

# Psychoeducation Awakens the Power of Self-Concept for Students Who Do Not Pass State Universities

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## ABSTRACT

Psychoeducation was carried out to increase the strength of self-concept so that students who still needed to pass the State Universities (*Perguruan Tinggi Negeri/ PTN*) entrance selection could overcome their psychological challenges. Psychoeducation was carried out through training to provide knowledge of skills in overcoming negative self-concepts. In the initial stage, observations and interviews, map problems, and Focus Group Discussion (FGD) were conducted. It was followed by training, which contained a discussion of the issues faced, material to generate self-concept, assignments, simulations, as well as pre-test and post-test to find out the difference in knowledge before and after the training. Based on the results of the pre-test before psychoeducation, a mean score was showed at 12.90 and a standard deviation was obtained at 0.83. The post-test results after psychoeducation were obtained with a mean score at 13.90 and a standard deviation at 1.04. There was a difference in the mean of 1.0, and the mean rank increased from 3.50 to 6.00. Based on non-parametric statistical tests, Asymp values were obtained—Sig (2-tailed) of 0.032. The study's results showed a significant increase in students' understanding of self-concept. Psychoeducation awakened the strength of self-concept in private university students who did not pass the selection to enter state universities in Yogyakarta. It is intended to be able to provide additional knowledge of student skills to increase the strength of self-concept. Increased understanding of self-concept allowed students to avoid negative judgments towards themselves and live an optimal life.

## Introduction

According to Dardjowidjojo (in Pratama & Dewi, 2023), higher education is the final terminal for someone who can learn as much as possible through school education. Taliziduhu

(in Pratama & Dewi, 2023) argues that universities in Indonesia consist of three categories, namely State Universities (*Perguruan Tinggi Negeri/ PTN*), Private Universities (*Perguruan Tinggi Swasta/ PTS*), and Official Universities (*Perguruan Tinggi Kedinasan/PTK*). These educational institutions are in the form of Universities, Institutes, Colleges, and Academies. Higher education is considered the main gateway to enter the professional world and achieve success in a career. For most people, being admitted at State University is considered prestigious. State University (PTN) entrance exams with various selections are an essential stage for many students in Indonesia. However, behind these targets and ambitions, the reality is that not all students succeed in continuing their studies according to their dreams. The high level of competition and limited admission quota make many students accept the reality of continuing their education at private universities; some even decided not to continue their education at the university level.

Based on data from the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) reported from Kompas.com in 2023, 20% of high school/vocational high school students have successfully passed State University National Admission Selection (SNMPTN) and State University Joint Entrance Test (UTBK). Another 80% of students should have to look for other alternatives to continue their education, including attending a private college, academy, or seeking for job. This situation can negatively affect students who fail to pass the selection to join State Universities. Self-concept includes what an individual feels and thinks about himself and an individual's assessment of himself, which means that self-concept will be one of the essential aspects of an individual's behavior (Widiarti, 2017; Umarta & Mangundjaya, 2023). Students who do not pass the PTN selection can experience a negative self-concept that refers to unfavorable self-evaluation and beliefs about self-inadequacy. It can negatively impact their mental and emotional well-being, as well as their academic and social development.

Several risk factors for the negative self-concept of students who do not pass the State University selection such as high academic pressure to achieve good grades and not entering PTN make students feel anxious and incapable. There are social comparisons that drive them compare themselves with peers who have successfully entered PTN that can make students isolated and unsupported. It can worsen self-concept in students who fail to pass the PTN selection. A supportive relationship with family, friends, or mentors can help students build resilience and overcome negative self-concepts can be seen as a protective factor that must be possessed by students who fail to join PTN. Then, students who have healthy coping skills,

such as stress management and relaxation, can better cope with academic and emotional stress. Students with high self-confidence level are more likely to believe in their abilities and bounce back from failure.

The distal factor that may occur in students who do not pass the PTN selection is that students from families or communities that do not have a tradition of higher education may have lower expectations for themselves and are less motivated to pursue their higher education. The proximal factor in students who do not pass the PTN selection is how they view their failures, which can significantly impact their self-concept. Students who blame themselves for their failures are likelier to develop a negative self-concept. In contrast, students who see failure as an opportunity to learn and grow are more likely to have a more positive view of themselves. Students who have effective study strategies are more likely to achieve academic success, which can improve their self-concept.

