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# Intervention for Self-Concept Development in Foster Children of Sanggar Y

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### Abstract

Sanggar Y is a foundation formed as a place for children to develop their potential. The management of sanggar Y strives to provide education free of charge, the importance of education for the future of children encourages the sanggar Y organizer to save the country's children from poverty of science and ignorance. Negative self-concept problems experienced by foster children because they do not have the confidence to go back to school, feel shunned because they come from low-income families, work as street musicians. To overcome the problem of self-concept, researchers conducted an intervention namely psychoeducation. The development of self-concept is based on aspects of self-concept. Psychoeducation was held in 4 sessions in a span of 2 weeks. The purpose of this study is to examine the psychoeducation results of self-concept development. The subjects in this study were 15 foster children. The results of this study indicate the development of positive self-concepts. Foster children Sanggar Y began to believe in their ability to go back to school and no longer look negatively at themselves.

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*Keyword: self-concept; street musicians; foster children; psychoeducation; sanggar Y*

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## **1. Preliminary**

Sanggar Y is a place for orphans, street children and the poor. Sanggar Y has a main program to advance the field of education. Sanggar Y seeks to provide free education for foster children who usually work as street musicians, or children who have to help their parents sell in the market, to be able to continue their formal education in elementary, middle and high schools in the area around Cibinong.

The chairman of the Sanggar Y, selects street children who want to join the sanggar Y and want to continue their education. The caretaker of the sanggar Y does not want children to just play around, and is not serious about attending school. Street children who are used to the rigors of life on the streets, work to survive until sometimes they have to bet their lives. The caretaker of the sanggar Y complained that there were also children who did not want to continue their education even though it was free, they prefer to work with busking or selling. Those who do not want to continue school, take part in other activities in sanggar Y such as making art. The caretaker of sanggar Y which is also a foster parent does not force foster children, but reminds and also motivates children to want to continue school. Sanggar Y does not want to force children to continue schooling, for fear that the children will run away. Foster children who do not want to continue school, feel insecure about their ability to attend formal school. They feel inferior because they come from families with low economic levels. Children in sanggar Y who attend school also have financial problems at school. The management of sanggar Y is often late in paying their school fees because of high school costs while the sanggar Y administrator independently supports their children without assistance from the government. The organizer of the sanggar Y works to pay for foster children 'schools by renting out sound system equipment, selling food, or filling events by playing traditional music.

Sanggar Y foster children are abused at school, underestimated, and shunned by their friends at school. Those who get the treatment become afraid to do something to develop themselves. In addition, children who drop out of school feel doubtful and do not believe in their abilities if they return to school. Based on the description above, it can be concluded that the foster children in sanggar Y have a problem namely negative self-concept. This is indicated by the foster children who do not want to continue school and prefer to work with busking on the streets. Foster children feel insecure about their abilities when they return to school. There are also foster children who feel inferior because they come from low economic families and are not equal to friends at school who come from families with upper economic status. Foster children in sanggar Y the majority have financial problems at school, this makes foster children abused and shunned by friends at school.

A person's self-concept is influenced by many different factors for each person. Husdarta and Kusmaedi (2010) stated several factors that influence children's self-concept, namely physical condition, body shape, name or nickname, socioeconomic status, social support, success or failure, and intelligence. Puspasari (2007) mentions factors that influence self-concept, namely economic limitations, social class, and age. While Jalaluddin (2007), states the factors that influence self-concept, namely other people and reference groups. Negative self-concept problems experienced by foster children are caused by internal and external factors. Internal factors namely, foster children consider themselves low because they come from families with a low economic level, they feel doubt and do not believe in their abilities. While from external factors, namely the

social environment that is less supportive and the negative treatment received from others affects the self-concept of foster children sanggar Y.

Frey & Carlock (in Malhi, 1998) explained that to accept the abilities possessed, a child must be able to recognize himself. In other words, self-acceptance requires awareness and perception of him. This means that knowing yourself also affects one's perception of being able to accept him. The ability to recognize and accept oneself is a skill that a child must possess to obtain a positive self-concept. If the child is able to recognize and accept himself, then he will master other skills of self-determination. Furthermore regarding external factors, according to the opinion of Lindgre (1973) namely self-concept is formed due to the interaction of individuals with people around them. What is perceived by individuals regarding individuals, is inseparable from the structure, role, and social status that bears an individual. The structure, role and social status are symptoms that result from the interaction of one individual and another individual, between individuals and groups, or groups and groups.

