

C10 Self-concept and self_care _ implications for adolescents achievement

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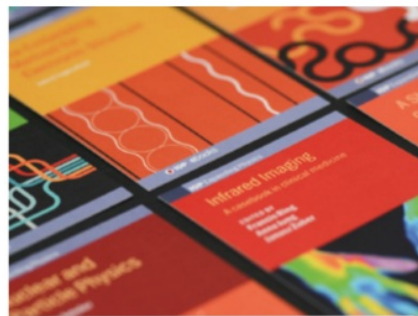
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Self-concept and self-care: implications for adolescents' achievement

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Abstract. This study aims to shed light on: (1) self-concept, (2) self-care, (3) achievement, (4) the relationship between self-concept and self-care, (5) the relationship between self-care and achievement, (6) the relationship between self-concept and student achievement, and (7) the effect of self-concept and self-care on achievement. This study employed a quantitative approach. A sample of 95 students was selected as the research subjects using the probability random sampling technique. The instruments of this study were questionnaires and students' report cards. The data were analyzed using the descriptive analysis technique and correlation. The results show that: (1) the students' self-concept is in a high category (mean=137); (2) the students' self-care is in a high category (mean=111); (3) the students' achievement is good (mean=80); (4) there is a positive correlation between self-concept and self-care with a correlation coefficient of 0.578; (5) there is a positive correlation between self-care and student achievement with a correlation coefficient of 0.822; (6) there is a positive correlation between self-concept and students' achievement with a correlation coefficient of 0.536; and (7) there is a significant effect of self-concept and self-care on students' achievement.

1. Introduction

Adolescents are the future of a nation. They need to get close attention in finding out their identity in every stage of their development. Adolescence is the period between puberty and adulthood [1]. Psychology experts emphasize that adolescence is the period when a person experiences substantial changes in terms of their physical, mental, and social identity [2]. This period corresponds to the period between the ages of 12 to 21 years, which is divided into three phases: early adolescence (12 to 15 years), middle adolescence (15 – 18 years), and late adolescence (18 – 21 years) [3]. Based on this classification, junior high school students belong to the early adolescence period. This period is characterized with unstable emotions, causing those in this period to necessitate guidance from family, school, and society.

Education, including informal, formal, and non-formal education, is the main factor in the formation of personality. Schools should facilitate the students in relation to hygiene education starting from early age to support the education provided by parents and thus to prevent the spread of infectious diseases. For example, by encouraging the students to wash their hands, teachers can help the students reduce the chance of diarrhea by 44% [4]. Hygiene is a system that involves not only personal hygiene but also food, clothing, and exercise [5]. In addition to avoiding the spread of diseases, hygiene is closely related to personal grooming or self-care [6]. Self-care is one of the basic capabilities of humans in meeting their needs to maintain their lives, health, and welfare in accordance with their health conditions [7]. Self-care also aims to improve one's health, maintain



personal hygiene, improve personal hygiene, prevent diseases, increase self-confidence, and create beauty [7]. The International Self-Care Foundation mentions the seven pillars of self-care, namely (1) knowledge and health literacy, (2) mental wellbeing, self-awareness, and agency, (3) physical activity, (4) healthy eating, (5) risk avoidance or mitigation, (6) good hygiene, and (7) rational and responsible use of self-care products and services.



Figure 1. The Seven Pillars of Self-Care from ISF
Source: isf.global.org: 2018

Many students ignore the cleanliness of their hair, nails, and clothes. Their hair falls over their ears, causing their appearance to be untidy and their concentration to be disturbed, as they have to keep their hair from their eyes repeatedly. Their long fingernails are a perfect place for dirt and germs to stay, increasing the potential to cause a number of health problems. In addition, their clothes are untidy and not in accordance with what have been regulated by the school. Teachers have tried to reprimand those students, and yet they keep making the same violation. Despite the prepared cleaning tools and daily cleaning schedule, most students seem to be lazy to clean their classroom. Incomplete school facilities will affect the formation of students' self-care behaviors, such as the unavailability of a hand wash sink in front of each class, and a mirror or comb as a tool for tidying up hair. In terms of physical health, exercise activities in sports subject can help the students maintain their health. Unfortunately, some students are unenthusiastic about it. The degree of each student's behaviors and habits in self-care may be caused by their self-concept.

