

Self-Concept of Dropout and Staying in School Adolescents

Yustinus Nikolaus Nango¹, Imelda F. E. Manurung², M. K. P. Abdi Keraf³

^{1,2,3}Faculty of Public Health, University of Nusa Cendana

e-mail: ¹nikolausnango1699@gmail.com, ²imelda.manurung@staf.undana.ac.id

³mcharryt4s@yahoo.com

Abstract. Adolescents are a group of individuals aged between 10-19 years. Adolescence is considered a crucial period for individual development because, at this time, individuals experience biological, cognitive, and social transitions. Self-concept is a mental picture that a person has about himself, which includes physical and psychological images. This study aims to determine differences in self-concept between male youth who drop out of school and male adolescents attending school in Beiwali Village, Bajawa District, using a quantitative research approach with comparative techniques—testing the hypothesis in this study using the independent sample t-test. Respondents in this study amounted to 111 people consisting of 92 young men attending school and 19 male youth dropping out of school aged 15-20 people, with the sampling technique used namely probability sampling. The result of the hypothesis test is 0.011 ($p < 0.05$), which means that there is a significant difference between the self-concept of male school dropouts and male youth attending school in Beiwali Village, Bajaw District.

Keywords: *Self-Concept, Adolescents, Dropouts, Schooling*

Abstrak. Remaja adalah kelompok individu yang berusia antara 10-19 tahun. Masa remaja dianggap sebagai masa krusial bagi perkembangan individu, karena pada masa ini individu mengalami transisi biologis, kognitif, maupun sosial. Konsep diri merupakan suatu gambaran mental yang dimiliki seseorang tentang dirinya yang mencakup citra fisik dan psikologis. Penelitian ini bertujuan untuk mengetahui perbedaan konsep diri pada remaja pria putus sekolah dan remaja pria bersekolah di Desa Beiwali Kecamatan Bajawa dengan menggunakan pendekatan penelitian kuantitatif dengan teknik komparatif. Pengujian hipotesis pada penelitian ini menggunakan uji *independent sample t test*. Responden dalam penelitian ini berjumlah 111 orang yang terdiri dari 92 orang remaja pria bersekolah dan 19 orang remaja pria putus sekolah berusia 15-20 orang, dengan teknik pengambilan sample yang digunakan yaitu *probability sampling*. Hasil uji hipotesis yaitu 0,011 ($p < 0,05$) yang artinya terdapat perbedaan yang signifikan antara konsep diri pada remaja pria putus sekolah dan remaja pria bersekolah di Desa Beiwali Kecamatan Bajawa.

Kata kunci: *Konsep Diri, Remaja, Putus sekolah, Bersekolah*

Article history:

Received 8 August 2022

Received in revised 23 October 2022

Accepted 2 December 2022

Available online 20 December 2022

Introduction

Adolescents are people between the ages of 10-19 years. Adolescence is often considered a crucial period for individual development because individuals experience biological, cognitive, and social transitions at this time. The existence of this period causes individuals to start looking for their identity (Santrock, 2019).

At this time, every teenager tries to get their view of life to fulfill every developmental task that must be passed. According to Havinghurst in Hurlock (2011), several developmental tasks must be faced by a teenager. This developmental task is achieved due to the strong influence of environmental and cultural factors. In facing each of these developmental tasks, every teenager is required to be able to master himself so that there are teenagers who can face every developmental task, and there are also teenagers who are not able to deal with it. Inability to deal with these developmental tasks, adolescents will show negative attitudes and do contradictory things in the end (Parker & Nilan, 2013).

In facing these developmental tasks, teenagers are never separated from their self-concept. Self-concept is helpful in determining adolescent behavior, where behavior can be seen from how the teenager experiences the experience. Self-concept is a picture that a person has about himself, which is formed through experiences gained from interaction with his environment. Shavelson et al. (in Wahyuni, 2014) state that self-concept is a person's view and belief in himself. The formation of a person's self-concept cannot be separated from the role of educational institutions, someone who has a high level of education will increase his achievement, and if his achievement increases, his self-concept will get better (Hapsari, 2016). Generally, the assessment of self-concept is divided into two parts: positive self-concept and negative self-concept. One of the characteristics of individuals who have a positive self-concept is confidence in

their ability to overcome problems and can accept and love themselves as they are, while one of the characteristics of negative individuals is that they always feel inferior, do not believe in themselves and are unable to accept and love themselves as they are.

