



## THE RELATIONSHIP BETWEEN SELF-ESTEEM AND FUTURE ORIENTATION IN EDUCATION CLASS XI STUDENTS AT SMA NEGERI 11 PALEMBANG, INDONESIA

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### Abstract:

This study aims to determine the relationship between self-esteem and future orientation in education in XI grade students at SMA Negeri 11 Palembang. The dependent variable in this study is the future orientation of education, while self-esteem is the independent variable. This study uses a scale of future orientation in education and a scale of self-esteem. This research uses quantitative methods. The sample used in this study were 142 class XI students at SMA Negeri 11 Palembang. The results of this study indicate a very significant relationship between self-esteem and future orientation in education of class XI students at SMA Negeri 11 Palembang with a value of  $r = 0.572$ ,  $R\text{ Square} = 0.328$ ,  $p = 0.000$ . As the result of significance level ( $p$ ) = 0.000 which the  $p$ -value  $< 0.01$ , therefore there is a very significant relationship.

**Keywords:** self-esteem, future orientation in education, high school students

### 1. Introduction

Referring to Piaget's Theory (Santrock, 2011) when adolescents enter the stage of formal operational cognitive development; they have the characteristics of being able to think abstractly, having verbal problem solving skills, being able to develop hypotheses or best guesses about how to solve a problem, and thinking to see the possibility of the future. In the formal operational thinking stage, adolescents are able to explore and anticipate their future. This ability is expected to help adolescents in determining the future and also for planning and implementing alternatives in an effort to achieve their future (Nurmi, 2004).

Hurlock (2003) stated that during adolescence, the interests that adolescents have are those related to education. Adolescents begin to plan and compile educational ideas

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according to their interests and begin to develop concepts about education which have implications for the decision to pursue their higher education.

Preparation to choose a major in college that suits one's own abilities is very important. Many adolescents find it difficult when they are in college because it turns out that their abilities do not match the chosen major. An example: a major medical major in college, thus not had been equipped with a strong foundation in chemistry and mathematics, will might find it difficult to complete his studies (Tambunan, 2007).

Indonesian high school students aged 16-18 years, in preparation for entering class XII from class XI, will face the National Examination therefore would also be thinking about what to do in the future after graduating from high school. Thus, at class XI, they should already have thorough preparation. By determining future activities from the start, high school students of class XI should be able to be more motivated in learning so they can graduate with adequate grades and immediately carry out planned future activities according to their abilities. Determining future goals will affect future lives, because by planning for the future then individual will be more committed to the plans that have been set, so as to realize the desired expectations (Nurmi, 2004).

## **2. Literature Review**

Nurmi (2004) revealed that future orientation is the main picture of the way individual thinks and acts regarding future events and their results. Future orientation is closely related to the expectations, goals, standards, plans, and strategies for achieving future goals. The development of the future orientation of adolescents begins with the focus of their interest in the future orientation of education. The existence of a future orientation means that students have anticipated events that may arise in the future.

Future orientation is a process consisting of three stages of motivation, planning, and evaluation. The motivational stage is the initial stage where interest arises and determines goals related to the future. Planning, the stages whereas in making plans about the realization of interests and goals. The last stage: Evaluation, is on how to observe and assess of the plans made and carried throughout the process. There are three aspects of life in future orientation, namely education, work, and marriage, which education would get more attention from teenagers as adolescent. The amount of their attention to education is closely related to their preparation for entering the world of work in early adulthood. The orientation of the type of work in the future is an important factor affecting the interests and needs of adolescents to undergo education (Desmita, 2015).

Nurmi (2004) states that the factors that influence future orientation are intelligence, self-esteem, age, gender, socioeconomic status, and relationships with parents. Individual self-esteem plays a role in influencing their future orientation of education.

According to Coopersmith (Desmita, 2012), self-esteem is a view of oneself, regarding self-acceptance and how much confidence a person has in ability, meaning,

success, and self-preservation. Rosenberg (Murk, 2006) says self-esteem is a comprehensive positive or negative evaluation of oneself. This evaluation shows how individual assess themselves and whether or not the abilities and successes they get are recognized. Teens who have high self-esteem are able to think about the possibilities for things that happen to them based on their own abilities and thoughts. Besides that, they have a sense of responsibility for everything they do because they decide for themselves. Thus, they also think that they are capable on better controlling every action and the environment.

