



THE PROFILE OF STUDENT'S SELF-ESTEEM BY THE TYPE OF STUDENT'S ACTIVITY UNIT

Devi Ratnasari¹, Maria Oktasari², Najlatun Naqiyah³, Wiryo Nuryono⁴

Final Received: 30th May 2022

Final Proof Received: 7th April 2023

Abstract: This research was motivated by the researcher's interest in the level of self-esteem possessed by students in the student activity unit. This article aims to describe and analyze the self-esteem profile of students according to the type of student activity unit they are participating in. The research method used in this study is quantitative survey method. Data analysis was performed by testing the RASCH Model. The instrument used is a self-esteem inventory adapted from TCSEI (The Coopersmith Self-Esteem Inventory). Respondents are active students who are members of the student activity unit of Universitas Indraprasta PGRI Jakarta; Mapala Rafflesia, Japanese Zone, and Persada Choir). Samples are selected using probability sampling techniques with the type of total sampling or saturated samples. The results of the study generally show that students' self-esteem formed from the three types of student activity units is in the medium category. In particular, the results of research on the dynamics of aspects of self-esteem release different levels. In the Mapala Rafflesia student activity unit, the highest aspect is the strength aspect (which shows the ability to control behavior and obtain positive recognition), while the lowest aspect is in the significance aspect. In addition, in the Japanese Zone student activity unit, the highest aspect is the ability aspect (which is able to show high achievements and struggles, and is able to face problems) and the lowest aspect is the strength aspect. While in the student activity unit of the Persada Choir, the highest aspect is placed on the piety aspect (which identifies the ability to obey norms and ethics, and has a positive assessment of oneself), and the lowest aspect is the ability aspect. The results of this study are recommended to be used as consideration in developing guidance and counseling models related to student self-esteem.

Keywords: self-esteem, student, TCSEI (The Coopersmith Self Esteem Inventory)

JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling
Website: <http://ejournal.upi.edu/index.php/JOMSIGN>

Permalink: <http://ejournal.upi.edu/index.php/JOMSIGN/article/view/6314>

How to cite (APA): Ratnasari, D., Oktasari, M., Naqiyah, N., and Nuryono, W. (2023). The Profile of Student's Self-Esteem by The Type of Student's Activity Unit. *JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling*, 7(1), Page. 60-79.



This is an open-access article distributed under the terms of the Creative Commons Attribution 4.0 International License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

Self-esteem is defined in three different viewpoints from many social scientists; 1) The main definition relates self-esteem to an individual's general success or "competence", particularly of lifes' aspect that is very meaningful for the individual (Brando-Garrido,

¹ Universitas Indraprasta PGRI Jakarta, Indonesia; ratnasaridevi37@yahoo.com

² Universitas Indraprasta PGRI Jakarta, Indonesia; oktasarimaria@gmail.com

³ Universitas Negeri Surabaya, Indonesia; najlatunnaqiyah@unesa.ac.id

⁴ Universitas Negeri Surabaya, Indonesia; wiryonuryono@unesa.ac.id

et al, 2020). 2) The second and most commonly used definition is in accordance to the self-esteem understanding as an attitude or feeling about sense, value or “appropriateness” as a person (Park & Park, 2019). 3) The third approach defines self-esteem as the relationship between two factors in the first and second definitions previously mentioned (Balgiu, 2017). In that view, there is an assumption that only individual’s competence plays an important role in facing life's challenges in a proper way that raises healthy, positive personal conditions, or the emergence of authentic self-esteem (Mruk, 2013). One of the self-esteem’s experts, (Rosenberg, 2015) affirms that self-esteem is a positive or a negative attitude towards an individual on an object called *self*. Another, Coopersmith (Yang, Dedovic, Chen, & Zhang, 2012) states that self-esteem is an evaluation made by individuals of themselves, indicating the extent to which individual believes that he/she is prominent, capable, successful and precious. Self-esteem becomes an important element that can be developed in individual, because not all individuals are able to present high and positive values in themselves.

The aspects of self-esteem according to Coopersmith (Johnson, Redfield, Miller, & Simpson, 1983) consist of strength, significance, righteousness, and competence. (1) Strength refers to the individual’s ability to be able to regulate and to control her/his own behavior and be influenced for other individuals. Under certain conditions, individual’s strength can arise through the recognition and appreciation from other individuals who are received. Furthermore, the strength of the individual is also obtained from others’s viewpoint on the quality of the opinion and the rights of the individual. The recognition that is presented can have a positive effect on raising *a sense of appreciation* from a personal’s viewpoint and can encourage an attitude against pressure to conformity without taking into account on the personal needs and opinions. The treatment received by the individual can construct social control, *leadership* and an independent attitude which has implications for a firm, assertive, energetic and explorative attitude. (2) Significance relates to acceptance, care and affection reflected by other individuals. The forms of appreciation and interest to the individual is included in the *acceptance* and popularity, which are the opposite of rejection and isolation. Acceptance is characterized by warmth, responsiveness, and loving what is within oneself. The important effect of positive attitude and affection is to create a sense of meaning, significance, and importance in the individual. The increasing number of individuals in showing their affection have a greater chance of having a good self-assessment. (3) The righteousness is marked through the existence of order and the obedience to the code of ethics, morals, ethics and religion. Individuals who obey the rules, codes of ethics, morals, ethics and religion then carrying out the internalization process, showing a positive self-attitude through the success in fulfilling the goals of

services in various great values. Precious feeling presents in the variation with sensitivity to truth, honesty and spiritual things. (4) The ability indicates a prime performance, with various levels and tasks in the categorization of age groupings. For boys, it is assumed that the results of academic and athletics performances are the two main aspects as an assessment of ability or competence.