Several studies show that students who do not pass the State University selection often feel feelings of failure, worthlessness, and loss of direction in life, which can give rise to identity and self-concept crises. In the results of Hanifah and Abadi's (2019) research, there is a positive relationship between self-concept and academic achievement; a person with a positive self-concept will look optimistic and full of confidence, and tend to be positive about something, as well as towards the failures experienced. On the other hand, a person with a negative self-concept will look pessimistic, consider himself helpless, feel displeased, and not be noticed. The high and low academic achievement of students are related to the high and low self-concept that students have. It is also in line with the negative self-concept of Private University students due to non-graduation of the PTN entrance selection, which can affect student academic achievement. Therefore, overcoming a negative self-concept when experiencing failures at a State University selection increases a positive self-concept by being optimistic, confident, and positive towards everything, including failures.

Increasing self-confidence is indispensable for people who have low self-concept. The fear of failure occurs because of feeling incapable due to a lack of confidence. In addition to the fear of failure, many things can happen if someone has low self-confidence. One of the treatments that is often used in people who have low self-concepts so that they have low confidence is the Cognitive Behavioral Techniques (CBT) as behavioral counseling technique. According to a study conducted by Mutmainah on the Application of CBT to the confidence of People with Blind Disabilities at the Bina Netra Social Home Wyata Guna Bandung in 2016, CBT therapy was declared to be very effective as the primary influence of counseling behavior

change (Mutmainah, 2016). For students who do not pass the PTN entrance selection, a preventive approach can be taken to prevent the emergence of negative self-concepts, and curative approaches can be used by encouraging students to start having positive views and assessments of themselves.

Based on these problems, psychoeducation is needed to increase the strength of self-concept. It is very important to help students who still need to pass the selection to enter State Universities overcome their psychological challenges. Psychoeducation can teach them skills and strategies to develop a more positive self-concept, rebuild self-esteem, and find new meaning in their educational journey and life. Students who have received education about awakening the power of self-concept will later know and be able to apply it in daily life.

## **Method**

The implementation of community service was carried out with the initial stage of conducting observations and interviews and then analyzing and mapping problems. The next stage was a Focus Group Discussion (FGD), which aimed to discover the dynamics of self-concept in private university students who have registered and still need to pass the State University selection. The last stage was to hold psychoeducation as a workshop with the theme of Improving Self-Concept to provide knowledge about student skills in awakening the power of self-concept. This community service activity was conducted on June 21, 2024, in Room 104, Campus 3, Universitas Mercu Buana Yogyakarta. The community service activity was attended by 11 participants from private university students who had registered and still needed to pass the State University selection with duration about 170 minutes in face-to-face way. The psychoeducational material presented was about 1) the problems faced related to non-graduation at State Universities, 2) getting to know the self-concept, 3) the assignment of "Strengths and Weaknesses Cards," 4) simulation/role play, 5) awakening the strength of self-concept. The team also conducted pre-tests and post-tests to determine the difference in knowledge before and after training. Those two tests were carried out by filling out a questionnaire using a Google form link shared to the participants before and after psychoeducation.

## **Results and Discussion**

### *Results*

The psychoeducation "Awakening the Power of Self-Concept" discussed problems resulting from non-graduates entering State Universities. It also discussed self-concept, including definitions, aspects, influencing factors, and differences in positive and negative self-concepts. In addition, it was aimed to help the participants to realize their strengths and weaknesses. Then, it was closed with a discussion of suggestions that could be made to awaken the strength of self-concept, including how to provide support and guidance to others with negative self-concepts. The methods used by facilitators in psychoeducation were lectures, questions and answers, brainstorming, group discussions, assignments, and role-playing.