Based on the explanation, it was concluded that the negative self-concept owned by foster children sanggar Y was formed because the foster children were less familiar with their abilities, and accepted themselves. Another factor that also influences social factors is the environment, namely the interaction of foster children with the people around him. These things form the perception of foster children sanggar Y about their self-concept. So to be able to overcome these problems interventions namely psychoeducation in the development of self-concept.

Frey & Carlock (in Malhi, 1998) children who have self-concept are children who are able to accept the abilities they have. They are well aware of their strengths and weaknesses, and are confident in their ability to develop and improve. Thus, recognizing and knowing the potential and positive abilities within oneself is needed to change the outlook of self to be more positive. Efforts to recognize and know the potential and positive abilities within oneself can be done in various ways. One of them is by learning about self-concepts with psychoeducation. Researchers assume that psychoeducation will be effective by focusing on aspects that shape self-concept (Fitts, 1971), including physical self-concept, personal self-concept, social self-concept, moral self-concept of ethics, family self-concept, and academic self-concept. The purpose of psychoeducation is to change the negative self-concept in foster children sanggar Y to develop towards a positive self-concept. Furthermore, the purpose of this study is to examine the effectiveness of the psychoeducation results of the development of self-concept.

This research has several benefits, the first theoretically to improve competence in the field of psychology, as well as adding insight into issues related to self-concept. Both of these benefits are practical, (1) For foster children the results of writing this research report aims as a basis when conducting further interventions relating to the problem of self-concept in foster children sanggar Y. (2) For the organizers of the sanggar Y, the results of the writing of the report are used as evaluation material for the sanggar Y organizers which are useful for further interventions related to self-concept problems.

## **2. Research methods**

Subjects in this study consisted of 15 foster children sanggar Y. The subjects in this study had joined sanggar Y for approximately one year. Subjects consisted of 5 men and 10 women with a subject age range of 12-15 years. Intervention activities carried out by giving pre-tests, intervening and giving post-tests. In addition, at the end of the intervention meeting the researcher gave an evaluation sheet to the research subject which contained the implementation of the intervention activities to find out the subject's assessment of the intervention that had been given. The questionnaire given to the subject during the pre-test and post-test to be measured is a self-concept questionnaire.

The self-concept scale is arranged according to aspects of self-concept according to Fitts (1971) which includes: self-concept of identity, self-concept of the actor, self-concept of evaluator, physical self-concept, personal self-concept, social self-concept, moral self-concept of ethics, family self-concept and academic self-concept. This academic self-concept was added in the second edition of Fitts's Tennessee Self Concept Scale (in Muhith, 2015). The self-concept scale consists of 36 items consisting of 18 favorable forms, and 18 unfavorable items. Rating on favorable items subjects will get a score (1) for answers that are not very suitable; score (2) for incorrect answers; score (3) for the appropriate answer; score (4) for the answer is very appropriate. Whereas for the assessment of the unfavorable items, the subject will obtain a score (4) for very inappropriate answers; score (3) for inappropriate answers; score (2) for the appropriate answer; and score (1) for the answer is very appropriate.

Testing the validity of the content (content validity) of the self-concept measuring instrument before it was spread, using expert judgment that is a measuring tool has been examined by the lecturer as a supervisor. Testing the validity of the contents of the instrument by means of this expert judgment is by examining the measuring instrument grid especially its suitability with the research objectives and statement items. For reliability testing, it has been done by previous researchers (Yahya, 2017) namely found Alpha Cronbach of 0.937 which means that the scale is feasible to be used in research.

Intervention in foster children is done with psychoeducation. According to Walsh (2010), psychoeducation is a form of psychological intervention, both individual and group, which aims not only to help the client's healing process (rehabilitation) but also as a form of prevention so that clients do not experience the same problem when having to face the same problem, or so individuals can solve the challenges they face before they become distractions. Psychoeducation is an empowerment process to develop and strengthen the skills already possessed to suppress the emergence of a disorder because psychoeducation can be applied as part of one's preparation to face various challenges in each stage of life development, so psychoeducation can be applied in almost every setting of life. Brooks (in Rahmat, 2007) states that individuals who have a positive self-concept will be able to respect themselves and see positive things that can be done for success in the future.