Positive self-esteem supported by the achievement of those four aspects can make individuals have better psychological well-being (Nwankwo, Okechi, & Nweke, 2015), become more confident (Jaaffar, Ibrahim, Rajadurai, & Sohail, 2019)(Febriana, Dwityanto, & Psi, 2016), can reduce the levels of stress (Juniartha, Ruspawan, & Sipahutar, 2015), and can increase the students' motivation achievement (Arbabisarjou, et al. 2016) as well as their academic achievement (Irawati & Hajat, 2012). Otherwise, low or negative self-esteem can be a signal of poor mental health conditions (Kolubinski, et al. 2018), and can also result in susceptibility to depression (Orth & Robins, 2013). Low self-esteem can cause individuals to have deviant sexual interest, these findings also indicate that persistently distorted sexual interest and persistent low self-esteem are significant predictors of sexual crimes. These findings show that there is a group of sex offenders with low self-esteem who are driven by deviant sexual interests and may kill to satisfy their deviant sexual interests (Healey & Beauregard, 2015).

Self-esteem is related to various other aspects of life in individuals, especially of students who are the targets of this present research. Self-esteem which is related to self-confidence can affect students' learning achievement (Adiputra, 2015). In the other hand, self-esteem which is related to *body dissatisfaction* influences the students' dietary behavior at one of the universities in Jakarta (Santi, 2017). Self-esteem also affects the tendency of narcissism of students who are the users of *Facebook* at a university in Kediri Regency (Hanum, Nurhayati, & Riani, 2014). Students' self-esteem is also related to *self-compassion* (Abidin, 2020), self-esteem and self-compassion have an important role for individuals to be able to develop positive relationships with other individuals (Adiputra, 2018).

Family and environment are seen as powerful sources of values related to individual's self-esteem from time to time (Mruk, 2013). The increasing consistency of self-esteem from childhood to middle age is in line with the principle of cumulative continuity by Caspi, et al (Zeigler-Hill, 2013), who argue that psychological traits become more consistent as individuals grow into adulthood. Besides family, another environment that also influences the formation of positive self-esteem in individuals is the educational environment.

Self-esteem in individuals as learners in an educational environment is considered a competency or skill that needs to be developed. Self-esteem in the field of education is related to one aspect of self-development set as a target or part of the student independence competency standard developed by the Indonesian Guidance and Counseling Association (ABKIN). In the aspect of "self-development", at the accommodation level (obtaining meaning and internalizing aspects of development and standard tasks / competencies that must be mastered), it is written that students must be able to accept their uniqueness with all its advantages and disadvantages. So students are expected to be able to believe in their uniqueness as an asset that must be developed harmoniously in life (Depdiknas, 2008). Through the preparation of standards for student independence which are also related to self-esteem, appropriate steps need to be taken to develop students' positive self-esteem. The right step that can be chosen is through a program or model of guidance and counseling that can develop students' positive self-confidence, starting from the lowest level of education to the highest level of education, namely college.

Students are individuals who develop in a period of establishing a life stance, facing various challenges in developing self-esteem. One of the student activities that can affect the creation of self-esteem is participation in student organizations (Bang, Won, & Park, 2020). Student activity units are one type of organization on campus that facilitates student interests and talents. Therefore, it is important to conduct research related to students who are members of the activity unit related to the level of self-esteem they have. The urgency of this research is that later follow-up can be carried out on student recommendations to participate in student activity units on campus. The types of student activity units involved in this research are Japanese Zone (entertainment enthusiasts from Japan), Mapala Rafflesia (nature lovers), and Persada Choir (choir).

This present research tries to reveal the students' self-esteem profile who participate in the students activity unit of Japanese Zone (fans from Japan's entertainment), Mapala Rafflesia (nature lovers), and Persada Choir (choir) at Universitas Indraprasta PGRI Jakarta, by describing the results of the inventory fulfillment that have been distributed through google form and by analyzing the results of those fulfillments related to the self-esteem aspect.

METHOD

The research approach employed was a quantitative survey research, which aims to describe and to analyze the dynamics of the students' self-esteem profile by the types of students' activity unit that are participated. Respondents were active students who are members of the students' activity unit at Universitas Indraprasta PGRI Jakarta of Japanese Zone, Mapala Raflessia, and Persada Choir. The number of respondents were 41 students, who are from student's activity unit of Japanese Zone (6 students), Mapala Rafflesia (6 students), and Persada Choir (29 students). Respondents consisted of students in semesters 2 to 8 and were in the age range of 18 to 29 years. The following table 1 is the demographic data of the respondents:

Table 1
Data of Respondents' Demographics

Types of UKM (Code)	Total	Semester (Code)	Total
Japanese Zone (J)	6	2 (A)	15
Persada Choir (P)	29	4 (B)	14
Mapala Rafflesia (M)	6	6 (C)	7
		8 (D)	5
Total of Amount	41		41

The research instrument was the self-esteem inventory which was adapted from TCSEI (The Coopersmith Self Esteem Inventory) developed by Coopersmith (1967). Based on the results of the validity test or item fit order using the RASCH Model with the Winstep application, from 58 items there were 7 items that were not fit/valid (items number 10, 30, 31, 33, 42, 55, 56). Hence, it can be concluded that there were 51 valid items. Invalid items were then removed/deleted. Besides the validity test, reliability test was also carried out to determine whether or not the requirements for measuring the instruments used were fulfilled. The results of the reliability test were presented in the table 2:

Table 2
Reliability Test Results

	Reliability	Remarks
Item	0.88	Very good
Person	0.95	Very good
Cronbach Alpha	0.90	Very good

With respect to the table above, it can be summarized that the reliability of items, persons and Cronbach's Alpha values were in a very good range, therefore it can be concluded that the instrument met the measurement requirements.

The aspects of self-esteem developed in the instrument comprised of strength, significance, righteousness, and ability. In the aspect of strength, there were several indicators; (1) being able to regulate and control behavior, (2) obtaining positive recognition and respect from others regarding the controllable behavior. Further on the aspect of significance contained some indicators; (1) getting attention, care, affection, and expressions of love from others as a form of acceptance and popularity, (2) getting a warm attitude and being liked by the environment by the actual state of oneself. Meanwhile, in the aspect of righteousness, there were indicators; (1) being able to obey religious values, norms, and ethics that apply to society, (2) having a positive self-assessment. In the aspect of ability, there were indicators; (1) being able to show high performance or powerful struggle to meet the needs or reach the achievements, (2) being able to face or solve the experienced problems.

