



## Self Esteem of Junior High School Students

Shovia Pratisca <sup>1</sup>, Rezki Hariko <sup>2\*</sup>

<sup>1-2</sup> Guidance and Counseling, Universitas Negeri Padang, Padang, Indonesia

\* Corresponding Author: **Rezki Hariko**

---

---

### Article Info

**ISSN (online):** 2582-7138

**Impact Factor:** 5.307 (SJIF)

**Volume:** 04

**Issue:** 05

**September-October 2023**

**Received:** 15-08-2023;

**Accepted:** 19-09-2023

**Page No:** 814-818

### Abstract

A person's self-esteem affects behavior in an individual's daily life. Self-esteem is a person's attitude based on the perception of how he values and assesses himself as a whole, which is a positive or negative attitude towards himself. However, a number of studies have revealed that students' self-esteem is still relatively low. Some evidence shows that there are still many students who have low self-esteem so that it has an impact on the behavior they show everyday. This type of research is quantitative research with a descriptive approach. The research respondents were 302 junior high school students in Batang Kapas District who were selected using proportional random sampling technique. Data collection used a student self-esteem scale. The results revealed that in general, students' self-esteem was in the moderate category. Further analysis presents data that one of the sub-variables, namely self efficacy is in the high category and self respect is in the medium category.

**Keywords:** Harga Diri

---

---

### 1. Introduction

Self-esteem is a very strong and important basic human need in the course of life, it is necessary for healthy development and normal survival, lack of self-esteem can hinder personal psychological growth because positive self-esteem can provide resistance, strength and regeneration ability <sup>[1]</sup>. More specifically, self-esteem is an individual's assessment of themselves, both positively and negatively <sup>[2, 3]</sup>. Good self-esteem can help students in obtaining high learning achievement compared to students who have low self-esteem. Students who have high self-esteem will be able to overcome all their problems with an optimistic attitude even though they have average abilities. Individuals who are able to evaluate themselves positively can appreciate themselves more and will eventually be able to function well in their social relationships <sup>[4]</sup>. When adolescents evaluate themselves in a negative way, they will feel worthless, ostracized, alienated and uncared for <sup>[3]</sup>. Adolescents with low self-esteem are at risk of believing they are unable to do things successfully, and have difficulty regulating and controlling their behavior <sup>[5]</sup>. Adolescents become dissatisfied with themselves and fear rejection by others <sup>[6]</sup>. Low self-esteem will also hinder high achievement in school <sup>[7]</sup>.

Low self-esteem usually causes a sense of discomfort with oneself, always wishing to be someone else because they think that others are greater than themselves, excessive in responding to failure, often feel sad, see life from the negative side only, do not like to be criticized by others, do not get along with their surroundings, do not want to take risks, often think badly of others, give up easily, and do not believe in themselves <sup>8</sup>. High self-esteem will trigger the spirit to change for the better <sup>[9]</sup>.

A number of recent studies have found that student self-esteem is positively correlated with constructive variables, such as academic performance <sup>[10]</sup>, academic procrastination <sup>[11]</sup>, cyberbullying behaviour <sup>[12]</sup>, body image <sup>[13]</sup>, self-disclosure <sup>[14]</sup>, as well as negatively correlated with descriptive variables, such as Social Anxiety <sup>[15]</sup>, level of depression, anxiety and stress +, narcissistic <sup>[17, 18]</sup>. The problem is, there are studies that find that students' self esteem is low and students are not well developed <sup>[18, 19, 20, 21]</sup>.

Despite the recent fact that self-esteem is a topic that has been widely researched, there are very few descriptive studies that present data on the self-esteem of students in Batang Kapas involving large samples.

In addition, the majority of existing student self-esteem research in Indonesia does not involve junior high school student respondents, but is dominated by respondents from social centers or orphanages [22, 23, 24, 25] and College Students [26, 27, 28]. Interestingly, although there are several studies involving respondents of junior high school students in Indonesia, there is no research on self-esteem involving junior high school students in Batang Kapas District. Based on the research presented, a guidance and counseling service plan is also proposed to be implemented by school counselors for students in order to improve students' self-esteem. Metode Penelitian.