### **3.1 Session 1: Presentation of Material "Problems Faced Related to Non-Graduation of PTN Selection" Activity**

This first session of psychoeducational activities was explanation to participants of real case examples related to non-graduation of the PTN entrance selection. It was followed by the discussion related to the participants' experiences dealing with non-graduates of the PTN entrance selection. These activities can be seen in Figure 1. This session activity was carried out using lecture and discussion methods. The facilitators explained some examples of actual cases that occurred due to non-graduation of the PTN entrance selection. Participants were quite surprised and said that they did not expect to know about real cases that happened, especially cases that took someone's life. Then, the facilitators encouraged participants to do catharsis on the emotions they felt when facing non-graduation of the State University entrance selection. At first time, the participants only said that their feelings were mixed at the time of the incident, but in the end, they could verbally express the emotions they felt at that time in sufficient detail.



**Figure 1. Lecture activity to deliver material session 1**

This activity was addressed to help participants discover real cases due to non-graduation of the PTN entrance selection that occurred outside of themselves. It encouraged them to know themselves better by sharing their experiences. In addition, this activity helped participants get to know each other better and opened a cathartic space for participants. Before participating in psychoeducation, almost all participants admitted that they did not know about various problems or cases related to non-graduation's impact on the PTN entrance selection. Participants also needed to learn about the emotions they felt when facing the non-graduation of the PTN entrance selection. They were not able to express it orally. However, after participating in psychoeducation, participants already knew about various problems or cases related to the impact of not graduating from the PTN entrance selection. Not only that, participants also began to understand and were open to verbally expressing the emotions they felt when facing non-graduation from the PTN entrance selection.

### **3.1 Session 2: Presentation of Material "Getting to Know Self-Concept" Activity**

In this session, facilitators presented to the participants some concepts related to self-concept, which included understanding aspects, influencing factors, and the difference between positive self-concept and negative self-concept—followed by a question and answer session and discussion. This activity can be seen in Figure 2. This session activity was carried out through lecturing, questions and answers, and discussions. The facilitators presented material on self-concept. It was then continued by questions and answers and meetings with the participants.



**Figure 2. Lecturing activity in delivering material for session 2**

This activity encouraged participants to be able to understand better how the self-concept that has been formed in them was by helping them to understand the meaning of self-concept, know aspects of self-concept, recognize the factors that affect self-concept based on the ecological framework, understand and distinguish between positive self-concept and negative self-concept. Before participating in psychoeducation, participants admitted that they did not know about self-concept at all. However, after participating in psychoeducation, participants already knew about self-concept, including definitions, aspects, influencing factors based on the ecological framework, and the difference between positive and negative self-concept.

**3.1 Session 3: Assignment "Strengths and Weaknesses Cards" Activity**The facilitators in this third session of psychoeducational activities gave assignments to participants by using cards as a medium to find out their strengths and weaknesses. The facilitators gave instructions on the tasks for the participants to do. The participants then continued the evaluation session of the assignment and discussion related to the discussion of ways that can be done to develop and control themselves in dealing with crisis conditions with their strengths and weaknesses. These activities can be seen in Figure 3. This session activity was carried out by tasks assignation, presentation, and discussion by the facilitators.



**Figure 3. Participants write down their strengths and weaknesses according to the facilitator's instructions**

This activity helped participants to increase self-awareness and acceptance of themselves. In addition, it also allowed participants to improve their self-concept by encouraging self-confidence and recognizing and understanding their strengths and weaknesses. Before participating in psychoeducation, participants admitted that they still did not know their strengths and weaknesses and still had difficulty in understanding and accepting their situation. However, after participating in psychoeducation, participants began to understand their strengths and weaknesses by reflecting and identifying themselves. In addition, participants also began to be more aware of and accept their situation.

### **3.1 Session 4: Role Playing "Mirror Reflection" Activity V**

This psychoeducation is carried out in the realm of theory and practice. After participants had gained initial knowledge related to self-concept, they were asked to practice role-playing under the supervision of a facilitator. In this fourth session, the facilitator gave instructions on implementing role-playing. They were then followed by an evaluation session of role-playing and discussion, which aims to increase participants' awareness of the strengths that exist in them so that participants can recognize their mindset. These activities can be seen in Figure 4. This session activity was carried out by giving instructions to the facilitator, role-play simulations, and discussions.





**Figure 4. Facilitator provides role-playing instruction**

This activity helps participants to grow awareness of self-strength and recognize self-mindset. Before participating in psychoeducation, participants admitted that they were still doubtful about their strengths and still had difficulty understanding and accepting their situation. However, after participating in psychoeducation, participants began to be able to realize their strengths, which will be the potential for a better future, even though it is still accompanied by self-weakness.

