

SELF-IDEAL AND SELF-ESTEEM WITH OPTIMISM IN COMPLETING THESIS IN FINAL YEAR STUDENTS

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ABSTRAK

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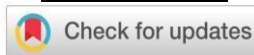
Self-Ideal,
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Abstract:

Many students cannot complete their thesis within the allotted time, or even fail altogether. One of the factors is the lack of optimism that causes low self-esteem and negative self-ideals. The purpose of this study was to determine the relationship between ideal self and self-esteem with optimism in completing thesis in final year students. Quantitative research with a descriptive approach. A sample of 144 students was selected by purposive sampling technique. The research instrument used a questionnaire. Data analysis used the chi square test. The results showed that there were 27 students with positive self-ideals and good optimism. Negative self-ideal and lack of optimism, namely 117 students. Bivariate test results, p value 0.002 (<0.05). Furthermore, students with high self-esteem and good optimism are 35 students. There are 109 students with low self-esteem and less optimism with bivariate test results, p value 0.004 (<0.05). There is a relationship between ideal self and self-esteem with the optimism of final year students when completing their thesis.

Abstrak:

Mahasiswa banyak yang tidak dapat menyelesaikan skripsi dalam waktu yang sudah ditetapkan, bahkan gagal sama sekali, salah satu faktornya adalah kurangnya rasa optimisme menyebabkan harga diri yang rendah dan ideal diri yang negatif. Tujuan penelitian ini untuk mengetahui hubungan antara ideal diri dan harga diri dengan optimisme dalam menyelesaikan skripsi pada mahasiswa tingkat akhir. Penelitian Kuantitatif dengan pendekatan deskriptif. Sampel 144 mahasiswa dipilih dengan teknik purposive sampling. Instrumen penelitian menggunakan kuesioner. Analisa data menggunakan uji chi square. Hasil penelitian menunjukkan mahasiswa dengan ideal diri positif dan optimisme baik yaitu 27 mahasiswa. Ideal diri negatif dan optimisme yang kurang yaitu 117 mahasiswa. Hasil uji bivariat, p value 0,002 (<0,05). Selanjutnya, mahasiswa dengan harga diri yang tinggi dan optimisme baik sebanyak 35 mahasiswa. Mahasiswa dengan harga diri rendah dan optimisme kurang sebanyak 109 mahasiswa dengan hasil uji bivariat, p value 0,004 (<0,05). Terdapat hubungan antara ideal diri dan harga diri dengan optimisme mahasiswa tingkat akhir pada saat menyelesaikan skripsi.



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INTRODUCTION

Final year students who compile a thesis are obliged and responsible to have a high enthusiasm for life in order to complete the thesis well, achieve satisfactory achievements and play an active role in solving problems, both problems within academia and outside academia [1].

The ability, way of thinking, and good attitude in students in completing the thesis are very important, So that a good self-concept will be formed in him. Self-concept is a way a person can do to recognize himself well, and can make people understand themselves. There are five components of self-concept according to Stuart & Sundeen, namely self-image, self-ideal, self-esteem, self-role, and self-identity [2].

Self-esteem has a big influence in terms of education, students must have a high range of self-esteem is something that students must have. Because many students cannot complete their thesis within the allotted time, or even fail altogether, one of the factors is the lack of optimism that causes low self-esteem. Optimism is very important for students, especially students who are in their final year. According to Goleman, optimism can be an attitude that supports individuals so they don't fall into indifference, despair, or depression when faced with difficulties [3]. From 2014 to 2020 there were 10 cases of lack of optimism, such as students who were late in difficulties while working on their thesis to depression which were spread on social media.

Seligman mentioned that optimism is the whole thing about oneself related to facing good things and always positive things, so that it can give meaning to oneself. Someone who is optimistic can make something good out of what they have been through, never be afraid of failure and always try to stand up and get up when they fail again [4]. According to Segerstrom [4], optimism is a good way of thinking deeply in looking at and facing various problems. Positive Thinking is the

effort of thinking good to achieve good from bad. Optimism can improve psychological health, not harboring a sense of emotion, good thinking.

RESEARCH METHOD

The research design used in research is quantitative. This study used a descriptive approach. The purpose of this study was to determine the relationship between Self-Ideal (X1) and Self-Esteem (X2) with optimism of completing the thesis (Y). Researchers took final semester students who were preparing a thesis at Yatsi Madani University college. The sample was selected by purposive sampling technique as many as 144 people. Data collection using online questionnaires through google form. Data were analyzed using statistical analysis of chi square test with SPSS 26 application.

