International Journal of Multicultural and Multireligious Understanding

http://ijmmu.com
editor@ijmmu.com
ISSN 2364-5369
Volume 6, Issue 2
April, 2019
Pages: 50-61

# Differences in the Level of Self-Esteem in Science Class and Social Class Students of SMA Negeri 1 Taman Sidoarjo (in Terms of Gender)

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http://dx.doi.org/10.18415/ijmmu.v6i2.578

## *Abstract*

This research aims to test methodologically and empirically whether or not there are differences in the level of self-esteem in science class and socialclass students in term of gender. The research variables consist of: (a) the level of self-esteem, (b) class status, and (c) gender measured using a modified Likert scale and using a level of self-esteem scale. This research is a type of quantitative research. The population was teenagers who attended SMA Negeri 1 Taman Sidoarjo and aged between 15-17 years. The research sampling obtained 80 samples including 40 samples from science class consisting of 20 males and 20 females and the other 40 samples from social class consisting of 20 males and 20 females. Data analysis of the research applies the two-way ANOVA technique. ANOVA test, using computer program assistance (SPSS 19.0 for windows), was used to test two or more variables and to find out whether or not the two variances are the same. After conducting the difference test using the two-way ANOVA technique with the help of SPSS 19.0 for windows, the basis for decision making is if the significance value is p> 0.05 then H0 is accepted and vice versa if the significance value is p <0.05 then H0 is rejected. The difference test results show that scienceclass and social class students in term of gender.

***Keywords:*** Self-Esteem; Science Class; Social Class; Students

## *Introduction*

### 1. *Background of the Research*

Self-esteem is one aspect of personality that is quite important to be considered in humans; especially high school students entering adolescence. Lorsen & Buss (2002: 341) mentioned that self-esteem is very influential on human life and can determine the success of human beings in livingtheirlives. As explained by Moss, (2003: 41) self-esteem is the main driver that determines the success or failure of every human being.

Katz (1995) explained that the existence of self-esteem refers to the expectations of being accepted and appreciated by the surrounding people. Self-esteem is not formed solely from innate factors,

but it is also influenced by the environment or system outside of human beings. Contemporary point of view sees that self-esteem is contributed by social construction around individuals.

Coppersmith (1967) stated that commonly each individual has a different level of self-esteem which can be categorized in high and low levels of self-esteem. The large number of student differences in a class has a tendency to differentiate each student based on their achievements and activities at school. This research has conducted a preliminary study by observing and interviewing some of the students at SMA Negeri 1 Taman. On average, 4 out of 5 social class students feel inferior, unable and assume that they are not that great compared to science class students. Interviews were also conducted on each Guidance and Counseling teacher who handled science and social classes. They stated that 85% of science class students tend to be more active than social class students.

Self-esteem is an important part of the existence of an individual. The school should be able to provide sufficient space to form self-esteem. For this reason, it is necessary to study how to create learning that spurs the development of self-esteem and furthermore creates education management that takes into account the human side in addition to academic achievement.

Science class students will feel proud because they can be accepted in the science class. However, on the other hand, they also feel burdened because they have to maintain the achievements that they currently have in order to remain in the top position. This is what causes the socialization between students in a school become separated. Students tend to get along with friends who are in the same point of view with them. The tendency to pick and choose friends will increase even though the positive side of the class differences is to advance student competences. Students, who have the potential to think more, will gather in a separate class so that their minds are in line and the process of receiving learning materials will be quickly achieved.

Explanation of Robins, Trrzesniewski, Gosling, and Potter (2002) in Reysen (2008) implied that actually young men and women have different self-esteem. The fact also stated that 85% of female students in the science class tend to make friends with female students who are in their class, but 75% of male students in the science class can still make friends with others who are outside the science class. Healthy self-esteem can be interpreted as the foundation of our ability to provide responses actively and positively. Low self-esteem will weaken relationships with others. In addition, Branden (1999: 11) explained that individuals who have high self-esteem have certain characteristics related to the ability to face challenges and perseverance in facing the failure. Meanwhile, individuals who have low self-esteem tend to have the characteristics of protecting themselves by avoiding failure.

Interest to examine differences in the level of self-esteem seen from the point of view of gender is based on the phenomenon that occurs in SMA 1 Taman Sidoarjo regarding the different levels of self-esteem; for instance, there are many female students participate in the class. Guidance and Counseling teachers who handle science and social classes mentioned that the most active students in science and social classes are female students. The homeroom teacher in each class also added that female students expressed more opinions and diligently attended activities outside of school.

The explanation above raises questions about whether there are differences in the level of self-esteem between science class students and science class students in terms of their gender?This question requires scientific answers. Therefore, a study needs to be conducted to answer and support the facts found in SMA 1 Taman Sidoarjo.

## *Research Method*

### *1. Research Design*

This research applies quantitative approach in which the decision-making and conclusions are based on the numbers obtained from the results of statistical analysis. This research is the type of analysis research that uses two-way ANOVA which aims to determine the difference coefficients of two variables, each variable consisting of two types simultaneously.

### 2. *Population and Samples*

The research sampling was conducted using purposive random sampling technique in which the sample of this research has the same specificity with the population and consists of a portion of the population. This research did not take all populations but only took 80 samples including 40 samples from science class consisting of 20 males and 20 females and the other 40 samples from social class consisting of 20 males and 20 females. These samples were taken from two science class and two social class because by only taking 1 social or science class would not provide enough 80 samples.

### *3. Research Instrument*

The research instrument is applied by providing a scale filled by research subjects. The scale of the level of self-esteem was distributed to the research samples. This method is a data collection tool that contains written questions that are used to obtain information from respondents.

