

Self-Concept Analysis of Students in Study Program of Early Childhood Education in Universitas Lambung Mangkurat

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Abstract— This study is intended to obtain an overview of teacher education self-concept Early Childhood Education in Universitas Lambung Mangkurat. The study was conducted on third semester students totaling 92 students with total sampling. The results showed that they had a high self-concept of 62 students (67%), moderate self-concept as many as 30 students (33%) and low self-concept did not exist (0%). The research found that the third semester students' self-concept of early childhood education programs were high and some were moderate. Generally, this study did not become an obstacle because it was conducted on campus so that activities could running smoothly from the research preparation process to the implementation of the research.

Keywords— *Self-concept; student; Teacher education for early childhood education.*

I. INTRODUCTION

The development of human life which in essence as social beings has needs that basically must be fulfilled. If these needs are not met, the individual will be able to influence their growth and development. Human growth and development from birth to the next development has the tasks of their respective development so that it requires a step in the process of self-adjustment in behaving. The process of adjusting individual behavior with the environment does not eliminate personal identity but rather views one's self-concept. In order for these individuals not to lose their identity in the process of self-adjustment, self-concept is needed for each individual human being, as well as a child who grows up to become a teenager and enters the world of students certainly has a self-concept in each behavior.

Students in the Early Childhood Education Study Program are prospective educators in children aged 0-6 years. They are provided with various insights into knowledge and skills about early childhood. The age at which students who become prospective teachers will be at the age of the child in the golden period throughout the age range of the development of human life, early childhood is a sensitive period of receiving stimuli from their environment. Input of Early Childhood Education Students who will be candidates for early childhood teachers must have mastered pedagogical competencies,

personality competencies, social competencies, and professional competencies. They are expected as prospective teachers to have a positive self-concept. They can put themselves in the zone of their profession as teachers which characteristic and superior Early Childhood Education and professionals in their field. Even though the phenomenon that appears in reality where not all prospective teachers of early childhood education study programs show behavior according to desired expectations. There are still students who have less interest in learning, less like activities that can add to their scientific insight, lack of confidence in their abilities, even though as prospective Early Childhood Educators, of course, must have a positive self-concept. As educators they act as models for their students, if the educator has good self-confidence, then has a positive outlook on him, can respect himself, and can think rationally, so that students will certainly imitate the behavior of his teacher. This indirectly educates children of age to learn about their students regarding establishing good self-concepts. The results of the research findings by reference [10] who examined the self-concept of Early Childhood Education students at Universitas Tanjungpura. The most students had been able to assess themselves objectively. They can respect himself; almost all students are not hostile to themselves. They are always optimistic if they face a failure, do not regret themselves or even blame themselves which can result in frustration and found almost all students have a rational way of thinking.

Self-concept is an individual's view of himself both individual behavior now and hope about himself. Self-concept plays a key role in integrating individual behavior to motivate behavior in achieving mental health. Self-concept begins to form since individuals are still small, where in the process of development is influenced and shaped by various experiences that are found in relationships with other individuals, especially with those closest to, as well as those obtained in life events. The life history of individuals from the past can make themselves see themselves better or worse than reality. Reference [2] describes that the concept of self is initially formed from the feeling of whether an individual can be accepted and desired by his family. Certain treatments and attitudes of the family and other people in the environment will be able to influence the development of one's self-

concept. The self-concept in humans can make individuals adjust to the environment without having to lose their identity. The process of adaptation to the environment can work well when individuals will be faced with interacting with others from different self-concepts in an interpersonal relationship. Interpersonal relations are further where in the process of interpersonal relationships there are interplay processes that will determine how individuals behave in the future. Individuals who have a good self-concept, in the end, the individual will be the person who is loved in a group. A study conducted by reference [1] about the relationship of self-concept with interpersonal competencies in administrators of unit activities of Universitas Diponegorostudents stated that there is a positive relationship between self-concept and interpersonal competence in the management of the Universitas Diponegoro student activity unit. The more positive the self-concept, the higher the interpersonal competency of the Universitas Diponegoro student activity unit management.