This article uses quantitative methods with a descriptive approach. The population of this study were all junior high

school students in Batang Kapas District in the 2023/2024 school year, totaling 1218 students with a sample of 302 students selected by Proportional Random Sampling. The instrument used is the student self esteem instrument. The data collected were analyzed using descriptive statistics with the help of the SPSS for windows 29.0 program.

**Results and Discussions**

**Result**

Data on the administration of research instruments to respondents are classified into five categories, namely always, often, sometimes, rarely and never. The distribution of research findings regarding the description of self-esteem is presented in Table 1 below:

**Table 1:** Frequency Distribution of Self Esteem (n= 302)

Category	Interval	f	%
Very High	≥147	6	2
High	119-146	134	44.37
Medium	91-118	119	39.40
Low	63-90	43	14.24
Very Low	≤62	0	0
Total		302	100

Based on Table 1, it can be seen that most of the respondents' answer scores (44.37%) are in the high category. Furthermore, there are scores of respondents who are in the medium category with a large enough percentage (39.40%). The rest (14.24%), are in the low category and only (2%) are in the very high category. Meanwhile, not a single respondent was in the very low category. Furthermore, based on the distribution of data into these categories, the mean achievement score ( $\bar{x}$ ) and standard deviation ( $\sigma$ ) were calculated with the help of Microsoft Excel. The results of the calculation show that on average, students' self-esteem

belongs to the medium category ( $\bar{x}$ =114.04; 65.17%) dengan small standard deviation value ( $\sigma$ =21.26). Based on the findings, it can be concluded that in general, the self-esteem of junior high school students in Batang Kapas Sub-district is in the moderate category. Overall, it can be interpreted that although high school students in Batang Kapas Subdistrict have a fairly good self-esteem, the self-esteem is not optimally good. Furthermore, a review of the research data based on the sub-variables of self-esteem studied, namely self efficacy, and self respect, is shown in Table 2 below:

**Table 2:** Description of Self Esteem per Sub-Variable (n= 302).

No.	Aspek Harga Diri	Ideal	Max	Min	Total	Mean	% Rata-rata	SD	Ket
1.	Self-Efficacy	50	46	17	10589	35.06	70.12	5.73	T
2.	Self-Respect	125	109	43	23851	78.98	63.18	15.53	S
Overall		175	155	60	34440	114.04	65.17	21.26	S

Based on Table 2, it can be seen that one of the research sub variables is in the medium category ( $\bar{x}$ =78.98; 63.18%), namely self respect. However, one of the sub variables of the study was in the high category in the aspect of self efficacy ( $\bar{x}$ =35.06; 70.12%). This finding indicates that although in general self-esteem is in the high category, the overall average self-esteem is in the medium category because the average score between the self-efficacy aspect and the self respect aspect is not too much different, so students' self-esteem is in the medium category ( $\bar{x}$ =114.04; 65.17%). It is necessary to optimize efforts to increase students' self-esteem, especially towards developing self-esteem in the aspect of self respect. Overall, it can also be seen that the distribution of data for each sub variable or the data as a whole is small ( $\sigma$  is small). This means that the research data obtained can describe the condition of the research population as a whole. Furthermore, the comparison between each sub-variable achievement score percentage and their comparison with the overall achievement score average percentage, is presented in Figure 1 below.



**Fig 1**

Based on the data displayed in Figure 1, it can be seen that the self respect sub variable is the only sub variable with a smaller percent of achievement score than the overall average achievement score (63.18<65.17).

Meanwhile, the percent score of the achievement of the self-efficacy sub variable is the largest sub variable than the percent score of the overall achievement average (70.12 > 65.17). Guided by the display in Figure 1, it confirms that although in general the self-esteem of junior high school students in Batang Kapas Sub-district is in the moderate category, the data shows that one of the research sub-variables, namely self-respect, is in the moderate category. Systematic efforts from various elements in the school, especially teachers and school counselors, are needed to improve students' self-esteem in this aspect.

