

The Role of Family Support in Shaping Self-Concept of Students at SMPN 27 Malang

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Abstract

Adolescence is a transitional period characterized by the search for identity, which forms part of self-concept. The formation of self-concept is influenced by several factors, one of which is family support. The role of the family, particularly that of parents, significantly contributes to the self-concept of students. Lack of family support negatively impacts students' understanding of their self-concept. This study aims to: 1) analyze students' perceptions of their self-concept, and 2) explore the extent of self-concept in students with family support and those without it. The subjects of this study are two students. There are two sources of data in this research: primary data obtained from interviews with the subjects, and secondary data collected from observations and interviews with people around the subjects. The method used in this study is a case study. Data collection techniques include snowball sampling with interview and observation methods. Data were analyzed using the flow analysis approach. The results of the study indicate that family support influences students' self-concept, including aspects such as interaction patterns, self-control, emotional regulation, and its impact on personal development.

Keywords: family support; self-concept; family demands

1. Introduction

Adolescence is a developmental phase that marks the transition from childhood to adulthood, typically starting at age 12 and continuing until age 17. During this period, the extended duration often prompts adolescents to seek their identity to cope with the changes occurring within themselves. Adolescents also face developmental tasks as time progresses (Widiarti, 2017). The developmental tasks that need to be completed to achieve holistic development include accepting oneself physically, achieving emotional independence from parents or other figures, developing interpersonal skills, finding role models for personal identity, accepting and trusting one's abilities, enhancing self-awareness, exercising self-control, abandoning childish reactions, and adapting to new situations (Kay, 1970). However, the process is influenced by factors such as the family environment.

Unfortunately, parents often underestimate the problems faced by their children, believing that only adults truly encounter such issues. The practical implications suggest that successful education should not solely focus on formal education in schools but should primarily address the educational process within the family, as children spend more time interacting with their parents compared to teachers at school (Setiardi, 2017).

Self-concept is a comprehensive image of oneself and one's beliefs about who they are, including a total picture of their abilities and characteristics (Santrock in Farah, Suharsono, & Prasetyaningrum, 2019). Variations in self-concept between individuals give rise to differences in characteristics and identities. These differences can be a benchmark for success because an individual's success is closely related to self-concept so that it becomes a crucial aspect for each

person (Mahardikaningsih & Putra, 2021). In line with this view, self-concept functions as a basis for self-understanding, honesty, and understanding affective aspects of oneself, other people, and reality. Therefore, self-concept can be used for self-evaluation and as a basis for personal development (Sinambela, Mardikaningsih, Arifin, & Ayu, 2020).

The self-concept does not appear instantly but rather develops through interaction with the environment. This concept is not an innate factor, but rather a factor that is learned and formed from individual experiences with other people. Self-concept includes an individual's view of physical dimensions, personal characteristics, motivation, weaknesses, intelligence, and others (Dongoran & Boiliu, 2020). A positive self-concept can be formed through the application of strong religious values, self-confidence and self-acceptance. On the other hand, a negative self-concept can be caused by a lack of attention, affection, religious values, and an inability to accept oneself.

Negative self-concept causes students to consider themselves useless, unreliable, hopeless, unattractive, disliked, and lose interest in life (Ningsih, 2021). The worst impact of a negative self-concept is the potential for suicidal behavior. KOMPAS.com reported that in the last 11 years (2012-2023), there were 2,112 suicide cases in Indonesia, 46.63% of which were committed by teenagers (around 985 cases) (Alexander, 2023). The National Commission for Child Protection (KPAI) recorded 11 incidents of children ending their lives, with 12 victims throughout 2023, seven of whom were aged 15-17 years (VOA Indonesia, 2023). Mental health is an important factor underlying suicidal behavior, so it requires further action to maintain adolescent mental health, such as providing guidance and counseling. This is expected to reduce suicide rates among teenagers, especially middle school students.

