

**The Development of Self-Acceptance in Adolescents
(Descriptive Study of Grade XI High School Student in Subang)**

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Abstrack

Self-acceptance is a positive attitude towards oneself, awareness and acceptance of various aspects such as the good and bad of oneself as well as past life experiences. A phenomenon that occurs in adolescents, there are still many adolescents who have low self-acceptance, especially high school students. Therefore, this research is aimed to examine self-acceptance in high school adolescents. This research is a quantitative descriptive. Participants in this research were 381 students grade XI. The data using self-acceptance instruments that developed and gone through expert feasibility tests and empirical tests using Rasch model. From the data obtained, that there are 66 students who have high self-acceptance, 259 people in the medium category and 56 people in the low category. The conclusion is that students are not yet fully able to accept themselves regarding the conditions they are experiencing and this can be the basis for implementing services to develop students' self-acceptance.

Keywords: self-acceptance, adolescents, development

Abstrak

Penerimaan diri merupakan sikap positif terhadap diri sendiri, kesadaran dan penerimaan terhadap berbagai aspek seperti baik dan buruknya diri dan juga pengalaman hidup di masa lampau. Fenomena yang terjadi pada remaja, masih banyak remaja yang memiliki penerimaan diri rendah terutama siswa SMA. Oleh karena itu penelitian ini bertujuan untuk meneliti tentang penerimaan diri pada remaja SMA. Penelitian ini merupakan penelitian deskriptif kuantitatif. Partisipan dalam penelitian ini berjumlah sebanyak 381 orang siswa kelas XI. Pengumpulan data dilakukan dengan memanfaatkan instrumen penerimaan diri yang telah dikembangkan dan telah melalui uji kelayakan ahli dan uji empiris dengan rasch model. Dari data yang diperoleh diketahui bahwa siswa yang memiliki penerimaan diri tinggi berjumlah 66 orang, pada kategori sedang berjumlah 259 orang dan kategori rendah sebanyak 56 orang. Kesimpulan yang diperoleh bahwa siswa belum sepenuhnya mampu untuk menerima diri mengenai kondisi yang dialami dan dapat menjadi dasar pelaksanaan layanan untuk mengembangkan penerimaan diri siswa.

Keywords: penerimaan diri, remaja, perkembangan

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INTRODUCTION

Self-acceptance has an important role in social interaction because self-acceptance can help individuals in socializing with other individuals. Without self-acceptance, people relatively difficult to accept other people, which will affect the development of their self-actualization (Pahlewi, 2019). With good self-acceptance, people will be aware of who they are, will know what their weaknesses are and will know what their strengths are (Bernard, 2013). This can be used to solve the problems they are facing, and the demands of carrying out their role in society.

Individuals who have self-acceptance do not consider themselves to be perfect, but are able to recognize their strengths and weaknesses. One of the characteristics of people who have good self-acceptance is individuals who can use their strengths and do not think deeply about their weaknesses (Bingöl & Batık, 2018). Individuals who accept themselves will be willing to accept criticism from others and they will not avoid this criticism and even can improve their weaknesses. The ability of self-acceptance can encourage individuals to be confident in dealing with problems in their lives and can encourage them to take actions that adhere to their own principles and values, not to the values or principles of others (Kaiser, 2017). Furthermore, people who have self-acceptance can evaluate themselves realistically, so they can use all their potential effectively, honestly and without pretently (Choirudin, 2015).

In social adjustment, individuals who have self-acceptance will have a tolerant attitude towards other people and be able to face their weaknesses. Individuals with self-acceptance will have the view that everyone has weakness and will accept the reality of the weakness that other people have so that the individual can accept and be accepted by other people. In addition, individuals who have good self-acceptance will have self-confidence so that it is easy to interact socially with the surrounding environment.

Self-acceptance is very important for individuals during the transition from adolescents to an independent adult. Self-acceptance refers to an individual's positive and negative characteristics for themselves (Morgado et al., 2014). According to Ellis (in Qiu-Qiang et al., 2021) state that self-acceptance recognizes that a person is a complex and imperfect human being who is capable of making mistakes. For this purpose, individuals are encouraged to refrain from self-criticism of their body image, self-esteem, and giving credence to the negative judgments of others. Self-perception is also an integral part of a person's self-evaluation, with adolescents experiencing varying degrees of emotion that correlate with their feelings of self-worth such as negative self-evaluations, coupled with hormones and also psychological health. On the other hand, if adolescents have positive self-evaluations, this can help with goal setting, as well as increased motivation and performance. This is closely related to self-knowledge and self-awareness (Konzelmann, 2011). Along with that, Ellis argued for the importance of self-evaluation in accepting oneself and others in adolescents (Bernard, 2013).