RESULTS AND ANALYSIS

RESULT

Table 1.
Frequency Distribution by Gender

Gender	Frequency	Percentage
Man	16	11.1%
Woman	128	88.9%
Total	144	100%

Univariate Analysis of Respondent Distribution In this study, the sex characteristics of respondents with male sex 16 (11.1%) and female sex 128 (88.9%) with a total of 144 students.

Table 2.
Frequency Distribution Based on Self-Ideal

Ideal Self	Frequency	Percentage
Negative	125	86.8%
Positive	19	13.2%
Total	144	100.0%

Distribution of ideal respondents to final year students at Yatsi Madani University who have ideal selves negative as many as 125 (86.8%) and those with positive self-ideals 19 (13.2%).

Table 3.
Frequency distribution based on self-esteem

Self-Esteem	Frequency	Percentage
Low	97	67.4%
Tall	47	32.6%
Total	144	100.0%

Distribution of self-esteem respondents in final year students at Yatsi Madani University had low self-esteem of 97 (67.4%) and high self-esteem of 47 (32.6%).

Table 4.
Frequency Distribution Based on Optimism

Student Optimism	Frequency	Percentage
Less	106	73,6%
Good	38	26,4%
Total	144	100,0%

Distribution Respondents of optimism in final year students at Yatsi Madani University had less optimism as much as 106 (73.6%) and those who had good optimism as much as 38 (26.4%).

Table 5.
The relationship between self-ideal and optimism

Self Ideal	Student Optimism				Total	P Value	OR	
	Less		Good					
	N	%	N	%				
Negatif	83	83,7	34	33,3	117	117,0	0,002	8,540
Positif	20	19,3	7	7,7	27	27,0		
Total	103	103,0	41	41,0	144	144,0		

The presentation of data in Table 5 shows that 117 final year students at Yatsi Madani University have negative self-ideals with less optimism. While 27 final year students have positive self-ideals with

good optimism. The results of the Chi Square statistical test obtained P value = 0.002, at $\alpha = 0.05$ ($p > a$) it can be concluded that.

Table 6.
The relationship between self-esteem and optimism

Self-Esteem	Student Optimism				Total	P Value	OR	
	Less		Good					
	N	%	N	%				
Low	75	77,7	34	31,3	109	109,0	0,004	6,540
Tall	27	24,3	8	9,8	35	35,0		
Total	102	102,0	42	42,0	144	144,0		

There is a significant relationship between self-ideal and optimism in final year students when completing their thesis at Yatsi Madani University. At the confidence level OR = 8.540 which means that having a positive self-ideal has an 8 times greater risk of influencing good optimism than a negative self-ideal. The presentation of data in Table 6 shows that 102 final year students at Yatsi Madani University have low self-esteem with less optimism. While 42 final year students have positive self-esteem with good optimism.

The results of the Chi Square statistical test obtained P value = 0.004, at $\alpha = 0.05$ ($p > a$) it can be concluded that there is a significant relationship between self-esteem and optimism in final year students when completing a thesis at Yatsi Madani University. At the confidence level OR = 6.540 which means that having high self-esteem is at risk of influencing good optimism by 6 times greater than negative self-ideals.

DISCUSSION

According to Amaryllia [5], gender affects self-ideals and self-esteem in individuals. Different opinion between women and men. In the eyes of society about how the role of women, women are only limited to family matters. such as cooking, serving your partner, and many other things that many people consider are only women's tasks and must be done by women. This causes women to have problems in expressing themselves according to their expertise. While on the other hand, men have the same opportunity greater opportunity to develop their skills.

The results of the study [6], self-esteem and self-ideal images can be assessed based on gender with a p value (0.009) on the physiological aspects of women that are lower than men because a woman usually finds problems on physical appearance which results in being unable to accept their physical condition and feeling insecure about their physical condition so they do various ways to change their appearance from face to body.

According to Partosuwido [7], explains that at the age of Students can feel that their status is starting to change towards maturity that demands full responsibility from themselves. Society considers students as adults who have obligations and rights as other citizens. In terms of the student himself, he feels that he performs the role according to his identity as well as in his previous adolescence, so at this age students also experience conflicts between freedom and dependence on their environment. But he has become more courageous in taking responsibility for himself and making individual decisions such as choosing a job for himself, choosing a life partner, choosing a social group, and trying to realize himself. Humans must be able to take responsibility for themselves, including in the process of maturation and self-control. The ideal self, proposed by Carl Rogers [8], is divided into two, namely the ideal self and the real self. Ideal

