingan klasikal memiliki layanan yang efisien, terutama dalam menangani masalah rasio jumlah konseli dan konselor*

***Kata kunci****: Self esteem, siswa, SMA*

## INTRODUCTION

In the course of human life, one inevitably experiences a stage known as adolescence. Adolescence is a phase where an individual undergoes a transition from childhood to adulthood. Kusumawardana & Rosita (2021) state that the general age range for adolescents is between 12 and 21 years. During this period, numerous emotional upheavals occur. Adolescence is the intermediate phase between childhood and adulthood, where individuals begin to understand their roles in the social world, seek and accept their identity, and develop their potential (Rahma, 2023). In line with the views of Lestari et al. (2023), adolescents start thinking critically, expanding their social circles, and turning to peers who understand the emotional turmoil they experience. Adolescence is also a period where individuals face new challenges in their lives. They are required to solve their problems by the norms and values instilled in society.

Iflah (2023) explains that self-esteem is a psychological variable that consists of two dimensions: (1) the self-competence dimension, which relates to how individuals perceive their abilities, whether they view themselves as competent and capable or not, and (2) the self-liking dimension, which relates to how individuals view themselves, whether they like themselves or not. It can be said that Angelina et al. (2021) Emphasize two types of motivational efforts in human development, namely the need to know "who we are" and "what we can do." What people learn throughout their lives about who they are and what they can do will determine their self-esteem. Furthermore, according to Felker, self-esteem means feeling happy and proud of oneself. It means loving oneself and feeling happy and proud of who one is. If an individual has self-esteem, they are happy being themselves and confident in their intrinsic value as a unique individual (Fathonah et al., 2020). Therefore, the formation of self-esteem also involves having a positive self-image and accurate self-awareness.

The ideal adolescent period is crucial because, during this phase, an individual undergoes significant psychological, logical, and physical changes. In adolescence, individuals need to have good self-esteem, as self-esteem is one of the most important aspects of their lives. Self-esteem is a factor in determining an individual's success in life, as the development of self-esteem in adolescence will influence future success or failure. As a self-assessment, the development of self-esteem becomes an essential part of education because it is expected to aid in the discovery of a positive self-concept in the child (Sandy & Nurfarhanah, 2024).

One phenomenon observed in this context is that several students at a senior high school where the researcher conducted PLP 2 often feel that others perceive them negatively. Additionally, many students are still not active, even disengaged, such as often

daydreaming in class, isolating themselves, not actively participating in extracurricular activities, attending school just to be present without concern for their grades, and even violating school rules, such as skipping class, smoking in the restroom, cheating, lacking the confidence to speak in front of the class, and feeling embarrassed to express opinions without considering the future consequences. According to research by Rahmayada (2024), negative phenomena frequently occurring in schools include students being unable to express opinions, not accepting their shortcomings, struggling to regulate and control themselves, having difficulty communicating with peers, violating school rules, being unable to complete assigned tasks, failing to solve their problems, struggling to make decisions, and exhibiting juvenile delinquency.

Consistent with research by Ismayanti & Annisa (2022), self-esteem can cause a teenager to be either respected or belittled. It also influences the quality of life, either improving or deteriorating it. The issue of self-esteem is crucial for adolescents, to the extent that they sometimes go to great lengths to defend it. Following peer group invitations, such as smoking, skipping school, or fighting, may be done to maintain self-esteem. Self-esteem is related to adolescent self-expression, both positively appreciating their strengths and accepting their weaknesses and negatively not being satisfied with themselves, failing to appreciate their strengths, and viewing themselves as consistently inadequate (Uruk & Risko, 2022). Adolescents with high self-esteem can accept and appreciate their strengths and weaknesses without seeking attention or praise from others for their abilities (Suryani & Rahim, 2022).

From the various studies mentioned, it can be concluded that if an individual has high self-esteem, they can foster confidence, self-respect, belief in their abilities, and a sense of usefulness. On the other hand, students with low self-esteem tend to avoid seeking new challenges in life and lack confidence in their thoughts and feelings. Based on the explanation above, the researcher intends to study the general description of self-esteem in 10th-grade students at MAN 1 Tasikmalaya.

