

Self Love Training for Orphanage Youth

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Abstract: Adolescence is a period of transition from children to adults. The problems that are most often experienced are lack of self-confidence, low optimism and a sense of insecurity, especially for teenagers who live in orphanages. The training was held on August 22, 2021, the participants of teenagers from the Aisyiyah Gombong Orphanage, aged from elementary to high school. With self-love training, it is hoped that orphanage youth will become honest individuals about their own shortcomings, and can find positive strengths they have, so that they become teenagers who have a positive, optimistic, confident self-concept and are physically mentally healthy. The implementation method is divided into 3 stages, namely the stage of preparation, implementation and evaluation. In the implementation stage, the activity was carried out using a lecture method on the meaning and importance of self-love, educational games (games) life mapping and discussions. The following is one of the opinions of the participants after receiving the training, "It is a pleasure to be able to participate in this training. Previously, they were insecure, but now it has decreased".

1 INTRODUCTION

Adolescence is a period of transition from child to adulthood. Many problems in fase this phase. This is because adolescence is a phase of identity search. Adolescents need to love themselves so that the problems that arise in this phase do not affect the next phase of development.

But not a few teenagers who experience problems such as lack of confidence and insecure. This can be due to the influence of peers. This is also felt by teenagers who live in orphanages. One of the nursing homes located in gombong precisely in karangjati Hamlet, kalitengah village, Gombong District, Kebumen Regency.

This orphanage thenumber of residents of this orphanage is 20 children. Not all residents of the orphanage are children who do not have a father or mother, another thing that can be categorized as orphans is economically disadvantaged children, although they still have a father, mother and live in the orphanage, so in Aisyiyah Gombong orphanage there are several categories consisting of orphans there are 6 children, orphans 4 children, dhuafa 9 children and orphans 1 child.

Table 1. Number of categories of children in Panti Aisyiyah Gombong

No.	Category	Number
1.	Orphans	6
2.	Strays	4
3.	<i>Dhuafa</i>	9
4.	Orphan	1

Based on preliminary studies in the field, researchers conducted interviews with 2 panti Aisyiyah gombong administrators who explained that providing motivation and self-development training to children is very important. Like teenagers in general, teenagers in these institutions also have concerns about their future, especially with the condition of their diverse family backgrounds, making these concerns even greater. This is a natural thing to happen. In addition to worries about the future, feeling insecure seeing friends who exceed them makes pessimism even stronger (Fitri, 2018).

Optimis attitude is the biggest supporter of adolescent self-confidence. Teenagers who experience pessimistic and insecure views clearly inhibit their self-confidence. Teenagers who have a pessimistic attitude usually see themselves as hopeless. Optimism and hope for the future must be

grown from adolescence. This is so that the teenager can direct his future and start building his dreams.



Figure 1. needs assessment process with partners

From the analysis, researchers provide advice to conduct self-love training for adolescents. Self love training has the aim that individuals can appreciate themselves so that they will grow physically, psychologically and spiritually healthy individuals. The results of other studies say that changing negative thoughts into positive thoughts can be able to change attitudes and behavior for the better (Riyanti, 2020).

Self Love is very necessary for a teenager to understand the purpose of his life. Self love is the feeling of oneself and knowing oneself, loving oneself, and being confident in oneself (Basaria, 2022). So in other words self love training is recommended to be given to adolescents who have problems with their self-confidence.

In self love training, in addition to physical and psychological health, spiritual health is highly emphasized. One of the characteristics of a spiritually healthy person is a person who has gratitude. The results of the study showed the influence of gratitude and self-concept on optimism (Riyanti, 2020). Teenagers with high gratitude and positive self-concept are able to see the potential they have so that they can take advantage of opportunities to train, hone, and develop themselves, so as to increase optimism.

In self love, it is emphasized to have positive thoughts, give appreciation to yourself by loving yourself for who you are, and not easily compare with others, thus self-confidence will grow. One way to increase self-confidence is to use cognitive restructuring form, which is the importance of emphasizing the power of a positive and logical mind. The power of a positive and logical mind is needed by teenagers to organize the future. According to Wahid (2018) teenagers who have positive thoughts in the future will not feel anxious.

