

Research Article

Correlation between Self Concept and Defence Mechanism of Students

Fadhilla Yusri

IAIN Bukittinggi, Indonesia
fadhillayusri@gmail.com

Abstract: Basically every individual has a concept about himself. The concept which has been ingrained in each individual, would influence the behavior of that individuals in various aspects of their life including in facing the problems. Only a little of the students are able to solve the problem well. Sometimes to keep themselves right in a problem, they “form” defense mechanism. This research was conducted to reveal the correlation between self concept and defense mechanism of guidance and counseling students of IAIN Bukittinggi. The population was the entire of guidance and counseling students that consist of 452 students, and 102 samples. The data was collected by using questionnaire that was processed using product moment technique in SPSS 21.0 version. The result shown that there is a significant correlation between self-concept and defense mechanism in facing the problem with the r calculated was 0.433. The strength of the correlation between self-concept and defense mechanism of BK students of IAIN Bukittinggi are at moderate or sufficient.

Keywords: self-concept; defence mechanism; bukittinggi

GUIDENA: Jurnal Ilmu Pendidikan, Psikologi, Bimbingan dan Konseling
Website : <http://ojs.fkip.ummetro.ac.id/index.php/bk>

Received : 2016-11-11. Published : 2016-12-31.



This is an open access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

INTRODUCTION

Basically every individual has a concept about himself. Slameto (1995:182) declared that self-concept is the overall perception of a person has about himself. The self-concept is a self-confidence about the state of a relatively that difficult to be changed. This was confirmed by Thantawy. R (2005:61) which states that self-concept is a descriptive overview and assessment of a person against himself, how he perceives himself. The concept of a person is formed based on his experience and their interactions with others. Furthermore Epstein; Brim; Blyth and Traeger, in Elida Prayitno (2002:119) conclude that the self concept is as an opinion or a feeling or an image of someone

about himself both concerning the physical (material and shape of the body) and psychological (social, emotional, moral, and cognitive) of a person. The self concept of each individual is different.

Djaali (2000:169) revealed that there are four factors that influence the formation of self-concept, they are the ability, the feelings of being meaningful for others, the virtue and the strength. The self concept is initially formed by the feeling to be appreciated or not be appreciated by others. Felker.D in Elida Prayitno (2002:124) suggests that there are three main functions of self-concepts, they are the self-concept as the maintenance of internal consistency, self-concept as an interpretation of

the experience and the self-concept as a set of expectations. The self-concept as the maintenance of internal consistency aims to reject opinions something not right about him. The self-concept of affecting the behavior of individuals. As revealed by Wasti Soemanto (1998:185) that self-concept is one of the important factors that affect behavior. One of the individual conditions that influence him to behave is the concept about himself.

In facing the routines, the people are always faced with different choices of life. The individuals who are unable to face the reality in good are the one who is in trouble. Bimo Walgito (2010:199) stated that the problem is something that arises when there is a difference or conflict among others to achieve the goal, or also often raised when there is a gap between reality and the expectations. The individuals of different ages will have different problems. The students are one of the individuals in a certain age levels. There is a possibility that students who has intellectual community also have problems in their lives.

Too many credit hours, the demands of lecture that have to be resolved, the unconformity correlations with friends, live far away from the family, rarely to establish communication with the parents, the unworthy living conditions, the minimum facilities to study, the unfinished final project, the uncertainty of future careers, as well as other issues are burden their thinking. Not all academics are able to solve the problems of their lives well and logically. In these circumstances the self concept has its own role. The self-concept also affects the individual in dealing with various problems of life.

Many reactions raised by individuals to respond their problem in society. There are individuals who are able to accept problems with positive respond and find a way out right. There are also the people who deny the problems that happen to him. Prayitno (1998:16) said that the problems of individuals can be labeled as one of custom behavior, to defend themselves, contaminated and failed to fulfill their own needs. To overcome the frustration and anxiety, the people use other forms of defense, namely the shift in focus of attention, fantasy, or other ways to neutralize the dangerous propulsion.

Robert Gibson. L and Marianne Mitchell. H, which is translated by Yudi Santoso (2011:43) explained that some of individual ways to reduce the suppressed feelings, the anxiety, stress or problem is to do a good defense mechanism in consciously or subconsciously. Not many of the students are able to overcome the problem for good. Sometimes to defend himself in circumstances in facing a problem, the individuals forms a defense mechanism.