Based on observations and brief interviews conducted by researchers with young men who dropped out of school and young men who attend school in Beiwali Village, researchers saw an actual situation where these teenagers who dropped out of school showed a sense of insecurity, inferiority, and withdrawal from their social environment as well as brief interviews with teenage boys who dropped out of school they said that they had low levels of self-confidence. Meanwhile, boys who attend school are more likely to show self-confidence and a sense of responsibility and can handle and resolve their problems.

Based on the situation that gave rise to the behavior above, self-concept becomes the primary goal that needs attention. Some of the behaviors that have been described are very dependent on the self-concept that a person has. Soetjningsih (2017) states that self-concept must be essential for every teenager in his time. With a positive self-concept, adolescents can understand and understand their identity. Nevertheless, when they have a negative self-concept, it will cause negative things that will affect their behavior. Therefore, the author wants to conduct a study with the title "The Differences of Self-concepts Between Dropping Out of School Adolescents and Stay-in School Adolescents in Beiwali, Bajawa".

Method

This study uses a comparative quantitative method to compare the similarities or differences between an object and another object. The variable of this research is self-concept. The population of this study amounted to 139 people, divided into the population of teenage boys dropping out of school and teenage boys going to school. The sample in this study amounted to 111 people consisting of 92 male adolescents attending school and 19 male adolescents

dropping out of school. The sampling method used in this study is the probability sampling method. This study uses the self-concept scale developed by Berzonsky (1981). This scale has four aspects of measurement, namely physical aspects, psychological aspects, social aspects, and moral aspects. This self-concept scale has been translated and adapted by Anggraini (2010). The data in this study were obtained in the form of google forms distributed through social media, and printed questionnaires distributed directly by the researchers. The items used in this study amounted to 27 items based on aspects of the self-concept scale. This scale has an item validity value of 0.784 and an item reliability value of 0.871. Testing the hypothesis of this study using independent sample t-test analysis.

Results

Beiwali Village is one of 17 villages located in Bajawa District, Ngada Regency. Beiwali Village is located west of the capital city of Bajawa District, with an area of 23.3 km of Beiwali Village. The total population until March 2022 is 1,775, with 903 men and 872 women spread over 372 families.

SMAK Regina Pacis is a private high school located on Jalan Yos Soedarso, Trikora Village, Bajawa District, with a school establishment decree, namely, 17420/I21.4/Ie.82. This school was established on November 9, 1982, under the auspices of the Ngada Catholic Schooling Foundation (YASUKDA). Regina Pacis High School Bajawa is a private Catholic school that has been accredited "A".

Respondents in this study were teenage boys who dropped out of school and teenage boys who attended high school aged 15-20 years, amounting to 111 people, with the number of teenage boys dropping out of school as many as 19 people and teenage boys going to school as many as 92 people.

The self-concept of out-of-school boys and boys attending high school in Beiwali Village, Bajawa District, was measured using a self-concept scale consisting of 27 items with the highest score of 5 (five) items and the lowest score of 1 (one), so the following criteria can express that self-concept:

$$\text{Highest score} = 27 \times 5 = 135$$

$$\text{Lowest score} = 27 \times 1 = 27$$

$$\text{Theoretical mean } (\mu) = 27 \times 3 = 81$$

$$\begin{aligned} \text{Standard deviation } (\sigma) &= \frac{\text{highest score} - \text{lowest score}}{6} \\ &= \frac{135 - 27}{6} = 18 \end{aligned}$$

Based on the calculations above, the distribution of the self-concept frequency of male dropouts and male adolescents attending the high school level in Beiwali Village, Bajawa District is as follows:

Table 1

Frequency Distribution of the self-concept of teenage boys dropping out of school and boys attending high school in Beiwali Village, Bajawa District

interval	Criteria	Self-concept			
		Go to school		Dropout	
		N	%	N	%
99 X	High	60	66.6	4	21
X < 63	Low	32	33,4	15	79
Total		92	100	19	100

Based on Table 1 above, boys who go to school have a high self-concept, while boys who drop out of school are in the medium category. This is indicated by the percentage of respondents who attend the school belonging to the high criteria of 60 teenagers (66.6%). In the teenage boys who drop out of school, it is known that most of the 15 adolescents (79%) have a moderate self-concept.

