
PARENTAL RESPONSIVENESS AND ACADEMIC SELF-CONCEPT IN EARLY ADOLESCENTS

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Abstract

The results of international studies that measure student achievement show that from the years of academic achievement of students in Indonesia is low because of consistently slumped in the bottom rank. This is a problem arising from students who have negative self-concept. The purpose of this study was to examine the relationship between parental responsiveness and academic self-concept in early adolescence. This research uses a quantitative correlation method. The subjects of the study were the seventh grade students of SMP Negeri 3 Jekulo Kudus, as many as 270 students. Sampling using purposive sampling technique. The measuring tool used is the psychological scale. Validity of data is done by validity and reliability test. The parental responsiveness scale consists of 17 items ($\alpha = 0.821$) and the academic self-concept scale consists of 25 items ($\alpha = 0.812$). The method of analysis in this study using Pearson Product Moment analysis techniques. The calculation results obtained by the correlation coefficient of 0.452 with a significance of 0.000 ($p < 0.05$). Based on the value of the correlation coefficient, the hypothesis "There is a positive relationship between parental responsiveness and academic self-concept in early adolescence" is accepted. The higher the parental responsiveness that students receive, the higher the academic self-concept in the students. Conversely, the lower the parental responsiveness that students receive, the lower the academic self-concept in the students.

Keywords: parental responsiveness, academic self-concept, early adolescence

INTRODUCTION

Education is organized to produce young generation with a good quality. One of the factors associated with student's successfulness in school is the academic's self-concept. Bloom (Pudjijoyanti, 1985:31) said that self-concept is one of the variable that determines the educational process. According to Armasari (Chairiyanti, 2013: 1127), academic's self-concept is someone's valuation about their academic ability, that involved someone's ability to follow the lessons, ability to achieve academic achievement, and also another class activity associated with perceptions, ideas, affections, and someone's valuation about their academic ability. "The academic's self-concept can make individual more confident about their ability because academic's self-concept itself covers how we do, how we feel, and how we evaluate our ability indeed" (Marsh, 2003: 364).

Calhoun and Acocella (1995:67) said that there are three aspects of self-concept: a) knowledge aspect is what we know about ourselves, or every information that people know about themselves, or the explanation about "who am i?" that will give us the representation about ourselves, b) aspect of hope is one of the views about someone's possibility of who they become in the future days, c) valuation aspect is someone's valuation about their own self.

The negative academic's self-concept will occurs some problems in a future life. One of the problem that often happened in school is cheating. Based on survey of Misbach (2013) said that 75% of 597 students admitted that they did cheating on a final test. SMS, chat group, cheating on paper, and body language code are the most widely used kind of cheating. One of the causing factor of this problems is student's confidentless while working on a test, they do not believing their own ability, it can be indicate as a low academic's self-concept. This statement supported by the research of Samiroh and Muslimin (2015: 67) that explained there's a negative relationship that very significant between the academic's self-concept and cheating behavior, which is the higher student's academic's self-concept will shown the lower their cheating behavior.

Pudjijoyanti (Sugiyono, 2005:52) said that self-concept is not biological factor or factors that are brought about from birth, it is factors that formed from the individual's connection experiences. This statement is confirmed by Calhoun and Acocella (1995:76) who said that the source of self-concept information is the person's interaction with another person. Another factors that make a contribution to formed the self-concept are: a). Parents, b). Friends, c). People's around, d). Studies, e). Assosiations, f). Caused and motivations.

Parental responsiveness is how far parents parenting, loving, involving, and supporting their children as parenting process goes on (Baumrind on Yang & Laroche, 2011:979). Same with them, Bogenshneider & Pallock (2008:1016) also said that parental responsiveness is giving attention to the needs and warmth of the child that expressed contingently.

Based on that explanation can be conclude that, parental responsiveness is how far parents use loves, affection supports, and involving themselves on every parenting process. Good interaction qualities that formed by parents will give a really conducive situations for child to understanding their own self and their environment (Malik on Machmud, 2009:12). Nishikawa, Sundbom, & Hagglof (Rahmaisya, dkk, 2011:140) opine that mother and father who give a warmth emotions to their teen age child will growth a better self-concept within.