Adolescence starts from the age of 12 to 21 years and this period is a transition period between childhood and adult life. Characteristics of adolescence that is being able to accept and learn social roles as men and women which are upheld by society as well as accepting physical conditions and being able to use them effectively (Desmita, 2014). Besides that, for adolescents, the high school period is a period of adaptation with the task of incremental development towards self-identity and maturity (Widodo et al., 2020). Therefore, self-evaluation and self-acceptance contribute to students' psychological health and well-being and these are the important factors in their coping and emotional skills and also social interactions (Rankanen, 2016).



Adolescents who have self-acceptance will be able to realize and be able to accept all the strengths and weaknesses they have (Jayanti, 2017). Individuals who have good self-acceptance according to Jersild (in Gamayanti, 2016) are individuals who have a realistic appreciation of their own strengths, have confidence in their own standards and principles without having to be enslaved by the opinions of other individuals, has the ability to view themselves realistically without having to be ashamed of their situation, recognize their own strengths and freely use it, have a sense of responsibility within themselves, accept their potential without blaming themselves for conditions that are beyond their control, do not see themselves as individuals who must be controlled by anger or fear or become insignificant because of their desires but are free from fear of making mistakes, feel they have rights to have certain ideas and desires and hopes, not to feel jealous of the satisfactions they have not achieved. Adolescents who have positive self-acceptance will easily find happiness because they have a positive view of their weaknesses. Individuals who have good self-acceptance will assume that everyone has strengths and weaknesses and can use their strengths well and view their weaknesses as normal.

At this time, many adolescents have negative self-acceptance, especially during their puberty because there are many physical changes that occur in that condition. In addition, negative self-acceptance in adolescents is caused by teenagers thinking that they physically are unattractive, they are too fat or thin, and they have a skin tone that they do not like. This condition can impact in negative self-judgment, such as considering themselves unattractive and tending to compare their body shape with the ideal body shape. Moreover, according to Haryanto (in Fitri et al., 2015), many adolescents today are dissatisfied with their condition and do not acknowledge their strengths and even withdraw from social interactions. The conditions described above encourage adolescents' self-acceptance to become lower.

With regard to the conditions above, the study of self-acceptance in high school adolescents is interesting to discuss further. The findings regarding the conditions of self-acceptance in high school adolescents can be seen in the following sections.

METHOD

This research is a quantitative descriptive. The instrument in this research was developed based on the theory of Ellis (in Bernard, 2013). Ellis's aspects of self-acceptance divided into three aspects, that are the unconditional perception of self-worth, the avoidance of basing one's standards on the attitudes or desires of others, the ability to perceive oneself undistorted. The self-acceptance instrument has been examined the feasibility test stage by experts and empirical trials involving 381 high school students with 233 female students and 148 male students. Empirical trials were then carried out using the Rasch model via the Winstep application. From the empirical test, it is known that the instrument has 35 valid items out of 50 items with all items representing each aspect and indicator that has been determined.

The reliability of the item is known to have a Cronbach's alpha value of 0.76, which is in the good category (Sumintono & Wdhiarso, 2014). The instrument also has a unidimensionality test value in the raw variance explained by measured section with a value of 35.7%. According to Sumintono & Wdhiarso (2014), the minimum unidimensionality requirement can be fulfilled at 20%, if the value is more than 40% it means it is better, and if it is more than 60% it means it is special. Apart from that, the unexplained variance in 1st contrast is known to have a value of 8.5%. This value also



meets the minimum requirements, that is the value is below 15% ($x < 15\%$) (Sumintono & Wdhiarso, 2014). Based on these conditions, it can be concluded that the self-acceptance instrument developed is able to provide an overview of the respondent's self-acceptance. The data was then processed to obtain a picture of student self-acceptance in the low, medium and high categories.

RESULT AND DISCUSSION

The total participants in self-acceptance is 381, which belong to grade XI students that is illustrated as follow.

Table 1.
 Descriptive Analysis of Self-Acceptance in High School Adolescents

Mean	Standard Deviation	High Score	Low Score	Category	Value Range	Frequency	Percentage
173,15	14,286	213	130	High	187-213	66	17,32%
				Medium	159-186	259	67,98%
				Low	130-158	56	14,70%
Total						381	100%

The data above explains the descriptive analysis of self-acceptance in grade XI high school students. The average of the overall self-acceptance scores obtained by grade XI high school students was 173.15. Besides that, the standard deviation from the results of the descriptive analysis of self-acceptance for grade XI high school students was 14.286 with the highest score becomes 213 and the lowest score becomes 130.