One of the reasons teenagers have no future direction is because of high levels of anxiety. Explains that anxiety that occurs in individuals is a reaction from a real or imaginary event (Nurhayati, 2018). Individuals who experience anxiety due to the uncertainty of future conditions. This is experienced by some teenagers in orphanages.

Some of the things above are the background of self love training for teenagers at Aisyiyah orphanage. With self love training, it is expected that teenagers have a sense of optimism, believe in and have a positive mind in looking at the future.

2 METHOD

The implementation of self love training for orphanages was carried out during the outbreak of the corona-19 virus. For this reason, one of the requirements that must be done is, the training process must comply with health protocols where all participants and presenters are required to wear masks, maintain distance, and wash their hands before and after activities during the training. Implementation method is divided into 3 stages, namely :

a. Preparation

In the preparation stage, a post-test was conducted on the participants' knowledge of self-love.

b. Execution

According to Endah (2018), there are several training methods, namely, lectures, discussions, demonstrations, exercises/practices, work instructions, case studies, Games, role-playing, in-tray, simulations and online learning.

c. Training

In this training, researchers used 3 methods :

• Lectures

The lecture method according to Notoatmodjo is a speech delivered by a speaker in front of a group of participants. Lecture is the process of transferring information from the teacher to the learning target. In the process of information transfer there are three important aspects, namely teachers, materials provided and learning objectives. This method is effectively used to improve a person's knowledge.

• Games

In the game method participants are asked to work on a particular game, which is done in groups. This method has the power to show / describe the concept indirectly.

• Discussion

The discussion is expected to encourage participants to dare to express suggestions, comments or opinions

regarding the material that has been delivered in lectures and educational games.

- Evaluation

In the evaluation phase, after the activity is completed, the participants return to fill in the questionnaire (post test) to determine the extent to which the training was successfully carried out.

Table 2. Self Love Training Activity Flow

Time	Show	Material	Props
13.00-13.10	opening		
13.10-13.30	Pre Test	Self Love	questionnaire
13.30 – 14.00	lectures	Self Love	PPT
14.00-14.15	- discussion		
14.15-14.45	lectures	Optimism and Life Mapping	PPT, motivational videos
14.45 – 15.45	Education al Games, Group Discussio ns group discussions, Group Presentati ons Group	life Mapping practice Per group	Plano paper, markers
15.45 – 16.00	Post Test	Self Love	questionnaire
16.00-15.30	closing		

3 RESULTS AND DISCUSSION

Community empowerment activities in the form of self love training were given to teenagers of Aisyiyah Gombong orphanage. The number of participants in the training was 16 people. The following (Table 3) is an overview of the participants of the "Self Love training" who are all female.

Of the 15 participants who took part in the training, 60% of the participants were of first school age and 40% of primary school age. Participants who are only two months old live in an orphanage where during this time they still need adjustment from their previous place of residence. While Junior High School participants have lived in the orphanage for more than a year. This can be seen from how to answer questions and answer the Test results distributed to participants. Junior high school age

participants who live longer in the orphanage have more courage to express opinions.

Table 3. Overview Of Self Love Trainees

No	Repsonden	Age	school	long stay
1	NF	14	SMP	24
2	NGS	15	SMP	18
3	ARL	14	SMP	24
4	INW	14	SMP	24
5	SAL	15	SMP	24
6	GNA	15	SMP	12
7	DAN	13	SMP	12
8	HAR	13	SMP	12
9	SP	15	SMP	12
10	MR	12	SD	2
11	WAG	12	SD	2
12	RSN	12	SD	2
13	SF	12	SD	2
14	ASH	12	SD	2
15	ADS	12	SD	2

However, from the analysis through pre-test and post-test, it is known that 75% of new participants heard the term self love when this training was conducted. As revealed the following trainees:

"this is the first time I've heard of self love"

While 25% of participants have heard the term self-love from reading, and the talk of his friends, as expressed by the following participants:

"Since I started junior high school, usually my friends also told me to self love" (BHA)

In this self love training, participants received two materials, namely Self love material and know yourself material. Self love material provided includes understanding, aspects, and things that can support self love, as well as obstacles in self love. In the Know Yourself material, participants are taught how to recognize their strengths and weaknesses and maximize the potential of each participant. On the sidelines of the material, participants played a motivational video about the importance of seriousness in achieving goals. After listening to the video, participants are given the opportunity to comment on the video.