### **3.5 Session 5 Presentation of Material "Awakening the Power of Self-Concept"**

This fifth session of psychoeducation activities provided a presentation of advice to participants on how to awaken the power of self-concept—and then continued to brainstorm ideas related to ways to awaken the strength of self-concept based on the results of the evaluation of assignments and role plays. These activities can be seen in Figure 5. This session activity was carried out using lectures and brainstorming.



**Figure 5. Lecture activity of delivering material session 5**

This activity helps participants get advice on how to awaken the power of self-concept and raise awareness about the importance of supporting and guiding others. Before

participating in psychoeducation, participants admitted that they still did not know how to awaken the power of self-concept. However, after participating in psychoeducation, participants already know the ways that can be done to awaken the power of self-concept. In addition, participants also learn how to provide support and guidance to others with the needed negative self-concepts.

### **3.5 Activity Evaluation**

The evaluation of activities is carried out with a pre-post test carried out before and after psychoeducational activities. The instrument used is an achievement test that contains questions about psychoeducational materials and a survey using open-ended questions about understanding related to self-concept, views on personal self-concept before and after psychoeducation, what to do if you reencounter failure, and expectations for personal self-concept.

#### *Discussion*

Self-concept is essential in influencing behavior and expectations from a person's life. The behavior displayed by the individual will be by how the individual perceives himself (Burns, 1993). According to Hurlock (in Hidayati, 2021), self-concept is an impression of oneself that includes opinions about oneself, the image of oneself in the eyes of others, and the achievements that have been achieved. With this psychoeducation, it is hoped that it can help participants to awaken their self-concept.

Focus Group Discussion (FGD) before psychoeducational activities allows a deeper understanding of participants' self-concept-related challenges. This technique is essential in adjusting interventions to meet the specific needs of students who have not succeeded in entering State Universities (PTN). The psychoeducational sessions include practical exercises, such as role-playing and discussions, which facilitate applying theoretical knowledge in real-life scenarios. This hands-on approach contributes to the participants' ability to internalize the concepts discussed and use them in their daily lives.

Based on the pre-test measurements before psychoeducation, a mean value of 12.90 and a standard deviation (SD) of 0.83 were obtained. After the post-test at the end of the activity, a mean of 13.90 and a standard deviation (SD) value of 1.04 were obtained (can be seen in Table 1). There is a difference in the mean value of 1.0, and the mean rank has increased from 3.50 to 6.00 (see Table 2). Based on the non-parametric statistical test of the Wilcoxon Signed Ranks Test, an Asymp score was obtained. Sig (2-tailed) of 0.032 (can be seen in Table 3). The value is less than 0.05. So, it can be interpreted that there is a significant

difference in learning outcomes. Service activities through psychoeducation have succeeded in increasing knowledge of skills in awakening the power of self-concept.

Based on the results of observations during the series of activities, almost all participants were actively involved in psychoeducational activities to increase knowledge and skills in awakening the power of self-concept. Participants shared their experiences and strengths. The openness of participants with fellow participants and researchers makes for an excellent collaboration in this psychoeducation. Overall, this psychoeducational activity succeeded in increasing the knowledge and skills of participants in awakening the strength of self-concept. This shows that a psychoeducational approach tailored to the participants can maximize the effectiveness of the intervention. This shows the need for an approach that is adapted to the condition of individual self-concept to reduce heterogeneity so that it can increase the suitability of the intervention with participants so as to produce training effectiveness (Collins, 2024).

An essential finding of this study is the interaction between the type of training received and the condition of students' self-concept. Students' self-concept shows better results with self-concept awakening training. The entire training series to awaken the power of self-concept aims at individuals to build more positive thoughts about themselves. This is done because thoughts are the primary source of individuals forming self-concepts (Putri, 2017). In line with the opinion of Tentama (in Sari et al., 2023) which reveals that providing positive thinking training is quite effective to form a positive self-concept.

