

Psychoeducation to Improve Self Concept in Students of School X

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Abstract

Adolescence is a crucial period in seeking self-identity as part of an individual's development. In searching self-identity, most adolescents have conflicts within themselves, because they experience biological, cognitive, and social transitions. This study aims to determine the use of psychoeducation in overcoming adolescent problems related to self-concept. Samples are taken based on purposive sampling technique in Depok M High School. By using the Quasi experiment method, and the one-group pretest-posttest design, the research found that psychoeducation helps students assess themselves according to their self-concept, able to able to motivate and help out students in realizing the expectations to be achieved.

Preliminery

Adolescence is a crucial period for individual development, because at this time individuals experience biological, cognitive, and social transitions. As a result, individuals begin to look for their identity (Santrock, 2012). Erikson (in Hurlock, 2015) explains that adolescents seek self-identity by trying to explain who they are, and what their role is in society. Is he a child or an adult; whether he can be a husband or a father; and is he able to believe in himself even though his racial, religious and national background make people look down on him? Will he succeed or fail on the whole?

Adolescence is also called a period of teenage rebellion, which includes emotional chaos, conflict with family, isolation from adult social groups, reckless behavior, and rejecting the values of maturity (Papalia, 2015). This is also explained by Erikson (in Hurlock, 2015) about how this search for identity affects adolescent behavior. Teenagers have to reclaim the struggles of past years as an effort to find a sense of continuity and new commonalities, although to do so they must artificially designate good people as enemies, and they are always ready to place the ideal idol for them. them as guides in achieving final identity. As happens in the form of ego identity which is more than just an accumulation of childhood identities.

One of the negative behaviors that often occurs in adolescents is brawl. Based on data from the Indonesian Child Protection Commission, it is recorded that around 202 children have faced the law as a result of being involved in brawls in the last two years. According to KPAI commissioner Putu Elvina, the impact of this brawl was very large, such as damage to school and public facilities, terror, and even loss of the lives of the two fighting groups and often targeting communities around the location. One of the schools where students have been involved in a brawl is school M. M school is a free school located near Depok station. School M was founded by Mr. Nurokhim in 2000. According to KPAI, the way to overcome this is to maximize the role in various elements, because the roles of parents, educational institutions, and role models of society have not really acted as agents of change that can erode the culture of violence (www.kpai.go.id, accessed October 24, 2018).

In addition, the curriculum used in every school in Indonesia uses a teaching model that only focuses on academic knowledge. Meanwhile, the curriculum for personality development is not a priority for every school. It is because of this that students often develop negative behavior without realizing the impact on their school and themselves.

To help students avoid negative behavior due to the process of finding their own identity, psychoeducation is needed related to self-concept. According to Calhoun & Acocella (1995) self-concept is the direction of a person when he has to act. A healthy self-concept will affect the psychological well-being of the individual. People will be able to cope with stressful changes and events if they have a healthy self-concept. Meanwhile, psycho-education or psychological education is also called personal and social education and can also be interpreted as personal and social education (Supratiknya, 2011).

Nelson Jones (in his Supratik, 2011) explains that psychoeducation in the perspective of counseling psychology is a good but crucial movement. The essence of this movement is to develop the role of the counselor beyond the traditional activities of providing individual and group counseling services, which means that the counselor proactively conducts service activities that go directly to the field in the form of education and psychological consultation aimed at preventive development for various levels of society, one of which is youth and in various life settings.

Based on the above background, the researcher is interested in making an experimental study to determine the use of psychoeducation in overcoming adolescent problems related to self-concept, so this research is entitled "The effectiveness of psychoeducation to improve self-concept in M Depok school students".

Methods

This study involved 11 students as participants in self-concept psychoeducation. This study uses sampling techniques based on non-probability sampling methods, namely sampling techniques that do not provide equal opportunities or opportunities for each element or member of the population to be selected as samples. Samples were taken based on purposive sampling. The

sample criteria in this study are students who are school X students, are willing to undergo self-concept psychoeducation, have commitment and take the time to participate in activities. This study uses a quasi-experimental method (Quasi experiment). The research design is a one-group pretest-posttest design or also known as before-after design. This psychoeducation is structured based on aspects of self-concept according to Calhoun and Acocella (1995), namely knowledge, expectations, assessment, consisting of 4 sessions, each of which is 75-90 minutes.