The procedure for collecting the research data was carried out by fulfilling the self-esteem inventory through the google form and also by coordinating with each student's activity unit chairperson in April 2022. Data analysis was conducted by examining the RASCH Model measurement method and the Winstep application.

FINDINGS AND DISCUSSIONS

The results of the research data will be presented based on; (1) the results of the descriptive analysis of students' self-esteem in general from the three types of UKM, and (2) the results of the descriptive analysis of the dynamics of students' self-esteem by the types of student's activity unit that are participated. Furthermore, in the discussion section, an analysis based on the literature is explained in line with the obtained research results.

Results of Descriptive Analysis of Students' Self-Esteem

In accordance to the above figure 1, it can be concluded that students' self-esteem is divided into 3 categories, namely high, medium, low and in general, students' self-esteem is in the medium category. The number of students who are in the high category of self-esteem level are 7 students, 27 students are in the medium category, and 7 students are in the low category. In the UKM of Mapala Rafflesia, which in the high category are about 33%, in the medium category of 67%, and in the low category is 0%. In the UKM of Japanese Zone, which in the high category releases of 17%, in

the medium category shows 66%, and in the low category points out as 17%. In the UKM of Persada Choir, the high category amounts 14%, in the medium category is 65%, and in the low category as much as 21%. Specifically, student who has high self-esteem is the student no.10 who is a member of the UKM of Mapala Raflesia (M) semester 4 (B). Meanwhile, student who has low self-esteem is the student no. 31 who is a member of the UKM of Persada Choir (P), semester 4 (B).

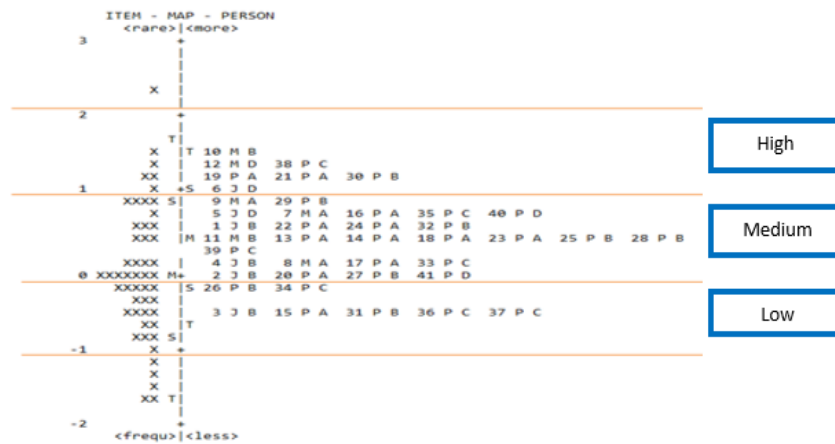


Figure 1 Person Map of Students' Self-Esteem

Furthermore, to see how respondents provide answers will be explained in Figure 2 below.

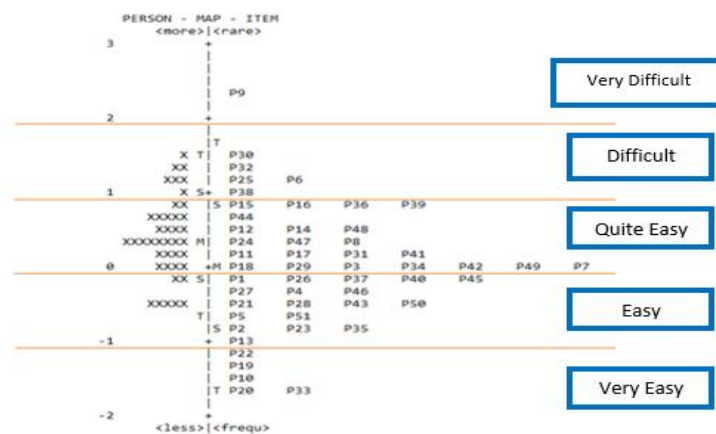


Figure 2 Item Map of Self-Esteem

Explained in figure 2 above, it can be concluded that there are 5 levels identified in providing answers to the self-esteem scale item. Specifically, the item that is most difficult to give approval for is the item number P9 (the sentence on this statement item is: “There are many things about myself that I would change if I could”), while the item that is very easy to give approval for is number P20 (the sentence on this statement item, namely: “I never feel happy”) and P23 (sentence on the statement item is “I give up very easily”).

Results of the Descriptive Analysis of the Dynamics of Student’s Self-Esteem Aspects by the Types of Participated UKM

In accordance to the data in table 1, it can be seen that in the aspect of strength, the indicator that exists in the highest score is indicator 1 (being able to regulate and control behavior) which is 15%. In the aspect of significance, the highest score is placed in the indicator number 2 (getting a warm attitude and being liked by the environment by the actual state of oneself) by 16%. In the aspect of righteousness, the indicator that obtains the highest score is indicator 2 (having a positive self-assessment) of 16%, and in the aspect of ability, the indicator that gets the highest score is indicator 1 (being able to show high performance or powerful struggle to meet the needs or reach the achievements) by 15%. From all the data in table 1 above, it can be concluded that sequentially the aspects of self-esteem that get the highest score are; (1) aspect of significance (28%), (2) aspect of righteousness (25%), (3) aspect of ability (24%), and (4) aspect of strength (23%).