The intervention program for the development of positive self-concepts provided in this study, namely through psychoeducation with self-knowledge and knowledge, was held in 4 sessions in a span of 2 weeks. The stages of implementing the intervention are as follows:

**Table 1. Design of Intervention Activities**

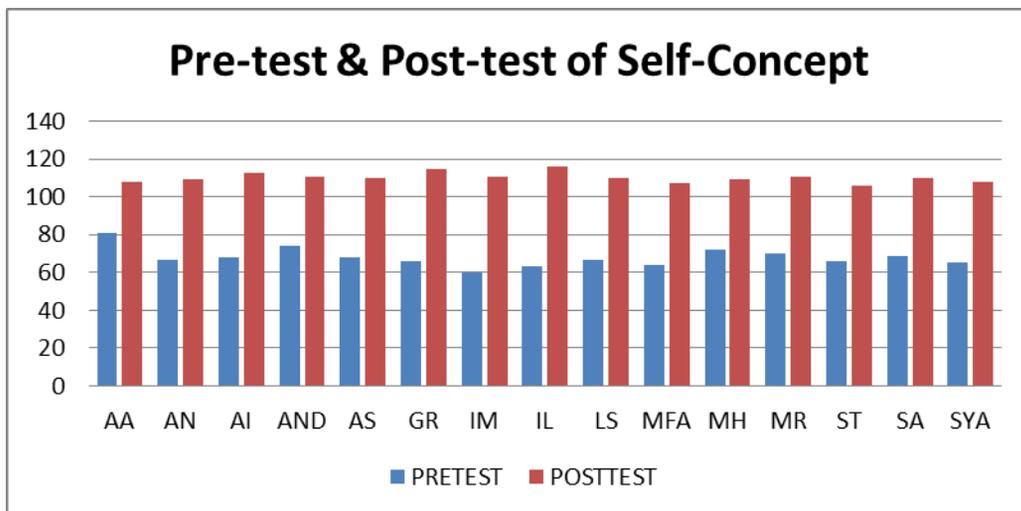
Session	Activity	Method
I	Sharing about the problems experienced by the participants	Discussion
	Material about self-concept	Psychoeducation
II	Identification of self-concepts in participants	Psychoeducation
	Material about aspects of self-concept	
III	Material about how to form positive self-concepts	Psychoeducation
	Development of positive self-concepts	
IV	Provide motivation to participants	Lecture
	Provide positive learning to participants through short films	Video

### 3. Results and Discussion

#### 3.1 Results

Based on the results of the assessment that has been done, it is known that the problem that occurs in foster children is negative self-concept. These problems occur because most of them work as street musicians, and traders in the market. There are foster children who feel inferior and are afraid that others will think negatively about themselves. Some of them have doubts about their abilities that want to return to continue their education. They are also afraid that their new friends will not accept their presence.

Before the intervention is carried out, a pre-test is carried out and after the intervention is carried out a post-test by the researcher, for self-concept problems it is illustrated in the following graph:



**Picture 1. The result of the self-concept questionnaire pre-test and post-test 15 foster children**

The picture on the graph shows the self-concept experienced by the foster children of sanggar Y before and after the intervention. Then it can be concluded on the results of the pretest before the intervention is implemented, it appears that overall foster children have a low score on positive self-concept. While the results of the post-test after the implementation of the intervention showed an increase in scores on positive self-concept.

After an intervention in foster children sanggar Y an increase in positive self-concept scores, this occurs because the material presented adds knowledge, insight and understanding to them about the importance of a positive self-image. Interventions are given using language and terms that are easy to understand, every time the material is delivered always accompanied by examples or videos to make it easier to understand. Researchers conducted a test to see whether there was a change in the self concept of foster children sanggar Y before and after the intervention, as for testing using the SPSS 16.0 for windows program and the following results from the test:

**Table 2. Average Pre-test and Post-test results**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
<b>Pre-test</b>	15	68.0000	5.00000	60.00	81.00
<b>Post-test</b>	15	110.2667	2.776371	106.00	116.00

**Table 3. Statistics based on the Wilcoxon Signed Rank Test**

	<b>Posttest - Pretest</b>
<b>Z</b>	-3.413 <sup>a</sup>
<b>Asymp. Sig. (2-tailed)</b>	.001

Based on descriptive statistical tables, it can be seen that the mean, standard deviation, minimum and maximum values of each group of data (pre-test and post-test). Shows the mean post-test results is 110.2667 greater than the pre-test results with a mean 68.0000. Furthermore, based on the calculation of the Wilcoxon signed rank test, the Z value obtained was -3.411 with a p value (Asymp. Sig 2 tailed) of 0.001 which is less than the critical limit of the study at 0.05 so it appears that there are significant differences from the pre-test results and post-test.

