



The Effect of Providing Self-Love Education to Increase Happiness in Grade I Students of SMKS Al-Fajar

Yenni Merdeka Sakti¹  Miskah Afriani²  Asrul³ 
 Wanna Zhirah Amelia⁴ 

¹²³ Program Studi Psikologi Institut Kesehatan Helvetia, Medan, Indonesia

*Corresponding Author: yennisakti87@gmail.com

Article Info

Article history:

Received :
 Revised :
 Accepted :
 Available online
<http://jurnal.uinsu.ac.id/index.php/analytica>

E-ISSN: 2541-5263

P-ISSN: 1411-4380

How to cite:



This is an open access article under the [CC BY-NC](https://creativecommons.org/licenses/by-sa/4.0/) license

ABSTRACT

Self love is a person's way of loving themselves and treating themselves well. Individuals who have self-love will increase happiness within themselves. Providing education regarding the importance of self-love is also very important, especially during the transition period between the adolescent development period and the early adulthood period. The aim of this research is to find out the effect of providing self-love education in increasing happiness in class I students at SMKS Al-Fajar. This research uses quantitative methods. The research population was 50 people who were class I students at SMKS Al-Fajar Sei Mencirim and the sample in this study was 25 people. The sampling technique used in this research was purposive sampling. The measuring instrument used is a questionnaire, namely the happiness scale questionnaire. Hypothesis testing in this research was carried out using t-test analysis. Based on the results of data analysis, it shows that using lecture, discussion and question and answer methods using video learning and Microsoft Power Point with Self Love and Happiness material obtained an average pre-test score of 124,840 and post-test of 144,280. Based on the results of hypothesis testing, the post-test t result was 6.583 and the significance value was 0.294. The significance value states that it is greater than 0.05, so it can be said that there is no significant difference. In this research, self-love has a relationship with the happiness of grade I students at SMKS Al-Fajar.

Keywords: Self Love, Happiness, SMKS Al-Fajar

ABSTRAK

Self love merupakan cara seseorang untuk mencintai dirinya sendiri dan memperlakukan dirinya dengan baik. Individu yang memiliki self love akan meningkatkan kebahagiaan (happiness) di dalam dirinya. Pemberian edukasi mengenai pentingnya self love juga sangat penting terutama pada masa-masa transisi antara periode perkembangan remaja menuju periode dewasa awal. Tujuan penelitian ini adalah untuk mengetahui bagaimana pengaruh pemberian edukasi self love dalam meningkatkan kebahagiaan (happiness) pada siswa kelas I SMKS Al-Fajar. Penelitian ini menggunakan

metode kuantitatif. Populasi penelitian berjumlah 50 orang yang merupakan siswa kelas I di SMKS Al-Fajar Sei Mencirim dan sampel dalam penelitian ini berjumlah 25 orang. Teknik pengambilan sampel (sampling) yang digunakan pada penelitian ini adalah purposive sampling. Alat ukur yang digunakan berupa kuesioner, yaitu kuesioner skala kebahagiaan. Pengujian hipotesis dalam penelitian ini dilakukan dengan menggunakan analisis uji- t. Berdasarkan hasil analisis data menunjukkan bahwa penggunaan metode ceramah, diskusi, dan tanya jawab menggunakan pembelajaran video dan Microsoft Power Point dengan materi Self Love dan Kebahagiaan diperoleh nilai rata-rata pre-test sebesar 124,840 dan post-test sebesar 144,280. Berdasarkan hasil pengujian hipotesis, hasil post-test t hitung sebesar 6,583 dan nilai signifikansi sebesar 0,294. Nilai signifikansi menyatakan lebih besar dari 0,05, maka dapat dikatakan tidak ada perbedaan yang signifikan. Dalam penelitian ini, self love memiliki hubungan dengan kebahagiaan siswa kelas 1 SMKS Al-Fajar.

