

Research Article

Student's Self Concept of Dayak Ethnic of West Borneo

Yenni Rizal

IKIP PGRI Pontianak, Indonesia
rizalyenni@yahoo.co.id

Abstract: This research purposes describing student's self concept of Dayak ethnic of West Borneo. The used instrument to identify concept of student self of Dayak ethnic is self's concept scale that has been valid. This research subjects are 108 dayak students of three senior high schools. The conducted research procedure is utilizing quantitative research - survey cross-sectional. Sample decision is chosen by convening sampling, that is chosen sample with ease consideration. The data analysis which resorted is percentage. Based on result of research finding, generally, describing student's self-concept of Dayak ethnic is in very high category, includes perceptual aspect(physical self-concept),conceptual (psychological self-concept),and attitudinal. To summarize this research, students of dayak ethnic have very high category of self concept, however, if it is compared with five other ethnic at Pontianak, student's self concept of Dayak ethnic of West Borneo hold the worst result.

Keywords: concept of self; dayak ethnic students

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

Received : 2016-10-10. Published : 2016-12-31.



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INTRODUCTION

Complicated problems are experienced by human, often even almost all people, actually it comes from yourself which showed in attitude its self. Fitts (Hendriati Agustiani 2006;139) self-concept strongly influenced to the someone's attitude, unconsciously, they created chain of problems that rooted from concept of self problem. Using the ability of thinking and assessing, people prefer to value various of its self and something or other people, moreover it believed in indefinite objective perception. It indicates that the society positively has not have its self-concept yet. Self concept can be described as perception

(sight) of assessment and someone's feeling for its self, it is either physic, psychology or, social that formed by passed experience from environment interaction.

Adolescent is part of society and a group of potential human, nevertheless, based on research of the case that happened in the real range that shows number of teenagers are appearing in negative self's concept. The obtained data (Yenni Rizal: 2009) indicated the self concept of adolescent at one of school at West Borneo was not great and supported by advanced research (Yenni Rizal: 2012) at Senior High school all over Pontianak – West Borneo – also delivered that teenager's self concept

level was not optimal. Be based on gained data from Social Department of West Borneo which takes social rehabilitation, the negative self concept of teen broadly is raise progress of teen's mischief from year to year.

The previous discovery appended student's self concept of Dayak ethnic held the lowest score when it compared with other ethnics. The writer provides the table of result of some ethnics' self concept research:

Table 1. Preliminary Study of Per Ethnic Self Concept (Year 2009).

ETHNICS	Perceptual	Conceptual	Attitudinal
Buginese	77,87%	65,83%	73,56%
Chinese	78%	68%	78%
Batak	73,72%	69,93%	73,72%
Madurese	77.65%	71.07%	76.89%
Dayak	75.79%	56.71%	67.06%
Javanese	70,24%	64,12%	77,68%
Malay	71,67%	66,71%	73,72%

Table 1 and 2 of preliminary study at one of senior high school in Pontianak (year 2009) showed Dayak Ethnic had the lowest number of percentage of self-concept on conceptual and attitudinal aspect; furthermore, the further study of all over senior high school in Pontianak on 2012 presented that some ethnics of research subject - Buginese, Chinese, Batak, Madurese, Dayak, Javanese and Malay – summarized that Dayak ethnic had the lowest percentage of positive self-concept as served at table 2.

Refer to fact of research result which showed Dayak ethnic students self-concept were lower than other ethnics when it is compared, so that, we necessary to increase adolescent self-concept of Dayak ethnic because it is influenced by some factors – culture difference and the life-style that created negative stereotypes. Moreover, the way of life of Dayak ethnics are leaning on not used to save money because they have accustomed to rely on nature resources, lack of being participated, extremely respecting their culture norms and regulations (law of tradition), less oriented to the successful life or carrier, not being prominent during discussion and lack of superior characteristic. Negative stereotype from the way of life or Dayak ethnic is also formed by valuing of other ethnics. Heru Cahyono (2008:55) explained that Dayak is seen as inferior people by other ethnics. This is supported by invention of Bappeda of West Borneo on 2006, social prejudice or stereotype among ethnics especially at West Borneo delivered that stereotype of Dayak ethnics are ancient, reluctant, drunken, wasteful and slipshod.