Negative self-concept will have a negative impact on student development and strong family support plays an important role in helping teenagers build a more positive self-image. The family is the first and main social environment for children (Siagian, 2018). Family support makes children feel comfortable with their presence and believe that they are accepted and recognized as individuals. This has a positive impact on self-esteem, reduced aggressive behavior, life satisfaction and academic achievement.

One of the factors that makes students have a negative self-concept is family support. Zimet (in Nurrahman, 2018) states that family support is an interaction in the form of assistance provided by the family to students, either directly or indirectly, such as helping them make decisions or emotional needs. Factors that influence family support are socio-economic class including: 1) income level, 2) income, and 3) education level. In the family, students should receive emotional support, instrumental support, informational support, and assessment or appreciation support. If students receive sufficient family support, especially from parents, students will receive and feel warmth so that two-way communication and good relationships between children and parents are created.

Several similar studies have explored self-concept and its relationship to family. The first research conducted by Noor, Chin, & Yusoff (2022) entitled "Family Climate in Nurturing Individuals' Self-Concept: A Qualitative Study" found that family atmosphere influences individual self-concept in various aspects such as ideology, education, character formation, beliefs, religion, and political beliefs. Another research conducted by Febri and Rahmi (2019) was entitled "Self-Concept of Broken Home Students" (Case Study of Students in the Guidance and Counseling Study Program at the University of Borneo Tarakan) revealed that Broken Home students' positive self-concept was more influenced by themselves. A study by Kiritsis (2015) entitled "Self-Concept and Family: A Study on Greek Secondary Students School," found that

adolescents have a high general self-concept and that the family contributes to adolescents' self-concept.

Based on previous research, there has been no research that specifically discusses how family support influences adolescents' self-concept, even though family is a crucial factor that influences students' self-concept. This research, which was conducted at SMP Negeri 27 Malang, aims to analyze students' perceptions of self-concept, and find out the extent of students' self-concept with the support of their families.

2. Method

This study employs a qualitative methodology with a case study design to gain an in-depth understanding of students' self-concept in the face of family demands. The case study approach is deemed appropriate for this research as it aims to explore potential issues among students in understanding their self-concept, their perceptions of self-concept, and the extent of their self-concept in relation to family demands.

The subjects of this study are two students from SMP Negeri 27 Malang. There are two sources of data in this research: primary data and secondary data. Primary data consist of interview results conducted with the research subjects, while secondary data are derived from observations, interviews with people around the subjects, and relevant books and references related to the research topic. Data collection was carried out using in-depth interviews based on established interview guidelines. The use of in-depth interviews aims to gain a deep understanding of issues related to students' self-concept in the context of family demands. The data sources were selected using the snowball sampling technique, with subjects chosen based on the criteria of early adolescents facing family demands. These criteria enable the researcher to observe the impact of family demands and the extent to which these demands affect students' self-concept.

The research was conducted in June 2024. After collecting initial data, the researcher tested the validity of the data using data triangulation, which involves cross-checking data from various sources. This step was performed by comparing data obtained through observations and interviews to produce diverse perspectives. Subsequently, the data were analyzed using the flow analysis method by Miles and Huberman (1992).

3. Results and Discussion

3.1 Result

The process of child development consists of various aspects, such as biological aspects, psychological aspects and social aspects. One aspect that plays an important role in the process of forming a child's self-concept is the psychological aspect, for example support from the family. Family support is an important factor that influences a person's self-concept, especially during adolescence. The family functions as the main source of support, love and nurturing, so its role is very important in forming a person's self-concept. A study conducted at SMP Negeri 27 Malang showed that many students experienced problems due to lack of support from their families.

