CHARACTERISTICS OF ADOLESCENTS IN THE ALPHA (DIGITAL) GENERATION ERA WHO HAVE HIGH SELF ESTEEM

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Abstract

The transition period of a teenager will show several changes marked by physical and psychological changes, free will from power, curiosity, finding self-identity, forming peer groups, and so on so adolescence is the period that most determines the development of self-esteem. Self-esteem is an individual's assessment of himself based on the individual's relationship with others. Characteristics of adolescents in the alpha *(Digital)* generation who have high self-esteem, namely being able to face adversity and adversity in life more steadfastly and being able to resist failure and despair, adolescents tend to be ambitious, tend to be more creative in work and suggestions for achieving success and have a greater likelihood of building relationships that looks and rejoices in the face of reality. Teenagers also know themselves with all their limitations and are not ashamed of these limitations, and make limitations a challenge to develop. The purpose of this study was to determine the characteristics of adolescents in the era of the alpha *(Digital)* generation who have high *Self-Esteem*. The method used in this research is *Library Research*, namely research with a series of activities related to methods of collecting library data, reading, taking notes, and processing research materials. Research *(Library Research)* is research in which the object is sought with various library information such as books, scientific journals, newspapers, and documents. The process of collecting data through 3 important processes, namely editing, organizing, and finding.

Keywords: Generasi alpha (digital), Self Esteem

1. Introduction

Adolescence is one of the phases of human development. Adolescence lasts from 12 to 21 years and is divided into early adolescence (12-15 years), middle adolescence (15-18 years), and late adolescence (18-21 years) (Monks et al., 2006: 32). Adolescence or commonly called adolescence clearly shows the characteristics of a transitional period, because adolescents do not yet have the status of adults, but are no longer children. Young people still do not have a clear place not included in the group of children, but also not included in the group of adults (Monks, et al, 2006: 23). The transition or transitional phase of adolescence has several changes characterized by physical and psychological changes, the desire for freedom of power, curiosity, search and discovery of self-identity, formation of peers, and others so that adolescence is the most decisive period for the development of self-esteem. At this time, people also recognize and develop all aspects of themselves that determine whether they have positive or negative self-esteem. (Kamila & Mukhlis, 2013: 54). Humans are creatures created by Allah SWT which is the highest degree compared to other creatures. Based on the words of Allah SWT in Q.S Al-Imran: 139 which reads:

وَلَا تَهِنُوا وَلَا تَحْزَنُوا وَأَنْتُمُ الْأَعْلَوْنَ اِنْ كُنْتُمْ مُؤْمِنِيْنَ

Meaning: Do not be weak and do not grieve, for you are the highest if you are believers.

Based on the Word above, God reminds His people that it is not good for believers to worry and behave weakly, because among God's creatures, man is the highest in position. As a high-ranking creature, man always develops his potential to live happily and achieve the title of a perfect human being. Self-esteem is an important part of personality. Self-esteem is a factor that determines a person's behavior. Everyone wants to have a positive outlook for themselves. Positive appreciation makes a person feel valuable, successful, and useful (meaningful to others). Even if he or she has weaknesses or shortcomings both physically and mentally. Meeting self-esteem needs leads to optimism and self-confidence. Conversely, when self-esteem needs are not satisfied, it causes a person or individual to behave negatively. (M. Nur Ghufron and Rini Risnawati, S, 2012: 39).

Self-esteem is often considered one of the most important factors in personality formation because if you cannot appreciate your personality, it is difficult to appreciate others. Therefore, self-esteem becomes an important part of personality formation because personality affects attitude or behavior. Ideally, a person's skills, abilities, and high self-esteem depend on aspects of self-esteem. A positive or negative self-evaluation is called self-esteem. Self-esteem is one aspect of personality that plays an important role and has a significant impact on individual attitudes and behaviors. Self-esteem is part of a person's self-image.

Self-esteem is a person's assessment of the results achieved by analyzing how closely the behavior matches his ideals. It can be interpreted that self-esteem describes the extent to which an individual assesses himself as a human being with abilities, objections, values, and components (Fadhilla Yusri, 2014: 188-189). Self-esteem reflects perceptions that do not always match reality. For example, a young person's self-esteem may be linked to perceptions of whether or not they are intelligent and attractive, even if those perceptions are false. So, high self-esteem can refer to correct or appropriate perceptions of one's worth, including success and performance. However, high self-esteem can also be associated with feelings of pride towards others that are arrogant, exaggerated, and unreasonable. Similarly, low self-esteem can be associated with correct perceptions of limitation or deviance, or even insecurity and worse.