**METHOD**

This research uses a quantitative method. According to Unaradjan (2019), the quantitative approach is a research method based on the philosophy of positivism, aimed at studying a particular population or sample, where samples are selected randomly, and data collection is done using instruments with data analysis being statistical. In this study, the incidental sampling technique was used. Incidental sampling is employed when anyone who happens to meet the researcher by chance can be used as a sample, provided that the person is deemed suitable as a data source (Priadana & Sunarsi, 2021). The sample in this research consists of adolescents, particularly those in the 10th grade of MAN 1 Tasikmalaya during the 2023/2024 academic year, as the researcher found varying levels of self-esteem. The research was conducted with a population of 500 students, and a sample of 438 students. The subjects were asked to complete the SLCS-R (Self Liking/Self Competence Scale-Revised) questionnaire to measure their self-esteem levels, which were classified into three categories: High, Medium, and Low. Data were

collected using a questionnaire, and the measurement scale used was a Likert scale with three response options (Strongly Agree, Agree, and Disagree).
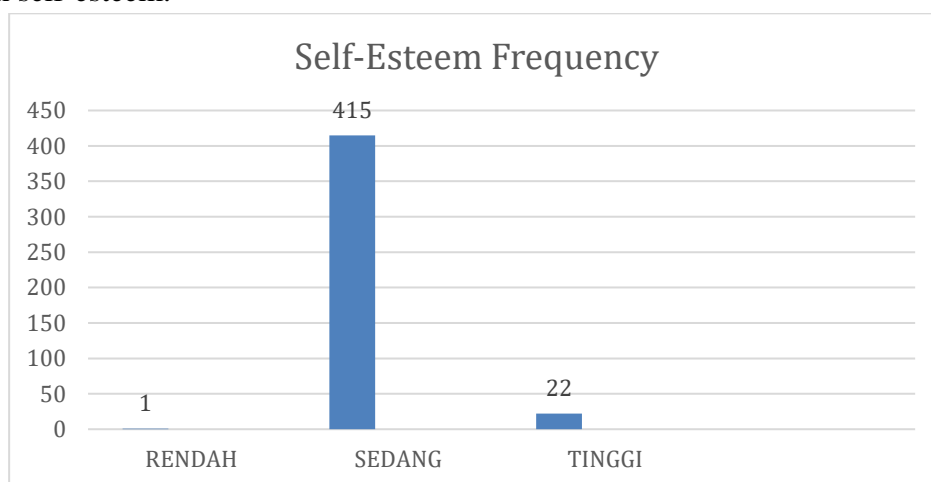
## RESULT AND DISCUSSION
### 1.    General Overview of Self-Esteem
Based on the results of the questionnaire distribution regarding self-esteem among 10th-grade students at MAN 1 Tasikmalaya, the total number of respondents was 438 students, consisting of 185 male students and 253 female students, spread across 17 classes.

**Table.** Overview of Self-Esteem among 10th Grade Students at MAN 1 Tasikmalaya

| SCORE | RANGE | CATEGORY | FREQUENCY | PERSENTAGE |
|---|---|---|---|---|
| **69 ≥ X** | 69 – 78 | Tinggi | 22 | 5% |
| **35 ≤ X < 69** | 35 – 68 | Sedang | 415 | 95% |
| **X < 35** | 1 -34 | Rendah | 1 | 0% |
| | **TOTAL** | | **438** | **100%** |

Based on the data processing results in Table 1 above, the general overview of self-esteem among 10th-grade students at MAN 1 Tasikmalaya was obtained from the distribution of the SLCS-R (Self-Liking and Self-Competence Scale-Revised) instrument with a sample of 438 students. A total of 5% of the students fell into the high self-esteem category. Students in the high category are those who are capable of managing their self-esteem. The percentage of students in this category is only 22, meaning that only 22 students have high self-esteem.



**Figure.** Histogram of General Self-Esteem Frequency Distribution Among Students

Based on the figure above, the general overview of self-esteem among 10th-grade students at MAN 1 Tasikmalaya shows that 1 student falls into the low category, 415 students are in the moderate category, and 22 students are in the high category. This indicates that the level of self-esteem at the school is generally moderate.