Table 2

Summary of Self-Concept Analysis of Adolescent Boys Dropping Out and Adolescent Boys Schooling at High School Level in Beiwali Village

Aspect	Go to school		Dropout	
	Tall (%)	Currentl	Tall (%)	Currentl
		Low (%)		Low

	y (%)			y (%)		
Physique	64.13	34.79	1.08	26.31	68.42	5.27
Psychic	60.87	39.13	-	21.06	78.94	-
Social	69.57	30.43	-	42.10	57.90	-
Moral	68,48	30.43	1.09	57.90	42.10	-
Total	263.05	134.78	2.17	147.37	247.36	5.27

Based on table 2 above, it can be seen that the overall aspects of self-concept in male adolescents in school are known for the high category, as much as (263.05 %), for the medium category, as much as (134.78%), and for the low category as much as (2.17 %). Meanwhile, the overall aspects of self-concept in adolescent dropouts are known for the high category, as much as (147.37 %). For the medium category, as much as (247.36%), and for the low category, as much as (5.27%).

Table 3
Test Results of Group Statistics Independent Sample t-test of Self Concept

Boys		N	mean	Std. Deviation	Std. Error Mean
Self concept	Go to school	92	100.76	13,651	1,423
	Dropout	19	91.84	13,745	3,153

Table 4
Different Test Results Independent Sample t-test Self Concept

		Levene's Test for Equality of Variances		t-test for Equality of Means		Sig. (2-tailed)
		F	Sig.	t	df	
Self concept	Equal variances assumed	0.264	0.609	2,590	109	0.011
	Equal variances not assumed			2,578	25.869	0.016

Based on tables 3 and 4 above, it is obtained that the value of $F = 0.264$ and $p=0.011 < 0.05$, which means that there is a significant difference between the self-concepts of out-of-school boys and boys who attend school in Beiwali village, Bajawa district. The self-concept of male adolescents in school, with an average value of 100.76, is higher than that of male adolescents who drop out of school, with an average value of 91.84. This shows that the working hypothesis, which reads that there is a difference in self-concept between teenage boys dropping out of school and teenage boys going to school, is accepted.

Discussion

The research entitled self-concept of out-of-school boys and boys attending high school in Beiwali Village, Bajawa District, was conducted to determine whether there are differences in self-concept in dropout boys and school-aged boys. The data of this study were analyzed using comparative statistical tests. The results of the tests show that there are differences in self-concept in male adolescents who drop out of school. Male adolescents who attend school, where male adolescents who go to school have a higher percentage value than male adolescents who drop out of school. In other words, male adolescents who attend school have a more positive self-concept than teenage boys dropping out.

Self-concept is the most critical determinant of response to the environment. Self-concept is a picture that a person has about himself, which is formed through experiences gained from interaction with his environment. Self-concept is not innate but develops from continuous and differentiated experience (Nurihsan & Agustin, 2016). Husamah (2015), in the psychological dictionary, defines self-concept as an individual evaluation of oneself, assessment or assessment of oneself by the individual concerned.

Based on the analysis results related to the physical aspects above, young men attending school are classified as having a high self-concept in the physical aspect compared to young men who drop out of school. Adolescent self-concept based on the physical aspect shows a difference between male adolescents attending school and male adolescents dropping out of school with a significant value of less than 0.05. This is in line with research from Antoni & Rahmi (2021), which states that male adolescents attending school are more interested in making their physical appearance attractive than other people. An attractive physical appearance will increase the self-confidence of adolescents and a positive self-image of the adolescents themselves. From the calculation results, it is found that the differences in self-concept in male teenagers dropping out of school and adolescent boys attending school seen from the physical aspect are in the medium and high categories. When entering adolescence, there will be rapid physical, psychological, and psychosocial changes. Almost all teenagers will always pay attention to their appearance, even if they will try hard to make their appearance attractive in the eyes of others (Santrock, 2012).

The psychological and social aspects also obtained a significant value of t-count less than 0.05, which means that there are differences in the self-concept of teenage boys dropping out of school and boys attending high school in Beiwali Village, Bajawa District from psychological and social aspects. Kushendar & Abdi (2018), in their theory, explains that the self-concept of adolescents is formed due to interactions with the people around them and what others perceive about the individual and is never separated from the structure, role, and social status that will form the self-concept, which will shape a person's soul to be more positive and social life is getting better. This is in line with research from Tamalawe (2019), which states that adolescents whose social environment is assisted by the role of teachers in the school

environment will have high self-esteem. This is caused by several factors, namely the positive development of adolescents with feelings of belonging, valued and respected, and acceptable amid a family and social environment.