### 3.2. Discussion

Based on the results of observations after the activity was carried out (post-test), it was seen that almost all foster children experienced positive self-concept changes. Foster children are starting to be able to understand what self-concepts are and change negative self-concepts into positive ones and are better able to put themselves in every situation. This can be seen from the decline in negative perception and increasing positive perception. Caregivers explained that almost all the behavior of foster children underwent a positive

change. It's just that caregivers must always direct their foster children to be able to maintain and improve their mindset and positive behavior even though some foster children already have an awareness within themselves to change.

Some things that support the success of intervention activities are; foster children feel that the problems they experience are related to self-concept very disturbing daily activities in interacting in their social environment. This makes them motivated to change. Support from the closest people such as caregivers will make foster children motivated to change, and researchers deliver material in a language that is easily understood by foster children, as well as simulation videos are also used to support the success of the intervention provided. In addition, every discussion and material immediately given examples that are often found in daily life so that it is more easily understood by foster children.

The success of this intervention activity in accordance with the opinion of Pardey (2007) explains that there are several things that determine the success of an intervention, namely: (1) before delivering the material, the facilitator or presenter introduces the topic to be discussed first; (2) delivery of clear material so that intervention participants can understand and absorb all material provided at the time of the intervention and can apply it in their daily lives; (3) always provide training at the end of each session; (4) there is an evaluation process after the intervention activities are carried out, which aims to find out how much influence the intervention has on the behavior changes of the intervention participants.

The results of previous research conducted by Mehrad (2014), revealing the concept of self is one of the important things in individuals because it will have an impact on individual attitudes. In some cases self-concepts can change the way a person behaves and relationships with others in his social environment. Overall, the ability to know oneself and develop it properly is needed to form positive self-concepts. In addition, favorable environmental conditions for individuals also support changes in positive self-concept.

The results of other studies conducted by Srivastava & Joshi (2014) show that someone with a positive self-concept will have self-esteem, have a high ability to adapt, be able to form good relationships with others, participate in creative work, have an active role in social groups and have high confidence. Therefore it is important for foster children to increase their knowledge of self-concepts so that they can develop in a positive direction.

## **4. Conclusions and recommendations**

### **4.1. Conclusions**

Based on the results of the assessment that have been carried out to as many as 15 foster children in sanggar Y, it is known that the problems experienced by foster children are negative self-concepts. This is shown by foster children who do not want to continue school and prefer to work by becoming a street musician. Foster children feel doubt about their abilities, they are not confident if they return to continue their school which had stopped. There are also foster children who feel inferior because they come from families with a low economic level, and are not on par with friends in school who come from families with upper

economic levels. Most of the foster children in sanggar Y have financial problems at school that make children experience abuse, and are shunned by friends at school.

Based on the problem, to overcome this problem, an intervention plan was developed to develop self-concepts with psychoeducation. Psychoeducation can be applied as part of someone's preparation to face various challenges in each stage of life development, so psychoeducation can be applied in almost every life setting. Intervention activities carried out in four meetings with psychoeducation of self-concept development based on aspects which include: physical self-concept, personal self-concept, social self-concept, moral ethical concept, family self-concept, and academic self-concept. The results of the interventions that have been carried out are showing the development of positive self-concepts. Foster children sanggar Y began to believe in their ability to go back to school and no longer look negatively at themselves.

## 4.2. Recommendations

Suggestions for caregivers in sanggar Y namely, caregivers need to provide more motivation to foster children so that the changes that have been achieved can last and be improved, both in terms of learning in school, mindset and behavior. Suggestions for foster children, which is expected that they are able to further develop their abilities and improve positive self-concepts. Foster children who have not experienced change are expected to increase self-confidence to be able to change in a more positive direction.

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