Kata Kunci: Self Love, Kebahagiaan (Happiness), SMKS Al-Fajar

1. INTRODUCTION

In adolescence, many teenagers do not know themselves. "Who am I?" is the big question to establish his existence in this world. As a result of ignorance of himself, many teenagers are busy talking about the strengths of others as well as their shortcomings. Many bad effects are caused by ignorance of oneself such as, not knowing what he wants so that he will be confused and have no direction in his life, having many regrets because he tends to do something impulsively or without careful consideration, often changing his mind because he tends to do something for the reason of trial and error, feeling less confident because he feels inferior seeing the results of the achievements that others achieve.

In Indonesia alone, juvenile delinquency behavior occurs a lot and increases every year, this is evidenced from data from the Central Statistics Agency (BPS). According to BPS data in 2016 (in Choirunisa, 2018), in 2013 juvenile delinquency cases reached 6325 cases, in 2014 reached 7007 cases, in 2015 reached 7762 cases, and in 2016 reached 8597. In other words, the juvenile delinquency rate increased by 10.7 percent in the period 2013-2016. Cases of juvenile delinquency that are rife include brawls, skipping school, theft, murder, promiscuity, and drugs.

According to Chaplin (2006) the greater impact of unhappiness is the emergence of depression, stress, anxiety and behavioral deviations. Unhappy teens tend to feel negative affection which can lead to unhappiness.

According to Here & Priyanto (2014), adolescents who are dominant have negative affections such as depression and have low life satisfaction levels, adolescents tend to experience unhappiness. Such negative affection will develop into protracted sadness in adolescents (Amperawan et al., 2014).

Negative affection is described as individuals who feel sad, disappointed, confused, hopeless, and helpless. Hartati (2017) states that the unhappiness felt by adolescents can come from internal factors, namely themselves. There are other factors that influence adolescent unhappiness, namely relationship problems such as betrayal, feeling shunned by the environment, separation, disrespect, and problems with others (Renanita et al., 2012).

Self love is defined as loving yourself. In addition, self-love is a way for a person to love himself and treat himself well. It's like something we create or do that shows that we love ourselves and treat ourselves well. Loving yourself can avoid being a people pleaser. That is, self-love makes teenagers know healthy boundaries for themselves. By loving yourself makes teenagers happier with the circumstances they experience.

Happiness is an important part of an individual's life and is a condition that people of all ages and walks of life want to achieve (Argyle, 2001). Happiness not only revolves around the phenomenon of feeling happy, good or extraordinary experienced, but also feeling good as a whole, namely socially, physically, emotionally, and psychologically (Froh, Bono, & Emmons, 2010). Happiness can help overcome problems that may be experienced by adolescents, because happiness can be an antecedent or stimulus of various benefits, for example: mental health (Chaplin, Bastos, & Lowrey, 2010), so happiness is considered very important in adolescents (Diener in Argyle, 2001).

Happiness can provide motivation, enthusiasm, and encouragement for adolescents in undergoing various activities both at school and outside school. Adolescents will also be more encouraged to think positively, not prejudiced, and be more positive towards others and themselves. Meanwhile, unhappy conditions can have a negative impact that can interfere with life. Unhappy teenagers will have sadness in themselves that can affect those around them negatively, in addition to being difficult to concentrate, unfocused and happy to be alone.

Based on its intensity, happiness in adolescence can be classified into: (1) momentary happiness or in everyday life, (2) intermediate happiness about acceptance and satisfaction with oneself and what it has, (3) happiness in a relatively fixed / constant level related to positive states achieved in the strand of growth and development, developmental tasks, needs and personal adjustments which he managed to achieve (in Mappiare, 1982).

Self Love

Loving yourself is dynamic and needs to be built from within. If an individual has understood the concept of self-love and instilled the concept of self-love in himself, then the individual can accept his shortcomings and advantages, and can face himself (Khoshaba, 2012). According to Erich Fromm (1957), self-love is a psychological orientation about oneself that is egocentric.