The participants' self-concept is said to have increased after participating in psychoeducation, of course, on a solid basis. After psychoeducation, participants learned about various problems or cases related to the impact of non-graduation of the State University entrance selection. Not only that, participants also began to know and were open to verbally expressing the emotions they felt when facing non-graduation from the State University entrance selection. Then, participants learned about self-concept, including definitions, aspects, and influencing factors based on the ecological framework and the difference between positive and negative self-concept. Moreover, the most important thing is that participants understand their strengths and weaknesses, be more aware and accept their situation, realize their strengths that will be potential for a better future, know ways that can be done to awaken the strength of self-concept and know how to provide support and guidance to others with legal tive self-concept that they need.

It can be concluded that this psychoeducational activity improved the participants' self-concept, equipping them with skills to overcome challenges and foster a more positive self-image. This is especially important for students facing setbacks, as it helps guide their academic and personal lives more effectively. The evaluation of psychoeducational activities showed a significant increase in participants' self-concept, highlighting the effectiveness of structured psychoeducation in encouraging students' personal growth and resilience.

**Table 1. Paired Samples Statistics (nilai mean)**

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PreTest	12.9091	11	.83121	.25062
	PostTest	13.9091	11	1.04447	.31492

**Table 2. Mean Ranks**

		Ranks		
		N	Mean Rank	Sum of Ranks
PostTest - PreTest	Negative Ranks	2 <sup>a</sup>	3.50	7.00
	Positive Ranks	8 <sup>b</sup>	6.00	48.00
	Ties	1 <sup>c</sup>		
	Total	11		

a. PostTest < PreTest

b. PostTest > PreTest

c. PostTest = PreTest

**Table 3. Wilcoxon Signed Ranks Test**

Test Statistics <sup>a</sup>	
	PostTest - PreTest
Z	-2.145 <sup>b</sup>
Asymp. Sig. (2-tailed)	.032

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Additional evaluation with an open-ended question survey showed that students had an additional understanding from abstract general knowledge to concrete and detailed understanding. The increase in understanding can be seen in Table 4.

**Table 4. Comparison of participants' knowledge and views related to self-concept before and after psychoeducation.**

<b>Aspects</b>	<b>Before Psychoeducation</b>	<b>After Psychoeducation</b>
What I have learned	Participants do not know about self-concept at all.	Participants learned more about self-concept, including how to awaken the power of self-concept and the importance of having a positive self-concept. Participants also begin to recognize themselves and accept their circumstances.
A view of personal self-concept	Participants felt that they had no strength or advantages, were always inferior to others, were inferior, suppressed and covered up their emotions, and could not accept the crisis that occurred to them.	Participants want a better and positive self-concept, provide positive affirmations, not force themselves to be okay, vent their emotions appropriately, feel empowered and valuable, have much strength, make peace with the situation, and accept themselves completely.
What to do if you encounter failure again	Participants will do what they have been doing, which is to force the situation always to be okay, not to facilitate emotions appropriately (to shut themselves up, not to eat, limit interactions, etc.), to blame themselves, to feel worthless and unworthy, and to think that they will not succeed.	Participants will try to accept the emotions being felt, acknowledge, enjoy, and accept themselves. The reality that happened was not judging themselves negatively, making positive affirmations, introspecting themselves, not comparing themselves with others, taking positive values and lessons from failures that occurred, starting to get back up slowly to find a way out, being optimistic about the future, and making peace with yourself and the situation.
Expectations for personal self-concept	They do not have any expectations because they do not know their self-concept.	Participants, as a whole, hope to have a positive self-concept. They want to realize this in many ways, such as not degrading themselves, believing in themselves, believing that everyone has their strengths and weaknesses, loving themselves with all their strengths and weaknesses, finding their identity, accepting the emotions they feel, coping with stress, slowly reducing negative self-concept, accepting with open arms if facing failure, and proud of the slightest self-achievement.

## Conclusion

Through psychoeducational activities, it awakens the strength of self-concept in students of private universities who have registered and did not pass the selection to enter State Universities in the Special Region of Yogyakarta, able to provide additional knowledge of student skills to increase the strength of self-concept. An increased understanding of self-concept can help students avoid negative views and judgments of themselves. Students' positive self-concept will enable them to live their academic and daily lives healthily and optimally. The efforts made in psychoeducation must be maintained and developed with continuous training to strengthen social support in the family and university environment.

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