

Self-Esteem of Students with Learning Difficulties at School

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Abstract: Self-esteem is an assessment in the form of self-evaluation of value possessed, as a form of self-defense against the acceptance of positive and negative judgments expressed through attitudes. Low self-esteem that students have can affect life, in terms of social, academic, personal, and career. A student with learning difficulties is someone who shows certain failures as a result of not achieving learning objectives. In this article, the method used in the research literature review aims to be able to provide relevant studies from reliable sources regarding the self-esteem of students with learning difficulties. The problems that students with learning difficulties have are very complex and result from various factors, making them prone to low self-esteem.

Keywords: Self-esteem, learning difficulties, guidance and counseling

INTRODUCTION

Assessment is values of self by being shown through attitude, as an individual's hold on him (Coopersmith, 1967). The attitude shown can be in the form of a positive or negative attitude, this is a characteristic form of liking or disliking oneself (Acosta-Gonzaga, 2023), so self-esteem can play an important role in emotional quality, self-actualization, and self-confidence (Suhron, 2017).

At the stage of adolescent development, self-esteem greatly influences performance at school, which makes individuals competent and qualified (Minev et al., 2018), because at the age of their development, adolescents are looking for identity to form self-identities through information obtained from people around them. surroundings, so that low and high self-esteem can be formed (Guindon, 2019).

Individuals with poor performance at school tend to show a negative attitude in the learning process or when getting learning results that are not achieved, This can form low self-esteem (Ahmadi, 2020), problems with behavior, anxiety, and lack of more attention, it occurs in low self-esteem of children with learning difficulties (Valas, 1999), because self-esteem is currently seen as an important variable in students' academic and personal success (Sarokon, 1986).

The phenomenon described in the previous paragraph describes the effect of learning difficulties on low self-esteem at school, agreeing with Coopersmith's (1967) statement that self-esteem has a very good significance in life, both psychologically, socially, and personally.

As a result of not achieving the learning objectives, the influence has an unfavorable impact on students' self-esteem, for this reason, efforts can be made to develop self-esteem by providing facilities in the form of guidance and counseling services at school, by professional counseling teachers. However, previously it was necessary to measure self-esteem using a self-esteem-measuring instrument.

In this case, it is necessary to study further the problems that occur in the self-esteem of students with learning difficulties, from several sources in the literature, including the definition of self-esteem, the definition of students with learning difficulties, factors that influence the self-esteem of students with learning difficulties, measuring self-esteem, and efforts development of self-esteem in students with learning difficulties.

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METHOD

Methods in research, using literature review. This article was completed based on the results of an analysis of relevant scientific journal analysis and in accordance with the topic of discussion regarding the self-esteem of students with learning difficulties.

RESULT AND DISCUSSION

A. Self-Esteem

Self-esteem or in English can be interpreted as self-esteem is a form of assessment of self-worth that is expressed through attitude, as a form of establishment. More precisely refers to self-evaluation as a form of defense (Coopersmith, 1967). The same opinion regarding self-esteem, according to Guindon (2019) self-esteem is an attitude, which is defined as self-evaluation in self-concept. In a sense, self-esteem is an attitude and evaluation of self-components, an affective assessment of self-concept seen from feelings of worth and acceptance of the consequences that others give to oneself. As for another definition of self-esteem according to Khalek (2016), self-esteem is defined as a self-evaluation and a conceptual description that is formed as self-defense because acceptance of the assessment given to others can be either positive or negative, so that it can form low or high self-esteem. high (Hermawan et al., 2019). Categories contained in self-esteem, namely high and low. Each of its kind has different behavioral characteristics. Low self-esteem indicates someone who is less able to resist pressure to adapt and is able to feel threatening stimuli, whereas someone who has high self-esteem is a person who is creative, active in a role, less disturbed by fear, and moves directly and realistically toward personal goals (Coopersmith, 1967). Behaviors exhibited by students when self-esteem is high tend to increase happiness, social acceptance, and achievement. On the contrary, when students' self-esteem is low, they tend to feel like they have failed in any way (Rubin et al., 1977).

B. Students with learning difficulties

Some teachers and educators often use the terms learning difficulties and learning problems in learning difficulties, but there is no generally accepted definition regarding the meaning of students with learning difficulties, which occur because of various kinds of difficulties, so it requires identification of difficulties in students, to be overcome and corrected (Kempa, 2006). The phenomenon found regarding learning difficulties in students, namely students who cannot understand the lecturer's teaching, is due to the inability to grasp the material when the lecturer delivers the material at a fast tempo (File, 1984).

In the phenomenon that has occurred, the understanding of students with learning difficulties is an individual who is not successful in achieving a predetermined level of qualification of learning outcomes or learning competencies. Aspects of learning outcomes include substantial-material, functional-structural, and behavior which includes cognitive, affective, and psychomotor aspects (Makmun, 2016). The same opinion regarding the understanding of students with learning difficulties are students who experience learning difficulties, due to the lack of progress towards competencies that have been adjusted by the school, especially in the areas of basic skills which include literacy, numeracy, and language. One of the reasons is that students feel they have not found an appropriate way of learning or even the way the teacher conveys material that is difficult to understand (Westwood, 2004).