The concept of love of praise is a term of self-love that individuals use to gain some approval / opinion from others that is favorable or a positive affective attitude. Self love in this sense is also often referred to as love of honor, love of self-esteem, or love of praise. Self-love relies on a more complex cognitive structure in which the individual must understand himself as part of a social context with certain normative standards.

Furthermore, the concept of due pride is the term self love which is connected to the idea of self-esteem, self-recognition, and pride. Pride in this case is understood as a potentially appropriate, moderate, and morally acceptable positive attitude. Self-love as pride indicates that the individual in principle considers oneself worthy of approval and that it involves some positive self-evaluation. Pride does not imply that individuals perceive themselves as better than others, nor do they necessarily have competitive tendencies.

Excessive pride is a term of self love which means excessive pride. This concept was one of the most extreme conceptions of self-love in the eighteenth century. Another term for excessive pride is *propur amour*, or excessive narcissism. Self-love as excessive pride can be interpreted as an exaggerated form of self-love as self-esteem. Basically this pride involves a tendency towards competitive behavior and an individual's belief in feelings of superiority over others. Self love as excessive pride is different from self love as due pride. Self-love as excessive pride is defined not

only by inappropriate positive self-evaluation, but also by the tendency to compare oneself to others.

The last concept of self love in the eighteenth century was respect of self. Butler illustrates that respect of self refers to self-expression of the principle of self-respecting human nature. Butler's concept of self-love has been influential in the writings of Henry Home, Adam Ferguson, Thomas Reid, Dugald Stewart and even Francis Hutcheson. According to Butler, the self that is the object of self-love is the true nature of the individual as designed by God.⁹ Thus, it is not the actual or empirical self of the individual, but the normative self that the individual must be aware of in self-development.

Self love itself in popular dictionaries has the origin of two words, namely, self and love. The word self means self¹¹; And love means love. So, simply based on the translation of these two words, self love means the concentration of love towards oneself. According to Andrea Brandht Ph. D., M. F.T. the definition of self love is accepting what is called weakness, appreciating what is called weakness because it makes the individual who he is, and having compassion for himself.

Happiness

In Indonesian big dictionary, happiness is defined as a state of pleasure and tranquility, and free from everything that is troublesome. Seligman (2013) defines happiness as an enjoyable life by believing in what is chosen for the sake of the choice itself. Seligman once stated that happiness does not need to seek a completely correct understanding. Happiness is subjective, there will be different meanings about happiness. Seligman also added that happiness plays a big role in human life, positive effects will be obtained if individuals achieve happiness such as being more objective in thinking or acting, living life with enthusiasm and so on will have a positive impact on all aspects of life lived.

Lazarus (in Franken, 2002) defines happiness very interestingly, that is, as a way of making reasonable progress steps to realize a goal. With the definition above, humans are required to be more proactive in seeking and obtaining happiness. The definition put forward by Lazarus places happiness which has been seen as a mere affective aspect to enter and be in the logical and cognitive space of humans so that it can be realized with clear steps. Furthermore, Lazarus (in Franken, 2002) also said that happiness represents a form of interaction between humans and the environment. In this case, man can be happy alone and happy for himself, but on the other hand he can also be happy for others and for others.

This also provides another reality that happiness is not egositic but can be shared with other people and the surrounding environment.

Based on the definition above, it can be implied that happiness is a state that is pleasant, peaceful, peaceful, and has the right to choose life choices and is free from all troublesome things.

2. RESEARCH METHODE

This study used quantitative methods. A quantitative approach is research that uses data analysis in the form of calculations, formulas, and certainty of numerical data or numbers. Quantitative approaches are used to examine certain populations or samples, data collection using research instruments, statistical data analysis, with the aim of testing hypotheses that have been established (Sugiyono, 2007).

The location of this research is at SMKs Al-Fajar Sei-Mencirim. This study began with the provision of questionnaires and continued with research in June-July 2023. The population in this study was grade I students at SMKs Al-Fajar Sei Mencirim. The population in this study was 50 students. The sampling technique used in this study is Purposive Sampling. Sample selection is

based on the following characteristics: grade I students of SMKs Al-Fajar Sei Mencirim and students who have a low level of happiness.

