



Self-Esteem Of Adolescents Who Failed To Be Admitted To Public Universities

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ABSTRACT

Adolescents with failure tend to make self-esteem feel dissatisfied with themselves and their sense of wanting to be someone else, more often experience negative emotions, difficult to accept failure and excessive disappointment when failing. The purpose of this study to see a picture of self-esteem of adolescents who failed to be admitted to public universities, this study uses a quantitative descriptive design with a population of adolescents who failed to be admitted to public universities. The sampling technique in this study using simple random sampling, with a sample of 119 respondents and the method of data collection is by distributing questionnaires survey. The research instrument used Rosenberg self esteem scale that has been modified by the researcher and tested for validity and reliability. Validatas test results showed 0.868 then for the reliability results have a Cronbach Alpha value of 0.760. The results showed 7.57% had self-esteem problems after failing in public college admissions and 92.43% had no self-esteem problems. It can be concluded that adolescents with failures in state university admissions at SMAN Sumedang mostly have no problems with self-esteem, that is, adolescents can accept all their current circumstances and take positive things.

INTRODUCTION

Adolescence is a change from childhood to adulthood, the characteristics that can be seen are the many changes that occur both physical and psychological changes. The age of adolescents is 10 years to 21 years. This phase the achievement of self-identity is very prominent, thinking is increasingly logical, abstract and idealistic, and more and more time is spent outside the family. Furthermore, the development mentioned above is called the puberty phase (puberty) which is a period where the maturity of the skeleton or physical body such as body proportions, weight and height change and sexual function maturanagan that occurs rapidly, especially in early adolescence (Diananda, 2018)

For most teenagers, this stage is a critical one. That is, if the adolescent is able to cope with the various demands he faces in an integrative way, he will find his identity. Otherwise, if it fails, it will be in a prolonged identity crisis (Sejati, S. (2019). Each stage of

continue to a State University but not the interest from the beginning he wanted, answering maybe I can only plan the rest God determines although initially a little disappointed. and 2 of them chose to continue to private universities after experiencing failure in admissions at public universities, almost all answered the same that I feel prestige because it is not in accordance with what I want because continuing to public universities is my dream, but for now I can make peace with the situation as time goes by.

The above phenomenon reflects the existence of self-esteem that affects failure in adolescents. Self-esteem is a subjective assessment as an interpretation of one's own or others ' assessment of oneself that can be seen in both positive and negative attitudes (Fitria Salsabila et al., 2022).

Looking at these problems, there have been many studies conducted by previous researchers regarding the picture of adolescent self-esteem towards failure, and

essential to acquire skills and abilities to become a workforce (Abdullah et al., 2022).

Teenagers who will go to college have an educational process to develop self-quality (Karim, 2020). Choosing the college he wants makes the teenager have a sense of worry and anxiety with the amount of competition or even fail in admission. According to (Crocker & Wolfe, 2001) The individual can experience an increase in self-esteem due to the presence of success in the aspect in question, while failure can generate low self-esteem (Wijayati, 2020). In line (Saptina, 2020) Low self-esteem is the condition of a person who assesses the existence of himself lower about the negative of himself as a failed, incapable and unachievable individual. Failure in acceptance makes adolescents tend to have self-esteem feel dissatisfied with themselves and their sense of wanting to be someone else, more often experience negative emotions, difficult to accept failure and excessive disappointment when failing (Nia & Yusuf, n.d., 2016). Failure in adolescents can cause them to have low self-esteem, and can also make a person become depressed, stressed, and withdrawn (social isolation). Goals that are not achieved cause disappointment and failure that causes a lack of appreciation of self-esteem (Fitriah & Hariyono, 2019).

Symptoms of low self-esteem that often appear in failure make less sociable, and pessimistic. The occurrence of self-esteem in failure causes adolescents tend to be inconsistent in making decisions, this is explained by (Putri, 2016) that failure can have a big effect on self-esteem. In line (Wijayati, 2020) failure in adolescents will impact adolescents tend not to be able to adjust, and feel themselves less successful. These results are in line with previous research conducted by (Maryam, 2015) showed that there is a negative relationship between self-esteem with failure by (94.20%) which indicates that the factors of failure affect self-esteem.

According to Dapo Kemendikbud Sumedang Regency is one of the districts in West Java province, has a number of high schools in Sumedang as many as 29 consisting of 15 public high schools and 14 private high schools. In 2020 Sumedang experienced a decline in New Student Admissions, the decline occurred at the favorite high school in Sumedang, some of which are SMAN 1 Sumedang, SMAN 2 Sumedang, SMAN 3 Sumedang, SMAN 1 Cimalaka, SMAN 2 Cimalaka (Kemendikbud, 2022).

