

## Uncovering Self-Identity of Adolescent Students

\*<sup>1</sup>Adi Fitra, <sup>2</sup>Yarmis Syukur and <sup>3</sup>Risda Asfina

<sup>1,2</sup>Study Program of Guidance and Counseling, Faculty of Education, Universitas Negeri Padang

<sup>3</sup>Study Program of English Language, Department of Language, Politeknik Negeri Bengkalis

### Article Information

Received:  
July 2023

Accepted:  
August 2023

Published:  
September 2023

### ABSTRACT

Adolescence is a period of transition from childhood to adulthood. Transitional status often confuses adolescent students in determining which choices are right for themselves. They need to know themselves better, their potential, what they like and dislike, and make plans for their future. Therefore, to avoid confusion in their selves, self-identity is needed. This study aims to describe aspects of self-identity of adolescent students at SMA Negeri 4 Padang. The data were collected through a self-identity questionnaire given to 33 students. This study used a purposive sampling technique. The data were analyzed quantitatively and described comprehensively. This study found that the mean score of adolescent students' self-identity was 133.52, or 72.07% of the ideal score. In addition, 9.09% of students had very high self-identity, 36.36% had high self-identity, 24.24% had moderate self-identity, 30.30% had low self-identity, and none had very low self-identity. Adolescent students' self-identity development must continue to be improved to support their learning development.

**Keywords:** Self-Identity, Adolescent Students

### Corresponding Author:

Adi Fitra

Study Program of Guidance and Counseling, Faculty of Education, Universitas Negeri Padang

Prof. Dr. Hamka, Road, West Sumatera, Indonesia.

Email: [adifitra902@gmail.com](mailto:adifitra902@gmail.com)

**Citation Information:** Fitra, A., Syukur, Y., & Asfina, R. (2023). Uncovering Self-Identity of Adolescent Students. *Suluh: Jurnal Bimbingan Dan Konseling*, 9(1), 1–4. DOI. 10.33084/suluh.v9i1.5809

## INTRODUCTION

Adolescence is a transitional age from children to adults. The adolescent's physical, emotional, and psychological changes characterize the transition period. Santrock (2007) defines adolescence as a transitional developmental period between childhood and adulthood, including biological, cognitive, and social-emotional changes. He explains that adolescents have an age range of 16-20 years. In this period, adolescents look for their identity through the attachment of parents, peers, or the social environment.

Husni and Purwaningsih (2013) revealed a positive relationship between attachment to parents and self-identity in adolescents at SMKN 4 Yogyakarta. Parental attachment can be an aspect of the formation of adolescent self-identity. Adolescents must be able to take advantage of various opportunities to develop positively while avoiding or reducing the risk of sources of deviant behavior that can arise while searching for and forming one's identity (Papalia, 2013). Adolescence is when an adolescent is looking for his/her own identity to achieve balance in life. However, in the search for self-identity, adolescents must also go through developmental tasks, including accepting physical conditions, accepting and understanding the sex role of an adult, preparing for life in adulthood, self-concept, self-image, and self-identity (Saputro, 2018).

Self-identity is knowing and experiencing oneself as one's person and not being immersed in the role one plays, for example, as a child, friend, student, or colleague (Erikson, 1989). Self-identity is the process of becoming a unique individual with an important role in life (Papalia, 2013). Self-identity is an awareness of personal unity and continuity and a relatively stable belief throughout the life span (Desmita, 2008). Thus, self-identity is an individual's ability to consciously know, appreciate, and believe in themselves as a relatively stable person throughout their life span.

Adolescent students who can develop an integrated self-identity will have positive activities and be free from problems that interfere with their effective daily lives (Syukur, 2015). However, if adolescent students do not know themselves and their developmental tasks, problems will arise. Such a situation will hinder adolescent students from carrying out various developmental tasks, especially in developing their potential or self-actualization during the education process (Ardi et al., 2012). Adolescent students with problems need the right care to grow and develop to achieve independence in carrying out developmental tasks (Syukur, 2015). The right care can be realized by having character and intelligence.

## METHOD

This study used a quantitative approach with a descriptive method to describe self-identity in adolescent students. This study was conducted at SMA Negeri 4 Padang, West Sumatera, with a sample of 33 adolescent students selected using a purposive sampling technique. The instrument used was a self-identity questionnaire, which includes traits,

special skills, adjustment, future orientation, identification, social roles, relationships with other people, and the meaning of life. The instrument developed used a Likert scale model consisting of 35 items measuring self-identity with validity  $\geq 0.344$  (Pearson Correlation) and reliability of 0.908 (Cronbach's Alpha). The data were analyzed quantitatively and described comprehensively.

## RESULTS AND DISCUSSION

### Results

From the study that was carried out, an average score of 133.52 (with a percentage of 72.07%) was obtained, with the lowest score of 35 and the highest score of 175. Self-identity

of adolescent students was described in five categories: very high, high, moderate, low, and very low. Self-identity of adolescent students can be seen in Table 1 below.

