

## Profile of self-awareness among junior high school students

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### Abstract

The purpose of this study was to describe a profile of self-awareness among students in junior high school in the city of Tasikmalaya. Research grounded by the similarities in the tendency of the problems that occur about excessive anxiety among students. The data analysis technique in this study used inferential statistics with random sampling and a total population of 262 students. The results showed that the self-awareness of subject research was in the high category with an average of 75.47%. This shows that most of the subject research have achieved maximum self-awareness in several aspects and indicators, including the achievement of student self-awareness, namely having an understanding of strengths and weaknesses, being able to develop themselves for the desired achievement and have the confidence to voice their opinions.

**Keywords:** *self-awareness, student, adolescent, guidance, counseling*



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### Introduction

The cultivation of character will develop well if the individual recognizes himself. Knowing yourself is an effort to grow self-awareness so that character grows and is firmly embedded in the soul, so that it becomes positive and has good destiny (Makmun, 2018:112). The personality character of students will be realized if there is a synergistic collaboration between the roles of teachers, parents, the community and the self-awareness of the students themselves. In line with Suwartini's statement (2017: 222) which states that quality character requires self-management skills and good cooperation between school residents and the community around the school.

In fact, to achieve this character, adolescents have complex problems. Julianto (2016: 8) found that the problem faced by adolescents in the learning process at school was that they were too nervous and busy paying attention to the views of others about themselves, thus making students anxious and resulting in decreased ability to respond and creativity in the learning process at school. This is similar to Diananda's research (2018:127) which states that the main problem of self-awareness among teenagers is the existence of crime, such as brawls between students, cases of theft, and cases of sexual abuse among teenagers which are quite disturbing. If

this problem continues to arise, it can cause students to have low self-awareness, so students are unable to develop in their schools. Similar to the results of Juliato's research (2016:7) which showed that 20% of the student population who had low self-awareness abilities resulted in students not being able to develop optimally in school.

According to Maharani (2016: 18) the lack of ability of adolescents to become objects of their own attention results in adolescent students not realizing their identity as students. The problems faced by adolescent students are certainly inseparable from the phase of human development. Students in Junior High School (SMP) enter the early adolescent development stage which is generally in the age range of 12-15 years, at that time human productive life starts from pre-adolescence so that adolescent students must be aware of themselves to know their position in the family, peer group, social network, level of knowledge and competence in academics, careers and being aware of their strengths and weaknesses (Kalayarsan, 2016: 3).

Similarly, Hurlock (1980:213) in his book states that fourteen year olds are often irritable, easily stimulated, and their emotions tend to "explode" and do not try to control their feelings. Of course, to realize this, it is necessary to have emotional intelligence that must be possessed by teenagers who can encourage the achievement of constructive goals in their minds. This is similar to the statement from Kadeni (2014: 3) which asserts that emotional intelligence is the basic capital for students to achieve high-standard learning outcomes in various ways, both academic and non-academic. Emotional intelligence includes self-awareness. *Self awareness* merupakan salah satu kecerdasan emosional yang dikemukakan oleh Goleman (2017). Myers, Sharon (2003:5) mengatakan "*self awareness is paramount to achieving change and growth*". Self awareness is one of the emotional intelligences proposed by Goleman (2017). Myers, Sharon (2003:5) "Self awareness is paramount to achieving change and growth". According to Kalaiyarsan (2016: 4), adolescents need to have self-awareness because adolescence is also known as the bio-psycho-social phase so that self-awareness is the path to high adolescent potential for self-growth and future development.

Furthermore, Dariyo (2016: 258) says that individuals who have self-awareness will be able to control themselves in an effort to meet their needs and succeed in overcoming problems. This is supported by research from Guerra and Bradshaw (2008:7) which suggests that:

*"Self-awareness for youth encompasses not only an accurate assessment of their physical, psychological, and behavioral but a more refined and integrated conceptualization of the self that lays the groundwork for one's future life course"*.

Similar to this statement, Boyd (Dariyo: 257) reveals that self-awareness is a process of self-concept maturity to develop life in the future. This can be interpreted that students at the age of teenagers who have good self-awareness will show personality and character towards maturity.