After giving the material with a lecture, methode next training is the provision of material through educational games to write down the advantages and disadvantages of each participant.



Figure 3. Presentation of material through lectures

Each participant writes the advantages and disadvantages on Plano paper that has been provided. After getting lectures and educational games, participants had a group discussion about life mapping or “Life Mapping”. Life mapping or life mapping is very useful to direct one’s life goals. Life mapping prevents us from being unhurried and disorganized in determining the future. One of the Life Mapping results presented by the participants are as follows :

“After finishing elementary school, continue junior high school can exam with the highest score, continue to study so perawaat, pingginnnya college PTN path, if entered S1 entered nursing education, continue to work in hospitals, in large hospitals, continue to get married when ready, so successful people, continue to be happy with family and have children, continue Happy with family and have grandchildren (SP)

Life mapping can be the basic capital in determining steps to achieve life goals. Life mapping can also make life more purposeful, and can unleash the potentials that exist in him. With life mapping, one can focus on the important potentials possessed. It is hoped that with the life mapping game, teenagers in orphanages understand what their life goals are in the future, and how to achieve these goals by exploring every potential that exists in them.

In this group discussion, participants were divided into 4 groups. Each group received one paper plano to write” Life Mapping ” (life mapping) participants.

After the training is completed, a training evaluation is held. In this training there are 3 evaluations conducted, namely reaction, cognitive and behavioral evaluations. Reaction evaluation was observed when participants followed the activities during the training. During the training, the participants seemed enthusiastic and actively participated in this activity.



Figure 4. Participants carry out Educational Game “Life Mapping”

Evaluation of this reaction can also be seen from the responses or impressions and messages of participants during this training that participants wrote on color paper, as written by participants as follows :

“It’s great to be able to attend this training, which previously liked insecure, now it’s reduced,” (INW)

While on the Board of ideals, various ideals written by participants, such as the ideals of one of the participants who want to become a Quran memorizer, become a computer expert, take parents to go to Hajj, to be able to go abroad.



Figure 5. Participants write their goals and message impressions during the training

The second is cognitive evaluation. Cognitive evaluation is an activity carried out with the aim of measuring a person’s knowledge (Rosyidi, 2020). Cognitive evaluation is usually done after the learning process by giving tests to measure the ability of the brain.

Cognitive evaluation conducted this time using a comparison of pre-test and post-test scores. The results of the cognitive evaluation in this training, showed a difference in knowledge scores before (pre test) and after training (post Test) for each participant that all participants experienced an increase in understanding the material provided during the training.

The third is behavioral evaluation. Behavioral evaluation is an evaluation that measures the occurrence of behavioral changes that arise because they have participated in a training program (Nurhayati, 2018). Self love training that followed by the orphanage children, is very useful for children. This is as expressed by the Board of the orphanage after a few weeks met researchers. With self love training children understand how to implement self love, and how to apply self love in everyday life.

4 CONCLUSIONS

Referring to the results of pre-test and post-test, it is known that the average score before training and after training rose from 39.1 to 93.75. This shows that this Self Love training has succeeded in providing knowledge and understanding to participants about the material provided. Researchers hope that with this Self love training, teenagers will be more grateful for their self-condition, optimistic, and confident in facing the future.

In the educational game "Life Mapping " participants look enthusiastic and eager to express their opinions and write down their targets in mapping life in the future. Learning using the method of educational games is very appropriate to use in adolescents, because it is more relaxed, and stimulates participants to express their opinions.

Suggestions for other researchers, to continue to provide motivation and training training that increases soft skill adolescents such as leadership training, self-development, public speaking as a provision for adolescents to be more optimistic and confident..

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