The results of the analysis show that the self-concept of male adolescents in school is higher than that of male youth dropping out at the high school level in Beiwali Village, Bajawa District, meaning that male adolescents in school have more awareness that they are precious and have more awareness in placing themselves and giving meaning to themselves as a teenager, has relatively stable beliefs, and has quite an essential role in the context of social life (Asrori, 2014).

Conclusion

There is a significant difference between the self-concepts of out-of-school boys and boys attending high school in Beiwali Village, Bajawa District. The results of the analysis show that the self-concept of male adolescents in school, with an average value of 100.76, is higher than the self-concept of male adolescents who drop out of school, with an average value of 91.84, which means that male adolescents in school have a more positive self-concept compared to adolescents men drop out of school in Beiwali Village, Bajawa District.

The self-concept of boys who drop out of school and boys who go to school seen from the physical aspect shows that boys who go to school are in the high category (64.13 %) compared to boys who drop out of school who are in the medium category (68.42%). In the psychological aspect, the male teenagers attending school are in the high category (60.87 %) compared to the male youth dropping out of school who are in the medium category (78.94%). In the social aspect, boys who go to school are in the high category (69.57%) compared to boys who drop out of school in the medium category (57.90 %). Meanwhile, in the moral aspect, male adolescents attending school are in the high category (60.87 %), and male youth dropping out of school are also in the high category (78.94%).

Suggestion

For the adolescent, self-concept is very important because adolescence is when a person is searching for his identity. Adolescents are expected to be able to work together, such as doing social activities and forming youth organizations to minimize negative self-concepts. For teachers and educators to further encourage their students in terms of self-acceptance by increasing interaction with the surrounding environment in their learning process, such as carrying out social activities outside the school or collaborating with other schools regarding student self-development. Teachers are also expected to be parents in the school environment who can understand their students and the problems they are experiencing to reduce dropout rates. For society, the community is expected to be able to encourage youth in their environment to participate more actively in community activities and assist youth in minimizing the problems caused by assisting youth in social life and directing them to play an active role in social activities. For further researchers it is hoped that further research can emphasize more on the description of self-concept and how to overcome a low self-concept and maintain a high self-concept

Reference

- Antoni, A. & Rahmi, D. 2021. Overview of Self-Concept and Social Interaction in Adolescents at SMK I, Agam Regency. *TOWER of Science* , XV(01): 10–17.
- Asrori, MAM 2014. *Adolescent psychology: Student Development*. 9th ed. Jakarta: Earth Literacy.
- Hapsari 2016. *Child Development Psychology*. Jakarta: PT. Index.
- Hurlock, EB 2011. *Developmental Psychology: A Lifespan Approach Fifth Edition*. Jakarta: Erlangga, (5th Edition).
- Husamah 2015. *A to Z Dictionary of psychology super complete / Husamah, S.Pd, M.Pd ; editor, Aldo* . Yogyakarta: Andi Offset.
- Kushendar, H. & Abdi, S. 2018. The importance of understanding adolescent self-concept as cultural identity in exploring community behavior. *Therapeutics: Journal of Counseling Guidance* , 2(2): 62–66.
- Nurihsan, AJ & Agustin, M. 2016. *The dynamics of child and adolescent development: An overview of psychology, education, and guidance* . Bandung: Refika Aditama .

Parker, L. & Nilan, P. 2013. *Adolescents in contemporary Indonesia* . London: Routledge.

Santrock, JW 2012. *Life Span Development: Volume 1 (B. Widiasinta, translator)* . Jakarta: Erlangga.

Santrock, JW 2019. *Life-span development, 17th ed. Life span development* .

Soetjningsih, HAN & CH 2017. *Differences in Self-Concept Between School Dropout Teens and School Teens Members of PPA (Child Development Center)* . Satya Wacana Christian University Salatiga.

Tamalawe, CG 2019. Self-Concept in Class X Teenagers at Dharma Mulya Christian High School Surabaya. *Journal of Nursing* , XII(1): 40–48.

Wahyuni, ZS and S. 2014. *Nursing Psychology* . Jakarta: RajaGrafindo Persada.