A preliminary study was conducted to SMAN 1 Sumedang alumni, from the results of interviews with 3 SMA alumni teenagers in most

adolescents experience self-esteem (Tania et al., 2020). My novelty for the study was to examine the self-esteem of 2022, it was found that conditions, among others, 1 person was convinced of his decision to

adolescents who failed to be admitted to public universities.

METHOD

The type of research used in this study is to use quantitative descriptive design. The population in this study amounted to 170 people and obtained a sample of 119 respondents, calculated using the slovin formula. Sampling technique is simple random sampling a technique used for sampling conducted randomly and derived from members of the existing population, the method of data collection used is Survey research conducted by distributing questionnaires Rosenberg self esteem scale with a total of 10 items grouped 5 questions favorable to 5 unfavorable questions with the type of likert scale questions. The questionnaire adapted from Rosenberg has been modified by researchers to determine the quality of the questionnaire in this study, it must first be tested for validity and reliability.

The results of the validity test showed 0.868 then for the reliability results have a Cronbach Alpha value of 0.760. This research was carried out in April 2023 the location of this research was carried out at SMAN 1 Sumedang, SMAN 2 Sumedang, SMAN 3 Sumedang, SMAN 1 Cimalaka, SMAN 2 Cimalaka. The study was conducted through whatsapp groups by distributing questionnaire links to respondents. This research is used to analyze data by describing or describing the data that has been collected as it is without intending to make conclusions that apply to the general or generalization, the presentation of the data used is in the form of a table.

RESULTS

Table 1. Characteristics of respondents by age

Characteristic	N	%
Age		
17 years old	19	15,6
18 years old	43	36,5
19 years old	57	47,9
Total	110	100

In Table 1, the characteristics of respondents by age showed most (47.9%) or as many as 57 respondents aged 19 years.

Table2. Characteristics of respondents based on current status

Current Status	N	%
Does Not Work	35	39,5
Works	16	13,2
Private College	68	57,4
Total	110	100

In Table 2, the characteristics of respondents according to their current status are mostly (57.4%) or 68 respondents who are currently in private universities.

Table 3. Image of self esteem teens fail to be accepted in public universities

Selfesteem	N	%
Low self-esteem problems	9	7,57
No problem	110	92,43
Total	119	100

In Table 3, adolescents who do not have self-esteem problems after failing to be admitted to public universities show most (92.43%) or as many as 110 respondents.

DISCUSSION

Based on age characteristics, it was found that all respondents in this study were mostly (47.9%) or as many as 57 respondents aged 19 years. It belongs to the early adolescent group, this early adolescent age causes adolescents to have an assessment of their self-esteem. This period is full of changes one of them emotional and intellectual as well as social relationships to reach in his mature age. Supported by research (Pratitis, 2013) said that at the age of early adolescence is one aspect to determine the success of a person in interacting with their social environment how adolescents make social changes and adolescents appreciate its value.

Judging from the characteristics of the respondents according to the current status, most (57.4%) or 68 respondents have the status of private universities. This shows that there are positive aspects after the failure in the admission of Public Universities, teenagers are able to accept themselves and determine their future in private universities. In line (Sawaji, 2020) adolescents with failure have positive motivation, attitudes, and decision-making.

Based on the results of research on the self-esteem of adolescents who failed to be admitted to public universities showed most (92.43%) or as many as 110 respondents did not have self-esteem problems after failing in public university admissions, and (7.57%) or as many as 9 respondents had low self-esteem problems it is supported by research (Antara et al., 2019) of the 24 respondents (77%) have a high self-esteem category by having positive aspects of

themselves after experiencing failure, and as many as 12 people (33%) have a low self-esteem category after experiencing failure, they feel they tend to be incapable and valuable.

Research (Oktaviani, 2019) showing the occurrence of failure in adolescents makes self-confidence in their teens directly affect their ability to live life. In line (McKay & Fanning, 2000) characteristic differences between those with high and low self-esteem, among others, people with high self-esteem are usually satisfied and proud of themselves, more often experience happy and happy, can accept failure and rise from disappointment to failure and the appearance of life is more positive and optimistic. In contrast to adolescents with low self-esteem have problems on the affected parts of the body from adolescent psychology.

CONCLUSION

Based on the results of a study conducted in April 2023 in the Sumedang region, the vast majority (92.43%) or as many as 110 respondents did not have self-esteem problems.

Based on the results of the study, it was proved that some of the teenagers had problems with self-esteem, because the researchers conveyed that there were several suggestions to be used as consideration for adolescents, it was hoped that adolescents would be able to evaluate themselves positively, and be able to accept all their current circumstances. Then for other researchers who are interested in research on the same topic is expected to determine the criteria of the research sample, adding more variables such as conformity and identity.

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