### Discussions

Students who have high self-esteem have a comfortable acceptance of reality, they will not blame the mistakes about the problems that exist in themselves, believe in the end what happens to them happens because of their choices and decisions not from factors outside of themselves, they can set goals and are able to have realistic expectations. Whereas students with low self-esteem are the opposite of high self-esteem. Students with low self-esteem manifest the inability to express opinions, interests and needs openly as a result of fear of society's opinion of them, the inability to defend their rights in problems without violating the rights of others. They tend to exhibit undesirable behaviors because the students see the world with a negative filter that makes their general dislike for themselves color their perception of themselves and everything around them. Self-esteem is an individual's assessment of himself, both positively and negatively 2,3

Self-esteem is the acceptance by oneself that one is worthy, valuable, capable and useful, no matter what the situation is, is or has been. The growing recognition that I can and that I am valuable is central to the notion of self-esteem 29. Healthy self-esteem is the belief that one is as worthy as others, but not more than that 30. On the one hand, we feel the quiet joy of being ourselves and the sense of self-worth that comes from the realization that we share what all humans share. A person who has high self-esteem likes themselves. Positive evaluations are based mostly on the opinions of others and more on the opinions of others and more on specific experiences. A person with high self-esteem tends to remember pleasant events better, which helps maintain positive self-evaluations. Whereas a person with low self-esteem is more likely to remember unpleasant events better, thus maintaining a negative self-evaluation 31

Self-esteem is often measured as a rating in dimensions that range from negative to positive or from low to high. 31. This means that the level of self-esteem that students have will affect various aspects of their lives because the high and low self-esteem of students will determine success or failure in the future. Students who have high self-esteem view themselves positively, students are more grateful for the various advantages they have, students become confident in doing something and get positive results too. This situation is inversely proportional to students who have low self-esteem. Students with low self-esteem tend to judge themselves negatively, and focus more on their weaknesses. So that students become not confident when doing something and finally the results obtained are not encouraging 32. Low self-esteem can cause people to behave in self-defeating ways to avoid self-awareness 33.

Based on this condition, guidance and counseling teachers or counselors play an important role to be able to raise students' self-esteem to be better. Guidance and counseling is a

profession that exists as a response to the needs of individuals to understand themselves, the environment, and other things related to their lives 34 and generally focus on facilitating human growth and development 35 As the guardian of guidance and counseling services, counselors are responsible for providing various services that are assistance to students in an effort to alleviate problems and help students' optimal development.

The concept of student self-esteem has implications for a series of guidance and counseling service activities. Guidance and counseling is a series of professional activities involving the relationship between a counselor and an individual group of individuals who have the function of understanding, maintenance, alleviation, prevention and advocacy 34. Therefore, there are several efforts that can be made by counseling teachers in the form of providing guidance and counseling services. Counseling is the core of the implementation of guidance and counseling services in schools as a whole 36. For this reason, counseling teachers need to provide services so that students are able to maintain and increase student self-esteem. The school's need for guidance and counseling plays an important role over time. This service area assists students in achieving their developmental tasks, guidance and counseling is present as a response to individual needs, both for themselves and their social life 37.

As a profession that is present to respond to the needs of individuals in understanding themselves, the environment, and other things related to their lives 34 guidance and counseling services can facilitate efforts to develop and resolve student discipline problems, especially in terms of learning. Pemaparan informasi tentang pengertian, fungsi dan manfaat Self-regulation of learning can be organized by counselors through the implementation of information services using various general and special techniques, which are effective service alternatives to provide various information needed by students for self-development and prevention of the development of various behaviors 38. Group guidance services, group counseling and individual counseling can be provided to some students who have low and moderate self-esteem in order to increase their self-esteem. Through individual counseling services for juvenile prisoners, it is hoped that they will appreciate themselves more as qualified individuals, and there are still many opportunities to live a better life 9. In this service, it can be expected to discuss students who are able to learn new things that are not yet known. So that through this service it can improve its communication with others, along with that self-esteem will also increase.

### Conclusions and Suggestions

Based on the results of the research and discussion above, it can be concluded that the self-esteem of junior high school students in Batang Kapas District is in the "Moderate" category, which means that students have a fairly good self-esteem. Judging from the aspects of self-esteem, it can be concluded as follows: 1) self-esteem of junior high school students in Batang Kapas District based on aspects of self-efficacy is in the "high" category. 2) self-esteem of junior high schools in Batang Kapas Subdistrict based on aspects of self respect is in the "medium" category.