Indicators of self-awareness are knowing what we feel, being able to make their own decisions, being realistic and confident (Mudana, et al. 2014: 3). Individuals who have low self-awareness will tend to lack respect for themselves, are unable to control all behavior and will experience obstacles in establishing relationships with other people and their environment (Parek in Hilmawan. 2018: 23). Meanwhile, someone who has high self-awareness can build good relationships with their social environment, according to Dariyo (2016: 258) that self-awareness functions to control all emotions so that they can be used in establishing social relationships with others.

Flurentin (Journal of Inspiration Pendidikan:12) suggests that self-awareness is included in the affective domain, but to make it happen it is related to the cognitive and psychomotor domains. The cognitive domain is intended when the individual is expected to understand and understand a context about himself and about his environment, the psychomotor domain is related to the individual's actions or performances or tendencies to act which is a manifestation that he already has self-awareness.

Based on the statement above, it can be interpreted that self-awareness is one of the media to increase ESQ (emotional spiritual quotient) so that it can be assumed to be one of the benchmarks for students at the age of teenagers to better recognize themselves.

In the last decade the development of the self-awareness variable discusses several things, one of which is the correlation from research by Mustika, (2016) and Dariyo, (2016) which explains that self-awareness plays a very important role and is related to one's success, because if individuals have self-awareness, then he will feel the acceptance that makes him a valuable person.

Based on the characteristics of the school area MTsN 1 to 4 can represent the real condition of self-awareness in adolescents based on demographics and considering the various trends that exist in the State Madrasah Tsanawiyah in the City of Tasikmalaya, there are similarities from the problems, namely the lack of self-awareness that prevents students from developing optimally in the school so that from the characteristics of the school the population is used as a sample.

Matlin (Julianto, 2016: 8) says individuals who have self-awareness are those who are aware of their perceptions, feelings, dreams or are aware of the world outside themselves. Self-awareness helps students to know the strengths and weaknesses that exist in themselves and realize that behavior is controlled by their own thoughts. While the responses of the mind may or may not be realized in words and actions, therefore the mind must be trained with good and useful information and carry out self-introspection on a regular basis (Makmun, 2018: 89).

According to Maharani's research, (2016: 19) says that self-awareness is very important in helping students in instilling discipline in schools. The importance of self-awareness is reinforced by research conducted by Sudarmono, (2017: 80) which argues that students must have self-awareness in learning, namely with regard to students' problems with learning problems they experience and are aware of their duties as a student at school. In addition, the importance of self-awareness is in line with research by Susilowati, (2015:39) which says that the ability of self-awareness does not only concern aspects of personal social development, but also involves academic aspects that will lead humans as students to optimal academic achievement.

From some of the research above, it can be concluded that self-awareness in students is needed because if students do not have self-awareness in learning, it is feared that there will be actions or behaviors that deviate from the goals and expectations of learning actions. Seeing the importance of teenagers having self-awareness, so that later it will be used to develop a systematic guidance and counseling service design that is in accordance with the results of the needs assessment of students. Therefore we need a service that can facilitate the growth and development of the self-awareness variable.

## **Method**

This research was conducted by using a descriptive study method with a quantitative approach which is a study that describes systematically, factually and accurately about the facts and nature of a particular population or tries to describe the phenomenon in detail. (Sukmadinata, 2016:53). This research design uses a descriptive approach which is intended to describe or show phenomena and realities that exist at this time or in the past. This research was conducted at the MTsN School in the City of Tasikmalaya with a total population of elements that will be used as a generalization area. Sampling in this study using probability sampling with random sampling technique.

The population in this study were 820 student of the MTsN in Tasikmalaya. Sampling in this study was carried out using the simple random sampling technique to determine the number of samples to be used the formula from Sugiyono, (2019) is used.

Explanation

$$n = \frac{N}{1 + N.d2}$$

n = Number of samples

N = Total Population

e = Precession of leeway for inaccuracy due to sampling errors (set at 5%)

According to the formula explained above, a sample of 262 student from the MTsN in Tasikmalaya. The measuring instrument in this study is a questionnaire, where the questionnaire created will reveal variables about self-awareness in class VIII students at MTsN in the city of Tasikmalaya. In addition to the data analysis process is carried out after the results of the instrument distribution. Data analysis using statistical analysis is descriptive quantitative by describing the results of the criteria reference assessment including: looking for the ideal maximum score, ideal minimum score, ideal mean and ideal standard deviation in describing the categorization of class VIII MTsN students in the city of Tasikmalaya.