Self-concept can be divided into two: positive self-concept and negative self-concept. The positive self-concept of the individual is more optimistic, confident and always positive about everything, as well as the failures he experiences. While the negative self-concept of the individual believes and sees himself as weak, helpless, unable to do anything, incompetent, failed, unfortunate, unattractive, disliked and loses interest in life. The implications for students who have a good self-concept are if they will hold various activities, they always prepare themselves well; Selecting jobs specifically related to their abilities, measuring their abilities and determining the people in their environment who can be involved in the work, receive respect and recognition from their environment. Reference [3] stated that the manifestation of self-concept reflected in a person's reaction pattern can be observed from the reactions underlying his behavior patterns. Individuals who have optimistic behavior patterns, always want to try new experiences and will behave are not easy to give up in the face of challenges. Observable behavior is a pattern of individual behavior is a reflection of positive self-concept. Conversely, individuals who consider themselves still less capable will appear in fearful behavior to face new things and fear of not succeeding, this is a picture of the pattern of negative individual self-concept. Self-concept becomes an important personality style to be explored further in research in Early Childhood Education Study Program students because of course students will tend to act in line with the self-concept that they have, while the results of their actions also influence the self-concept of others in around it. Each individual will behave according to his concept if the person has a positive self-concept, then he will behave accordingly, and if his self-concept is negative, then he will be able to be anti-social. If students have a positive self-concept, students will have the ability to overcome their own problems. It should be explored why it is also possible in student behavior to be studied. The expectation in this study is that the existence of this research will reveal the self-concept of early childhood education study program students so that with the knowledge of self-concept in students as prospective early childhood education teachers. The purpose of this study is based on the problems raised in the background above to obtain an overview of the students'

self-concept of Early Childhood Education Teacher Study Program at Universitas Lambung Mangkurat.

II. METHOD

This research is methodologically based on an approach that is often also referred to as a quantitative descriptive approach. The quantitative approach is determined because this study intends to describe the findings of the instrument given about the self-concept of early childhood education study program students by analyzing the data using percentages.

A. Research Settings

Setting of this study was carried out on students of the Early Childhood Education Teacher Education Study Program at Universitas Lambung Mangkurat. The aspect that will be used in the research is the self-concept of students of Early Childhood Education Teacher Education. The reason for choosing this self-concept variable is actually to know the self-concept of Early Childhood Education Teacher Education students as they are prospective teachers of Early Childhood Education Teacher Education, of course, expected to have a good self-concept, therefore the research setting is carried out on the Campus for Teacher Education students Early Childhood Education, University of Lambung Mangkurat.

B. Factors Researched

In this study, the factors studied were students' self-concept of Education for Early Childhood Education Teachers.

C. Research Objects, Subjects and Objects

- This study was conducted on students of Early Childhood Education Teacher Education Study Program Teaching and Education Faculty of Universitas Lambung Mangkurat Banjarmasin.
- The research subject is the source where the data is obtained. The subjects in this study were 92 students of Early Childhood Education Teacher Education for Early Childhood Education.
- The object of the research is the student's self-concept of Early Childhood Education Teacher Education at the University of Lambung Mangkurat

D. Data Collection Techniques

Data is an important study material used by researchers in answering questions or testing hypotheses and achieving research objectives. Therefore, data is an important subject in research because it determines the quality of research results. Data obtained from a process called data collection. in this study the population was all students of early childhood education programs who also simultaneously became samples in the study, therefore the sampling in the study used *total sampling* with the entire third semester student population in early childhood education.

The data extracted in this study used a questionnaire instrument in the form of a closed questionnaire. Data collection using the instrument form because consideration of student self-concept is a single research factor with a sample of students in the third semester of education programs for children of age.

III. RESULT AND DISCUSSION

The results of the study can be explained after the data analysis has been collected with the prepared instruments. In conducting this research, data were obtained about the results of the self-concept of students of the Teacher Training and Education Faculty early childhood education program at Universitas Lambung Mangkurat. The results showed that students of the third semester early childhood education program generally had a high self-concept of 67%, moderate self-concept that is 33% and no students had a low self-concept.