Self-concept is an individual's perception of him/herself. It can affect a person's identity, behavior, self-acceptance, and interaction, and thus to influence his/her self-care behaviors. Furthermore, self-concept has an important role in determining the students' achievement at school, since it affects their social interaction with their peers. Parents should guide their children in the process of their self-concept formation, and the school should create a positive interaction with the students so that they can discuss their achievement periodically.

2. Description

2.1. A Description of the Respondents

Table 1. Data on the Respondents' Sex

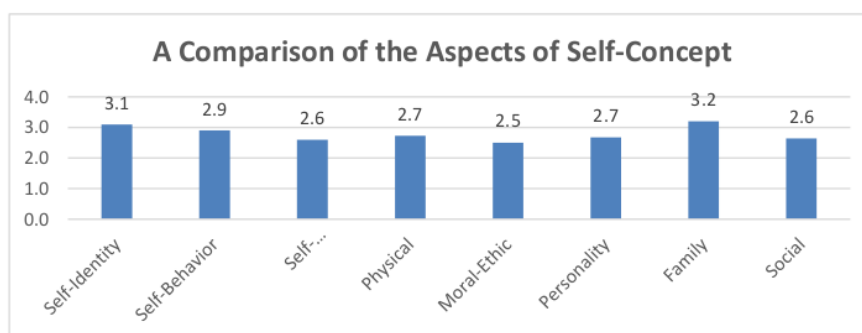
No.	Sex	Frequency	Percentage (%)
1	Male	48	50.5
2	Female	47	49.5
Total		95	100.0

Table 2. Data on the Respondents' Age

No.	Age	Frequency	Percentage (%)
1	12 years old	7	7.4
2	13 years old	73	76.8
3	14 years old	15	15.8
Total		95	100.0

Out of 95, there were 48 (50.5%) male and 47 (49.5%) female respondents. They were divided into three age-levels: 12, 13, and 14 years old. 7 (7.4%) respondents were 12 years old. 73 (76.8%) respondents were 13 years old and the rest as many as 15 (15.8%) respondents were 14 years old.

2.2. A Description of Adolescents' Self-Concept

**Figure 2.** A Comparison of the Aspects of Self-Concept

The highest aspect of all the eight aspects of self-concept was the family aspect with a gained score of 3.2. This result was quite predictable as family is the very first environment in which a child begins their learning process. Meanwhile, the lowest one was the moral-ethic aspect with a gained score of 2.5. This aspect could be the lowest one because the respondents were adolescents who often find it difficult to determine what is good and what is bad for them. Their initial perception of something that had been built from their family had been affected by their peers.

2.3. A Description of Adolescents' Self-Care



Figure 3. A Comparison of the Aspects of Self-Care

The eating habit aspect with a gained score of 2.84 was the highest aspect, indicating that the respondents had a regular eating frequency. This regularity was highly interrelated to the break time provided by the school. In addition, as suggested in a previous study by Rachman, Mustika, and Kusumawati (2017:1), junior high school students' consumption of vegetables and fruits is in a good category. On the contrary, physical activity was the lowest aspect with a gained score of 2.37. As technology advances rapidly, so does the students' lifestyles. The availability of various online applications, like *GO-JEK*, causes the students to be less independent in doing many things, leading to a low frequency of physical activities. Even worse, some gadgets and online games cause some students to become addicted.