The sampling technique used in this study is Purposive Sampling. Sample selection is based on certain characteristics that are considered to have a relationship with previously known population characteristics. The data in this study used primary data, namely data obtained from direct respondents and data collection methods in the form of questionnaires distributed to respondents. The data collected in this study is in the form of data for quantitative tests. This study uses research instruments in the form of questionnaires. That is a data collection method carried out to collect data by providing a list of statements to respondents to get answers. The instrument in this study uses a Likert scale in each statement has four answer choices, namely: Strongly Agree (SS), Agree (S), Disagree (TS), Strongly Disagree (STS), so the research subject must choose one of the available alternative answers and each choice has a certain score determined through favorable statements and unfavorable statements.

3. RESULT AND ANALYSIS

Pre Test

After the researcher obtained good student data, the next step is to give a pre-test to the student. The test given is a happiness scale questionnaire. The initial test is carried out with the aim of knowing the initial ability of students. Students are given 20 minutes or twenty minutes to do the test questions. In this activity, researchers play a direct role in distributing questions, answer sheets and supervising class situations. This is done by researchers so that students are more free to ask things that are not understood contained in the test questions. The lowest value is 106 and the highest value is 141. The average score is 124,840. After the initial test (pre-test) has been completed, the next step taken by the researcher is to provide treatment in the form of lectures, discussions and questions and answers.

Treatment

The treatment in this study is in the form of using lecture, discussion, and question and answer methods using video learning and Microsoft Power Point with Self Love and Happiness material. Things that are done before carrying out this treatment, what researchers do is to make a learning implementation plan (RPP) for the material to be delivered which is then consulted with grade I teachers of SMK Al-Fajar. After that, prepare the things to be used and determine the implementation time. Researchers gave the treatment time 1 time.

Post-Test

At this stage, the final test is again given to students after treatment. The implementation of this final test aims to determine the effect of using experimental methods on increasing Self Love and Happiness of grade I students of SMK Al - Fajar. The lowest post-test score was 134 and the highest score was 189. The average score was 144,280.

Hypothesis Testing

Hypothesis testing in this study was carried out using t-test analysis. The statistical hypotheses tested in this study are:

Ho: there is no significant difference in pre-test and post-test results.

Ha: there is a significant difference in pre-test and post-test results

The analysis results for the t-test showed that the t-value was 6.583 and the significance value was 0.294. The significance value states greater than 0.05, then it can be stated that Ho is accepted and Ha is rejected, which means there is no significant difference in post-test results using lecture,

discussion, and question and answer methods using video learning and Microsoft Power Point with Self Love and Happiness material.

To determine the effect of providing self-love education to increase happiness in grade I students of SMKS Al-Fajar, 3 (three) stages were carried out, namely: initial test (pretest), treatment, and final test (post-test). In giving the initial test (pretest), students were given a happiness scale questionnaire with the aim of knowing the student's initial ability and obtained the lowest score was 106 and the highest score was 141 with an average score of 124,840. After giving the initial test (pretest), researchers gave treatment to the students using lectures, discussions, and questions and answers methods by displaying videos and Microsoft Power Points containing Self Love and Happiness material.

After the treatment was completed, the researcher conducted a final test (post-test) which aimed to determine the effect of using experimental methods on increasing self-love and happiness of grade I students of SMKS Al-Fajar and obtained the lowest score was 134 and the highest score was 189 with an average score of 144,280.

Based on the results of hypothesis testing, the post-test t result was calculated at 6.583 and the significance value was 0.294. The significance value states greater than 0.05, so it can be said that there is no significant difference.

4. CONCLUSION

Based on the results of research on providing self-love education to increase happiness in grade 1 students of SMK Al-Fajar. The following conclusions were obtained:

1. In this study, self love has a relationship with the happiness of grade 1 students of SMK Al-Fajar.
2. There is no significant difference between pre-test and post-test. This is shown by the results of the independent sample t-test which has a t-count value $>$ t table ($6.583 > 2.060$) and $p < 0.05$ ($p = 0.294 > 0.05$). Thus, it can be concluded that H_0 was accepted and H_a was rejected.