Table 3
The Calculation Result of the Dynamics of Self-Esteem Aspects

Aspect	Indicator	Level
1. Strength	1. Being able to regulate and control behavior	15%
	2. Obtaining positive recognition and respect from others regarding the controllable behavior	8%
2. Significance	1. Getting attention, care, affection, and expressions of love from others as a form of acceptance and popularity	12%
	2. Getting a warm attitude and being liked by the environment by the actual state of oneself	16%
3. Righteousness	1. Being able to obey religious values, norms, and ethics that apply to society	9%
	2. Having a positive self-assessment	16%
4. Ability	1. Being able to show high performance or powerful struggle to meet the needs or reach the achievements	15%
	2. Being able to face or solve the experienced problems	9%

Further, the data about the acquisition of aspects of students’ self-esteem by the types of participated UKM is presented in the form of figure 3:

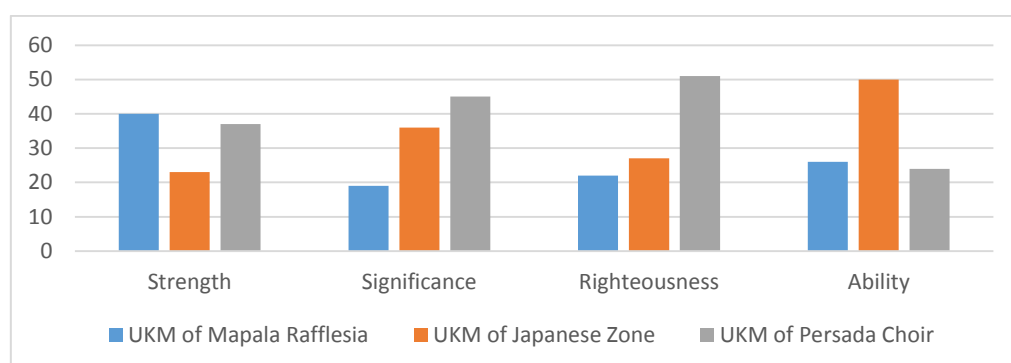


Figure 3. Bar Graph of the Acquisition of Students' Self-Esteem Aspects by the Types of UKM

Overviewed from the figure 3, it can be seen that the dynamics of the self-esteem aspects of the three types of UKM investigated. In the aspect of strength, the UKM of Mapala Rafflesia gets a score of 40%, the UKM of Japanese Zone has a score of 23%, and the UKM of Persada Choir obtains a score of 37%. As for the aspect of significance, the UKM of Mapala Rafflesia releases a score of 19%, the UKM of Japanese Zone has a score of 36%, and the UKM of Persada Choir obtains a score of 45%. Meanwhile, in the aspect of righteousness, the UKM of Mapala Rafflesia gets a score of 22%, the UKM of Japanese Zone amounts a score of 27%, and the score from UKM Persada Choir is 51%. Moreover, in the aspect of ability, the UKM of Mapala Rafflesia releases a score of 26%, the UKM of Japanese Zone's score is 50%, and the UKM of Persada Choir places a score of 24%. Hence, it can be summarized that at the UKM of Mapala Rafflesia, the highest aspect is relied in the aspect of strength, while the lowest is the aspect of significance. In the UKM of Japanese Zone, the highest aspect gained is the ability aspect and the lowest one is the strength aspect. In the UKM of Persada Choir, the highest aspect is occurred in the aspect of righteousness, and the lowest aspect is the aspect of ability.

The results of data processing on students' self-esteem by the types of participated UKM and the semester relied in aspect 1 (Strength) which are described in Figure 4.

Based on Figure 4 above, it can be concluded that aspect 1 (Strength) is divided into 3 categories (high, medium, low) and in general it is in the medium category. Particularly, student who has high strength (aspect 1) is a student no. 7 who is a member of the UKM of Persada Choir (P) semester 2 (A), while student who has low self-esteem is a student no. 27 who is a member of the UKM of Persada Choir (P), semester 4 (B).

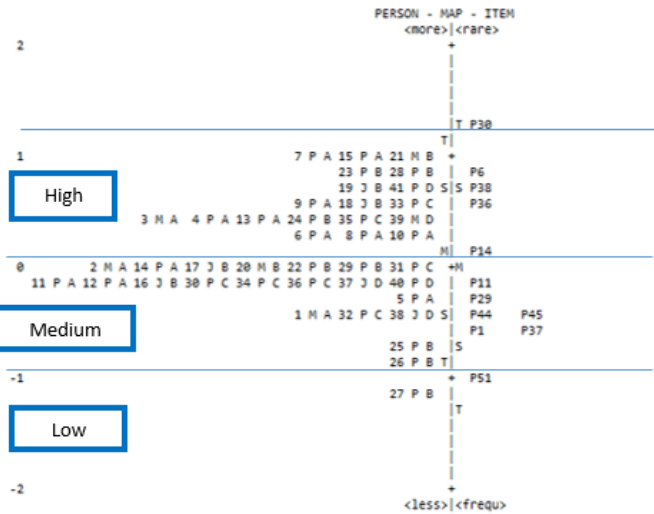


Figure 4. Variable Map of Aspect 1 (Strength)

Accordingly, the results of data processing on students' self-esteem by the types of participated UKM and the semester of aspect 2 (Significance) are described in figure 5 below.

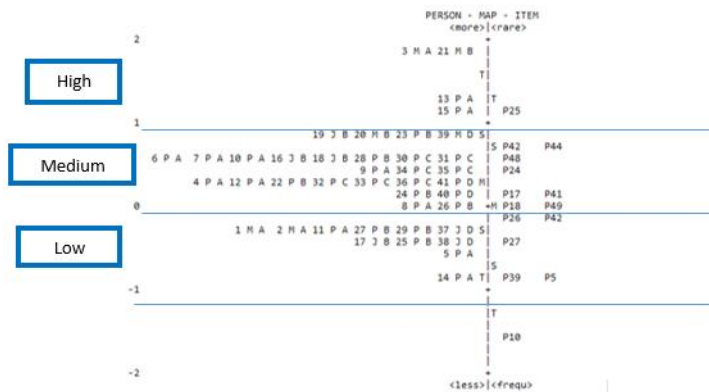


Figure 5. Variable Map of Aspect 2 (Significance)

As described in Figure 5 above, it can be concluded that aspect 2 (significance) is divided into 3 categories (high, medium, low) and in general it occurs in the medium category. Specifically, student who has high significance (aspect 2) is a student no. 3 who is a member of the UKM of Mapala Rafflesia (M) semester 2 (A), while students

who has low significance is a student no. 14 who is a member of the UKM of Persada Choir (P), semester 2 (A).