Based on the results of the research that has been done, the researcher reveals several suggestions, namely: 1) For counseling teachers, it is hoped that they can play an active

role in developing self-esteem and counseling teachers can collaborate with parents and school personnel in order to increase students' self-esteem. BK teachers compile and develop programs and provide services to overcome the problems of students who do not have good self-esteem according to the characteristics of each student based on self-esteem. 2) For further researchers, it is hoped that future researchers can develop this research with a broader scope and variables other than self-esteem. The results of the study can also be used as a source of information for conducting further research.

## References

- Putri JE, Suhaili N, Marjohan M, Ifdil I, Afdal A. Konsep self esteem pada wanita dewasa awal yang mengalami perceraian. *J Educ. J. Pendidik. Indones.* 2022; 8:20.
- Branden N. *The Psychology of Self-Esteem.* (Proceedings of the International Symposium on Symbolic and Algebraic Computation, ISSAC, 1971).
- Tafarodi, R. W. & Swann, W. B. Two-dimensional self-esteem: Theory and measurement. *Pers. Individ. Dif.* 2001; 31:653-673.
- Siddik S, Mafaza M, Sembiring LS. Peran Harga Diri terhadap Fear of Missing Out pada Remaja Pengguna Situs Jejaring Sosial. *J. Psikol. Teor. dan Terap.* 2020; 10:127.
- Tafarodi RW, Kang SJ, Milne AB. When different becomes similar: Compensatory conformity in bicultural visible minorities. *Personal. Soc. Psychol. Bull.* 2002; 28:1131-1142.
- Tafarodi RW, Jr WBS. Slef Liking and Self Competence as Dimensions of Global Self Esteem; Initial Validation of a Measure. Pada, 1995.
- Naike SB. Hubungan Harga Diri (Self Esteem) Dengan Prestasi Belajar Siswa Kelas VIII SMPN 2 Batusangkar. *Inst. Agama Islam Negeri Batusangkar.* 2017, 109.
- Rosenberg, M. *Society and The Adolescent Self image.* (Princeton University Pres, 1965).
- Juwita U, Hariko R, Karneli Y. Individual Counseling in Improving Juvenile Inmate's Self-Esteem. 2023; 5:47-56.
- Az ZD, Dewi KD. Hubungan antara Self-Efficacy dengan Prestasi Belajar Siswa di SMA X. *J. Psikol. Teor. dan Terap.* 2022; 13:195-213.
- Sulistiyani S, Waskitoningtyas RS, Ismiyati N. Hubungan Self Concept dan Self Esteem dengan Prokrastinasi Akademik Siswa Kelas X SMAN 8 Balikpapan. *Kompetensi.* 2022; 15:8-14.
- Nissa FRN, Hatta I. Hubungan Self-Esteem dengan Perilaku Cyberbullying pada Remaja Pengguna Media Sosial Twitter. *Bandung Conf. Ser. Psychol. Sci.* 2022; 2:167-173.
- Soraya A, Fadhilah A, Indrijati H, Psikologi F, Airlangga U. Buletin Riset Psikologi dan Kesehatan Mental Hubungan antara Self-Esteem dan Body Image Pada Remaja Akhir Perempuan Pengguna Instagram. 1851; 2:201-211.
- Selfilia Arum Kristanti, Eva N. Self-esteem dan Self-disclosure Generasi Z Pengguna Instagram. *J. Penelit. Psikol.* 2022; 13:10-20.
- Kholiza DN, Dewinda HR, Anggawira A. Hubungan antara Self Esteem dengan Social Anxiety pada Remaja Berstatus Sosial Ekonomi Rendah. *Psyche* 165 J. 2022; 15:68-73.
- Lestari I, Wulandari NPD, Gandari NKM. Hubungan Self Esteem Dengan Tingkat Depresi, Ansietas dan Stres Pada Pasien Hemodialisis. *J. Kesehat. Panca Bhakti Lampung.* 2022; 10:16.