According to M. Surya (1988:33) defense mechanism is the effort to deal with threats that cause anxiety or tension, the ego trying to dominate the dangers by rejecting, adulterating, and blurring the reality. The defense mechanism is functioned to reject or to change the reality, but at the same time it is also to protect the individual from conflict and anxiety. Rita L. Atkinson, et al who translated by Nurdjanah Taufiq (2011:165) also stated that the defense mechanism is a tool to defend someone from the unpleasant anxiety. Actually, this does not fully succeed in calming the tensions and the rest of tensions will appear in the form of anxiety.

Linda.L. Davidoff (1991:96) reveals the main function of this habit is to minimize the anxiety, the inner conflicts and other uncomfortable feelings. At the beginning, the defense mechanism is needed in order to a person can run their function in everyday life. However, after becoming a habit in many ways, this pattern actually can make people condition becomes worst, because it does not solve the problem, but also add things to be taken care of. The forms of defense mechanisms is the result of learning and applying both in normal behavior and pathological. Often, they appear together or in a farrago form. Here are some well known forms of defense mechanisms:

1. Identification. Sofyan S. Willis (2007:60) argues that the identification means imitating someone's way and impersonating in order to that individual is spared from tension. Generally, that identification last in subconsciously, it is rarely do in consciously. Identification is one of the way that used by the person to achieve something that have ever evaporated.

2. Compensation. Carole Wade and Carol Tavris which is translated by Padang Mursalin (2007:196) explains that compensation

happens when someone directing their emotions to objects, animals or others which is not their real emotion target. The individual is not solving the cause of their barrier or the source of their frustration directly, but rather release his anger to others or the another objects which is not risky to his surrounding.

3. Sublimation. Howard S. Friedman and Miriam W. Schustack which is translated by Fransiska Dian Ikarini, et al (2008:97) stated that sublimation is changing impulses, the dangerous being positive motivation can be accepted socially. The individual replaced the dangerous acts or can be punished by the activities and constructive goals. The various activities and the substitute objectives is giving some satisfactions because it is accepted by the society.

4. Repression. Rita L. Atkinson, et al who translated by Nurdjanah Taufiq (2011:216) suggests that repression is self defense through the internal threats. In repression, the impulses and the daunting memories are removed from consciousness. Repression is forgetting the traumatic event or something that can generate anxiety, encouraging the unacceptable fact to unconsciousness, or become not aware of a painful things.

5. Projections. According to Taufik (2009:25) projection is to put nature's own mind on an object outside himself. Unconsciously, the people are afraid of having a number of specific motives, then saw that it in others one. It can also see it in other one a certain idea or feeling. So, with the projection, someone will curse others for his crimes and denied having any such evil impulse.

6. Reaction of Formation. John McLeod which is translated by A.K. Anwar (2008:95) reveals that the formation of reaction is to do self defend from an unacceptable urge into opponents. The formation of the reaction is the replacement of impulses or feelings that cause fear or anxiety toward his opponent consciously. The individual is said to hold a reaction formation is when he's trying to hide the real motives and feelings, and deliver the opposite expressions.

7. Fixation. Sofyan S. Willis (2007:60) stated that fixation is the retention of one's progress on a particular phase. Individuals who are very depend on other individual is one example of self defense with fixation, the

anxiety prevented him for being independent. The fixation appears because the individual does not have dare to take the next step because of the dangers and difficulties ahead.

8. Regression. Robert Gibson. L and Marianne Mitchell. H, which is translated by Yudi Santoso (2011:210) also stated that regression is an attempt to go back to the earlier developmental stage. This is usually occurs when a more mature behavior or hampered proper sense of uncertainty, anxiety, fear, conflict or lack of appreciation. By regression (backward) these individuals can escape from unpleasant circumstances and come back to a previous state he felt full of compassion and a sense of security.

9. Denial. Carole Wade and Carol Tavris which is translated by Padang Mursalin (2007:197) outlines denial occurs when a person refuses to admit that something uncomfortable had happened. Denial protects one's self-image and maintain the illusion unbeaten. When people deny the fact, he considers no or reject their unpleasant experience with a view to protect himself.

10. Rationalization. Howard S. Friedman and Miriam W. Schustack were translated by Fransiska Dian Ikarini, et al (2008:98) explain that rationalization is a mechanism that provides a logical explanation of the actual behavior is driven by unconscious motives inside. Rationalization is often intended as individual enterprises to look for reasons that can be socially acceptable to justify or conceal bad behavior.

According to Robert Gibson. L and Marianne Mitchell. H, which translated Yudi Santoso (2011:210) stated that all defense mechanisms reflect behavioral responses that are designed to protect the individual's self-concept from all painful threats. In real life based on the author's observation, each student based on his experience, the judgment of others against him and her understanding of herself has formed a concept of himself. Likewise, in facing of problems, there are some students who tend to exhibit a high defense mechanism when facing problems. On the other hand there are also students who are capable to face problems without showing exaggerated defense mechanism.