In addition, the results of data processing on students' self-esteem by the types of the participated UKM and the 3rd semester (Righteousness) are presented in figure 6 below.

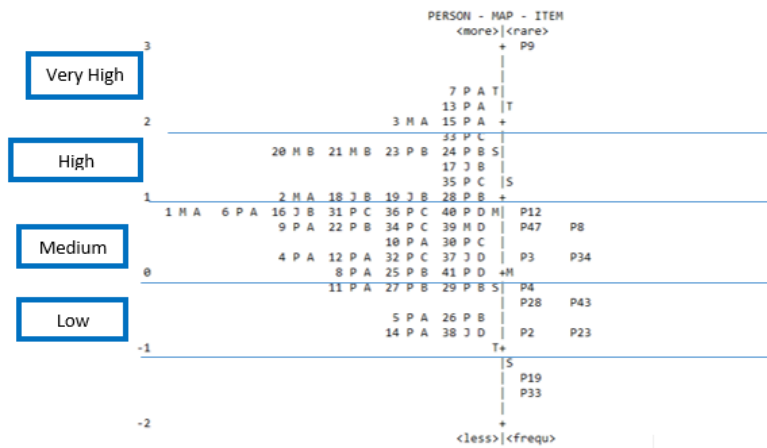


Figure 6. Variable Map of Aspect 3 (Righteousness)

In line with the figure 6 presented above, it can be summarized that aspect 3 (righteousness) is divided into 4 categories (very high, high, medium, low) and in general it is relied in the medium category. In particular, student who obtains high righteousness (aspect 3) is student no. 7 who is a member of the UKM Persada Choir (P) semester 2 (A), while student who gains low righteousness is a student no. 38 who is a member of the UKM of Japanese Zone (J), semester 8 (D).

Additionally, the results of data processing on students' self-esteem based on the types of participated UKM and in the aspect of fourth semester (Ability) are explained in figure 7 below.

Based on figure 7 above, it can be seen that aspect 4 (ability) consists of 3 categories (high, medium, low) and generally occurred in the medium category. Specifically, students who has high ability (aspect 4) is a student no. 3 who is a member of the UKM of Mapala Rafflesia (M) semester 2 (A), while student who gains low ability is a student no. 26 who is a member of the UKM of Persada Choir (P), semester 4 (B).

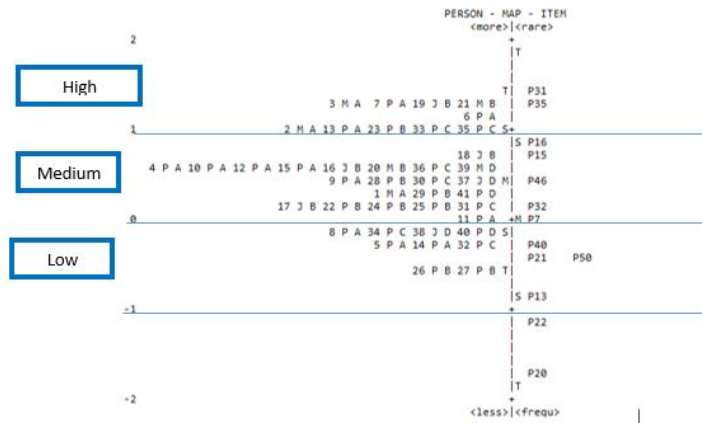


Figure 7. Variable Map of Aspect 4 (Ability)

Discussion

The research results generally point out that the level of self-esteem in the three types of UKM is at a medium level, meanwhile the acquisition of the highest aspect of the three types of UKM (Mapala Rafflesia, Japanese Zone, Persada Choir) is in the significance aspect and the righteousness aspect. In line with the results of this research, students' organizations are said to be able to influence the creation of students' positive self-esteem as supported by a research conducted on students of the Da'wah Faculty in Kota Jambi (Dina Fitriani, Zulqarnain, & Nurbaiti, 2020). Recommendations from the research results suggest that students are advised to join organizations at campus in order to increase their positive self-esteem. One of the student organizations that can be participated or joined is the Students' Activity Unit.

In the students activity unit investigated in this research, especially the students activity unit of Mapala Rafflesia UKM (nature lovers), there are a number of positive activities found that contain elements of togetherness with other members and have rules regarding values that are allowed to do and are not, for example when climbing a mountain it is forbidden to say dirty and destruct the surroundings, related to aspects of self-esteem, namely aspects of significance and righteousness. In the aspect of significance, it shows an acceptance from the surroundings which is characterized by warmth, a good response from the surroundings, and an environmental interest in individuals and vice versa according to their actual self condition (this is found in the Mapala Rafflesia UKM activities, especially when carrying out their activities related to nature). The aspect of righteousness is related to the existence of moral and ethical values that are obeyed by individuals.

Students who are involved in nature lover activities have a relationship with spiritual intelligence which has implications for increasing self-esteem (Saputra & Dhanu, 2017). The spiritual intelligence of nature lover students is influenced by several aspects, namely being able to think flexibly and have high awareness and be able to face problems, know the values that exist and do not cause harm and always seek the truth. This condition is related to the aspects of self-esteem, namely aspects of strength and righteousness. In the aspect of strength, it reflects the existence of an individual's ability to be able to regulate and to control behavior and get recognition for that behavior from others, whereas in the aspect of righteousness, it shows an obedience to follow values, norms, and moral standards that make individuals stay away from behavior which can be harmful and conduct the right behavior. Furthermore, nature lover students generally have quite high physical activity (Lawton, et al., 2017), physical activity carried out by students is believed to be able to increase students' self-esteem and also psychological well-being (Hubbs, et al, 2012; Paquette, et al, 2014). When individuals move, they can produce hormones of happiness, that is endorphins and are able to reduce the cortisol hormone which triggers stress in individuals (Drigas & Mitsea, 2021). Hormones and happiness that arise can be related to the creation of positive self-esteem (Stinson & Fisher, 2020).

