



Self-Image and Ideal Self Concept of Adolescent in Islamic Boarding School and Public School

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ABSTRACT

The Ideal Self Concept is an idealized version of oneself created out of what we have learned from our life experiences, the demands of society, and what we admire in our role models. While self-image is a person's assessment of his own body. In adolescents' perceptions of their own bodies and goals of ideal of themselves are influenced by many factors, such as the environment of school and peers. This can affect mental and psychological activities in adolescents that take place in interactions in their environment. The purpose of study was to determine the differences of self-image and ideal self-concept of adolescent in Islamic boarding school and public school (Studies in Islamic boarding school AI and Junior High School Kesugihan, Cilacap, Indonesia). This is a cross sectional study. The sample of this study was 72 seventh grade students consist of 36 students from Islamic Boarding School and 36 students from Public School. The sampling method was cluster random sampling. Data collected through online questionnaire about self-image dan ideal self-concept. Mann Whitney was used as statistical test. The results of study showed that there were differences of the self-image of adolescents in Islamic boarding school and public schools ($p_v = 0.004$; $= 0.05$; $Z = -2.849$) and there is no difference between the ideal self-concept in adolescents in the two types of schools ($p_v = 0.051$; $= 0.05$; $Z = -1.949$). Adolescent self-image is one of the five components of self-concept formation. Positive perceptions of self must be developed early in school, because a good self-image will improve self-concept and improve students' psychological health.

Keywords: *Self Image; Ideal Self Concept; Islamic Boarding School; Public School; Adolescent*

1. INTRODUCTION

Adolescence is a developmental transition period between childhood and adulthood which is characterized by biological, cognitive, and social changes. At this time, various changes occur in adolescents, one of which is physical changes and doubts about their future. Associated with physical changes and uncertainty about the ideals that occur, teenagers must be able to accept the situation and use their bodies effectively according to the place where they live, this is one of the tasks of adolescent development [1].

Excessive attention to body shape and ideals especially occurs in early adolescence (13-16 years). Adolescents develop a personal picture of what their body looks like, which is closely related to self-image. Self-image is an individual's experience in the form of a perception of his body shape and weight, as well as behavior that leads to the individual's evaluation of his physical appearance [1]. Meanwhile, the ideal self-

concept is where teenagers realize their ideals, values to be achieved and personal expectations based on social norms or cultural environment [2].

Not all teenagers can accept themselves because everyone has a self-image or ideal self as desired by teenagers. This depends on the influence of the environment, peers, emotions and experiences of adolescents [3].

Adolescents generally spend their time in the school environment, where in this school environment they study and develop self-concepts such as self-image and seek motivation to achieve their goals. However, if the school environment for adolescents does not support development in adolescents such as self-image and ideal self-concept, it can cause adolescents to feel frustrated so that their self-image and ideal self-become negative [4].

The implementation of junior secondary education in Indonesia includes Junior High School and Islamic boarding schools. The curriculum structure of Junior

High School and Pondok are both educational institutions and have compulsory subject groups that are followed by all students. The difference is that there are more Islamic subject compared to public schools [5].

Based on a preliminary study conducted by conducting interviews with 5 students at Junior High School Kesugihan with a total of 765 students, 3 students said that they were less beautiful than the others and did not have definite goals for themselves and 2 others said that they were quite beautiful and satisfied with her body shape. While the preliminary survey at Islamic boarding school AI with 7 teenagers, 6 students said "I feel beautiful and feel satisfied with my face and body shape" and 1 person said that he was not beautiful like the others.

Based on the description above, the researcher is interested in conducting a study differences in Self-image and Ideal self-concept of Adolescent in Islamic boarding

school and Public School; Study in Pondok Pesantren AI and Junior High School Kesugihan, Cilacap, Indonesia.

2. METHOD

This is a cross sectional study. The sample of this study was 72 seventh grade students consist of 36 students from Islamic Boarding School and 36 students from Public School. The sampling method was cluster random sampling. Data collected through online questionnaire about self-image dan ideal self-concept. *Mann Whitney* was used as statistical test.