Based on the results of calculation, it shows that there is a self-concept of third semester, student's early education program in the range of high self-concept that is 67% and the moderate is 33%. In this case, it can be seen to be influenced by one of the self-concepts that exist in students. Because basically self-concept is a complete picture of the behavior and attitudes, beliefs, views, and individual judgment of himself. Self-confidence contained in one of the characteristics of individuals who have a positive self-concept in the process of interpersonal relationships with others is very important role. Self-concept will provide a frame of reference that influences self-management of situations and for others. Self-concept is positive and negative. Individuals who have a negative self-concept believe and see themselves as weak, unable to do, incompetent, failing, uninteresting, disliked and losing interest in life. Individuals will tend to be pessimistic about life and the opportunities it faces. Conversely, individuals with positive self-concepts will be able to appreciate themselves and see positive things they can do for success and achievement. So that in the interests of achievement, progress and development, self-concept has a significant role in the self-development of early childhood education study program students in understanding themselves and their environment as candidates for early childhood education teachers.

Reference [4] stated that self-concept is a person's view of himself, where the view is the result of how someone judges himself, his thoughts or opinions about himself and his attitude towards him. The research results of reference [4] stated that there was a significant correlation between self-concept and stress with procrastination which meant self-concept and stress affected procrastination. The results of other studies as carried out by reference [5] stated that the general picture of *Bidikmisi* scholarship recipients in the Psychology Department of Semarang State University has an academic self-concept that is in the high category. The results of the research by reference [9] about self-concept also stated that there was a positive and significant relationship between self-concept and hardiness on students who did thesis at the Faculty of Psychology, Diponegoro University. The more positive the self-concept, the higher the hardiness of students.

Conversely, the more negative the self-concept, the lower the hardiness. Self-concept provides an effective contribution of 28.2% to hardiness. Research conducted by reference [6] that positive thinking training can improve the self-concept of adolescents who live in orphanages. Self-concept is very necessary for students because the existence of self-concept in students will have an impact on the success of academic achievement. This is in line with the results of reference [7] that students who have a positive self-concept will produce high academic achievement, whereas students who have a negative self-concept will also produce low academic achievement. Research on self-concept with academic achievement was also carried out by reference [8] in Universitas Diponegoro, nursing program students. Based on the research, it was found that there was a significant relationship between self-concept and academic achievement. Negative self-concept causes less academic achievement, while positive self-concept will make students able to achieve good academic achievement. Self-concept is also closely related to the motivation of the individual's positive self-concept, the higher the motivation to achieve high academic achievement goals. Students who have a negative self-concept will tend to lose motivation and interest which will later affect academic achievement.

Thus it can be seen that the concept of self is very important in the life of an individual so that individuals can develop attitudes that can build good interpersonal relationships. This self-concept merges together in a unity and dynamic whole. Each part interacts freely-cohesively with each other. The results of this study generally provide the view that basically the self-concept of students in early childhood education programs is high (67%) so that there needs to be research on other variables to find out more about the correlation or the influence of self-concept on student behavior, for example learning achievement, academic procrastination, self-confidence and other variables that can be measured to determine the correlation of self-concept and the influence of self-concept on other variables.

IV. CONCLUSION

Based on the results of research on the self-concept of early childhood education students it is known that they have a high self-concept as many as 62 students (67%), moderate self-concept as many as 30 students (33%) and a low self-concept (0%). Based on the results of data analysis, it was found that the third semester students' self-concept of early childhood education programs were high and some were moderate, while the low ones did not exist, in general this study did not become an obstacle because this research was conducted on campus so that activities could be running smoothly from the research preparation process to the implementation of the research, even though this research is only limited to third semester students but this will certainly be a consideration to then measure all students in early childhood education programs so that more data can be obtained much more about the self-concept of early childhood education students related to other factors.

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