Based on the phenomenon and the above theories the authors are interested to see the

students' self-concept, especially the Department of Guidance and Counseling IAIN Bukittinggi and if anything to do with a defense mechanism shown in facing the problems. This study aims to determine is there a correlation with the concept of self-defense mechanism which is shown by guidance and counseling department students of IAIN Bukittinggi in facing the problems. The hypothesis of this study are:

Alternative Hypothesis (Ha) : There is a significant correlation between self-concept and defense mechanism of Counseling and Guidance students in facing the problem.

Nul Hypothesis (Ho) : There is no significant correlation between self-concept and defense mechanism of counseling and guidance students in facing the problem.

METHOD

This is a quantitative research with correlational research design. A. Muri Yusuf (2005:83) explained that a correlational study is a type of study that see the the correlation between one or more changes in one or several other changes. In a correlation technique, the researchers can determine the correlation of variation in a variable with a different variation. The population in this study were all students of the Guidance and Counseling Department of IAIN Bukittinggi. There 452 students. The sample is done by using the formula proposed by Hadari Nawawi, cited by Margono (2007:123), The formula is

$$n \geq pq \left(\frac{z_{1/2}}{b} \right)^2$$

Information :

n = number of samples

≥ = equal to or greater

p = proportion of population percentage of the first group

q = the proportion of the rest of the population

$z_{1/2}$ = degree of confidence coefficient at 99% or 95%

b = the approximate percentage chances of making an error in determining the sample size

Based on the calculations above, the sample was 118 students. The tool which is used to obtain data about self-concept and the defense mechanism are the questionnaires. The questionnaire used as the designed by the writer by using likert scale. The data analysis techniques used in this study is the product moment formula proposed by Pearson. The data analysis techniques is using simple statistics and correlating the variables was using the Statistical Product and Service Solution (SPSS) 21.0 version.

RESULT AND DISCUSSION

Respondents in this study was 118 students and the research instruments were distributed as well as many respondents. From 118 research instruments which is distributed to the respondents, only 102 instruments that can be processed. The following will describe the results of processing of the questionnaire.

Self concept of guidance and counseling students of IAIN Bukittinggi

The data description is to express the self concept of guidance and counseling students of IAIN Bukittinggi. To see the student's self-concept of guidance and counseling students of IAIN Bukittinggi as a whole can be seen in table 1. Table 1 can be seen that the self concept of guidance and counseling department students of IAIN Bukittinggi is generally categorized as average. This can be seen in the average percentage score that is equal to 61.4% with SD 1. This means guidance and counseling department students of IAIN Bukittinggi has a self-concept at the average level, not too bad nor too good.

Defence Mechanism of guidance and counseling students of IAIN Bukittinggi

The data description is to express the defense mechanism of guidance and counseling students of IAIN Bukittinggi. To see the defense mechanism of guidance and counseling students of IAIN Bukittinggi as a whole can be seen in Table 2.

From the table 2, it can be seen that the defense mechanism of guidance and counseling students of IAIN Bukittinggi is generally categorized as average. This can be seen in the average percentage score that is equal to 58.4% with SD 1. This means the guidance and counseling students of IAIN Bukittinggi has a defense mechanism at the average level, not too bad nor too good.

Table 1. Self Concept

No	Self Concept Aspect	Deskriptif Statistik					
		Mean		SD	Range	Skor	
		Skor	%			Min	Max
1	Self concept dealing with material aspect	3,5	59,9	1,1	4	1	5
2	Self concept dealing with condition physical	3,5	60,7	0,9	4	1	5
3	Self concept dealing with social aspect	3,9	67,2	1	4	1	5
4	Self concept dealing with emotional aspect	3,6	62,3	1	4	1	5
5	Self concept dealing with morality aspect	3,6	61,6	1	4	1	5
6	Self concept dealing with intellectual aspect	3,3	56,5	1	4	1	5
Rata-rata		3,5	61,4	1	4	1	5