In connection with the explanation above, this study conducted a general description or profile of self-awareness in adolescent students of class VIII MTsN in the city of Tasikmalaya as material to implement the main tasks and functions of Guidance and Counseling teachers appropriately and effectively by using self-awareness questionnaires, adaptation of Goleman (2018) which was developed by several researchers (Silver & Claret, B. Davies, Downing, T. Ziv). In addition, a questionnaire was prepared by the researchers of this study to show a clear picture of the condition of self-awareness in each category such as high, medium and low based on statistical calculations.

Table 1. The self-awareness indicators

ASPECTS	INDICATORS	ITEMS		Σ
		(+)	(-)	
Emotional self-awareness	Knowing the meaning of emotion.	1,2,3,4,5,6	7	7
	Recognizing the connection between feelings and thoughts.	8,9,10	-	3
Accurate self-awareness.	Skilled in managing emotions	11,12	-	2
	Be aware of your own strengths and weaknesses	13,14,15,16	-	4
	Able to learn and develop themselves	17,18,19,20,21,22	-	6
	Able to show a sense of humor and willing to see oneself with a broad perspective.	23,24,25	-	3
Self-confidence	Have the courage to argue	26,27,28	-	3
	Have the courage to appear with confidence.	29,30,31,32,33,34,35,36	-	8
	Be firm with yourself	37,38,39,40	-	4
TOTAL				40

The validity test used the Pearson Product Moment, the results of the validity test were then processed using the SPSS computer program and obtained 40 valid instruments. In addition, based on the results obtained from the reliability test using SPSS, it can be disclosed in the following table:

Table 2. Reliability Statistic Results

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.865	.865	40

### Findings and Discussion

The general description of adolescent self-awareness was obtained from the self-awareness instrument of the VIII grade students of MTsN in Tasikmalaya City which was a sample of 4 MTsN in Tasikmalaya City. The results and discussion regarding self-awareness are as follows;

Based on the research data, the general description of the level of self-awareness of class VIII Madrasah Tsanawiyah Negeri in Tasikmalaya City shows a high category as illustrated in the table below;

**Tabel 3. General Profile of Self Awareness**

Scores	Categories	Frequency	Percentage (%)
36-63	Low	0	0%
64-127	Medium	23	9%
128-190	High	239	91%

The following is a general description of aspects and indicators of self-awareness in class VIII MTs Negeri in Tasikmalaya City which is revealed in the following Figure 1.

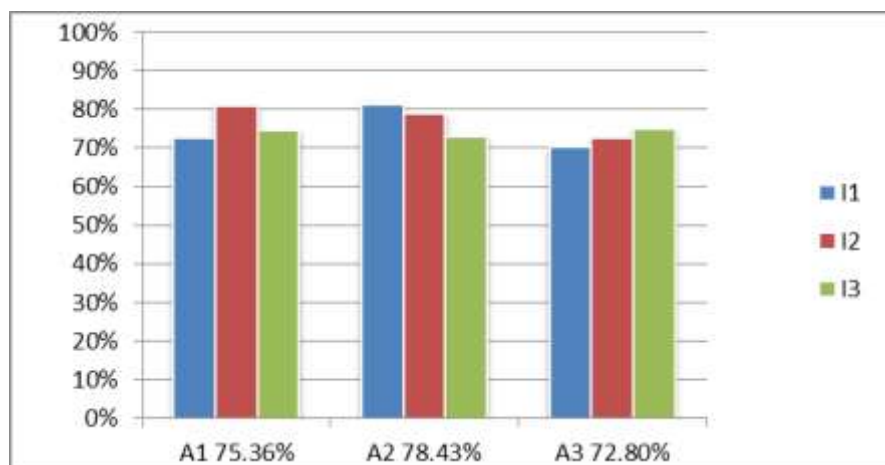


Figure1. General Profile Aspects and Indicators of *Self Awareness*

In general, the description of self-awareness of class VIII students at Madrasah Tsanawiyah Negeri in Tasikmalaya City in terms of gender will be explained in Figure 2.