To measure the effectiveness of this psychoeducation, researchers used the evaluation of learning outcomes in the form of pre-test and post-test. In addition, at the end of the intervention, an evaluation sheet about the implementation of the intervention was given to the research subjects. The measuring instrument used for the pre-test and post-test is to use a self-concept scale according to Calhoun and Acocella compiled by Willianto (2017). The scale consists of several statements with a rating based on the Likert scale and evaluation of reactions using the evaluation developed by UNICEF.

The data analysis technique used in this study was the non-parametric Wilcoxon signed rank test analysis. This test was conducted to prove whether there was a statistically significant difference between the pretest and posttest scores.

Results and Discussion

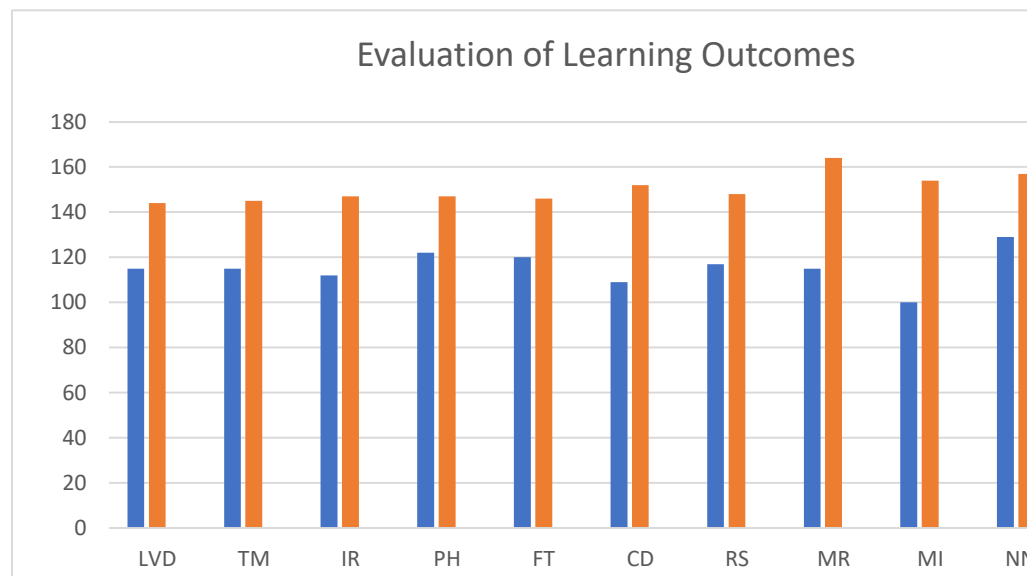
Based on the results of the pre-test and post-test conducted on school X students with psychoeducation, the results can be seen in graph 1. Based on the results of the pretest score it was found that there were 11 students who had a self-concept score in the medium category. After being given psychoeducation, the post-test results showed that all students had a high self-concept score (Graph 1).

Researchers also conducted tests to see whether there were differences in self-concept in psychoeducation students before and after psychoeducation, while testing used the SPSS 16.0 for windows program and the following are the results of these tests (table 1).

Tabel 1. Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pretest	11	86.18	8.328	71	98
Posttest	11	99,27	7.643	90	119

From the test results above, it can be seen that there is an increase in the mean self-concept from the pretest value of 86.18, and after being given training the mean post-test changed to 99.27.



Graph 1. Self-concept pretest & posttest scores

The results of this study indicate that self-concept psychoeducation is quite successful in increasing students' knowledge of self-concept which consists of knowledge, expectations and assessments. Knowledge is how individuals know about themselves physically, personally, morally, family and socially. After

psychoeducation students are able to identify their physical image, know how they are healthy, what skills they have, then know good moral values for themselves, students are able to tell what roles themselves in the family and know how to interact well in social environment.

After psychoeducation, the participants became more aware of the expectations they had. This can be seen from the hope tree that students make together which is useful for motivating themselves. There are some hopes that students have that will be achieved in the future. Students also create a river of hope that will be a guide to achieve their goals. Furthermore, regarding the assessment, after psychoeducation students are able to assess themselves well. This can be seen from the results of worksheets done by students where students are able to explain self-images according to their self-concept clearly and show good assessment.

