

Development of Self-Determination

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Abstract

This research is motivated by the purpose of self-determination, the awareness of individuals to achieve goals with the motivation that is in themselves. The essence of self-determination includes the awareness of the basic self-motivation to achieve the desired goals with all the consequences that will be faced and the individual remains and reaches the desired goals. The determining aspect is autonomy, competence and connectedness. Individuals in acting to choose and make decisions related to school activities. The tendency to live alone does not work without help and always has the competence that the task will be completed and always communicate with friends so motivation is not only in themselves but extrinsic factors or friends can influence to be motivated again. This finding has important implications for rationalization and measurement of interpersonal strength and psychological needs. The methods and techniques carried out by the quasi experiment. The purpose of this research is to identify the effectiveness of reflective learning to improve self-determination.

Keywords: self-determination, motivation

1. INTRODUCTION

Humans are living creatures of God who are given the mind to think. The ability to think of humans is a reason to have goals and objectives in his life, a purpose in life will be fulfilled even though various obstacles are in his face. To arrive at that goal humans must have motivation. Motivation is the drive of the will from within or from outside the individual, to achieve a goal. Motivation consists of intrinsic and extrinsic motivation. Intrinsic motivation that someone has makes a person strong and strives hard to achieve goals or goals in life. This is called self-determination.

Self-determination is a process that differentiates where results will be a differentiator when someone regulates through the results and processes being pursued. Every process pursued has obstacles. The role of self-determination provides motivation to drive obstacles for the purpose to be achieved, so that the achievement of good results in the process of determining the fate of the individual needs to continue to achieve any obstacles.

Thus, that self-determination concerns the willingness to do the task, someone with high determination will have strong intrinsic motivation so that the goal will be achieved (Bartholomew, Ntoumanis, Ryan, Bosch, & Thøgersen-Ntoumani, 2011). Education views students as agents who can participate in education-related decision making, to collaborate both with teachers and their peers to solve problems and find solutions that can accommodate everyone involved in decisions (Samawi, Barnadib, & Muhni, 1995). In the process of developing self-determination, of course,

empathy must be built on oneself so that motivation in the individual can be developed into good things. Furthermore, if self-determination is established, then self-concept to achieve learning achievement and not to drop out of school. Thus, the investigation of a person with growth tendencies and innate psychological needs is the basis for the integration of self-motivation and personality, as well as for conditions that encourage positive processes. Inductive, using empirical processes. In line with the researchers, the self-determination of one part of motivation theory has been developed by researchers in both family subjects, classrooms, by examining various types of motivating factors for individuals to naturally encourage motivation development behavior (Calvo, Cervelló, Jiménez, Iglesias, & Murcia, 2010). One way that can be used to develop adolescent self-determination using reflective methods. Involve students in critical reviews and reflection on each other's experiences.

Self-determination is an important thing to study because it fosters intrinsic motivation so that individuals do positive activities. Many researchers conducted research on self-determination. Research is more on developing self-determination by counseling. The results obtained by determination will increase if individuals have good motivation and needs in themselves are met. This paper aims to review the literature that exists in individual self-determination in educational concepts and theoretical frameworks with methodologies commonly used in the same topic. You can then provide references that can be applied by researchers regarding self-determination.

2. DEFINITION OF SELF-DETERMINATION

The development of self-determination has been done by many researchers to do it; the development of this theory is more to the development of psychology to do a motivation from within. Self-determination brings the same functional viewpoint, to study psychological growth and development in doing so, investigating some of the basic features and mechanisms that underlie the developmental social behavior. Self-determination has developed over the past three decades in the form of mini-theories, each of which deals with a particular phenomenon. These theories are related that share assumptions and all involve the concept of psychological needs. When all types of human behavior are interconnected in the domain (Deci & Ryan, 2002).

Self-Determination is a need for natural autonomy or basic needs that exist in an individual to achieve a goal (goal), thus individuals fight all conditions that will be faced such as time pressure, tight schedule, pressure restrictions from others (Deci & Ryan, 2002).