1.   Self-Esteem    Overview    Based    on    Aspects    Among    Students
     In general, the overview of self-esteem among 10th-grade students at MAN 1 Tasikmalaya based on dimensions is as follows:

**Table.** General Overview of Self-Esteem Based on Aspects

| ASPECTS OF SELF ESTEEM | CATEGORIZATION | | | MEAN | PERCENTAGE |
|---|---|---|---|---|---|
| | Hight | Currently | Low | | |
| SELF LIKING | 11% | 89% | 0% | 32 | 77% |
| SELF COMPETENCE | 7% | 93% | 0% | 26 | 74% |

Dari tabel di atas diketahui bahwa aspek self liking lebih tinggi dengan presentase 77%, sedangkan aspek self competence mendapatkan presentase 74%.

## 2. Differences in Self-Esteem Based on Gender

The general overview of self-esteem among 10th-grade students at MAN 1 Tasikmalaya, differentiated by gender, is presented in the table below.

**Table.** Self-Esteem Levels Based on Gender

| KATEGORI | PERSENTAGE | | GENDER | |
|---|---|---|---|---|
| | Male | Female | Male | Female |
| HIGHT | 2% | 3% | 9 | 13 |
| CURRENT | 40% | 55% | 175 | 240 |
| LOW | 0% | 0% | 1 | 0 |
| AMOUNT | 100% | 100% | 185 | 253 |

Based on the data above, it can be seen that the research subjects were predominantly female students. However, both male and female students fall into the moderate category. Male students scored 94.6%, or 175 students, while female students scored 95%, or 240 students. This indicates that both male and female students have fairly good self-esteem.

In addition to the overview above, a test was also conducted on smoking behaviour differences using the One-Way ANOVA test with the help of SPSS version 25.00 for Windows, as follows:

**Table.** One-Way ANOVA Test Results on Self-Esteem Among 10th-Grade Students at MAN 1 Tasikmalaya

**Test of Homogeneity of Variances**

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| hasil | Based on Mean | .022 | 1 | 436 | .883 |
| | Based on Median | .015 | 1 | 436 | .901 |
| | Based on Median and with adjusted df | .015 | 1 | 435.849 | .901 |
| | Based on trimmed mean | .019 | 1 | 436 | .890 |

Based on the results of the One-Way ANOVA test using SPSS version 25.00 for Windows, with the condition that if the significance value (Sig.) $< 0.05$, the value is accepted, indicating a difference in self-esteem between male and female students.

Conversely, if the significance value (Sig.) > 0.05, the value is rejected, indicating no difference in self-esteem between male and female students. From the data above, the obtained significance value (Sig.) is 0.883 > 0.05, thus it can be concluded that the data used in the study is homogeneously distributed.

Based on the research findings, it was observed that students have moderate self-esteem, which means they show a fairly good level of self-esteem, although it has not yet fully manifested in optimal self-esteem characteristics. According to Coopersmith, moderate self-esteem is described as someone with somewhat weak self-confidence (Kasmawati & Alam, 2021). This aligns with Salam's research (2022), which states that students with moderate self-esteem can be considered to have a fairly good level of self-esteem. However, significant improvement is still needed so that all students, especially those in the moderate and low categories, can improve further and reach high self-esteem characteristics. Adolescents with high self-esteem exhibit traits such as good mental health, academic success, effective stress management, and fewer internal problems (Umar, 2022). This is consistent with Santrock's view that high self-esteem can refer to an accurate perception of an individual's value as a human being, as well as their success and achievements (Nova, 2023).

The difference in levels between the self-liking and self-competence aspects, where the results show that self-liking is higher, indicates that these students tend to be grateful for what they have and can accept their shortcomings. According to Elfranata et al. (2022), this reflects a state where individuals can evaluate themselves positively and manage their emotions to accept themselves. This is consistent with the research conducted by Fidyawati et al. (2024), which found that the reason self-liking is higher than self-competence is that self-liking is the primary component of self-esteem, contributing more than self-competence. According to Kristanti & Eva (2022), this evaluation internalizes an individual's ability to view and assess themselves as a developing social being. Self-liking serves as a reference for adolescents to appreciate themselves by accepting who they are, based on the assessments given by others.

**CONCLUSION**

Based on the research findings regarding self-esteem among 10th-grade students at MAN 1 Tasikmalaya, it is concluded that their self-esteem falls into the moderate category, which means that if not promptly addressed, the student's self-esteem may decline towards the low category. This highlights that self-esteem could become an issue affecting their academic performance, which may result in a decrease in their self-worth. This data is supported by the aspects of self-esteem, namely self-liking and self-competence.

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