It is known that 66 students were in the high category for self-acceptance with a percentage of 17.32%. Moreover, students with self-acceptance in the medium category have the largest number of students out of all students who participated in the research. In this medium category, there are 37 students with a percentage of 67.98%. Meanwhile, in the low category there are 56 students with a percentage of 14.70%.

The table above shows that the number of students who have self-acceptance in the high and low categories is quite balanced, while those in the medium category have the largest number. Further discussion of the description of high school adolescents' self-acceptance can be seen from the aspects of self-acceptance from Ellis (in Bernard, 2013) which have been explained previously. These aspects are the unconditional perception of self-worth, the avoidance of basing one's standards on the attitudes or desires of others, and the ability to perceive oneself undistorted.

The unconditional perception of self-worth is the feeling that someone is worthy to live, to be loved and cared for, to take one's own space, but not to compare oneself with others. The avoidance of base one's standards on the attitudes or desires of others challenges the idea that human worth depends on anything, including the evaluation and approval of others, such as the avoidance of self-judgment in general. The ability to perceive oneself undistorted is looking for the failure and success objectively such as being able to separate evaluations of their behavior from evaluations of themselves, being able to see their behavior objectively without distraction, and determining changes that will be useful later.

The description of high school students' self-acceptance in terms of each aspect of self-acceptance according to Ellis (Bernard, 2013) can be described as follows.



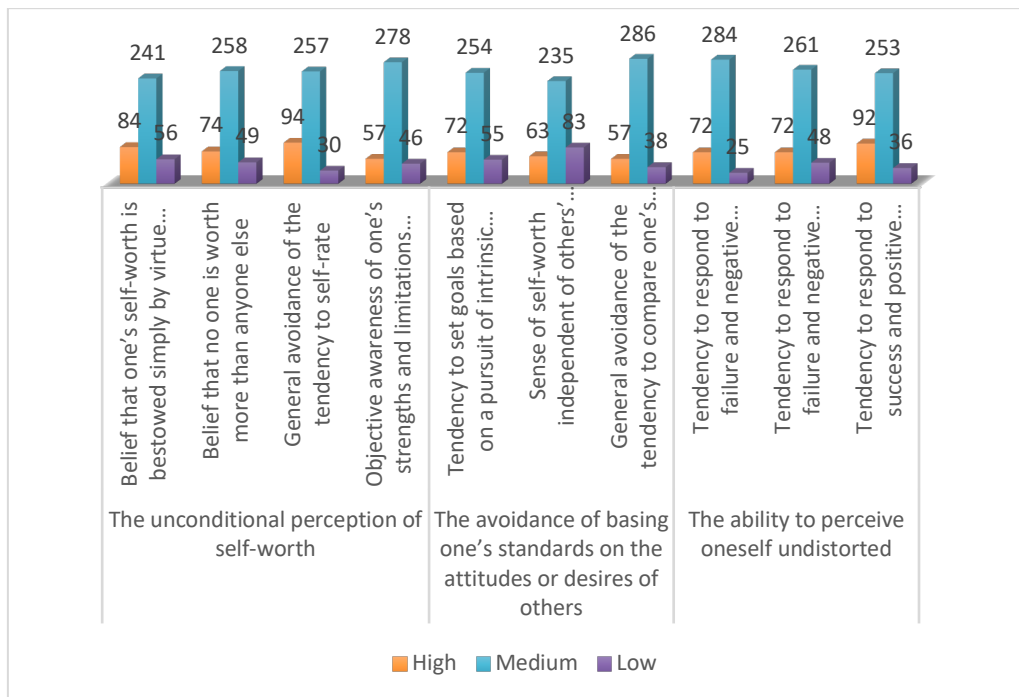


Chart 1.
 Description of Self-Acceptance based on Aspects and Indicators

In chart 1 above, it is known that the first aspect has an indicator that is believe that one's self-worth is bestowed simply by virtue of being human. In this indicator, it is known that there are 84 students in the high category, 241 students in the medium category and 56 students in the low category. In this indicator the rational solution to the problems caused by resulting from making one's selfworth contingent upon one's behaviors, successes, belovedness, etc. is to view worth as coming solely from the state of being human and alive (Bernard, 2013).

The second indicator of this first aspect is belief that no one is worth more than anyone else. In this indicator, it is known that there are 74 students in the high category, in the medium category, there are 258 students and in the low category, there are 49 students. In this indicator, it is known that no human being is more valuable than other. This does not mean that all people produce the same behavior in all areas, but a person's value is not based on the quality of their behaviour (Crocker & Park, 2011). For example, Mother Teresa may have far outscored from Adolf Hitler in terms of compassion toward human beings, but this does not mean that she was more worthy than Adolf Hitler (Williams & Lynn, 2010).