With respect to the research data, it is revealed that the lowest students' self-esteem aspect of the students activity unit of Japanese Zone is in the strength aspect. The strength aspect shows the ability to regulate and to control behavior, and get positive recognition from others for controllable behavior. Further, specifically for the individual analysis on the aspect of righteousness, there is a student who is a member of the students activity unit of Japanese Zone (fans of Japanese culture and entertainment) who has the lowest score. The aspect of righteousness is related to the individual's ability to obey the rules and norms that apply in society. For fans of culture and entertainment from Japan, individual positive or negative behavior related to norms and ethics is closely related to the chosen Japanese idol figure (Jusuf, et al., 2022). For instance, if an individual chooses to become Fujoshi (a term for female fans of Japanese anime that tells the romantic relationship between same-sex men), then it is possible that the individual's mindset and behavior will be affected, especially regarding to norms and ethics, especially in Indonesia, which prohibits same-sex relationships. Fujoshi itself is also considered as a community that leads to anti-social and is less liked by the people in Japan itself (Smith, 2021). On the other hand, self-esteem in the community of Japanese culture and entertainment lovers can increase, because of the sense of "mutual belonging" and togetherness that exists in the community. The existence of a common interest is also what causes this "sense of ownership" to develop

and has a positive effect on the self-esteem of the community members (Tague, Reysen, & Plante, 2020). The sense of “mutual belonging” is related to the aspect of significance that shows the attention, care, affection, and expression of love from others as a form of acceptance and popularity, as well as getting a warm attitude and being liked by the environment based on the actual state of oneself. The self-esteem of fans of Japanese culture and entertainment, especially cosplay, is found to be higher than the non-ones (individuals who do not have interest for being a cosplayer), the findings suggest that individuals who have a penchant for cosplay have more opportunities to express themselves through various costumes of Japanese idols they like, thus, that sense of self-esteem can increase (Reysen, et al., 2018), these findings are related to the aspect of ability that indicates being able to show high performance to meet needs, in this case the needs to express according to the characters of entertainment figures in Japan who are loved in cosplay.

In the students activity unit of Persada Choir, the highest gained aspect is in the aspect of righteousness (which shows the ability to obey norms and ethics, and has a positive self-assessment). More specifically, in the individual analysis, there is a member who has the highest score in the aspect of strength, which shows the ability to regulate and to control behavior, and get positive recognition and respect from others regarding the behavior that can be controlled. In accordance to this present research results, the existence of togetherness in singing songs in a repeated and regular time according to the schedule contained in the choir group can increase self-esteem and reduce sadness, including in individuals with cancer who experience sadness and anxiety. The research on the participation of these individuals in a choir group for 12 weeks with a duration of 90 minutes of singing along is defined to be able to increase self-esteem (Fancourt, et al., 2019). The individual participation in choral groups is also said to increase self-esteem and social welfare. The comparison test is carried out on a group of individuals who sing and only listen, the test results show that a group of individuals who sing have a higher level of self-esteem (Boyd, et al., 2020). Other findings also identifies that individual participation in choir groups can increase self-esteem, psychological well-being and mental health (Grocke et al., 2014; Moss, Lynch, & O'donoghue, 2018).

Self-esteem is needed by students to optimize their achievement on the developmental tasks. Universitas students are in the range of age of early adulthood (20-40 years). Some developmental tasks in this case include: (1) developing attitudes, insights, and experiences of religious values (teachings), (2) obtaining or starting to enter a job, (3) choosing a life partner, (4) starting to enter marriage and life for having

a family, (5) nurturing, caring for, and educating children, (6) managing household life, (7) gaining career skills and stability, (8) taking on responsibilities or roles as community members, (9) looking for social groups (colleagues) which are fun (Knowles, Holton III, & Swanson, 2015; Yusuf & Nurihsan, 2014). Efforts to reach self-esteem are parts of human psychological needs. In the hierarchy of needs according to Abraham Maslow, the need for esteem is at the fourth level. If an individual feels that he or she has been recognized, then he or she will develop a need for having a precious-feeling. This need includes two categories, such as: (1) self-esteem which consists of self-confidence, competence, adequacy, achievement and freedom, and (2) esteem from other people including of recognition, attention, prestige, respect and position (status). Getting satisfaction from this need allows an individual to have confidence in her or his abilities and appearance; become more competent and productive in all life's aspects. Contrastively, if a an individual experiences failure, or experiences "lack of self-esteem", then he or she will experience feelings of inferiority (inferior), helpless, lackluster, and lack of confidence in his or her ability to overcome the life's problems he or she faces (Upadhyaya, 2014; Yusuf & Nurihsan, 2014). The hierarchy of needs is completely presented in the figure 8.



Figure 8. Pyramid of Needs by Abraham Maslow

The implication of this research results on guidance and counseling is that guidance and counseling models can be formulated related to the development of students' self-esteem, for instance, the nature-based guidance and counseling model, *Adventure Based Counseling* (ABC). ABC includes a combination of experiential learning, outdoor or in nature education, and group counseling strategies that can be adapted to various settings. ABC combines components of behavioral, cognitive, and affective in an integrated manner and as a process of experience intended to promote positive change (Glass & Myers, 2001). An experience of dissonance in ABC puts an emphasis to feel an unfamiliar environment. By overcoming this dissonance through

mastery of tasks given by the environment the participants believed experienced positive benefits, such as an increase in self-concept related to self-esteem. (Moote Jr & Wodarski, 1997) report that those programs are generally studied, reporting positive outcomes including increased self-esteem, the increase of cooperative behavior and general social and psychological growth. By developing participants' trust in others and improving their communication skills, there is a significance increase in the group cohesion. This allows for a better understanding and ability of peers to express very personal issues (Blood, 2000).