- Margaretha O, Soetjijingsih CH. Self-Esteem Dengan Narsistik Pada Remaja Yang Hobi Foto Selfie Menggunakan Filter Instagram. *J. Ilm. Bimbing. Konseling Undiksha.* 2022; 13:31-39.
- Dewi CG, Ibrahim Y. Hubungan Self-Esteem (Harga Diri) dengan Perilaku Narsisme Pengguna Media Sosial Instagram pada Siswa SMA. *J. Neo Konseling,* 2019, 1.
- Febrina DT, Suharso PL, Saleh AY. Self-Esteem Remaja Awal: Temuan Baseline Dari Rencana Program Self-Instructional Training Kompetensi Diri. *J Psikol. Insight.* 2018; 2:43-56.
- Febristi A, Arif Y, Dayati R, Andalas U. Faktor Sosial Dengan Self Esteem (Harga Diri). *J. Kebidanan.* 2020; 6:48-56.
- Gresia S, Komalasari G, Karsih K. Self Esteem Korban Bullying (Survey Kepada Siswa-siswi Kelas VII SMP Negeri 270 Jakarta Utara). *Insight J. Bimbing. Konseling.* 2014; 3:115.
- Citra A, Widyarini M. Pelatihan Peningkatan Harga Diri Pada Remaja Panti Asuhan Sub Unit Perlindungan Sosial Asuhan Anak, Cibalagung, Bogor. *J. Ilm. Psikol. Gunadarma.* 2015; 8:178729.
- Fortunela M, Widodo PB. Harga Diri Dan Interaksi Sosial Pada Remaja Panti Asuhan Dan Remaja Yang Tinggal Bersama Keluarga Di Kabupaten Purbalingga. *J EMPATI.* 2014; 3:378-389.
- Lestari R, Koentjoro. Pelatihan Berpikir Optimis untuk Meningkatkan Harga Diri Pelacur yang Tinggal di Panti dan Luar Panti Sosial. *J Ilm. Berk. Psikol.* 2002; 6:134-146.
- Lete GR, Kusuma FHD, Rosdiana Y. Hubungan Antara Harga Diri dengan Resiliensi Remaja di Bhakti Luhur Malang. *Nurs. News Univ. Tribhuwana Tungadewi Malang.* 2019; 4:20-28.
- Purnasari KD, Abdullah SM. Harga Diri Dan Kematangan Karier Pada Mahasiswa Tingkat Akhir. *Insight J. Ilm. Psikol.* 2018; 20:51.
- Sari RP, Rejeki T, Achmad A. Pengungkapan Diri Mahasiswa Tahun Pertama Universitas Diponegoro Ditinjau dari Jenis Kelamin dan Harga Diri. *J Psikology.* 1995; 3:11-25.
- Thalib Bachri S. Hubungan Percaya Diri dan Harga Diri dengan Kemampuan Bergaul Mahasiswa. *J. Ilmu Pendidik.* 1999; 6:247-256.
- Lutan R. *Self-esteem: Landasan Kepribadian.* (Bagian Proyek Peningkatan Mutu Organisasi dan Tenaga Keolahragaan Dirjen Olahraga Depdiknas., 2003).
- Schiraldi RG. *10 Simple Solutions For Building Self Esteem.* (New Harbinger Publications, 2017).
- Baron RA, Bryne D. *Psikologi Sosial.* (Erlangga, 2003).
- Hidayat, K. & Bashori, K. *Psikologi Sosial (Aku, Kami dan Kita).* (Erlangga, 2016).
- Baumeister RF. Identity, self-concept, the self-lost and found. *Handb. Personal. Psychol,* 1997, 681–710.
- Hariko R. *Landasan Filosofis Keterampilan Komunikasi Konseling.* *J. Kaji. Bimbing. dan Konseling.* 2017; 2:41-49.
- Hariko R. *Ilmu Bimbingan dan Konseling, Nilai dan Kesejahteraan Individu: Studi Literatur.* *J Konseling dan*

- Pendidik. 2016; 4:118-123.
36. Hariko R. Are high school students motivated to attend counseling? COUNS-EDU Int. J Couns. Educ. 2018; 3:14-21.
  37. Mahfiana L, Romah Elfi Y, Widyaningrum R. Buku Remaja dan Kesehatan Reproduksi. Pada, 2009.
  38. Firman, Yenikarneli & Hariko, R. Pencegahan Tindakan Kekerasan Melalui Layanan Informasi Menggunakan Pendekatan Problem Solvig dalam Peningkatan Kontrol Diri Siswa di Sekolah, 2018.