Tabel 2. Test Statistics^b

	Pretest Posttest
Z	-2.847 ^a
Asymp. Sig. (2-tailed)	.004

a. Based on negative rank.

b. Wilcoxon Signed Rank Test

From the results of the Wilcoxon signed rank test (Table 2) above, it can be concluded that there are very significant differences in self-concept in psychoeducation students before and after. This can be seen from the significance value of 0.004 ($p < 0.01$).

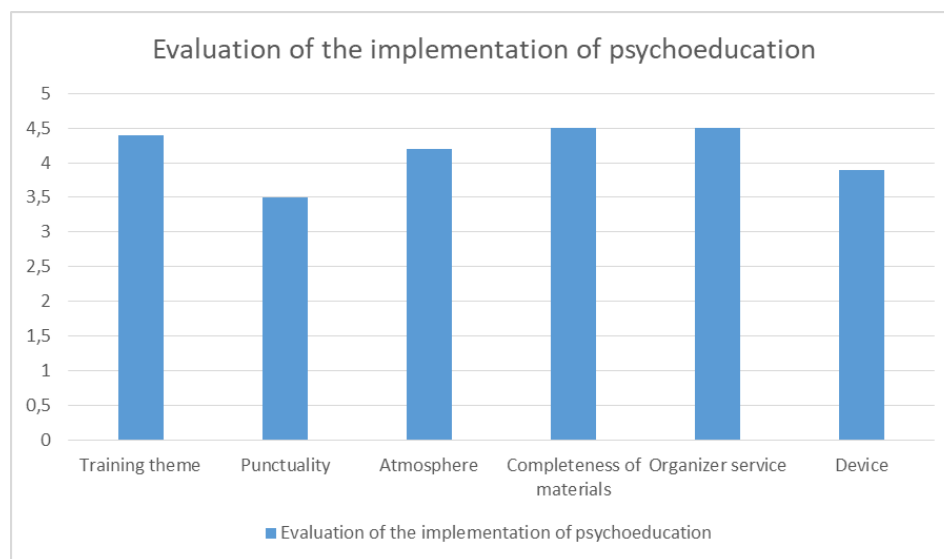
Based on the results of the evaluation of the implementation of students who took part in psychoeducation, they looked enthusiastic and interactive with the assignments given. Students do well and seriously, if there are some assignments they do not understand, students ask the speaker. The following are the results of

the questionnaire given to students to assess or evaluate students' reactions to psychoeducation.

Table 3. Training reaction evaluation results category

Score	Information
1	Bad
2	Less
3	Enough
4	Very nice
5	Satisfactory

Based on the results of the evaluation of the implementation of psychoeducation, the students considered the training theme to be good, for the timeliness used was considered sufficient. For the atmosphere in psychoeducation activities as well as material competency was considered good by the students and in terms of the aids used by the students, it was considered sufficient.



Graph 2. Implementation evaluation

The success of this psychoeducation is also in accordance with research conducted by Haynes & Comer (1990) which shows that self-concept psychoeducation is effective in improving self-concept in students in schools. This study is also in line with research by Fertman & Chubb (1992) which has a positive self-concept effect on adolescents. Furthermore, research conducted by Brown (1980) showed that this psychoeducation program succeeded in improving skills in mental health communities in Washington.

The success of this training activity is in accordance with the opinion of Pardey (2007) which explains that there are several things that determine the success of a training, namely the first, before delivering the material, the facilitator or material presenter first introduces the topic to be discussed. Second, the delivery of clear material so that trainees can understand and absorb all the material provided during the training and can apply it in their daily lives. Third, always provide practice at the end of each session.

Conclusions

This self-concept psychoeducation can help students increase knowledge about their self-concept which consists of knowledge such as knowledge of how students know about themselves physically, personally, morally, roles in the family and how good social interaction, then self-concept psychoeducation can motivate and help students in realizing the expectations to be achieved and this psychoeducation helps students to assess themselves according to their self-concept.

Recommendations

There are several suggestions that can be put forward in relation to this research. First, psychoeducation is able to increase knowledge, identify

expectations and be able to assess themselves which can affect students' everyday attitudes, therefore it is important that this self-concept psychoeducation is given to students, especially students who are in the adolescent stage. The two continue to guide and motivate students so that they are always excited to achieve the goals they want to achieve. Third, expanding research on adolescents who have attitudes that can harm students

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