3. RESULT AND DISCUSSION

3.1. Result

The results of the research data including univariate and bivariate analysis are discussed in the Table 1 below:

Table 1 Characteristics of Adolescents in Islamic boarding school AI and Junior High Schools Kesugihan

Characteristics	Islamic boarding school		junior high school	
	f	%	f	%
Student age				
13 years old	2	5.6	4	11.1
14 years	14	38.9	13	36.1
15 years	17	47.2	16	44.4
16 years	3	8.3	3	8.3
Total	36	100	36	100
Gender				
Woman	36	100	36	100
Total	36	100	36	100

Source: Primary data processed 2020 obtained by authors

Based on table 1, it is known that adolescents in Islamic boarding school AI the most many are 15 years old, namely 17 students (47.2%) and at least 13 years, which is 2 students (5.6%), while the age of adolescents in Junior High School are 15 years old at most, which is 16 students (44.4%).

Based on table 2, it is known that the adolescent self-image in Islamic boarding school AI at most in the negative category (58.3%). This category is obtained if the value of the self-image questionnaire is less than the mean value.

Table 2 Frequency Distribution of Self-image of adolescent in Islamic boarding school AI

No.	self-image	f	%
1.	Negative	21	58.3
2.	Positive	15	41.7
	Amount	36	100.0

Source: Primary data processed 2020

Table 3 Frequency Distribution of Self-image of adolescents in Junior High School Kesugihan

No.	self-image	f	%
1.	Negative	9	25.0
2.	Positive	27	75.0
	Amount	36	100.0

Source: Primary data processed 2020

Based on Table 3, it is known that self-image in adolescents of Junior High School Kesugihan at most in positive categories (75.0%). This category is obtained if the value of the self-image questionnaire is more than the mean value.

Based on table 4, it is known that the ideal self-concept of adolescents in Islamic boarding school AI at most are 19 students in positive categories (52.8%). This category is obtained if the value of the ideal self-concept questionnaire is more than the mean value

Table 4 Frequency Distribution of Ideal self-concept of adolescent in Islamic boarding school AI

No.	ideal self-concept	f	%
1.	Negative	17	47.2
2.	Positive	19	52.8
	Amount	36	100.0

Source: Primary data processed 2020

Table 5 Ideal self-concept of Adolescents in Junior High School Kesugihan

No.	ideal self-concept	f	%
1.	Negative	9	25.0
2.	Positive	27	75.0
	Amount	36	100.0

Source: Primary data processing, 2020

Table 6 Differences of Self-images of Adolescents in Islamic boarding school AI and Junior High School Kesugihan

No	School Background	Self-Image				Amount	
		Negative		Positive		f	%
		f	%	f	%		
1	Pondok	21	58.3	15	41.7	36	100
2	Junior High School	9	25	27	75	36	100

Z = -2.849 p-value = 0.004

Source: Primary data processed 2020

Based on table 5 it is known that the ideal self-concept in adolescents Junior High School Kesugihan at most are 27 students in positive category (75.0%).

Based on table 6, it is known that the results of statistical tests using Mann Whitney to differentiate the

self-image of adolescent was obtained p-value of 0.004 <0.05 (Z = -2.849), it can be concluded that there are differences of self-image in adolescents between Islamic boarding school AI and Junior High School Kesugihan Cilacap.

Table 7 The differences of Adolescents Ideal self-concept in Islamic boarding school AI and Junior High School Kesugihan

No	School	Ideal self				Amount	
		Negative		Positive		f	%
		f	%	f	%		
1	Pondok	17	47.2	19	52.8	36	100
2	Junior High School	9	25.0	27	75.0	36	100

Z = -1.949 p-value = 0.051

Based on table 7, it is known that the results of statistical tests using Mann Whitney to differentiate the ideal self-concept of adolescent was obtained p-value is 0.051 > 0.05 (Z = -1.949), it can be concluded that there are no differences of ideal self-concept in adolescents between Islamic boarding school AI and Junior High School Kesugihan Cilacap.

3.2. Discussion

3.2.1. Self-image of adolescents in Islamic boarding school AI

The results showed that self-image in adolescents in Islamic boarding school AI at most in negative categories (58.3%). The results of the study are in line with research conducted by Fatiyasani, Palupi and Tjaronosari [6] which states that most of the female students at Madrasah Aliyah (religious school like a pondok) Bantul assess their negative body and feel fat and among them (60.1%) actually had normal nutritional status.