In particular, according to self-determination, an important problem in pursuing goals and the extent to which people are able to meet their basic psychological needs when they pursue and achieve valuable results both in the process there are difficulties and obstacles to achieving their goals. The theory of self-determination builds a sense that exists within oneself to carry out a goal so that autonomy in oneself becomes a motivation, activities are carried out for personal interests or values, then if self-autonomy feels high then self-determination to achieve goals will be more motivated. Autonomy in self-determination involves a willingness or willingness to do a task, when someone feels controlled either in pursuing an activity or how someone does it, a person's sense of autonomy decreases and the next motivation decreases (Richards, Jack, & Lockhart, 1994). The development of Self-determination in adolescents has three aspects which are the basis that must exist from these three aspects and one of them fulfilled the three aspects (Deci & Ryan, 2002). Providing the formulation of self-determination as an ability that is owned by three aspects of basic needs. Competence, relatedness, and autonomy. Stating that self-determination is a deliberate action by an individual to the extent that the action being triggered by the individual to the extent that the action is influenced by the sense of "understanding, feeling of pleasure. Optimistic, determined and uplifting (O'Connor & Vallerand, 1994).

3. METHOD

The method and technique carried out by the quasi experiment. The purpose of this research is to identify the core concepts of the development of self-determination in high school adolescents, efforts to develop self-determination are reflective learning.

4. RESULTS AND DISCUSSION

4.1 Development of Self-Determination

Self-determination referred to in this study is the ability (competence, connectedness and independence) of individuals in acting to choose and make decisions related to achieving achievement in school activities. The quantitative method shows that good determination will address positive behaviors and persist in these activities (Deci & Ryan, 2002). Stating that individuals who have low self-determination will show truancy, lazy to do tasks, not confident and lack of communication and cannot do the task independently.

What is done to some students in one health school states that individuals who have low self-determination will form behaviors unable to complete tasks well and get lower achievement scores.

Research conducted by Kim (2019) finding that self-determination carried out with qualitative reviews based on a critical interpretive synthesis (CIS) framework was conducted to investigate what is currently known about the relationship between self-determination and life experiences of 18-year-old adults with experiences and obstacles that occur to achieve a goal. Of the 44 students identified there were 14 students who experienced low self-determination, this study found the results of self-determination involved in five areas of life experience, employment status, social participation, advocacy, positive identity, and stress management and individuals with good STD will feel the connection between self-determination and quality of life. Self-determination is a set of skills or competencies that help students in (1) determine their wants and needs, (2) decide on the best actions to take, (3) take action, (4) evaluate, and (5) improve results.

The research subjects conducted on students who experienced disability were 930 students including 480 students who had less hearing who were in mainland China and found results that individuals were divided into two categories, level I and level II. Thus, individuals who have good self-determination shown by level I produce more creativity, structured, and cognitively more complex shows that intrinsic motivation in themselves is more developed even though there are limitations in themselves. While for individuals who fall into the level II category are more structured, and cognitively simpler, have a lower level of self-determination. Other research conducted by Altena, Boersma, Beijersbergen, & Wolf (2018) stating that self-determination was carried out by means of cognitive coping and outgoing experience, competence, relevance and quality of life in students, the sample consisted of 251 young adults (ages 18 to 25). Our results show that cognitive coping strategies related to self-determination construction are very good to use related to quality of life, positive reappraisal and refocusing that positively moderates the relationship between life stressors and outcomes. Although there are various approaches, the later models of learning methods have been reported to be successful in helping individuals to improve self-determination and previous research is mostly done on individuals.

5. CONCLUSION

The research on self-determination that can be formulated in this article is that self-determination is the basic motivation that exists in humans to achieve a desired goal so that to achieve a goal will be faced with several obstacles including external pressure, division of work time, time limit. Every individual who has low self-determination, there is no positive motivation to start and always survive in the activities carried out.

In the context of education, self-determination has a very important role in realizing individual goals in the learning process, each individual can apply the development of good self-determination so that the goals and determination of the fate of oneself can be achieved. In essence, every human being has motivation in himself, how individual process self-determination becomes a thing that encourages the achievement of a purpose in life.

John Dewey (The Concept of democracy in education according to John Dewey's progressivism). *Berkala Penelitian Pasca Sarjana*, 8, 557-567.

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