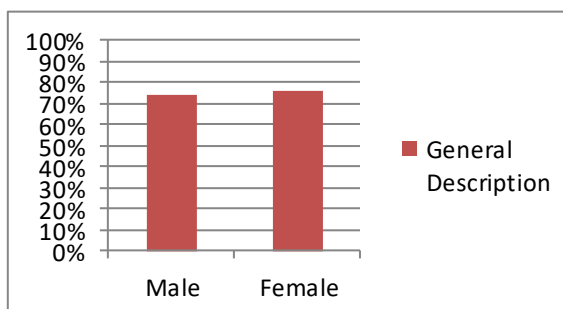


Figure 2. General profile of Self Awareness

Based on the graph, it can be seen in detail the general description of self-awareness based on gender in class VIII students at MTs Negeri in Tasikmalaya City in Table 4.

Tabel 4. Profile of Self-Awareness of Based on Gender Differences

Gender	Total (n)	Average	Standard Deviation	Presentase
Male	90	141	13	74%
Female	172	145	11	76%

The following is a description of the results of the test of differences in self-awareness or self-awareness based on gender at Mts Negeri in Tasikmalaya City:

Tabel 5. Test Results of Differences in Self Awareness

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	887.863	1	887.863	6.580	.011
Within Groups	35082.427	260	134.932		
Total	35970.290	261			

Based on Table 5 shows the results of Sig 0.011 < 0.05, which means that there is a significant difference between self-awareness in male and female students in class VIII at MTs Negeri in Tasikmalaya City. Furthermore, table 4.4 below will describe the differences in self-awareness of men and women in terms of self-awareness aspects.

Tabel 6. Self-Awareness Based on Gender Seen from the Aspect of *Self-Awareness*

Aspect	Average		Standard deviation		F	Sig.	Conclusions
	M	F	M	F			
Emotional Self Awareness	40.69	41.84	3.84	4.27	4.615	.033	There is a difference
Accurate Self Awareness	50.03	51.48	5.42	4.50	5.628	.023	There is a difference
Self Confidence	50.03	51.48	5.42	4.50	4.398	.037	There is a difference

## Discussion

The general description of self-awareness in class VIII MTs Negeri in Tasikmalaya City is in the high category. This can be interpreted that most of the VIII grade students at State MTs in Tasikmalaya City have achieved maximum self-awareness in several aspects and indicators, below is an explanation of the aspects of self-awareness according to Goleman (2018:11), namely emotional self-awareness, self-awareness that accurate -awareness, and self-confidence that will be associated with the results of research at State MTs in the city of Tasikmalaya:

1. In the first aspect, namely emotional self-awareness which can be interpreted that most students have a good introduction and understanding in expressing emotions. There are several examples of behavior shown by some grade VIII students in managing emotions such as not getting angry easily, not having explosive emotions, and realizing the connection between their thoughts and feelings. This can be interpreted that students are able to sort and choose the feelings that arise in themselves, so that from these abilities students have better emotional intelligence and self-control, namely being able to read social situations in understanding other people towards themselves.

2. In the second aspect, namely accurate self-awareness which can be interpreted that most students have an introduction and understanding in understanding their strengths and weaknesses so that it is shown by some students of class VIII even though they have shortcomings, students are willing to continue to learn and develop themselves, as happened to students who lack in some subjects, especially in mathematics, conduct private lessons to the teacher or homeroom teacher.
3. In the third aspect, namely self-confidence which can be interpreted that most students have a good introduction and understanding of self-esteem and self-ability. This means that students in the seekers profile can get stuck, therefore to achieve more optimal self-awareness students must be able to form abstract concepts from themselves through language. This is in accordance with the phenomenon in the field that some class VIII students lack good self-confidence so that behaviors such as not daring to argue or voice opinions, and not being confident in their abilities. Like the behavior shown by some students when asked for their opinion they were unable to answer, because they were ashamed and unsure of themselves. In line with Julianto's research, (2016: 8) which states that the problems faced by adolescents in the learning process at school are too restless and busy thinking about other people's views about themselves, resulting in decreased ability to respond and creativity in the learning process at school such as having anxiety. too much when asked for an opinion.