The third indicator of the first aspect is general avoidance of the tendency to self-rate. In this indicator, it is known that there are 94 students in the high category, in the medium category there are 257 students and in the low category there are 30 students. This third indicator is to avoid judging oneself, because if someone views themselves positively, this will give rise to feelings of specialness, superiority over others, and an urgent need to obtain success and approval as a way to keep high self-evaluation. Meanwhile, negative self-evaluation results in feelings of depression and worthlessness (Strating & Pascual-Leone, 2019). With the result that both positive and negative self-judgments lead to unnecessary self-consciousness, which interferes with full enjoyment of life. The last indicator in this first aspect is objective awareness of one's strengths and



limitations (but without global appraisals on the basis of these strengths and limitations). In this indicator, there are 57 students in the high category, 278 students in the medium category and 46 students in the low category. This indicator believes that each person has strengths and weaknesses. Making such assessments, as objectively as possible, allows one to work on improving (or avoiding) areas of poor performance and to capitalize on areas of best performance.

Furthermore, the second aspect of self-acceptance has three indicators. The first indicator is tendency to set goals based on a pursuit of intrinsic satisfaction and enjoyment rather than enhancement of self-worth. In this indicator, there are 72 students in the high category, in the medium category there are 254 students and in the low category there are 55 students. This indicator requires the pursuit of satisfaction and pleasure rather than increasing self-esteem. The increase in ego that occurs when someone feels superior is based on false pride that comes from the belief that someone is worthless if he is not superior to others (Neff, 2011). This approach demands exceptional performance in order for one to feel worthwhile and is ultimately less fulfilling than pursuing activities and goals for their pure enjoyment.

The second indicator of the second aspect is sense of self-worth independent of others' approval. In this indicator, students in the high category show 63 students, in the medium category there are 235 students and in the low category there are 83 students. These indicators lead to believing in one's worth as a human (or rejecting the concept of human worth entirely), regardless of the opinions and approval of others (Crocker & Park, 2011). This indicator shows that the opinions of other people are not facts that must be accepted. The last indicator in this second aspect is general avoidance of the tendency to compare one's worth with others. In this indicator, there are 57 students in the high category, 286 students in the medium category and 38 students in the low category. This indicator demands to avoid comparing someone with others. Like avoidance of global self-ratings, the irrationality of comparing one's worth with the worth of others derives logically from the premise that all people are of equal worth (Crocker & Park, 2011). Furthermore, striving to be as worthy or more worthy than others is seen as yielding several negative consequences.

The third and last aspect of self-acceptance consists of three indicators. The first indicator of these third aspects is the tendency to respond to failure and negative feedback with some unhappiness about thwarted goals, but not as indicative of lower self-worth. In this indicator, there are 72 students in the high category, 284 students in the medium category and 25 students in the low category. This category requires thinking that when some behavior is criticized or does not succeed in something it does not cause the whole person to be less valuable. While it is rational to evaluate the failure negatively, it is not rational to extend this evaluation of a part of the self to the whole self (Sirois & Pychyl, 2013).

The second indicator of these third aspects is tendency to respond to failure and negative feedback as informative about areas for behavioral improvement. In this indicator, there are 72 students in the high category, 261 students in the medium category and 48 students in the low category. The tendency to respond to failure or negativity as information is more capable of viewing one's behavior objectively, without distraction, and determining useful changes (Ellis in Bernard, 2013). The last indicator of these third aspects is tendency to respond to success and positive feedback as informative about areas of strength, but not with a sense of being a better person because of the success. In this category, there are 92 students in the high category, 253 students in the medium category



and 36 students in the low category. The tendency to success and positive feedback provides useful information about strengths that can be harnessed for life improvement (Ellis in Bernard, 2013). Besides that, tendency to success and positive feedback also useful in helping students feel more grateful and have a positive view regarding the conditions they are experiencing.

CONCLUSION

Based on the data and discussions that have been carried out, it can be understood that self-acceptance among high school adolescents is in the medium category or does not fully fulfill the expected conditions for self-acceptance. This can be seen based on a general description of self-acceptance by high school adolescents as well as a description of self-acceptance based on aspects and indicators of self-acceptance. The results obtained can also be used as a basis for developing self-acceptance in high school adolescents and providing counseling by Guidance and Counseling teachers which is useful for helping these students increase their self-acceptance. With good self-acceptance in adolescents, especially high school adolescents, these adolescents will be aware of who they are, know what their weaknesses are, and know what their strengths are. So that this can be used with the aim of solving the problems they are facing and the demands in carrying out their role in society.

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