Table 1. Self-identity of adolescent students (n = 33)

Category	Interval		Frequency (f)	Percentage (%)
	Score	%		
Very high	$\geq 148$	$\geq 85$	3	9.09
High	120 – 147	70 – 84	12	36.36
Moderate	92 – 119	55 – 69	8	24.24
Low	64 – 91	40 – 54	10	30.30
Very low	$\leq 63$	$\leq 39$	0	0

From Table 1, it can be seen that the self-identity of the adolescent students was relatively high: 3 students (9.09%) with very high self-identity, 12 students (36.36%) with high self-identity, eight students with moderate self-identity (24.24%) and ten students with low self-identity (30.30%). Self-identity has main characteristics, namely awareness of oneself that is unique, having different characteristics from the group, having relatively stable beliefs, and having an important role in community life (Santrock, 2003). The high value of self-identity

proves that individual awareness of themselves is unique and different and has an important societal role. Likewise, if it is low, the individual's awareness of themselves is still very low. Individuals with high self-identity will continue to focus on their future goals and make themselves more meaningful in social life. In contrast to individuals with low self-identity, they tend to be confused about determining what their life goals are in the future. Self-identity of the adolescent students based on sub-variables and indicators is described in Table 2 below.

Table 2. Self-identity of adolescent students based on sub-variables and indicators

No.	Sub-variable	Indicator	Score		Category
			Mean	%	
1	Genetic	Traits (4)	16.79	79.14	H
2		Special skills (5)	16.03	60.45	M
	Adaptive	Adjustment (5)	19.76	74.51	H
3		Future orientation (5)	19.52	73.59	H
	Structural	Identification (3)	12.33	77.52	H
4		Social roles (4)	13.82	65.14	M
5	Psychosocial reciprocity	Relationship with other people (4)	13.94	65.71	M
6	Existential status	The meaning of life (5)	21.33	80.45	H
		Overall (35)	133.52	72.07	H

Based on Table 2 above, adolescent students' self-identity score was 72.07% of the ideal score. This indicates that the self-identity of the adolescent students was in the high and moderate categories, as seen in each indicator of each sub-variable. Several indicators that had a high category

were traits (79.14%), adjustment (74.51%), future orientation (73.59%), identification (77.52%), and the meaning of life (80.45%). Then, some indicators were in the moderate category, namely special skills (60.45%), social roles (65.14%), and relationships with other people (65.71%).

## Discussion

Individuals entering adolescence begin to become aware of their own identity. This awareness is formed inseparable from various dimensions of self-identity. Erikson in Santrock (2003) reveals several dimensions of self-identity: genetic, adaptive, structural, dynamic, psychosocial reciprocity, and existential status. Additionally, he mentions that the genetic dimension can be measured through the traits in one's self. The adaptive dimension can be measured by focusing on the individual's specific skills and how to make adjustments in their community. The structural dimension can be measured by focusing on the individual's future orientation. The dynamic dimension focuses on how an individual identifies an adult's life experience and social role in social life. The psychosocial dimension of reciprocity focuses on how an individual relates to others in social life. The existential status dimension focuses on how an individual gives meaning to their life.

Adolescents experience several changes in themselves simultaneously, including physical, cognitive, social, and emotional (Yuliarsih et al., 2020). These changes require them to be able and skilled in mastering each developmental task (Ardi et al., 2019). Adolescents who understand their changes as a characteristic different from others are teenagers who already understand their identity (Sakti & Yulianto, 2018).

Based on the results of this study, some adolescent students at SMA Negeri 4 Padang (30.30%) still had low self-identity. The low self-identity of adolescent students can be

## CONCLUSION

Adolescent students' self-identity development is expected to reduce the negative impacts arising from the transition from adolescence to adulthood and the confusion about their identity. Adolescent students' self-identity development must continue to be improved to support their learning development. This study indicates that many adolescent students already have high self-identity. However, there are still a few adolescent students who have low self-identity. The high or low self-identity of the students will affect their performance in learning. Teachers should also make it a concern.

Examining self-identity is not only limited to the aspects in this study. For this reason, further research regarding the self-identity of adolescent students is needed. It is recommended that future researchers add several aspects to obtain more concrete information about the self-identity of adolescent students.

## ACKNOWLEDGMENTS

We thank the anonymous reviewer for suggesting improvements to our research article. Any deficiency, however, is our responsibility alone.

caused by problems with their ability to control emotions, problems placing themselves among their peers, problems with their appearance, and not getting the right figure to achieve good self-identity (Hidayah and Huriati, 2017). Netrawati et al. (2018) add that the low self-identity of adolescents can be because there are still developmental tasks that have not been achieved. If these tasks are completed, satisfaction, happiness, and acceptance from the environment will be achieved.

About the measurement of self-identity based on sub-variables and indicators, it can be seen that the indicator of special skills in the genetic sub-variable was in the moderate category (60.45%). Likewise, the indicator of social roles in the dynamic sub-variable was also in the moderate category (65.14%). Besides, the relationship indicator with other people in the psychosocial reciprocity sub-variable was also in the moderate category (65.71%). Improving special skills, social roles, and relationships with other people can be done through information services (Rambe et al., 2017; Nirwana et al., 2018). It is hoped that the information service can equip individuals with knowledge about data and facts in the field of education, work, and especially personal development. The information is then processed and used by individuals to make planning easier in decision-making (Fitri et al., 2016); Rizka et al., 2017).