The evaluation of parental responsiveness that explained on the different theoretical orientation said that at least there are four aspects (Landry,Smith and Swank, 2006:627), they are:

1. Contingent responding.
A quick and contingently warmth acceptance from parents on case fullfiling child's needs and demands often considered as a responsive behavior (Ainsworth et al, 1978; Sroufe, 1983 on Landry,Smith and Swank, 2006:627). Swank, 2006:627).
2. Emotional-effective support
Behavior that focused on emotional support including positive feedback, no negative behavior, and affective communication is a picture of parenting and acceptance.
3. Support for attention
Supportive and caring behavior that encourage the mutual involvement and feedback on parents-child interraction (Bakeman & Adam; Trevarthen; on Landry, Smith and Swank, 2006:628).
4. Language input that supports developmental needs.
Faber dan Mazlish (Brooks, 2011:577) when teenagers feels about to give up and have no spirits, parents should give them supports with a good tone of voice so it doesn't sounds like blamming or cornering them away.

METHOD

This research using quantitative method with correlational techniques. Populations of this research is all of the students of SMP 3 Jekulo Kudus with a specific characteristic as: 1) Sign as a students of SMP 3 Jekulo-Kudus year 2016/2017,

- 2) 12-15 years old, 3) Live with biological parents since birth.

Samples taken by using purposive techniques sampling. Samples of this research are 270 students. Variables of this research are parental responsiveness as the independent variable and academic's self-concept as the dependent variable. This research also using parental responsiveness and academic's self-concept scale as methods and data's collection tools. *Pearson Product Moment* also used for data's analysis techniques.

RESULTS

1. Description about Academic's Self-Concept
The general description about academic's self-concept measured by using academic's self-concept scale that formed by the self-concept aspects by Calhoun and Acocella, consisting of 25 valid items with the highest score is five and the lowest score is one and the coefficient of reliability are 0,812. Based on the characteristics of the academic's self-concept, gained datas as below:

Tabel 1.1 Description about Academic's Self-Concept

Formula	Interval	Category	F	%
$(\mu + 1,0 \sigma) \leq X$	$91,66 \leq X$	High	123	45,56
$(\mu - 1,0 \sigma) \leq X < (\mu + 1,0 \sigma)$	$58,34 \leq X < 91,66$	Average	147	54,44
$X < (\mu - 1,0 \sigma)$	$X < 58,34$	Low	0	0
Total			270	100

Based on the table above, shown that students of SMP Negeri 3 Jekulo Kudus academic's self-concept generally can be categorized as average (54,44%).

2. Description about Parental Responsiveness
Statistical analysis of parental responsiveness was measured using parental responsiveness scale, that formed by aspects according to Landry Smith and Swank, consisting of 19 valid items with the highest score is five and the lowest score is one and having a reliability soeficient of 0,821. Based of the parental responsiveness characteristics, gained datas as below:

Tabel 1.2 Description about Parental Responsiveness

Formula	Interval	Category	F	%
$(\mu + 1,0 \sigma) \leq X$	$62,33 \leq X$	Tinggi	69	25,56
$(\mu - 1,0 \sigma) \leq X < (\mu + 1,0 \sigma)$	$39,67 \leq X < 62,33$	Sedang	189	70

$X < (\mu - 1,0 \sigma)$	$X < 39,67$	Rendah	12	4,44
Jumlah			270	100

Based on the table above, shown that students of SMP Negeri 3 Jekulo Kudus parental responsiveness generally can be categorized as average (70%).

3. Hypothetical test result

Hypothetical test measured by using Product Moment correlational techniques through software assistance SPSS. As the result, found that the value of correlation coefficient (r) is 0,452 with a significant level $p=0,000$ where $p < 0,05$, so it can be concluded that the hypothesis "there is a positive relationship that very significant between parental responsiveness with academic's self-concept in early adolescents" is accepted.

Correlations

		Parental Responsiveness	Konsep Diri Akademik
Parental Responsiveness	Pearson Correlation	1	.452**
	Sig. (2-tailed)		.000
	N	270	270
Konsep Diri Akademik	Pearson Correlation	.452**	1
	Sig. (2-tailed)	.000	
	N	270	270

** . Correlation is significant at the 0.01 level (2-tailed).

DISCUSSION

As the explanation above, the result of academic self concept at students of SMP Negeri 3 Jekulo Kudus is on medium category, with total subjects is 270 students, as 147 subjects show medium category in academic self concept, and 123 subjects show high category in academic self concept. The result indicates that almost students of SMP Negeri Jekulo Kudus have vision or view, sense, and self-assessment derived from experiences and interactions with other people towards the whole themselves related to the academic field in the medium category.

Santrock (2007: 178) said that teenagers will continue to possess instillative traits until the time when teenagers have succeeded in forming a more complete theory of themselves, and usually

do not occur until adolescence ends, even into early adulthood. Agustiani (2006: 144) said that the self concept will change drastically as it enters puberty. Someone who enters adolescence perceive themselves as adult in every way. However, in behaviour, teenagers start to focus on setting their own behaviour even though it is still dependent on adults.