Rosenberg (Baumeister et al., 2003) has two characteristics of high and low self-esteem. Furthermore, it explained the characteristics of adolescents with low self-esteem, namely feeling dissatisfied with themselves, experiencing academic failure, wanting to be like others, having difficulty accepting failure, considering other people's responses as criticism, difficulty interacting, avoiding risks, being pessimistic, and thinking not constructively. The characteristics of adolescents with high self-esteem are feeling satisfied with themselves, proud of themselves, responding to praise and criticism as input, being able to accept failure, being optimistic, and thinking that builds themselves. For high school students who are in class XI of SMA Negeri (State High School) 11 Palembang, continuing education after graduation is something that needs to be prepared to face the next life. Graduating from high school is considered not enough at this time, given the tough competition in the world of work. Companies are now increasingly stricken the criteria in selecting workers. In fact, many undergraduate graduates still find it is difficult to acquire the jobs they want. So, it is necessary to have a higher education after graduating from high school and to have a positive assessment of one's own ability to be able to compete in the world of work when adolescents become adults. This is reinforced by research conducted by Aisyah (2015) with the result that there is a positive relationship between self-esteem and future orientation.

At this age, high school students are still confused about determining their future orientation because students are still hesitant to decide what kind of future they should be for their future. Based on the description of the phenomena above, the researchers intend to investigate whether there was a relationship between self-esteem and future orientation in education in class XI students at SMA Negeri 11 Palembang.

### **3. Material and Methods**

#### **3.1 Design**

This study is conducted using quantitative research method, with census sampling method to collect data. The result of the census is analyzed using SPSS Version 17.00 for Windows with simple regression analysis.

#### **3.2 Participants**

The population chosen for the study is the students of SMA Negeri 11 Palembang and the sample of the study were 240 students of class XI at SMA Negeri 11 Palembang. There

were 142 students being the research sample and 98 students being the try out sample. The sampling technique used was purposive sampling

### 3.3 Materials

Likert's scale is used to collect the data for the study with two scales : the future orientation scale in education and the self-esteem scale. The future orientation scale in education is made based on future orientation aspects according to Nurmi (2004) consists of motivation, planning, and evaluation which are compiled in 56 statements. Each statement is presented in two forms, namely 28 favorable and 28 unfavorable statements. The self-esteem scale is made based on the aspects put forward by Coopersmith (Fauziah et al., 2012), which are power, significance, virtue, and competence which are arranged in 56 statements consists of 28 favorable statements and 28 unfavorable statements. For hypothesis testing, the researchers using simple regression analysis method with SPSS for Windows Version 17.00.

## 4. Results and Discussion

Based on the results of statistical calculations, there is a very significant relationship between self-esteem and future orientation in education of students in class XI at SMA Negeri 11 Palembang. The analysis was performed using a simple regression test, the results of which indicate acceptance of the proposed hypothesis. These results can be derived from the value of the correlation coefficient  $r=0.572$  with a significance value ( $p$ ) = 0.000 thus  $p < 0.01$ . This shows that there is a very significant relationship between self-esteem and future orientation in education of class XI students at SMA Negeri 11 Palembang.

The value of the contribution of self-esteem (independent variable) to future orientation in education (dependent variable) is 32.8%, which means that there are still 67.2% of other factors that affect future orientation in education. Other factors for future orientation in education are internal factors consisting of intelligence, age, and external factors, namely sex roles, socio-economic status, peers, and relationships with parents (Nurmi, 2004).

Seginer (2009) argues that the future orientation in education is a picture that a person has about their future, the basis for individuals in determining the future by setting goals and making a plan.

Nurmi (2004) stated the ability of adolescents to anticipate and interpret education in the future is the basis for adolescent's future orientation in education. Nurmi explained that a clear future orientation in education is marked by strong motivation, directive planning and accurate evaluation. Adolescents who have an unclear future orientation in education have weak motivation, poor planning, and inaccurate evaluations.