self is a condition where a person wants to see himself as he wants. Meanwhile, real self is a person's current condition in reality. Often we are trapped in our ideal self so that our real self is ignored. A person is considered mature if he is able to make peace with his ideal self, meaning that he knows his portion and limits so that he does not have high expectations for things that are beyond his ability. A positive ideal self is to use it as motivation to achieve what one wants. Conversely, the ideal self becomes negative if it makes a person too idealistic and when reality does not match his wishes, he considers himself a failure. In fact, humans are created to have their own advantages and disadvantages, we must focus on maximizing the advantages we have. real self. . According to Adriani [9], students who are able to complete a thesis are believed to be able to unite their thoughts and ability to understand in analyzing, describing, and explaining problems related to the chosen expertise. But in fact, students will experience various kinds of obstacles or difficulties when they are completing their thesis. The influencing factors are the intrinsic and intrinsic factors.

The Relationship Between Self-Ideal and Optimism

The Chi Square test results contained in Table 5.8 showed that respondents who had positive self-ideals and good optimism were 27 students (27.0%). Respondents with negative self-ideals and less optimism were 117 students (117.0%). Based on the results of the study, it can be seen that statistically with p value $< \alpha$ (p value = 0.002 and $\alpha = 0.05$). That is, there is a relationship between self-ideals and the optimism of final year students when completing the thesis. Self-ideals and optimism are two things that are very important for everyone to have, especially for students who are achieving goals to achieve goals that have been done during college. The ideal of yourself to always be

able to do the best for yourself, the more positive the ideal self, the better the optimism you have in students.

According to Partosuwido, many factors influence a person's optimism in completing a thesis, including the very important personality element, how the student is educated from a warm family and always receives good treatment, innate elements, beliefs, the influence of a supportive environment such as friends who can be invited. work together to complete various tasks, and are always there if needed, cognitive abilities, social skills, and so on [10].

Based on the results of research [11], regarding self-ideal and optimism in students in completing their thesis, it shows that the higher the self-ideal, the higher the optimism the student has. If someone has a positive self-ideal, they will have positive self-acceptance towards themselves, have extensive knowledge, easy to adapt to various The problems and obstacles he faces, and has a pattern of optimistic behavior. While individuals who have negative self-ideals will behave pessimistically, which is an attitude that tends to avoid the problems and obstacles they are facing.

Previous research conducted by Kurniawan et al [12] showed that there was a significant positive relationship between self-ideal and optimism in completing a thesis among psychology study program students at the UNS medical faculty. Increasing optimism is one way to increase the self-ideal of students who are working on their thesis. Adolescents' inner ideal really needs to be created and instilled, especially a positive self-ideal. People who have good self-ideals will be able to create an optimistic attitude within themselves. In other words, the better or higher a person's self-ideal, the more optimistic that person will be.

A positive self-ideal is closely related to the ability to know oneself well, always think positively, accept the existence of other individuals, design goals

that are realistic and that one considers useful and have optimistic behavior patterns. Meanwhile, in a negative self-ideal, an individual's knowledge, evaluation and expectations about themselves are very little, less realistic, and tend to be pessimistic [11].

The Relationship Between Self-Esteem and Optimism

The Chi Square test results in Table 5.9 showed that respondents who had high self-esteem and good optimism were 35 students (35.0%). Respondents with low self-esteem and less optimism were 109 students (109.0%). Based on the results of the study, it can be seen that statistically with $p \text{ value} < \alpha$ ($p \text{ value} = 0.004$ and $\alpha = 0.05$). That is, there is a relationship between self-esteem and optimism of final year students when completing the script.

Self-esteem and optimism contribute as significantly to motivation to learn as they do in self-esteem there is an element of the need for recognition of abilities and achievements both from oneself and from the environment. The results of research conducted by Thanoesya [11], that the results of the overall student self-esteem study showed that most students had high self-esteem with a percentage of 50.8%. And student optimism in the process of writing thesis as a whole shows that as many as 55.7% of students have a high sense of optimism.

Self-esteem is a person's overall self-evaluation. Individuals who have high self-esteem feel happy with the domains (appearance, intelligence, etc.) that we consider important for our own self-esteem, while individual self-esteem depends on academic achievement and physical attractiveness, while other people's self-esteem depends on feeling loved by God and adherence to moral norms [13].

According to Minchiton, someone who has less optimism is unable to feel interpersonal relationships, is tolerant, lacks cooperation, and lacks a sense of belonging to one another and someone with

low self-esteem is also less likely to design, plan, and realize everything that is hoped for or becomes optimal life goals [14].

CONCLUSION

Based on the results of statistical tests that have been carried out, the results are that there is a significant relationship between self-ideals and self-esteem with the optimism of Yatsi Madani University students in working on their thesis.

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