CONCLUSION AND RECOMMENDATION

The conclusions that can be drawn in accordance to the research results are that in general, the students' self-esteem viewed from three types of UKM is in the medium category. In particular, the results of research on the dynamics of the aspect of self-esteem in the UKM of Mapala Rafflesia point out that the highest aspect is relied in the aspect of strength (which indicates the ability to regulate and to control behavior and to obtain positive recognition), and the lowest aspect is the aspect of significance. In the UKM of Japanese Zone, the highest aspect is occurred in the ability aspect (which indicates of being able to show high performance or powerful struggle, as well as being able to face problems) and the lowest aspect is the strength aspect. In the UKM of Persada Choir, the highest aspect of achievement is in the aspect of righteousness (which shows the ability to obey religious values, norms, and ethics as well as has a positive self-assessment), and the lowest aspect is the aspect of ability. The results of this research have an important role for the development of the appropriate guidance and counseling model used to develop students' self-esteem.

The recommendation from the research results is that further researchers can elaborate their target to examine self-esteem profiles based on other types of UKM (besides nature lovers, fans of Japanese culture and entertainment, and choirs) and choose other types of students' organizations such as the Students' Executive Board. In addition, other recommendations are the use of nature-based play guidance and counseling model that can be selected for further research in developing students' self-esteem. Self-esteem is needed by students as a foundation for their life stabilization that develops within the age range possessed in early adulthood, and also to meet psychological needs as individuals, for fortifying them from several negative actions due to low self-esteem, for example being vulnerable as targets of sexual crimes, being influenced by the toxic friendships, and being hopeless in life.

ACKNOWLEDGEMENTS

Best gratitudes are addressed to all related parties who have collaborated in the preparation of this journal article. In particular, a bunch of thanks is also addressed to Miss Siti Nurani, S.Pd., M.Hum., for transferring the language and doing the proofreading for a better article's writing quality.

REFERENCES

- Abidin, S. N. . (2020). *Hubungan Self Compassion dengan Self Esteem Pada Mahasiswa Organisasi Badan Eksekutif Mahasiswa*. Retrieved from <http://repository.unj.ac.id/10255/1/COVER.pdf>
- Adiputra, S. (2015). Keterkaitan self efficacy dan self esteem terhadap prestasi belajar mahasiswa. *Jurnal Fokus Konseling*, 1(2).
- Adiputra, S. (2018). Self-Compassion Profile in Lampung Culture Perspective. *JOMSIGN: Journal of Multicultural Studies in Guidance and Counseling*, 2(1), 8–21.
- Arbabisarjou, A., Zare, S., Shahrakipour, M., & Ghoreishinia, G. (2016). The relationship between self-esteem and academic achievementmotivation in university students. *International Journal of Pharmacy and Technology*, 8(2), 12353–12360.
- Balgiu, B. A. (2017). Self-esteem, personality and resilience. Study of a students emerging adults group. *Journal of Educational Sciences and Psychology*, 7(1).
- Bang, H., Won, D., & Park, S. (2020). School engagement, self-esteem, and depression of adolescents: The role of sport participation and volunteering activity and gender differences. *Children and Youth Services Review*, 113, 105012.
- Blood, B. (2000). The Use of Adventure Based Counseling With Chemically Dependent Deaf Individuals. *Stepping Forward Creative Approaches in Prevention, Treatment and Recovery for Deaf People*, 23.
- Boyd, M., von Ranson, K. M., Whidden, C., & Frampton, N. (2020). Short-term effects of group singing versus listening on mood and state self-esteem. *Psychomusicology: Music, Mind, and Brain*, 30(4), 178.
- Brando-Garrido, C., Montes-Hidalgo, J., Limonero, J. T., Gómez-Romero, M. J., & Tomás-Sábado, J. (2020). Relationship of academic procrastination with perceived competence, coping, self-esteem and self-efficacy in nursing students. *Enfermería Clínica (English Edition)*, 30(6), 398–403.
- Depdiknas, D. P. (2008). *Rambu-rambu Penyelenggaraan Bimbingan dan Konseling*.

- DINA FITRIANI, U., Zulqarnain, Z., & Nurbaiti, N. (2020). *Dampak Berorganisasi terhadap Self Esteem (Harga Diri) Mahasiswa Fakultas Dakwah UIN Sulthan Thaha Saifuddin Jambi*. UIN Sulthan Thaha Saifuddin Jambi.
- Drigas, A., & Mitsea, E. (2021). Metacognition, Stress-Relaxation Balance & Related Hormones. *Int. J. Recent Contributions Eng. Sci. IT*, 9(1), 4–16.
- Fancourt, D., Finn, S., Warran, K., & Wiseman, T. (2019). Group singing in bereavement: effects on mental health, self-efficacy, self-esteem and well-being. *BMJ Supportive & Palliative Care*.
- Febriana, G., Dwityanto, A., & Psi, S. (2016). *Hubungan Antara Harga Diri Dengan Kepercayaan Diri Mahasiswa Psikologi Universitas Muhammadiyah Surakarta*. Universitas Muhammadiyah Surakarta.
- Glass, J. S., & Myers, J. E. (2001). Combining the old and the new to help adolescents: Individual psychology and adventure-based counseling. *Journal of Mental Health Counseling*, 23(2), 104–114.
- Grocke, D., Bloch, S., Castle, D., Thompson, G., Newton, R., Stewart, S., & Gold, C. (2014). Group music therapy for severe mental illness: a randomized embedded-experimental mixed methods study. *Acta Psychiatrica Scandinavica*, 130(2), 144–153.
- Hanum, R., Nurhayati, E., & Riani, S. N. (2014). Pengaruh Body Dissatisfaction dan Self-Esteem dengan Perilaku Diet Mahasiswi Universitas "X" Serta Tinjauan dalam Islam. *Journal Psikogenesis*, 2(2), 180–190.
- Healey, J., & Beauregard, E. (2015). The impact of persistent deviant sexual interests and persistent low self-esteem on sexual homicide. *Criminal Justice and Behavior*, 42(12), 1225–1242.
- Hubbs, A., Doyle, E. I., Bowden, R. G., & Doyle, R. D. (2012). Relationships among self-esteem, stress, and physical activity in college students. *Psychological Reports*, 110(2), 469–474.
- Irawati, N., & Hajat, N. (2012). Hubungan antara harga diri (self esteem) dengan prestasi belajar pada siswa SMKN 48 di Jakarta Timur. *Jurnal Ilmiah Econosains*, 10(2), 193–210.
- Jaaffar, A. H., Ibrahim, H. I., Rajadurai, J., & Sohail, M. S. (2019). Psychological impact of work-integrated learning programmes in malaysia: the moderating role of self-esteem on relation between self-efficacy and self-confidence. *International Journal of Educational Psychology*, 8(2), 188–213.
- Johnson, B. W., Redfield, D. L., Miller, R. L., & Simpson, R. E. (1983). The Coopersmith self-esteem inventory: A construct validation study. *Educational and*