Research conducted by Fitria [7] states that states there are limitations in accessing tools of communication and exposure to mass media for students in islamic boarding school. This limitation can affect their view of the ideal body shape.

3.2.2. Self-image of adolescents in Junior High School Kesugihan

The results showed that the self-image of adolescents in Junior High School Kesugihan at most in positive category (75%). These results are in line with research conducted by Ratnasari, Greece and Wasthu Prasida [8] which states that 82 of 94 (87.2%) young women in one of Junior High School at Semarang have a positive body image, this shows that young women have opinions, views and good judgment of himself and can accept his condition as it is.

Research conducted by Ridha [3] states that the role of the surrounding environment such as parents, teachers and peers who make adolescents have a negative self-assessment is not bothered by the surrounding

environment. All of them are judged as part of the uniqueness of a public-school background.

Based on the results of the study, it was found that 27 of 36 teenagers (75%) had a positive ideal self-concept who attended public schools. These results indicate that there are quite a lot of interest and motivation to learn in achieving their goals. This result is in line with research conducted by Amara et.al [9] which said that as many as 251 adolescents (54.68%) had high aspirations. This is possible due to the interest in learning from the students themselves, the better the interest in learning, the better the motivation to learn to achieve higher goals.

The theory expressed by Djaali [10] says that a good and conscious interest in the field of work will keep students in mastering the lesson. In the end, students can get good achievements.

3.2.3. The differences of adolescent self-images in Islamic boarding school AI and Junior High School Kesugihan

Based on the results of the study, it is known that the self-image of adolescent in Islamic boarding school AI at most in the negative category (58.3%) and the self-image of adolescents in Junior High School Kesugihan at most in positive categories (75.0%). The results of statistical tests show that there are differences in self-image of adolescents in both school with p-value of 0.004 ($\alpha = 0.05$) and Z value = -2.849.

These results are in line with research conducted by Wuon, Bidjuni and Kallo [12] which says that young women who live in Islamic boarding schools feel less comfortable and depressed. This happens because of the many rules applied by Islamic boarding schools/ Pondok. Teenagers in Pondok also experience many changes in the atmosphere, either changes in the environment of Pondok or changes in community social support.

Meanwhile, adolescent who attend public schools and live with their parents have a more positive body image and are less likely to experience depression. This is because adolescents who live in their own homes get social support, social welfare and biopsychology that have not changed.

3.2.4. The differences of adolescent ideal self-concept in Islamic boarding school AI and Junior High School Kesugihan

Based on the results of the study, it is known that the self-image of adolescent in Islamic boarding school AI at most in the positive category (52,8%) and the self-image of adolescents in Junior High School Kesugihan at most in positive categories (75.0%). The results of statistical tests showed that there were not differences in ideal self-concept of adolescents in both school with p-value of 0.051 ($\alpha = 0.05$) and Z value = -1.949.

The success of adolescents in determining their goals and ideals is determined by the social environment around them. Teenagers in Islamic boarding schools are students as well as santri in a Pondok that has a different environment from students who do not live in Pondok. In the environment of Islamic boarding school, teenagers carry out activities that are denser than students who do not live in Islamic boarding school. Learning activities are carried out with certain rules and disciplines [11].

However, according to Tu'u [11] the elements in the Islamic boarding school environment are no different from the elements in the public school environment. Both are educational institutions. Almost the same as the school environment, if in the Islamic boarding school environment can create a conducive environment, the learning achievement and ideals achieved by students will also be good and satisfying. So that there is no difference between students in public school and Islamic boarding school to achieve their goals.

This is supported by the theory expressed by Slameto which states that if the school succeeds in creating a conducive atmosphere for learning, individual relationships and communication in schools, active-interactive learning methods, adequate supporting facilities, orderly and disciplined students, then this will encourage students to compete with each other in learning. This situation is expected to encourage higher student learning outcomes so that they can achieve the goals and ideals of the teenager.

4. CONCLUSION

There are differences of adolescent self-image between students in Islamic boarding school AI and Junior High School Kesugihan Cilacap, p-value of 0.004 < 0.05 (Z = -2.849). And there are no differences of ideal self-concept in adolescents between Islamic boarding school AI and Junior High School Kesugihan Cilacap, p-value is 0.051 > 0.05 (Z = -1.949),

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