In general based on the result presented, parental responsiveness in students of SMP Negeri 3 Jekulo Kudus is on medium category, with total subjects is 270 students, as 189 subjects show medium category of parental responsiveness, 69 subjects show high category of parental responsiveness, and 12 subjects show low category of parental responsiveness. It shows that the average of the subjects have medium category of parental responsiveness, thus indicating that affection, affection support, and parenting involvement are good enough and good quality interactions between parents and students.

That statement is suitable with Youniss & Smollar's statement (Yang & Laroche, 2011: 979) that parental responsiveness is the important thing in socialization in family and especially for teenagers, because teenagers are in stage of seeking identity and do not rely on the parents and have clear differences, but parents try to stay connected to teenagers.

Tubbs and Moss (in Sugiyo, 2005: 53) explained that self concept grows among others through feedback received by people around us and there is more influence on us that is the people who are closest to us. And George Herbert Mead (Rakhmat in Sugiyo, 2005: 53) called it as significant others, which this significant others start in family, especially parents. The statement is suitable with Henry's experiment (1989) that showed the positive relationship between parents and teenagers facilitate teenagers to identify themselves through parental attitudes, values, and expectations of the role informed by parents and help teenagers to incorporate the informations and incorporate it into the value system they have.

It suitable with Nishikawa, Sundbom & Hagglof's result experiment (2010: 61) that the relationship between parents and self concept of the child show the self concept has a relationship with emotional warmth and rejection. Lamborn (in Bogenschneider & Pallock, 2008: 2016) said that on one point of parental responsiveness predict the next development; in one experiment, parental responsiveness gives contribution to the teenagers about themselves and confidence about the skill that they have and have effect in academic competence and their social life. This experiment is same as Paulson's experiment, et al (1991: 287) which said

that the differences between parental closeness and warmth also appear in the relationship of parents and children with self esteem, ability, and expressiveness.

Then the result of hypothesis testing that “a positive relationship is very significant between parental responsiveness with the academic self concept in early adolescents” received. It means the higher parental responsiveness, so the higher too academic self concept that the teenagers have.

CONCLUSIONS

1. The result of academic self concept in students of SMP Negeri 3 Jekulo Kudus is on medium category. The result indicates that almost students have vision, view, and self-assessment about themselves related to the academic are good enough. The most contribute aspect of academic self concept is aspect of hope.
2. The result of parental responsiveness in students of SMP Negeri 3 Jekulo Kudus is on medium category. The result indicates that almost students have thus indicating that affection, affection support, and parenting involvement are good enough. The most contribute aspect of academic self concept is aspect of emotional affective support.
3. A positive relationship is very significant between parental responsiveness with the academic self concept in SMP Negeri 3 Jekulo Kudus. It means the higher parental responsiveness or more positive parental responsiveness, so more positive too academic self concept that the students have.

SUGGESTION

1. For Research Subjects (students of SMP Negeri 3 Jekulo Kudus)
For students of SMP Negeri 3 Jekulo Kudus again expected to optimize the level of academic self-concept owned by continuing to develop the potential and abilities are best suited to them special interest in the academic field. students develop academic self-concept to broaden your horizons, build personal karater mature by following the activities organized by the school and community activities were positive, and increasing faith that can support a positive self-concept in students.
2. Parent
For parents as the early formation of the concept of the individual to be more attentive to the sons and daughters, as well as provide motivation and guidance to their children

in order to form a positive self-concept, especially in the academic field. And parents are expected relationship quality interactions as a manifestation of acceptance, warmth and support in order to create an atmosphere conducive to the child in the process of understanding the self and the environment.

3. For SMP Negeri 3 Jekulo Kudus
to school to be helped to optimize the academic self-concept of students by providing motivation to learn to students and provide adequate facilities to support the development of academic potential of students, besides that it expected the school to help direct parents of students are paying less attention son -putrinya home for students to feel comfortable and help to understand himself and the environment, especially in the academic field.
4. For researchers then
for other researchers who are interested in similar studies researchers should further add to the reference. For further research is recommended to use qualitative methods to reveal *parental responsiveness* more detail as well as linking with other variables. It is expected that future researchers can measure *parental responsiveness* between father and mother to check the difference in the function of the father and mother nurturing behavior in adolescent development. For variable self-concept is expected to further enrich the theory further researchers more specific.

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