Self-esteem is one of the central concepts in psychological studies, especially among young people. Self-esteem is often associated with various typical youth behaviors, such as fighting, drug addiction, dating, and academic achievement. The development of an adolescent's self-esteem determines their future success or failure (John W, Santrock, 2007: 22). Self-esteem is the most important part of an adolescent's life. Self-esteem causes a person to be respected or humiliated, self-esteem also causes a person to improve or even further reduce their quality of life. Adolescents need stable self-esteem.

Good self-esteem, which comes from others appreciating them and their efforts, can instill confidence in the teenagers concerned, making them grow and mature quickly (Mappiare in Sarwono, 2011). Adolescents with high self-esteem are more active; however, this can have both positive and negative impacts. Adolescents with high self-esteem are prone to prosocial and antisocial behaviors. Self-esteem is an individual's evaluation and the way the individual views him/herself, which leads to acceptance or rejection and the individual's beliefs about ability, success, importance, and value (Coopersmith, 1967: 52). High self-esteem means that a person likes himself.

2. Method

The method used in this research is library research, which is carried out by reading, researching, and recording various literature or reading materials related to the subject matter, which is then filtered and placed in a theoretical framework (Kartini Kartono, 1998: 78). In the process of collecting library research data, 3 important processes are needed, namely the first processing, namely a new examination of the data obtained, especially about the completeness and clarity of meaning. Second, to order, namely ordering the information obtained with the necessary frame of reference in any case. Finally, discovery, the purpose of which is to analyze the results of organizing data using the principles, theories, and methods given to find conclusions derived from answers related to the formulation of the problem.

3. Results and Discussion

Lerner and Spanier (1990: 39) assert that self-esteem is the degree of positive or negative evaluation associated with one's self-image. Self-esteem is a person's positive assessment of himself, which can also be seen negatively. Mirels and McPeek argue that Self Esteem has two meanings, namely Self Esteem which is understood in academic and non-academic contexts. An example of academic Self Esteem is when a person has high Self Esteem due to his success at school, but at the same time feels worthless because of his unconvincing external appearance, for example, because he is too small. On the other hand, an example of non-academic self-esteem is when a person has high self-esteem because he is competent and perfect in sports. Stuart and Sundeen say that self-esteem is a person's assessment of the results he has achieved by analyzing how well his behavior matches his ideals. Self-esteem describes the extent to which a person feels capable, meaningful, valuable, and competent (S. Harter, 1999: 9).

Baron and Byrne describe self-esteem as an evaluation of oneself that is influenced by the characteristics of others. Self-confidence is an aspect of personality that plays an important role and has a significant impact on individual attitudes and behavior (R. Luka Bakar, 1993: 70). Shahizan (in G. Dariuszky, 2004: 43) indicates that self-esteem is a positive and negative self-evaluation that a person has. This assessment shows how individuals value themselves and whether their skills and achievements are recognized.

This assessment is reflected in their opinions about their existence and importance. Kreitner and Kinicki reveal that (Robert Kreitner and Angelo Kinicki, 2000: 12) "Self-esteem is a belief in one's value based on general self-evaluation. People with high self-esteem consider themselves worthy, capable, and acceptable. People with low self-esteem see themselves in a negative light. They do not feel good about themselves and are full of self-doubt."

a. According to Maslow, self-esteem is a need that humans must fulfill. Maslow's self-esteem needs are divided into two parts, namely respect, and self-esteem, including the desire for competence, self-confidence, personal strength, competence, independence, and freedom. Individuals want to know or believe that they are worthy and able to face all the challenges in life.

b. Respect from others, including achievement. In this case, individuals need appreciation for what they do here, individuals try to fulfill the need for self-esteem when the need for love and belonging is fulfilled or satisfied (Sarlito W. Sarwono, 2002: 222).

Based on this definition, it can be concluded that self-esteem is a self-evaluation that a person makes about himself based on his relationship with others and also considers himself valuable.

Self-esteem has a formation process, some say self-esteem, namely according to Bradshaw, the process of self-esteem begins when the baby experiences the first caress that a person receives from birth. Darajat said that self-esteem is formed in childhood in such a way that a child needs a sense of self-esteem from his parents. The next process, self-esteem, comes from the treatment individuals receive from those around them, such as being pampered and nurtured by parents and others. Therefore, self-esteem is an innate factor, but one that can be learned and shaped through individual experience. Mukhlis says that the formation of individual self-esteem begins when individuals have social experiences and interactions, which precede the ability to observe. Coopersmith said that authoritarian and permissive parenting resulted in children having low self-esteem. At the same time, authoritative parenting styles give children high self-esteem.

