



Build self-awareness in late childhood

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Abstract. The transition period from children to adolescents will certainly be experienced by every human being, especially for students who have completed their final education at the elementary level. Based on the results of interviews and observations with parents and teachers, there were several behaviors that emerged, including students lacking discipline, students seeking teacher attention, students misbehaving with other students, and students not having the desire to complete assignments given by teachers. The purpose of this study was to build awareness in late childhood. The research subject was students of class VI Min 13 Blitar. The research method used was an experiment, the type of one pretest posttest group and the data sources obtained came from questionnaires distributed to students with checklists and secondary data derived from observations and interviews with parents and teachers. Data analysis used paired sample t test to determine the effect before and after the treatment. Based on the results of the study there is a significant influence on students. Students are able to understand themselves and be responsible for themselves. Students are able to organize themselves rather than before the implementation of the test.

Keywords: Self Awareness, Self-Reflection, Child's Transition Period

1. Introduction

Self-awareness is an important part that is able to invite many positive things to the individual [1]. Self-awareness in children aged 7-12 years is very important for emotional and cognitive growth. This age is the age of transition from children to adolescents. In this age range, children are able to think logically, but are still limited to physical matters (such as space, time, etc.). At the end of grade 6 elementary school (around 12 years old) children have started to enter a more mature cognitive phase, namely the formal operational phase. This phase is a continuation of the previous phase (concrete operational) where children are only able to think logically on things that are visible to the eye, while in the formal operational phase children are able to think logically on latent matters [2]. During this transition period, children must be equipped with an understanding of themselves. Among these understandings is awareness of self-potential (hidden abilities) and awareness of its role in the surrounding environment, peer friendships and family [3]. Thus the emotional and cognitive growth of children can run well. This is because children are able to interact with their environment in a health

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ier manner if they are able to understand their role and are able to think more progressively when they realize their potential. Besides all that, self-awareness is also understood to be able to re-motivate emotional conditions that have been eroded by the rise of bullying behavior in elementary schools, this has been proven through research [4]. Self-awareness according to Goleman is the ability of individuals to understand their potential, weaknesses, motivations, values, and their impact on others [5]. In addition, Singh emphasized that self-awareness is able to connect individuals with their own feelings, thoughts and actions so as to enable individuals to get a better perception of what they want to achieve in life and therefore be able to work at their level of competence[6]. Self awareness is a person's insight regarding the background to the response in the form of behavior and thoughts in the individual[7]. Self-awareness is the main basis for the development of emotional intelligence where self-awareness refers to how individuals recognize their own emotions and know their impact to guide decision making. This is certainly important for each individual, especially in terms of career advancement. Because in a career the main key is to understand the strengths and limitations within, so as to be able to optimize the potential within.

The importance of self-awareness has not been fully understood by Indonesian people. This causes self-awareness in elementary school children is still relatively low. It is proven that there are at least 6 indicators (Goleman) related to self-awareness that are not fully possessed by elementary school children [8]. Based on the results of interviews with parents and grade 6 students at MIN 13 Blitar (26/5/2023), there are several indicator points for weak self-awareness. The first is understanding feelings and behavior, there are still many elementary school children who have not been able to understand the impact of their behavior so that bullying among elementary school children is still quite widespread. Then elementary school children are also not fully able to understand their strengths and weaknesses, only a small number of elementary school children are able to answer what their strengths are, most of them still answer their hobbies to this question. The third indicator is related to independence, there are still many complaints from parents regarding children's independence, especially the habit of children who have not been able to return things/clothes to their place. The next indicator is related to making the right decision, most students are still confused when asked where they want to continue their education. The fifth indicator is related to expressing thoughts and feelings, there are still many grade 6 MIN 13 Blitar students who have not been able to express their gratitude to their parents. The last one is related to self-evaluation, most students still cannot evaluate themselves.

Researchers understand that self-reflection is a solutive way of dealing with low levels of self-awareness in students at MIN 13 Blitar. Self-reflection is a contemplative activity to do self-introspection or look back at things that have happened in life . Meanwhile, according to Dewey [4] reflection is a process of thinking actively and consciously regarding a problem and solving it practically. By deepening the things that have happened in the past, Blitar MIN 13 students are expected to be able to grow the

six indicators of self-awareness. Through self-reflection students are very likely to remember their childhood interests which are able to map their potential, students can also recall the services and kindness of those closest to them so they can foster better relationships in their surroundings. Saepuloh and Aisyah in their research [9] found positive results for self-reflection treatment efforts in growing students' self-awareness. With a similar treatment model, the authors believe that grade 6 students at MIN 13 Blitar are able to foster better self-awareness. The aim of this research is to find out the factors that influence self-awareness in students at MIN 13 Blitar and the effect of giving self-reflection to students.

2. Method

The research method is a step and method in finding, formulating, exploring data, analyzing, discussing and concluding problems in research [10]. Meanwhile, according to Sugiyono [11] the definition of research method is a scientific way to obtain data with the aim of being able to describe, prove, develop and discover knowledge, theory, to understand, solve, and anticipate problems in human life. The method in this sense is practical and applicable, not a theoretical-normative way as in the concept of methodology. In this study, researchers used experimental research. The pretest posttest group was carried out to reveal differences in the level of self-awareness of students in grade 6 MIN 13 Blitar before and after being given treatment. The measuring tool used is the self-awareness scale from research by Sugiyono [11] Questionnaire as the primary data source and is supported by observations and interviews with student guardians as a secondary data source. Then the treatment applied by the researcher was in the form of group treatment based on self-reflection. For data analysis, the researcher used a paired sample (t) test. The data obtained will provide an overview in the form of differences in the level of self-awareness of students before and after being given treatment.