By categorizing the result on data description of future orientation in education, shows that out of 142 students of class XI SMA Negeri 11 Palembang who were the research subjects, there were 66 students or 46.5% who had a clear future orientation in

education, and 76 students or 53, 5% who have an unclear future orientation in education. Thus, it can be concluded that the future orientation of students in XI class at SMA Negeri 11 Palembang is unclear.

Nurmi (2004) describes that future orientation in education is the main picture of the way adolescents think and act regarding future events and their results, even though adolescents already know the methods or knowledge related to the goal to make them happen, planning and problem solving are needed. Developing a plan is the same as the process of solving a problem, therefore adolescents must find ways that lead to the achievement of goals and determine the most efficient steps. Teens have perspectives about their future, even though they have different level on it. Teens who have confidence in their abilities will ensure themselves to find ways to achieve these goals.

Research conducted by Wijaya (2013) with the title monitoring on time travelers to prepare for future orientation in education came with the results that shows that many students are misdirected in higher education because they do not have a matured future orientation in education whilst they are still in high school.

Arndt & Pelham (Laili, 2014) states that self-esteem is a person's evaluation of himself, can be positive or negative. Another opinion shared by Baron and Byrne is that self-esteem is a self-assessment carried out by an individual and is usually related to himself. This assessment reflects the attitude of acceptance and rejection and shows how far the individual believes that he is capable, important, successful, and valuable now and in the future (Aisyah, 2015).

Therefore, student whose lack in assessing their abilities and not able to match with the aspirations of choosing a major in college, resulting confusion in achieving goals as per their abilities. Students who's wrongly place themselves in their choices that are not in accordance with their abilities, affecting on the ability of evaluating in future planning. Burns (Sugeng, 2013) stated that individuals with high self-esteem are individuals who are satisfied with their character and abilities. They will receive and give positive appreciation for themselves; they are confident to see themselves as someone of value, importance and worth. Individuals with low self-esteem are individuals who lose self-confidence, see themselves negatively and are unable to assess their own abilities well. This low self-esteem results in individuals being unable to express themselves, they are not satisfied with their characteristics and abilities, they also lack self-confidence, and are pessimistic. The self-esteem categorization shows that of the 142 students in class XI at SMA Negeri 11 Palembang who were the research subjects, there were 70 students or 49% have high self-esteem. Which the other 72 students or 50,7% have low self-esteem.

Myers (Yasdiananda, 2012) that low self-esteem causes feelings of inadequacy in adolescents. as supported by Santrock (2003) who states that self-esteem tends to decline during adolescence. Ghufon & Risnawati (2010) said that when adolescents have low self-esteem, they tend to have an unfavorable impact on their potential development. To find out the abilities possessed by adolescents requires confidence in themselves (Murk, 2006).

Research on the relationship between self-esteem and future orientation in education was also carried out by Ahmadi, et al (2013) entitled Kurd students future education orientation associations with self-esteem, and ethnic identity came with the result that there is a strong relationship between self-esteem and future orientation in education, whereas there is a weak relationship between cultural identity and future orientation in education. Kurdistan university students have positive self-esteem so that the future orientation of their education aspect is clear.

Furthermore, it is known that students are confused about achieving their goals because students have a negative assessment of their own abilities, on the grounds that even though they have thought about going to college, students are confused and pessimistic in choosing majors and doubts which majors are suitable for their abilities, students who choose majors in high school that are not in accordance with their educational interests in higher education, tend not to further seek for information on college level because they are not sure of the choice they are interested in, do not take extra-lessons even though students see themselves as not smart, and students think that they do not master the subjects that required for further study in college but then, not making any efforts to increase the knowledge needed by activities such as spending more time on study hours or by studying more diligently.

## 6. Conclusion

Based on the results obtained from data analysis and discussion, the researchers concluded that there is a very significant relationship between self-esteem and future orientation in education in class XI students at SMA Negeri 11 Palembang. The contribution given by the self-esteem variable with a future orientation in education is 32.8%.

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## Conflict of Interest Statement

The authors declare no conflicts of interests.

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