C. Factors that affect the self-esteem of students with learning difficulties

The effect of low or high self-esteem on students can be obtained through various factors because it is too complex (Sarokon, 1986). Age, ethnicity, race, puberty, weight, involvement in physical activities, and gender are several factors that can affect self-esteem (Suhron, 2017). As for other factors according to Coopersmith (1967) as the developer of overall self-esteem, namely respectful, accepting, concerned treatment, and a history of successes. These factors include personal, academic, family, and peers. Family is an important factor, because parental involvement in children will have a good impact, and can increase self-esteem (Sharma & Sharma, 2021).

In the realm of education in the school environment, plug-holder school plays an important part in helping to improve and develop students' self-esteem (Sarokon, 1986), providing social support by peers can influence self-esteem, by providing input, support, attention, and assistance provided by peers (Simanjuntak & Indrawati, 2021). Learning difficulties in general can occur as a result of a combination of several influences, namely: 1) inadequate or inappropriate teaching, irrelevant and not in accordance with the curriculum; 2) class environment; 3) socio-economic weakness; 4) poor teacher-student relationship 5) poor school attendance 6) health problems 7) learning through a second language 8) loss of self-confidence; 9) emotional and behavioral problems; 10) below average intelligence; 11) sensory disturbances; 12) specific information processing difficulties. Even so, environmental factors are factors that greatly influence the learning experience rather than weaknesses in the intellectual field (Westwood, 2004).

D. Self-Esteem Measuring

Self-esteem in each individual has various kinds, both low, medium, and high. Individual self-esteem categories can be seen using a variety of measuring instruments, this is to determine the relevance of using the right techniques in data management. There are five measuring instruments regarding self-esteem from adolescents to adults which have been tested according to the domain or all the needs of the individual, Rosenberg Self-Esteem Scale (1965), Janis-Field Feeling of Inadequacy Scale (1959/1967/1980/1984), Coopersmith Self-Esteem Inventory (1967), Texas Social Behavior Inventory and finally ZillerSocial Self-Esteem Scale (1969) (Miller & Salkind, 2012). Measuring tools regarding student behavior towards activities in schools that affect self-esteem can be used The Behavior Profile (SBP) has as many as 58 questions that have been developed by Rubin et al (1977).

E. Self-esteem in students with learning difficulties

Researchers collected several articles regarding self-esteem in students with learning difficulties, including:

The results of research conducted by Alves-Martins et al., (2002) that there are significant results regarding academic achievement on self-esteem. Students who have low achievement are less concerned with matters related to school matters. Then, research conducted by Caqueo-Urizar et al., (2021) found that learning and school problems could predict 16% of types of self-esteem. Difficulties in learning span more than not appreciating his own qualities, and feeling lacking in himself, which can lower self-esteem. Behavior that is expressed as a form of self-defense, in socializing for students with learning difficulties, tends to be among young people with low self-esteem, this is obtained from research results from Abraham et al., (2002).

Low self-esteem in students, will be incapacitated in the performance of the learning process, and learning achievement at school, tend to have behavior that is less pleasing in expressing it as a form of self-defense, such as truancy, avoiding subject meetings, and late collecting assignments that lead to procrastination habits (academic procrastination) Khotimah et al., (2016). Learning difficulties in students in Indonesia were identified through the results of an assessment that had been designed by the Organization for Economic Cooperation and Development, using instruments. Programme for International Student Assessment (PISA) data obtained for five years starting from 2018-2020, the results of the first percentage are low achieving students, high students repeating classes, and student absence from class (Wuryanto & Abduh, 2022).

F. Efforts to develop self-esteem in students with learning difficulties

Developing self-esteem for students with learning difficulties in the realm of education in schools can be assisted through school facilities by providing services in the form of guidance and counseling, to students as consultants and education, and can even bridge parties with more crucial scope to prevent problems. on student self-esteem (Budiman et al., 2011). Guindon in Suhron (2017) states regarding the provision of services to be able to increase self-esteem, namely the provision of social support (social support), family/group counseling, physical fitness, specific strategies used in certain populations, and cognitive behavioral modification.

Provision of guidance and counseling services in schools to students as a forum to help students develop their potential, this is followed by values at the stage of development that must be mastered, such as understanding (awareness), attitude (accommodation), and skills or actions (action) (Yusuf, 2019). Comprehensive services in guidance and counseling provided to individuals in need can be provided according to the individual's condition, namely: basic services; individual planning services; responsive service; and system support (Hermawan et al., 2019).

CONCLUSION AND RECOMMENDATIONS

After conducting an assessment of self-esteem in students with learning difficulties, the researchers concluded that students with learning difficulties tend to have low self-esteem, which is caused by various factors. Learning difficulties are indicated by the lack of achievement of competencies that have been adopted by students by the school, in terms of results students tend to have difficulty understanding learning, because they have not found a comfortable way of learning, and also the way the teacher conveys material that is difficult for students to understand.

Facilities provided by schools in the form of handling in the form of guidance and counseling services can seek to minimize existing problems regarding self-esteem in students with learning difficulties. Self-esteem is an assessment in the form of self-evaluation of value possessed, as a form of self-defense against the acceptance of positive and negative judgments shown through attitude.

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