2.4. A Description of Adolescents' Achievement

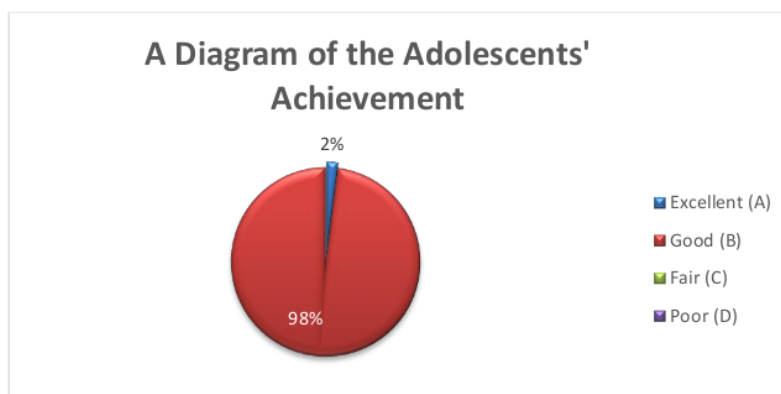


Figure 4. A Diagram of the Adolescents' Achievement

Most respondents (98%) had a good achievement (B) with a score range between 71 and 85, while the rest (2%) was in excellent category (A). The mean score for achievement aspect was 80.4, indicating a good achievement (B). Moreover, this score had surpassed the minimum completeness criterion (KKM) set by the school, i.e. 75.

3. Relationship

3.1. *The Relationship between Self-Concept and Self-Care of Adolescents*

There was a positive and significant correlation between self-concept and self-care ($r = 0.578$; $\alpha = 0.05$). This finding is in line with that of Tani (2017: 1), indicating that there is a correlation between the self-concept and self-care of the elderly in BPLU Senja Cerah, North Sulawesi Province. Deswita (2013: 1) comes to the same results, affirming that there is a positive correlation between the self-concept and oral health care of adolescents in junior high school.

3.2. *The Relationship between Self-Care and the Achievement of Adolescents*

There was a positive and significant correlation between the self-care and achievement of adolescents in junior high school ($r = 0.822$; $\alpha = 0.05$). Torres (2007: 2) in his study finds that breakfast as a realization of self-care is very important for it can increase both the academic performance and body mass index (BMI) of children. In addition, Lokakuu (2012: 5) asserts that students who do physical activities in sports clubs perform better at school than those who do not. This finding is in line with that of Singh, Uijtdewilligen, Twisk, *et al.* (2012: 1), stating that students' physical activities is correlated with their achievement. Routine physical activities can reduce cardiovascular risk, besides there are also studies that prove that physical activity can improve students' emotions. Neurosci (2008: 58 – 65) adds that regular physical activity can improve brain and cognitive functions, leading to a better achievement. It happens because physical activity can increase the flow of blood and oxygen to the brain (Jorgensen, Nowak, Ide, and Secher, 2000: 113-236).

3.3. *The Relationship between Self-Concept and the Achievement of Adolescents*

There was a significant, positive relationship between the self-concept and achievement of junior high school students ($r = 0.536$, $\alpha = 0.05$). This finding is in accordance with that of Sudjana (2017: 86), i.e. self-concept is one of the internal factors affecting students' achievement. Previously, Ghazvini (2011: 1), Windianasari (2013: 1), and Caplin (2015: 1) have mentioned that self-concept and achievement are positively correlated. The higher the students' self-concept is, the better their achievement will be.

3.4. *The Relationship between Self-Concept & Self-Care and the Achievement of Adolescents*

Similarly, self-concept and self-care significantly correlate to the students' achievement, meaning that the higher the students' self-concept and self-care are, the better their achievement will be.

Unlike adults, adolescents are still in a period of instability. Moreover, their parents often expect them to perform well in academic field (Cheung, C. S. & Chang, C. M., 2008). This expectation evidently brings about negative impact on the students' mentality, such as stress. Yiming and Fung as cited in Aryani (2012: 6) assert that most adolescents cannot express their problems to others, and they do not know how to manage their stress positively. These inabilities inevitably affect their daily life, not only causing them to be a loner but also decrease their academic achievement. Therefore, adolescents have to have a positive self-concept. Self-concept is an internal factor that affects students' achievement (Sudjana: 2017: 86) for it can develop their motivations to be more outstanding in their learning development (Kurniawan dan Chotim: 2010:52).

4. Conclusion

Achievement can be affected by either internal or external factors. In this study, it has been proved that self-concept and self-care correlate to the achievement of students. So we should pay more attention to self concept and self care and make a program with it. First we can identified student about their self concept and self care, after that we can educated them how to improve self concept and self care so it can improve their achievement.

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