Table 2. Defence Mechanism

No	Defence Mechanism Aspect	Deskriptif Statistik					
		Mean		SD	Range	Skor	
		Skor	%			Min	Max
1	Defence mechanism dealing with identification aspect	3,1	53,6	1,04	4	1	5
2	Defence mechanism dealing with compensation aspect	4,1	70,8	1	4	1	5
3	Defence mechanism dealing with sublimation aspect	3,8	66,2	0,9	4	1	5
4	Defence mechanism dealing with repression aspect	2,4	42,2	0,9	4	1	5
5	Defence mechanism dealing with projections aspect	3,4	58,7	1	4	1	5
6	Defence mechanism dealing with reaction of formation aspect	3,6	62,9	1,1	4	1	5
7	Defence mechanism dealing with fixation aspect	3,2	54,5	1	4	1	5
8	Defence mechanism dealing with regression aspect	3,9	67,5	1	4	1	5
9	Defence mechanism dealing with denial aspect	3,3	57	1,1	4	1	5
10	Defence mechanism dealing with rationalization aspect	2,9	50,4	1,1	4	1	5
Rata-rata		3,4	58,4	1	4	1	5

Research Hypothesis Testing

The hypothesis of this research is there is a significant correlation between the self concept and defense mechanism which is shown by the guidance and counseling department students of IAIN bukittinggi in facing the problem.

The criteria:

- Ho is accepted and Ha is rejected if the probability (2-tailed sig) \geq alpha ($\alpha = 0.05$) or r calculated $< r$ tabel
- Ho is rejected and Ha is accepted if the probability (2-tailed sig) \leq alpha ($\alpha = 0.05$) or r calculated $> r$ tabel

The hypothesis was selected by analytical statistic by using Pearson Product Moment technique with SPSS version 21.0.

Table 3. Results of Analysis

Correlations			
		Self Concept	Defence Mechanism
Self Concept	Pearson Correlation	1	.433**
	Sig. (2-tailed)		.000
	N	102	102
Defence Mechanism	Pearson Correlation	.433**	1
	Sig. (2-tailed)	.000	
	N	102	102

**. Correlation is significant at the 0.05 level (2-tailed).

Based on table 3 above, it can be seen that the probability (Sig. 2-tailed) of the correlation between self concept and defense mechanism of guidance and counselling students of IAIN Bukittinggi in facing the problem is 0,000 or the probability is under alpha of 0.05 ($0.000 < 0.05$) and r calculated $>$

r tabel which is 0.433 while the r table is 0.164 with df 101. If p is smaller than α and r calculated $>$ r tabel, it means there is a significant correlation between self concept and defence mechanism which is shown by the guidance and counseling department students of IAIN Bukittinggi in facing the problems.

Based on the calculations above, the H_0 is rejected and H_a is accepted. It means there is a positive and significant correlation between self concept and defense mechanism which is shown by the guidance and counseling students of IAIN Bukittinggi in facing the problems. Thus the correlation way is positive, it means that the higher one's self-concept, it is predicted that the higher their ability to control their defence mechanism in the facing the problems. From the gaining, it can be seen the strength of the correlation between the self-concept and defence mechanism which is shown by the guidance and counseling students of IAIN Bukittinggi in facing the problems.

Based on the calculation of Pearson product moment for this research, the data obtained that r calculated is 0.433. Thus the strength of correlation between self-concept and defense mechanism which is shown by the guidance and counseling department students of IAIN Bukittinggi in facing the problems is on moderate or sufficient level.

Based on the description of the data, it was revealed that the self concept of guidance and counselling students of IAIN Bukittinggi is in middle level, the average score is 61.4% and the SD is 1. This means that the student of the guidance and counseling department students of IAIN Bukittinggi has been able to perceive, assess and accept themselves well. The results of this research was supported Thantawy. R (2005:61) opinion which is stated that the self-concept is a descriptive overview and someone's assessment toward himself, how he perceives himself. The concept is formed on his experience and the results of their interactions with others.

The description of data about defence mechanism of guidance and counseling department students of IAIN Bukittinggi is in middle category, with a percentage of average scores is 58.4 and SD is 1. This means that in dealing with the problems, the students show various forms of defence mechanism in a moderate level. Linda.L. Davidoff (1991:96) reveals the main function of this habit is to minimize anxiety, inner conflicts and other uncomfortable feelings. This self defence

mechanism becomes unhealthy when it appear the adverse behavioral and emotional problems. Individual self-defence mechanism is usually appear in the form of certain behavior.

The results of data analysis and hypothesis testing in this study can be accepted. Thus, it can be said that there is a positive and significant correlation between self-concept and defence mechanism which is shoens by the guidance and counseling department students of IAIN Bukittinggi in facing the problems. Based on the calculation of Pearson product moment for this research, the data of the probability obtained (Sig. 2-tailed) of 0.000 or the probability is under alpha of 0.05 (0.000 $<$ 0.05) and r calculated $>$ r tabel 0.433 while r tabel is 164 with df 101. Based on the calculations above, the H_0 is rejected and H_a is accepted, it means there is a positive and significant correlation between self-concept and defence mechanism which is shown by guidance and counseling department students of AIN Bukittinggi in facing the problems. Thus, the correlation is in positive way and the strength of the correlation is moderate or sufficient.