Through the research, how the indication of Dayak self-concept generally will be found with these aspects: perceptual (physical self-concept), conceptual (psychological self-concept), attitudinal. Guidance and counseling teacher, with the real indications of self-concept of Dayak ethnic, are able to identify students who have bad self-concept so that the teacher can determine the steps of efforts of handling in guidance and counseling service.

Table 2. General Idea of Self Concept Per Ethnic Students All Over Pontianak (Year 2012).

SCHOOL	ETHNICS						
	MALAY	BUGINESE	CHINESE	JAVANESE	BATAK	MADURESE	DAYAK
SMA N 5	73.77%	67.57%	64.08%	70.71%	72.41%	61.27%	67.68%
SMA N 6	67.73%	65.28%	65.02%	68.77%	66.93%	67.52%	50.53%
SMA N 7	65.67%	76.72%	64.57%	64.98%	63.06%	67.59%	51.09%
SMA N 8	74.46%	68.57%	62.29%	68.82%	76.07%	63.05%	80.28%
SMA N 2	84.86%	73.71%	70.98%	75.98%	75.13%	68.57%	77.77%
TOTAL	73.30%	70.37%	65.39%	69.85%	70.72%	65.60%	65.47%

METHOD

The used method of research is descriptive method with study survey research. The utilized data collecting technique is indirect communication by using self-concept scale; the wanted data was submitted then descript in written statements. This self-concept scale, with 4 given alternative answer are very suitable, suitable, not suitable and very not suitable, requested the students to mark "checklist" the questions that appropriated to themselves. The score of positive question with alternative answer of "very suitable" is 4; "suitable" is 3; "not suitable" is 2; and "very not suitable" is 1. While the score of negative question for alternative answer "very suitable" is 1; "suitable" is 2; "not suitable" is 3; and "very not suitable" is 4.

This research, for identifying case subject, used descriptive statistic, this analyzed data by describing them that have been collected as these were exist with making valid conclusion for generality. Descriptive statistic of this research provided data by counting the percentages.

Deciding the score or measurement categories are needed before describing student's self-concept quantitatively. The categories of result percentage of self-concept psychology are very high, high, low, and very low.

RESULT AND DISCUSSION

Descriptive

Table 3. Self-Concept of Dayak Student of State Senior High School 5 Pontianak

Variable and Aspect	Actual Score	Ideal Score	%	Category
Self-Concept	5271	7200	73,20 %	Very High
1. Perceptual (physical self-concept)	1629	2160	75,41 %	Very High
2. Conceptual (psychological self-concept)	1952	2880	67,77 %	High
3. Attitudinal	1690	2160	78,24 %	Very High

Over all, the obtained result of SMA N 5 shows self-concept of Dayak Student at score 73,20% in "very high" category, it achieved score 74,51 in "very high" category of Perceptual

aspect (physical self-concept), it is scored 67,77 in "high" category of conceptual aspect (psychological self-concept) and 78,24 score reached "very high" category of Attitudinal aspect.

Table 4. Self-Concept of Dayak Student of ABDI WACANA Senior High School Pontianak

Variabel and Aspect	Actual Score	Ideal Score	%	Category
Self-Concept	5447	7200	70,92 %	Very High
1. Perceptual (physical self-concept)	1650	2160	71,61 %	Very High
2. Conceptual (psychological self-concept)	1650	2040	66,40 %	High
3. Attitudinal	1757	2160	76,37 %	Very High

The whole obtained result from Abdi Wacana Senior High School Pontianak indicates self-concept of Dayak with score 70,92% in "very high" category, from Perceptual aspect (physical self-concept) reached 71,61 score in "very high" category, conceptual aspect (psychological self-concept) raised 66,40 score with "high" category, and Attitudinal aspect which 76,37 score with "very high" category.