Based on this meaning, it can be concluded that the findings on the self-awareness profile of class VIII students at Madrasah Tsanawiyah Negeri in Tasikmalaya City achieved the high category. This is in accordance with the theory that the formation of optimal self-awareness is one of them due to the influence of the environment and psychological elements that lead to self-introspection towards good self-knowledge and understanding, as stated by Soedarsono (Malikah, 2013:132) who says that there are two factors forming self-awareness, that is:

1) *Value system*

In this first principle, the element of self-awareness formation is more directed to the psychological element. The value system has 3 components:

a. Conscience reflection

Reflection of conscience in psychology is identical with self-introspection or self-evaluation, namely analyzing and assessing oneself through data and sources obtained from within and from the surrounding environment, so that a personal picture is obtained.

b. Self-Esteem

The word self-esteem is defined as the dignity, degree, rank, and prestige that an individual has and is recognized by others (society) for one's status and position which is manifested in the form of self-respect and respect..

c. Piety to God Almighty

Piety to God is a spiritual path that humans can achieve to achieve self-awareness terhadap diri.

2) *Attitude*

That is one of the forming of self-consciousness in which there are two components to build, which together with established a good relationship with yourself that will receive the judgment of others about themselves (strengths and weaknesses) and the example of others that will foster a self-image that is good in social order. The next point is the component of intelligence that will help humans to achieve the essence of personal resilience or strong character.

3) *Behavior*

In this principle, if individuals are kind to others, they are included in the category of self-aware individuals.

a. Be friendly and polite

Included in the category of self-aware personal self is if the individual is kind to others. By being so, individuals will feel a peace in the heart, a sense of empathy and respect and appreciation from others and psychological closeness with others.

b. Tenacious and tough

It is one of the elements forming self-awareness in the form of an attitude of self which is interpreted as an unyielding attitude in trying and being agile.

Then students who have high self-awareness will be characterized by student self-control from various negative influences, such as research conducted by Putri (2019:51) which says that individuals who have good self-awareness will have the ability to control themselves, namely being able to reading social situations in understanding other people and understanding others towards themselves.

In addition, individuals who have high self-awareness or self-awareness can be characterized by individuals who have a good recognition and understanding of the feelings that affect themselves and others and will be able to know what they do and why they do it (Goleman, 2018: 8).

Furthermore, based on the results of the research data obtained, the general description of aspects of self-awareness in grade VIII students has reached maximum awareness in every aspect including:

1. *Emotional Self-Awareness*

This aspect is in the high category with a total of 218 students from a total sample of 262 students. This can be interpreted that class VIII students already have a good introduction and understanding in expressing the emotions they feel, so they can manage emotions, realize the connection between their thoughts and feelings.

In addition, there are 44 students who are in the medium category, meaning that students in this medium category can be said to have quite a good introduction and understanding in expressing the emotions they feel even though they have not been able to fully realize the relationship between thoughts and feelings that can affect the students themselves.

- a. Knowing the meaning of emotion
- b. Realizing the connection between feelings and thoughts dan
- c. Skilled in managing emotions

2. *Accurate Self-Awareness*

This aspect is the highest aspect of the other aspects with a total of 245 students, it can be interpreted that the students of class VIII MTs Negeri in Tasikmalaya City already have a good introduction and understanding in understanding their strengths and weaknesses so that students have the awareness to continue learning and developing themselves.

In addition, there are several students who are in the medium category, namely as many as 17 students from a sample of 262 students, meaning that students in this medium category can be said to have quite a good introduction and understanding in understanding their strengths and weaknesses even though they cannot accept themselves with a good perspective.

- a. Be aware of your strengths and weaknesses
- b. The ability to learn and develop yourself
- c. The ability to show a sense of humor and willing to see yourself with a broad perspective

3. *Self-Confidence*

This aspect is in the high category with a total of 204 students. This means that grade VIII students already have a good introduction and understanding of self-esteem and self-ability.

In addition, there are several students who are in the medium category, namely 58 students from a total sample of 262 students, meaning that students in this medium category can be said to have good self-confidence even though they cannot always voice their opinions or appear in public.