Understanding self-identity requires an awareness of one's self, characteristics, and ability to make important decisions for the future. All of these things are integrated within oneself so that one feels unique and different from others in social life (Hidayah & Huriati, 2017).

## REFERENCES

- Ardi, Z., Ibrahim, Y., & Said, A. (2012). Capaian tugas perkembangan sosial siswa dengan kelompok teman sebaya dan implikasinya terhadap program pelayanan bimbingan dan konseling. *Konselor*, 1(2).
- Ardi, Z., Neviyarni, N., Karneli, Y., & Netrawati, N. (2019). Analisis pendekatan Adlerian dalam konseling kelompok untuk optimalisasi potensi diri siswa. *Jurnal Education: Jurnal Pendidikan Indonesia*, 5(1), 7–12.
- Desmita. (2008). *Psikologi perkembangan*. Remaja Rosdakarya.
- Erikson, Erick, H. (1989). *Identitas dan siklus hidup manusia; bunga rampai 1*. Penerjemah: Agus Cremes. Gramedia.
- Fatchurahman, M., Setiawan, M. A., & Karyanti, K. (2023). Intervention group logotherapy and performance measures for reducing phubbing in Generation Z. *Estudos de Psicologia (Campinas)*, 40, e200244.
- Fitri, E., Ildil, I., & Neviyarni, S. (2016). Efektivitas layanan informasi dengan menggunakan metode blended learning untuk meningkatkan motivasi belajar. *Jurnal Psikologi Pendidikan Dan Konseling: Jurnal Kajian Psikologi Pendidikan Dan Bimbingan Konseling*, 2(2), 84–92.
- Hidayah, N., & Huriati, H. (2017). Krisis identitas diri pada remaja "identity crisis of adolescences." *Sulesana: Jurnal Wawasan Keislaman*, 10(1), 49–62.
- Husni, M. A., & Purwaningsih, I. E. (2013). Identitas diri ditinjau dari kelekatan remaja pada orang tua di SMKN 4

- Yogyakarta. *Jurnal Spirits*, 3(2), 26–31.
- Netrawati, N., Khairani, K., & Karneli, Y. (2018). Upaya guru BK untuk mengentaskan masalah-masalah perkembangan remaja dengan pendekatan konseling analisis transaksional. *ISLAMIC COUNSELING: Jurnal Bimbingan Dan Konseling Islam*, 2(1), 79–90.
- Nirwana, H., Firman, F., & Syahniar, S. (2018). Pencegahan Kejahatan Seksual melalui Pelaksanaan Bimbingan dan Konseling dalam Kegiatan Layanan Informasi untuk Meningkatkan Relegiusitas, Kontrol Diri serta Kematang Sosial Siswa Melakukan Tindakan Pelecehan Seksual di Sekolah Menengah Kejuruan (SMK) di Kota Padang.
- Papalia, O. & F. (2013). *Perkembangan Manusia*. Salemba Humanika.
- Rambe, S. A., Mudjiran, M., & Marjohan, M. (2017). Pengembangan Modul Layanan Informasi untuk Mengembangkan Kontrol Diri dalam Penggunaan Smartphone. *Konselor*, 6(4), 132–137.
- Rizka, Z., Syahniar, S., & Syukur, Y. (2017). Efektivitas Layanan Informasi dalam Meningkatkan Perencanaan Karier Siswa. Sahroni, I., Daulay, A. A., Fajariah, I. S., & Alvi, I. (2023). Penggunaan Media Sosial Terhadap Kepercayaan Diri Remaja: The Use Of Social Media On Adolescent Self Confidence. *Suluh: Jurnal Bimbingan Dan Konseling*, 8(2), 96–102. <https://doi.org/10.33084/suluh.v8i2.4499>
- Sakti, B. C., & Yulianto, M. (2018). Penggunaan media sosial instagram dalam pembentukan identitas diri remaja. *Interaksi Online*, 6(4), 490–501.
- Santrock, J. W. (2003). *Adolescence perkembangan remaja (terjemahan)*. Jakarta: Erlangga.
- Santrock, J. W. (2007). *Remaja edisi 11 jilid 1*. Jakarta: Erlangga.
- Saputro, K. Z. (2018). Memahami ciri dan tugas perkembangan masa remaja. *Aplikasia: Jurnal Aplikasi Ilmu-Ilmu Agama*, 17(1), 25–32.
- Syukur, Y. (2015). Wawasan dan Sikap Konselor Terhadap Klien. *Artikel. BK UNP Padang*.
- Yuliarsih, E., Daharnis, D., & Karneli, Y. (2020). Self-Acceptance of Young Prisoners in the Institute for Special Education for Children (LPKA). *Jurnal Aplikasi IPTEK Indonesia*, 4(1), 19–23.