Table 5. Self-Concept of Dayak Student of State Senior High School 8 Pontianak

Variable and Aspect	Actual Score	Ideal Score	%	Category
Self-Concept	1698	2400	70,75 %	Very High
1. 1. Perceptual (physical self-concept)	519	720	72,08 %	Very High
2. Conceptual (psychological self-concept)	635	960	66,14 %	High
3. Attitudinal	544	720	75,55 %	Very High

Overall, acquired result of State Senior High School 8 shows self-concept of Dayak students which is scored 70,75% in "very high" with Perceptual aspect (physical self-concept) that got 72,08 score of "very high" category, from conceptual aspect (psychological self-concept) reached 66,14 score in "high" category and Attitudinal Aspect is scored 75,55 with "very high" category,

Table 6. Self-Concept of All over Dayak Student

Variable and Aspect	Actual Score	Ideal Score	%	Category
Self-Concept	12416	17280	70,92 %	Very High
1. Perceptual (<i>physical self-concept</i>)	3798	5184	71,61 %	Very High
2. Conceptual (<i>psychological self-concept</i>)	4341	6912	66,40 %	High
3. Attitudinal	3991	5184	76,37 %	Very High

The results that are gotten commonly shows self-concept of Dayak ethnic with score 70,92% in “very high” category which scored Perceptual aspect (physical self-concept) 71,61 at “very high” category, it gained 60,44 score from conceptual aspect (psychological self-concept) with “high” category and Attitudinal aspect that is 76,37 score in “very high” category, however, this research did not purpose to observe the result of all self-concept of Dayak student, but this is focus on instruments of psychology scale that have been expanded in this research so that it is able to identify Dayak student who has low self-concept. In addition, the identification towards low self-concept Dayak student not only based on the spreading result of psychology scale but also supported by a number of data which might be support as reference for every guidance and counseling teacher at school which follow-up research will be conducted, this related to the applied model. Besides, the used supporting data is observation that carried out by researcher toward applicant research subject, and various noted report of student’s self-concept at school.

This research present self-concept of Dayak student by identifying, the obtained result in this research of five schools in Pontianak, West Borneo showed that self-concept of Dayak students has reached a great category either because of better education implication for city environment of Pontianak or because of having kinds of ethnics when it was compared with other regions which dominated by certain ethnics. This discovery supported the research result (Mars, H.W & Martin, A.J : 2011) which explained that self-concept is implication form of educational practice, education will form good self-concept toward students, for instance, students want to

admit their mistake, express feeling well, accept people’s criticism, behave as suitable as culture tradition norm which is different from others, avoid the feeling is endeared and seen by people from different culture so that the students are able to be friends to these people, give warmth and solidarity of among culture tradition friendship, be optimistic to the universal competition with different culture background to achieve the achievement, not create their own group or only gather with the same ethnic and be confident because they were from certain ethnic.

To support the search result (Bong, M & Skaalvik, E.M:2003) which said the social experience authority is one of self-concept form factor. This statement is one of research weaknesses which not conducted at one majority area of Dayak student but at multi-ethnics area so that the students have good enough social experience in building great self-concept, the research consideration is carried out is not to identify self-concept particularly but how the instrument in attitude scale form can be used identifying student’s self-concept.

Self-concept of Dayak student, in this research, shows great result and it is incompatible from the preliminary research (Yenni Rizal:2009) which concluded that self-concept of Dayak student reached the lowest score of other ethnics at one of school in Pontianak, West Borneo. Moreover, it is in accordance with Heru Cahyono’s opinion (2008:55) that Dayak society is recognized as inferior people.

Here are the ways of life of Dayak ethnic, they are disposed to not save money because their life relies on the nature, not participate mostly, highly hold their culture norms and laws (laws of tradition), not respect the valid regulations, not being involved at successful life and carrier, not being prominent during discussion and lack of superior characteristic. Negative stereotypes of Dayak life style is formed by considering of other ethnics which gave their sight and assessment toward their way of life. Better social experience students obtained, better the self-concept is formed.

CONCLUSION

This research is important to identify student's self-concept which influence attitude strongly, the students who has positive and good self-concept can help their feeling and themselves perception, either physic, mental or social which gained by through the experienced experience during their interaction to the environment, so that, students become adolescent who has ability to solve conflict or problem of attitude. This research did not show that self-concept of Dayak student is in low category because of the better educational implication and environment with various cultures as the supporting factor of student self-concept building to be better and more positive.

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