Klass and Hodge, argue that self-esteem is the result of judgments made and maintained by individuals regarding the results of individual interactions with the environment, as well as regarding the acceptance of compensation and treatment of others. Everyone's self-esteem is different, some are low and some are high. This is related to the mechanism of self-esteem formation. According to Coopersmith, the formation of self-esteem is influenced by several factors:

a. Individual meaning
   Self-interest is how much a person believes they can be meaningful and valuable according to personal standards and values. This award has its meaning.

b. Human Success
   Success that affects the formation of self-esteem refers to a person's power or ability to influence and control himself or others.

c. Individual power
   An individual's power over the rules, norms, and regulations that apply in society. The more obedient to the things defined in society, the better it is to place the individual as a role model for society.

d. Adequate individual effort to achieve expected performance
   When an individual fails, their self-esteem drops. On the other hand, when one's performance meets demands and expectations, this contributes to the formation of high self-esteem.

Thus an individual's self-esteem is formed from infancy to childhood and is glorified by his or her parents. Self-esteem is well-formed when the child receives good treatment. Branden points out that people with high self-esteem have the following characteristics:

a. Able to overcome the trials and tribulations of life, more stable, and able to withstand defeat, failure, and despair.

b. Tend to be more ambitious.

c. The opportunity to be more creative in work and, for inspiration, to be more successful.

d. Have deeper and greater opportunities to form human relationships and appear more comfortable with reality (Branden, 1987: 43).

Frey and Carlock argue that people with high self-esteem have qualities such as the ability to respect and appreciate themselves. There is no tendency to be perfect, recognizing self-limitations and hoping to improve, whereas people with low self-esteem have traits that tend to be self-loathing and dissatisfied. A person with healthy self-esteem is someone who recognizes himself and his limitations, is not ashamed of his limitations, views limitations as a reality, and makes these limitations a challenge to develop. He also mentioned that healthy self-esteem is the ability to see oneself as valuable, capable, and compassionate, as well as having unique personal

talents and values about others. In contrast, people who feel they have low self-esteem have a negative self-image, they know little about themselves, which prevents them from building relationships and feeling threatened and successful. Low self-esteem and negative self-image are reflected in people with low self-efficacy (Berne and Safary, 1994: 44).

A person's level of self-esteem can be known from various characteristics shown by the person. Rosenberg and Owens (Guindon, 2010: 23) claim that individuals with high self-esteem appear optimistic, proud, and self-satisfied; more sensitive to the level of ability or competence, ignore negative feedback and ask for competence, Accept negative events and try to improve. Feel positive emotions (happy, cheerful) more often. Be flexible, courageous, and more expressive in dealing with others (spontaneous and active). Try to do things so that their abilities grow (more growth and development). dare to take risks, have a positive attitude towards other people, groups, or institutions, think constructively (flexible), make decisions quickly, and believe in the decisions they make. In contrast, adolescents with low self-esteem tend to show characteristics such as pessimism, dissatisfaction with themselves, wanting to be someone else or not someone else, and more sensitivity to experiences that damage self-esteem (disturbed by criticism from others, and more emotional when experiencing failure). A tendency to view events as negative (exaggerating negative events experienced) a tendency to experience social anxiety and negative emotions more often Awkward, shy, and unable to express themselves in interactions with others (less spontaneous and more passive), protective of you and not daring to make mistakes, cynical risk aversion and negative attitudes towards other people, groups or institutions. Thinking is a tendency to be unconstructive (rigid and inflexible) and a tendency to be indecisive and slow in making decisions.

In addition, Coopersmith (Simbolon, 2008: 13) argues that individual characteristics are based on the level of self-esteem, namely:

a. Positive Self Esteem
   1) Consider themselves worthy, as good as other people their age, and respect others.
   2) Able to control his actions toward the outside world and accept criticism well.
   3) Enjoys new and challenging tasks and is not easily flustered
   4) Is academically successful or accomplished, active, and able to express himself well.
   5) Does not consider himself perfect, but knows his limits and inner desire to improve.
   6) Democratic values and attitudes and realistic orientation.
   7) Happier and more efficient in dealing with environmental demands.

b. Negative Self Esteem
   1) He/she feels that he/she is a worthless and unworthy person, so he/she is afraid of not being able to establish social relationships. This often leads to people with low self-esteem feeling rejected and dissatisfied with themselves.
   2) His actions and behavior towards the outside world are difficult to control and cannot accept suggestions and criticism from others.
   3) Dislikes everything or new tasks, so he has difficulty adapting to anything he is not aware of.
   4) They are unsure of their own opinions and abilities, less successful academically, and poorer ability to express themselves.
   5) Thinks they are imperfect and that everything they do always produces poor results, even though they try very hard and cannot accept all the changes in themselves.
   6) Lack of democratic values and attitudes and unrealistic orientation.
   7) Always cautious and hesitant when facing environmental demands.

This shows that self-esteem can affect a person and the people around him. Individuals with high self-esteem tend to not only exert a positive influence on themselves but also others around them. At the same time, people with low self-esteem usually hurt their potential development. Young people with high self-esteem are characterized by their ability to face life's difficulties and misfortunes with greater stability, and to resist defeat, failure, and despair. Young people tend to be ambitious young people are more creative in their work and the goals they propose. Success and better ways to build relationships are more visible and happy in the face of reality. In addition, young people feel they have limitations, are not ashamed of these limitations, and take these limitations as a challenge to improve.