3. Result

Based on the table, it is known that 26% or 13 subjects have self awareness in the very high category, 52% or 26 subjects have self awareness in the high category, 18% or 9 subjects have self awareness in the medium category, 4% or 2 people have subjects have self awareness in the low category. Based on these data it can be concluded that self-reflection has a good effect on self-awareness in grade 6 students at MIN 13 Blitar. self awareness on the subject is high

Table 1. Level of subject categorization after treatment

Percentage	Letter Value	Category	F	Percentage (%)
91-100%	A	Very high	13	26%
81-90%	B	Tall	26	52%
66-80%	C	Currently	9	18%
50%-65%	D	Low	2	4%
<50%	E	Very low	0	0%

Table 2. The average value of pretest and posttest

	M	N	SD	SE
Pre_Test	44.87	50	7.00	1.43
Post-Test	55.69	50	9.87	1.98

Table 3. Score Sig. between before and after treatment

	ΔM	t	Df	p
Pre_Test - Post-Test	12.14	6.45	50	.000

Based on the results of the study, it showed that there was a change in the average value of the 50 research subjects, which was shown at the time of giving the pretest, the average was 44.87 and the post-test was 55.69. There is a change in the form of an increase in number.

Based on the results of the pretest and posttest through data analysis using the Paired Sample t Test, there were significant changes. This is shown based on the significance value obtained of 0.000 (<0.05) which indicates that there is a significant difference between before and after treatment.

4. Discussion

Based on the results of the study, giving self-reflection has a positive influence on students' self-awareness at MIN 13 Blitar. According to Agustiningrum[12] states that if students have good self-awareness, students can manage time well and have sensitivity

to the environment so that they can lead to discipline in learning. After giving self-reflection students are able to divide their time well.

Before giving self-reflection, the process of self-reflection goes through various stages. The facilitator gathers students in a large hall which then determines the division of groups. The formation of groups is enforced so that communication runs effectively, then one group is a maximum of 15 people [13]. After determining the group of students directed to enter the room that has been provided. The first thing to do is introduce the facilitators of each room and make a class agreement. This was initiated so that the class conditions are always conducive and there is an attachment between students and the ongoing treatment process. The facilitator gives students the opportunity to convey ideas and ideas for the agreement of all students in one class, after the agreement is determined, the pre-test is continued. The self-awareness indicator in this study was obtained based on Daniel Goleman's explanation which discusses the ability of someone who has self-awareness. Based on this description it can be classified into six indicators of self awareness in students, including recognizing one's own feelings and behavior, analyzing one's own strengths and weaknesses, having an independent attitude, being able to make the right decisions, having the skills to convey thoughts, opinions, feelings, and beliefs, and being able to evaluate oneself.

Then proceed with the circle in the walk game. In this game students are asked to form a big circle and shake hands with each other so that there are no empty gaps. Then students are asked to move if there is a signal from the facilitator and may not make a sound when moving, to make sure there are no empty gaps when moving. This game is to train students' sensitivity as well as learn to make the right decisions by filling in the blanks when moving and students are asked to position themselves not to focus on their friends, but to focus on each student. Next, playing guessing style, in this game students take turns to demonstrate something that describes (work, habits, activities) without making a sound. Students demonstrate with body movements and facial expressions alternately with other students guessing that previously students lined up neatly first.

Furthermore, playing catch hands, in this game students are based horizontally with the index finger pointing up and the other partner positioning the open hand above the index finger of his friend. If the facilitator mentions a keyword, the student tries to win the other student's index finger. This game is carried out by telling stories, these keywords will appear when the facilitator tells a story. This game requires high speed and focus. Besides that, this game also improves students' mood before carrying out treatment. Next, the provision of self-reflection is given directly by the psychologist on duty. Self-reflection as one of the interventions to analyze the evaluation of one's own feelings and actions. Providing self-reflection for students who are in the final childhood transition phase as an effort to open and awaken students to have good self-awareness. Giving self awareness begins with sitting relaxed, eyes closed, and giving interventions by exploring students' emotions.

Self awareness is a trait that exists in emotional intelligence and it is at this point of awareness that the development of EQ begins[14]. Based on research conducted by Sudarmono et al [15] revealed that strong self-awareness can make students disciplined in learning, so that if students' self-awareness is high, they can achieve maximum learning outcomes. Self awareness is the ability of an individual to analyze his thoughts so that the person knows the impact of a behavior before someone does [16]. A person with high self awareness is able to accurately measure the condition of the heart, feelings and understands how these feelings affect others, and is open to feedback from others [17]. On the other hand, if students do not comply with school regulations, it will affect the optimization of potential and achievement . If students' self-awareness is high, students are able to control problems in their learning and the problems they face in the late childhood transition. Self-awareness in the transitional period of late childhood must be instilled early so that the process of learning and preparation for adolescence is more optimal[18].

5. Conclusions

Research shows that there is a positive effect of self-reflection on self-awareness of 6th grade students at MIN 13 Blitar. Self-reflection can be applied to students, this certainly helps teachers and learning in schools. During the transition from late childhood to adolescence, several conflicts often arise, one of which is self-awareness . self awareness can be increased by the role of parents, teachers, friends and the environment that is close to the child. Increasing self-awareness in students is also able to increase awareness in social interaction, courtesy, learning, self-discipline, empathy for others, and in their duties and obligations.

6. Authors' Contributions

Rika Fuaturosida contributed in conceptualization, writing-reviewing, and supervisor. Edwin Eka Nur Rochim contributed in writing, methodology, and data processing software. Alifan Hakim contributed in editing and writing background.

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