Based on the description above, it can be interpreted that the students of class VIII MTsN in Tasikmalaya City have various kinds of self-awareness profiles. As in the third aspect, class VIII students have a lower average percentage score than other aspects. This means that students in the seekers profile can get stuck and to achieve more optimal self-awareness, class VIII students must be able to form abstract concepts from themselves through language. These conditions make students able to communicate with confidence, set goals, and can learn from the surrounding environment. In addition, students must also show and make efforts or treatment so that this aspect has a balanced score with other aspects so that students will know and understand themselves better.

Furthermore, the results of the research data obtained, in general the picture of self-awareness or self-awareness in students based on gender shows the results of Sig 0.011 <0.05, meaning that there is a significant difference between self-awareness in male and female students. This is in accordance with the statement from Eurich (2019) which says that women have a slight advantage of self-awareness compared to men, women are also better able to recognize the importance of self-awareness for success and career advancement. However, gender inequality has wide-ranging causes resulting in self-awareness not doing more to help women's careers.

Gender equality in self-awareness can be realized, one of which is by carrying out reforms to give equal rights to women, so that the superiority of self-awareness that women have can work more.

In addition, this study found that there is one aspect, namely self-awareness which shows that men are in the lowest position compared to women. This means that in this study men are considered less able to recognize the emotions they feel, this condition can be shown by the phenomena that occur in the field, namely that most of the male students are not optimally aware of the relationship between their thoughts and feelings.

So in this case in general female students have more advantages in recognizing, understanding and showing self-awareness in every context, even female students are more intelligent in controlling emotions (ESQ).

## **Conclusion**

Based on the results of the analysis of research data, it was concluded that the profile of adolescent self-awareness in MTsN students in the City of Tasikmalaya there were various categories of levels of self-awareness produced, this was shown by the average score on each aspect, namely the emotional self-awareness aspect reaching an average score 75.36% who are in the high category on the indicator of realizing the relationship between feelings and thoughts, the second aspect, namely accurate self-awareness, reaches an average score of 78.43% which is in the high category on the indicator of awareness of one's strengths and weaknesses, and 72.80% is owned by the third aspect is self-confidence which is in the high category on the indicator that students are able to be firm with themselves.

Furthermore, the various categories are theoretically caused because the research subjects have different attitudes and views on the indicators presented by the researcher in the form of a self-awareness questionnaire for the 8th grade students of MTsN in Tasikmalaya City, besides that each research subject also adapts to his suitability to the indicators presented.

In general, self-awareness in adolescents seen by gender shows that there are differences between male and female students in class VIII at MTsN in the city of Tasikmalaya. This is indicated by the results of sig 0.011 <0.05, which means that there is a significant difference between self-awareness in male and female students. This means that female students have more advantages in recognizing, understanding and showing their self-awareness in every context.

In addition to developing self-awareness in MTsN students throughout Tasikmalaya City, the results of the needs analysis in this study were used to design the implementation of guidance and counseling services to improve and develop students' self-awareness consisting of rationale, description of needs, goals, assumptions. intervention, self-awareness counseling procedures,

steps for implementing service strategies, intervention targets, intervention structure and content, evaluation and indicators of success, and development of guidance and counseling service activity units.

Some recommendations for guidance and counseling practitioners are guidance and counseling practitioners can identify and provide information to guidance and counseling practitioners for students who need guidance and counseling services, especially regarding optimizing self-awareness (self-awareness); should measure self-awareness of students in their respective schools; be able to provide guidance and counseling services related to students' self-awareness based on need assessments, so that they can implement counseling guidance programs in optimizing students' self-awareness appropriately and effectively; provide consulting services for all State Madrasah Tsanawiyah students in the city of Tasikmalaya who have problems in terms of academic and non-academic in order to achieve optimal learning goals; and providing services with various tutoring service techniques or methods, such as games, sociodrama, discussions or questions and answers that attract students' attention so that students do not feel bored. Based on the results of the research conducted, there are recommendations that can be made by further researchers, namely further researchers can add other variables related to self-awareness or retest research related to this research by adding group guidance treatment for individuals who lack self-awareness to lead to a better study.

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