References

- [1] Azizah, Azizah. "Kebahagiaan dan Permasalahan di Usia Remaja (Penggunaan informasi dalam pelayanan bimbingan individual)." *Konseling Religi: Jurnal Bimbingan Konseling Islam* 4.2 (2013): 295-316.
- [2] Fajriyah, M. (2022). *Self Love pada Santriwati Penghafal Al-Qur'an di PPTQ Darul Mu'tadi-Aat Kediri* (Doctoral dissertation, IAIN Kediri).
- [3] Fauqiyah, E. (2010). *Hubungan Religiusitas dengan happiness pada remaja panti Asuhan*.
- [4] Herbyanti, D. (2009). *Kebahagiaan (happiness) pada remaja di daerah abrasi*.
- [5] Hariyanto, L. D., Masluchah, L., & Ambarohmi, N. (2019). Pengaruh Kemandirian Anak Terhadap Kebahagiaan Orang Tua. @ Trisula, 6(2), 7-7.
- [6] Jasmisari, Mutiara, and Ari Ganjar Herdiansah. "Kenakalan Remaja Di Kalangan Siswa Sekolah Menengah Atas Di Bandung: Studi Pendahuluan." *Aliansi: Jurnal Politik, Keamanan Dan Hubungan Internasional* (2022): 137-145.
- [7] Lana, Made Cherista Dinda, and Komang Rahayu Indrawati. "Peranan kualitas persahabatan dan kecerdasan emosional pada kebahagiaan remaja." *Jurnal Psikologi Udayana* 8.1 (2021): 95-108.

- [8] Lumentut, F. G., & Mangantar, M. (2019). Pengaruh Likuiditas, Profitabilitas, Solvabilitas, Dan Aktivitas Terhadap Nilai Perusahaan Mannufaktur Yang Terdaftar Di Indeks Kompas100 Periode 2012-2016. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis Dan Akuntansi*, 7(3).
- [9] Nuramini, D., Apsari, D., & Wahab, T. (2020). Perancangan Buku Ilustrasi Sebagai Media Informasi Mencintai Diri Sendiri Untuk Meningkatkan Harga Diri Pada Korban Bullying. *EProceedings of Art & Design*, 7(2).
- [10] Oktavianey, N. (2016). Perbedaan tingkat kebahagiaan ditinjau dari status pendidikan remaja di daerah pertambangan kecamatan Monterado Kabupaten Bengkayang Kalimantan Barat.
- [11] Rahardjo, W. (2007). Kebahagiaan sebagai suatu proses pembelajaran. *Jurnal Penelitian Psikologi*, 12(2), 127-137.
- [12] Rizqillah, V. (2020). Hubungan religious faith dengan happiness pada mahasiswa psikologi UIN Sunan Ampel Surabaya angkatan 2016 (Doctoral dissertation, UIN Sunan Ampel Surabaya).
- [13] Sativa, Alissa Rosi, and Avin Fadilla Helmi. "Syukur dan harga diri dengan kebahagiaan remaja." *Wacana* 5.2 (2013).
- [14] Xue, L. M., Huang, X. T., Wu, N., & Yue, T. (2021). A qualitative exploration of Chinese self-love. *Frontiers in Psychology*, 12, 585719.
- [15] Yasmin, A. N., & Fardani, R. A. (2020). Konstruksi Makna Love Yoysel Dan Mental Health Awarness Bagi Army (Kelompok Penggemar Bts) Terhadap Lagu Dan Campaign Milik Bts. Source: *Jurnal Ilmu Komunikasi*, 6(2), 206-211 Sihotang H. "Hubungan Fungsi Supervise Kepala Ruangan Dengan Produktivitas Kerja Perawat di RSU Pirngadi.[Skripsi]. Medan : FKM USU ; 2015.