As self-esteem develops, it consists of an individual's interaction with the environment and or multiple appreciation, acceptance, and understanding of others towards him. Some factors that affect self-confidence are (Barbara D.R. Wangge & Nurul Hartini, 2013: 44-47):

a.   gender factor

According to Ancok et al. Women always feel their self-esteem is lower than men, for example, because they feel inadequate, lack confidence, or feel the need to be protected. This may be due to the role of parents and the different societal expectations of men and women. This opinion is related to Coopersmith's research which shows that women's self-esteem is lower than men's.

b.   Intelligence

Intelligence as a total picture of an individual's ability to achieve is closely related to performance, as the measurement of intelligence is always based on academic ability. According to Coopersmith, individuals with high self-esteem perform better academically than those with low self-esteem. People with high self-esteem are also said to have better IQ scores. Good work and always try.

c.   Physical Condition

Coopersmith found a consistent relationship between physical attractiveness and height and self-esteem. People with attractive physical features tend to have better self-esteem than people with less attractive physical features.

d.   Family Environment

The role of the family greatly determines the development of children's self-esteem in the family where children first get to know the parents who raise and educate them and also become the basis for socialization in the wider environment. Discover the basic requirements for developing good self-esteem in children. Coopersmith claims that fair treatment, empowerment, and democratic education lead children to high self-esteem, and in this regard, Savary agrees that the family has its role in developing children's self-esteem.

e.   Social Environment

Klass and Hodge argue that the formation of self-confidence begins with a person's realization that he is valuable or not, which is the result of environmental processes, respect for others, acceptance, and treatment of them. At the same time, according to Coopersmith, some changes in self-identity can be explained through success, values, aspirations, and self-defense mechanisms. In addition, Branden mentions that the factors that affect self-esteem in the work environment are several dimensions of work, such as job satisfaction, income, respect for others, and promotion or promotion.

In addition to the above factors, according to Kozier and Erb, several factors affect self-esteem (in Simbolon, 2008: 11) the development of self-esteem involves four elements of experience, namely:

a. Significant people

A significant person is an individual or group that plays an important role in developing self-esteem at a particular stage of life. Significant people are parents, siblings, peers, teachers, and others. There are one or more significant others at different stages of development. Through social interactions with significant others and receiving feedback on how important people consider and label them, individuals develop attitudes and beliefs about themselves.

b. Social role expectations

At various stages of development, individuals are strongly influenced by society's expectations of their roles. Large societies and small societal groups have different roles and this is reflected in different levels of need to fulfil social roles. Social role expectations vary by age, gender, socioeconomic status, ethnicity, and professional identification.

c. Any psychosocial developmental crisis

Faced with certain developmental tasks, humans find themselves in crisis at every stage of their development. This is noted by Erikson (in Monks et al, 2006: 279) If the individual is unable to resolve the crisis, this can cause problems for himself, his self-image, and his self-esteem. Erikson also added that the developmental task of adolescence is the search for self-identity, which is the time when an individual forms his or her self, or self-image and integrates the individual's thoughts about himself or herself and the way others think about them. To achieve a positive self-identity or a healthy self, young people need caring adults and supportive peers.

d. Problem-solving style

The strategies one chooses to deal with stressful situations are important to one's success in adapting to the situation and deciding whether to maintain, increase or decrease self-confidence.

4. Conclusion

Self-esteem is the result of a person's judgment or evaluation of himself, which is an attitude of acceptance or rejection and indicates how much the person believes in himself feeling capable of being relevant, successful, and valuable positively or negatively refers to the person himself. The concept of self-esteem is also a person's evaluation of themselves positively and can also evaluate negatively. When a person sees themselves positively, they are said to have high self-esteem and vice versa. The characteristics of young people with high self-esteem are the ability to face the difficulties and hardships of life, more stability and resistance to defeat, failure, and despair, the tendency to be more ambitious, the opportunity to be more creative in work, and a stimulus for more success.

Having deeper and greater opportunities to build relationships (apparently) and appearing happier when faced with reality. In addition, young people consider themselves valuable and as good as their peers and respect others, can control their actions towards the outside world and take criticism well, like new and challenging tasks, and are not easily confused when something goes wrong. Academically successful or actively successful and able to express themselves well. Does not consider himself perfect but knows his limits and inner desire to improve. Democratic values and attitudes and a realistic orientation to be happier and more effective in dealing with environmental demands. Factors that influence self-esteem include gender, intelligence, physical condition, family background, and social circle. The development of self-esteem involves the experiential elements of significant others, social role expectations, multiple psychosocial developmental crises, and problem-solving styles.

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