Psychological Measurement, 43(3), 907–913.

- Juniartha, I. G. N., Ruspawan, I. D. M., & Sipahutar, I. E. (2015). Hubungan Antara Harga Diri (Self-Esteem) Dengan Tingkat Stres Narapidana Wanita Di Lapas Klas Iia Denpasar. *Community of Publishing in Nursing*, 3, 14.
- Jusuf, M. R. H., Nikma, D. A. U., Mahbubah, I., Paluvy, N. E., & Surya, S. H. (2022). PERUBAHAN GAYA HIDUP MAHASISWA JURUSAN SOSIOLOGI UNIVERSITAS NEGERI MALANG DENGAN HADIRNYA BUDAYA POPULER JEPANG. *Jurnal Sosialisasi: Jurnal Hasil Pemikiran, Penelitian Dan Pengembangan Keilmuan Sosiologi Pendidikan*, 1(1), 39–45.
- Knowles, M., Holton III, E., & Swanson, R. (2015). *The Adult Learner: the definitive classic in adult education and human resourc development*. Routledge.
- Kolubinski, D. C., Frings, D., Nikčević, A. V, Lawrence, J. A., & Spada, M. M. (2018). A systematic review and meta-analysis of CBT interventions based on the Fennell model of low self-esteem. *Psychiatry Research*, 267, 296–305.
- Lawton, E., Brymer, E., Clough, P., & Denovan, A. (2017). The relationship between the physical activity environment, nature relatedness, anxiety, and the psychological well-being benefits of regular exercisers. *Frontiers in Psychology*, 8, 1058.
- Moote Jr, G. T., & Wodarski, J. S. (1997). The acquisition of life skills through adventure-based activities and programs: A review of the literature. *Adolescence*, 32(125), 143.
- Moss, H., Lynch, J., & O'donoghue, J. (2018). Exploring the perceived health benefits of singing in a choir: an international cross-sectional mixed-methods study. *Perspectives in Public Health*, 138(3), 160–168.
- Mruk, C. J. (2013). *Self-esteem and positive psychology: Research, theory, and practice*. Springer Publishing Company.
- Nwankwo, C. B., Okechi, B. C., & Nweke, P. O. (2015). Relationship between perceived self-esteem and psychological well-being among student athletes. *Academic Research Journal of Psychology and Counseling*, 2(1), 8–16.
- Orth, U., & Robins, R. W. (2013). Understanding the link between low self-esteem and depression. *Current Directions in Psychological Science*, 22(6), 455–460.
- Paquette, L., Brassard, A., Guérin, A., Fortin-Chevalier, J., & Tanguay-Beaudoin, L. (2014). Effects of a developmental adventure on the self-esteem of college students. *Journal of Experiential Education*, 37(3), 216–231.
- Park, J.-Y., & Park, E.-Y. (2019). The Rasch analysis of Rosenberg self-esteem scale in individuals with intellectual disabilities. *Frontiers in Psychology*, 10, 1992.

- Reysen, S., Plante, C. N., Roberts, S. E., & Gerbasi, K. C. (2018). “ *coming Out*” as an *Anime Fan: Cosplayers in the Anime Fandom, Fan Disclosure, and Well-being*.
- Rosenberg, M. (2015). *Society and The Adolescent Self-Image*. Princeton university press.
- Santi, N. N. (2017). Dampak kecenderungan narsiscisme terhadap self esteem pada pengguna facebook mahasiswa PGSD UNP. *Jurnal Dimensi Pendidikan Dan Pembelajaran*, 5(1), 25–30.
- Saputra, Dhanu, T. S. (2017). *Kecerdasan Spiritual Pada Mahasiswa Pecinta Alam*. Universitas Muhammadiyah Surakarta.
- Smith, C. (2021). Becoming illegible: the repatriation of Japanese fan culture in Genshiken. *Journal of Graphic Novels and Comics*, 12(3), 254–265.
- Stinson, D. A., & Fisher, A. N. (2020). Self Esteem and Health. *The Wiley Encyclopedia of Health Psychology*, 615–621.
- Tague, A. M., Reysen, S., & Plante, C. (2020). Belongingness as a mediator of the relationship between felt stigma and identification in fans. *The Journal of Social Psychology*, 160(3), 324–331.
- Upadhyaya, C. (2014). Application of the Maslow’s hierarchy of need theory; impacts and implications on organizational culture, human resource and employee’s performance. *International Journal of Education and Management Studies*, 4(4), 353.
- Yang, J., Dedovic, K., Chen, W., & Zhang, Q. (2012). Self-esteem modulates dorsal anterior cingulate cortical response in self-referential processing. *Neuropsychologia*, 50(7), 1267–1270.
- Yusuf, S., & Nurihsan, J. (2014). *Landasan Bimbingan dan Konseling Edisi ke-8*. Bandung: Remaja Rosdakarya.
- Zeigler-Hill, V. (2013). *Self-esteem*. Psychology Press.