

Self-instructional training untuk meningkatkan self-esteem pada remaja awal = Self-instructional training to increase self-esteem in adolescence

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Abstrak

Self-esteem merupakan penilaian afektif terhadap konsep diri yang terdiri dari perasaan berharga dan penerimaan yang dikembangkan dan dipertahankan sebagai konsekuensi kesadaran akan kompetensi dan umpan balik dari dunia luar (Guindon, 2010). Permasalahan self-esteem yang menurun pada remaja merupakan hal yang sangat krusial untuk dilakukannya penanganannya karena berdampak pada beberapa area penting dalam perkembangan remaja, seperti prestasi akademik dan fungsi hubungan sosial. Subjek penelitian ini adalah seorang remaja laki-laki berusia 12 tahun yang memiliki karakteristik self-esteem rendah. Program intervensi yang dilakukan untuk meningkatkan self-esteem subjek penelitian ini adalah teknik self-instructional training. Teknik self-instructional training dalam penelitian ini dilakukan melalui empat tahap menurut Harris (dalam Maag, 2018) yakni mengidentifikasi keyakinan diri negatif, melakukan dialog Socrates dan mempelajari positive self-talk, mempelajari langkah-langkah berperilaku dengan teknik selfinstruction, dan menentukan self-reinforcement saat berhasil mengatasi situasi. Desain penelitian yang digunakan dalam penelitian ini adalah single-subject A-B-A design. Program intervensi terdiri dari 6 sesi intervensi dan 7 hari praktik yang dilakukan selama 2 minggu dengan durasi 1-2 jam/sesi. Berdasarkan hasil pengukuran dengan menggunakan Rosenberg Self-Esteem Scale (RSES), observasi dan wawancara sebelum dan sesudah dilakukannya intervensi, pencapaian tujuan pada setiap sesi, menunjukkan bahwa program intervensi self-instructional training terbukti efektif meningkatkan self-esteem remaja.

.....Self-esteem is the affective judgments placed on the self-concept consisting of feelings of worth and acceptance which are developed and maintained as a consequence of awareness of competence and feedback from the external world (Guindon, 2010). The declining self-esteem problem in adolescents is crucial things because it affects important areas of adolescent development, such as academic achievement and social relations function. The subject of this study was a 12-years-old boy who had low self-esteem characteristics. Intervention program conducted to improve self-esteem used technique of self-instructional training. The technique of self-instructional training in this study was carried out through four stages that is identified negative self-beliefs, initiated Socrates dialogue and studied positive self-talk, studied the steps of behaving with self-instruction techniques, and determine self-reinforcement when successfully overcoming situations (Harris, in Maag, 2018). The research design used in this research is single-subject A-B-A design. The intervention program consisted of 6 intervention sessions and 7 days of practice for 2 weeks with duration of 1-2 hours/session. Based on measurements using Rosenberg Self-Esteem Scale (RSES), observations and interviews before and after the intervention, achievement of objectives at each session, shows that self-instructional training have proven to be effective in improving adolescent self-esteem.