The results of this study is supported by Robert Gibson. L and Marianne Mitchell. H opinion, which translated Yudi Santoso (2011:210) stated that all defense mechanisms reflect behavioral responses that are designed to protect the individual's self-concept from all threats painful. The various kinds of defence mechanisms are often only cover the real problem, it makes the problem remains and continues to influence its behavior. Self-defence mechanism which is shown is a kind of behavior which is influenc the self concept to protect himself.

CONCLUSION

Based on the earlier research, it can be concluded that there is a positive and significant correlation between self-concept and defence mechanism which is shown by the guidance and counseling department students of IAIN Bukittinggi in facing the problems. The correlation is in positive way which is meant that the higher one's self-concept, it is predicted that the higher the ability to control the defence mechanism in facing the problems. The strength of the correlation to self-concept

and defence mechanism which is shown by guidance and counseling department students of IAIN Bukittinggi in facing the problems are in moderate or sufficient.

Based on the conclusion above, the researchers gave some suggestions as follows. The students of guidance and counseling department are expected to have a positive view on their own ability both in physical and psychological aspects. Then students are expected to utilize academic advisor to assist in developing a positive self-concept and to overcome their problems. In addition, students can consult or doing counseling with a counselor in IAIN Bukittinggi.

REFERENCES

- A.Muri Yusuf. 2005. Metodologi Penelitian. Padang: UNP press.
- Atkinson, Rita L, dkk. 2011. Pengantar Psikologi (Alih Bahasa: Nurdjannah Taufiq dan Agus Dharma). Jakarta: Erlangga.
- Burns.R.B. 1993. Konsep Diri (Teori, Pengukuran, Perkembangan dan perilaku). (Alih Bahasa: Eddy). Jakarta: Arcan.
- Calhoun, James. F dan Acocella, Joan Ross. 1990. Psikologi tentang Penyesuaian dan Hubungan Kemanusiaan (Alih Bahasa: R.S. Satmoko). Semarang: IKIP Semarang Press.
- Davidoff, Linda.L. 1991. Psikologi Suatu Pengantar (alih Bahasa: Mari Juniati). Jakarta: Erlangga.
- Djaali. 2000. Psikologi Pendidikan. Jakarta: Program Pascasarjana UNJ.
- Elida Prayitno.2002. Psikologi Perkembangan Remaja. Padang: UNP Press.
- Friedman, Howard S and Schustack, Miriam W. 2008. Kepribadian (Alih Bahasa: Fransiska Dian Ikarini, dkk) Jakarta: Erlangga.
- Gibson, Robert L and Mitchell, Marianne H. 2011. Bimbingan dan Konseling (Alih Bahasa: Yudi Santoso) Yogyakarta: Pustaka Pelajar.
- Hall dan Linzey. 1995. Psikologi Kepribadian 1, Teori-teori Psikodinamis. Jakarta: Erlangga.
- Hardy, Halcolm dan Heyes, Steve. 1988. Pengantar Psikologi (Alih Bahasa: Soenardji). Jakarta: Erlangga.
- McLeod, Jhon. 2008. Pengantar Konseling Teori dan Studi Kasus (Alih Bahasa: A. K. Anwar). Jakarta: Kencana.
- M. Surya. 1988. Dasar-dasar Penyuluhan (Konseling). Jakarta: Dirjen Dikti.
- Prayitno dan Erman Amti. 1994. Dasar-dasar Bimbingan dan Konseling. Jakarta: Rineka Cipta.
- Santrock, John,W. 2003. Life-Span Development: Perkembangan Masa Hidup (Alih Bahasa: Shinto B. Adelar dan Sherly Saragih). Jakarta: Erlangga.
- Slameto. 1995. Belajar dan Faktor-faktor yang Mempengaruhinya. Jakarta: Rineka Cipta.
- S. Margono. 2007. Metodologi Penelitian Pendidikan. Jakarta: Rineka Cipta.
- Sofyan S. Willis. 2007. Konseling Individual Teori dan Praktek. Bandung: Alfabeta.
- Taufik. 2009. Model-Model Konseling. Padang: UNP Press.
- Wade, Carole and Tavis, Carole. 2007. Psikologi (Alih Bahasa: Padang Mursalin dan Dinastuti) Jakarta: Erlangga.
- Wasty Soemanto. 1998. Psikologi Pendidikan. Jakarta: Rineka Cipta.