Among the two subjects who were interviewed, the first subject (A), showed a negative self-concept. Students feel that their families do not support them, especially in the psychological aspect. Therefore, the negative self-concept shown by the subject is in the form of feeling that he is unloved, lazy, closed off, aloof, lacks determination, and reportedly has a tense relationship with his parents. This perception and behavior is caused by the lack of support received by the subject from his parents, especially in the academic field. There are several

behaviors from the subject's family that are considered not to provide support, including making strict demands which include the hope of participating in and winning various competitions, achieving scores above 70, avoiding tardiness, and strictly complying with school rules. Subjects will be given physical punishment in the form of a slap if they cannot fulfill these expectations. With the pressure from the family experienced by A, this caused severe stress, crying at night, fear of returning home, and incidents of self-harm. As reflected in his interview, A stated, "I actually feel uncomfortable at home because I always feel blamed there, so it makes me afraid to go home. I was once hit on the head with a vegetable pot while I was sleeping." (interview/06/06/2024/A).

The second subject, identified as student C, also stated that he did not receive support from his family, especially in psychological and social aspects. The absence of this support causes subject C's self-concept to become negative, which is indicated by the characteristic of withdrawing from the social environment. Some of the things that the subject identified as behavior from his family that did not provide support were several demands such as having to be in the top five, getting a score above 75, avoiding laziness, and studying more diligently. Subject C said that his family had begun to stop providing support since his younger sibling was born, his mother often behaved harshly towards the subject. This causes the student to withdraw from society. These demands resulted in increasing lethargy, increased anxiety about academic performance, daily crying, and an overall sense of unhappiness (interview/06/06/2024/C).

Based on the results of these interviews, it can be seen that both subjects have a negative self-concept, and this self-concept significantly hinders their developmental tasks. Adverse impacts that can occur include difficulties in achieving emotional independence from parents, developing interpersonal skills, identifying role models for personal identity, accepting oneself, and growing self-confidence. The inability to complete these developmental tasks effectively will likely have long-term detrimental impacts on later stages of development.

The results obtained were based on the researcher's observations, both subjects had relatively poor social skills. Subjects tend to find it difficult to get along with their peers and more often do things alone. This was also agreed with by the subject guidance and counselling teacher, from the results of the interviews that had been conducted, the guidance and counselling teacher felt that subject C was included in the category of passive students, while subject A, he was quite good at social interaction, but subject A still felt that he was experiencing problems. to blend into the environment.

3.2 Discussion

Parental support has an important role in improving and maintaining students' self-concept. Continuous social support from parents can encourage students to improve their self-concept (Amseke, Daik, & Liu, 2021). This is because students' self-concept can be formed and become good or bad, one of which depends on the parental support that the student receives, so parental support is needed so that students have a positive self-concept (Chairunisa & Sovitriana, 2018). Apart from that, parental support is very important in fostering a positive self-concept in students. Parents act as the most influential figures and have a significant influence on the development of a child's personality. As the first figure that children recognize in the family, parents become role models and sources of identification for their children. Parental support also functions as a vital tool for children to adapt to life and shape their personality through developing self-control (Durado, Tololiu, & Pangemanan, 2013). If they do not receive

adequate parental support, this can lead to low levels of self-control (Setyawan & Christiana, 2023).

Students who have a positive self-concept have a positive view of themselves, accept their strengths and weaknesses, have higher learning motivation, and tend to achieve more optimal academic achievement. On the other hand, students with a negative self-concept have a bad view of themselves, have low self-esteem, and show low motivation to learn. This is in line with the view expressed by (Uliyah & Amin, 2014) that negative self-concept tends to result in ineffective behavior, low self-confidence, and emotional discomfort.

4. Conclusion

Family support and family demands have a significant influence on the development of adolescents' self-concept. To cultivate resilient, well-rounded individuals, it is important to meet the demands placed on students and ensure they receive adequate support both at home and at school. The creation of a supportive family environment enables teenagers to develop a positive self-concept which contributes to their academic success and emotional well-being. The recommendations for further research related to this topic are so that future researchers can conduct research to further explore the impact of the absence of family support received by children.

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