### *4. Level of Self-Esteem Scale*

The indicators of self-esteem according to Branden (1999: 54) are as follows:

a. Sense of security is the extent to which individuals feel safe in conducting the behavior because they know what is expected by others and are not afraid of being blamed. The individual feels confident about what he/she is doing so that he/she is not worried about what will happen to him/her.

b. Sense of identity is individual awareness about the extent of potential, ability, and meaning about him/herself.

c. Sense of belonging is a feeling that arises because an individual feels part of his/her group, feels him/herself important and needed by others, and feels accepted by his/her group.

d. Sense of purpose is the individual's belief that he/she will succeed in achieving the goals he/she wants and feel motivated.

e. Sense of personal competence is the individual's awareness that he/she can overcome all the challenges and problems he/she faces with his/her own abilities, efforts, and ways.

### *5. Validity*

The instrument of this research uses two types of validity. It includes content validity with the help of professional judgment to obtain indicators and items as presented in the research instrument. This validity is used because the instrument covers enough topics that have been defined as dimensions and elements that describe the concept. Professional judgment is used to see whether the items in the research instrument are in accordance with the objectives and the measurement and writing principles of a good

and correct scale. Input from experts is needed to find out the content validity in this research. The expert, in this case, is someone who meets the following criteria: (a) able to see the relevance between the definition of dimensions with items that have been made, (b) able to see the criteria for writing the right item, and (c) being able to see the conformity of the dimensions with constructs measured.

*6. Reliability*

Reliability is the extent to which measuring instruments can be trusted or consistent (Hadi, 2001: 127). In other words, it is about the extent to which the measuring instrument is able to produce the same data when it is used in other circumstances or situations that are identical or almost the same. The concept of reliability in the sense of reliability of measuring instruments relates to error of measurement. In its application, reliability is expressed by the coefficient of reliability, which is in the range of 0 to 1.00. The reliability coefficient that is getting higher and closer to 1.00 means having higher reliability. Conversely, the lower the coefficient and close to 0 means the lower the reliability (Azwar, 2008: 76). Reliability techniques that use internal consistency are a set of tests given to a group of subjects once. Then, the estimated reliability of the test is calculated. Calculating the reliability of the research measuring instrument uses the Cronbach Alpha method with the help of SPSS 19.0 for windows.

*7. Data Collection*

Data collection on the level of self-esteem was conducted using a closed-ended questionnaire in the form of a level of self-esteem scale. The closed-ended questionnaire in the level of self-esteem scale consists of 4 multiple choices that the subject will respond to by choosing one of the four choices directly.

*8. Data Analysis*

This research applies statistical analysis technique using two-way ANOVA to test hypotheses about differences from two or more samples. Each sample consists of two or more types simultaneously. The test was carried out using the help of SPSS for Windows version 19.0. Before calculating using two-way ANOVA, the assumption test needs to be conducted in advance which consists of:

1) Normality Test
2) Homogeneity Test
3) Analysis Technique of Two-Way ANOVA

## *Results and Discussion*

*1. Research result*

a. *Description of Research Data*

**Table 1** Description of Statistical Data

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Self-esteem | 80 | 68 | 149 | 108.21 | 25.396 |
| Valid N (listwise) | 80 | | | | |

The description of the research data shows that the average of the level of self-esteem variable from the 80 research samples is 108.21. The highest and lowest scores in the level of self-esteem variable are 149 and 68. The following is the description of the research data from the science and social classes.

**Table 2**Description of the Statistical Data of Science Class

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Self-esteem | 40 | 108 | 149 | 130.78 | 12.076 |
| Valid N (listwise) | 40 | | | | |

The description of the above research data shows that the average of the level of self-esteem variableis 130.78. The highest and lowest scores in the level of self-esteem variable in the science class are 149 and 108.

**Table 3**Description of the Statistical Data of Social Class

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Self-esteem | 40 | 68 | 111 | 85.65 | 10.788 |
| Valid N (listwise) | 40 | | | | |

The description of the above research data shows that the average of the level of self-esteem variable is 85.65. The highest and lowest scores in the level of self-esteem variable in the social class are 111 and 68.

**Table**4 Description of the Statistical Data of Science and Social Class Female Students

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Self-esteem | 40 | 78 | 149 | 116.77 | 25.757 |
| Valid N (listwise) | 40 | | | | |

The description of the above research data shows that the average of the level of self-esteem variable is 116.77. The highest and lowest scores in the level of self-esteem variable in the science and social class are 149 and 78.

**Table 5**Description of the Statistical Data of Science and Social Class Male Students

| | N | Minimum | Maximum | Mean | Std. Deviation |
|---|---|---|---|---|---|
| Self-esteem | 40 | 68 | 130 | 99.65 | 22.196 |
| Valid N (listwise) | 40 | | | | |

The description of the above research data shows that the average of the level of self-esteem variable is 99.65. The highest and lowest scores in the level of self-esteem variable in the science and social class are 130 and 68.

The score of the level of self-esteem scale was obtained from 80 students including 40 students from science class consisting of 20 males and 20 females and the other 40 students from social class consisting of 20 males and 20 females. It was then categorized into 2 groups consisting of low and high groups using group norms. This group norm is used with consideration so that all categories are represented by the research subjects. First of all, the process is to calculate the range of subject group score by dividing the total number of scores on the level of self-esteem between science class and social class students; males and females.

**Table 6**The Norm of the Scores and the Groups

| Norma | Scores |
|---|---|
| X < Mean | Low |
| Mean < X | High |

Table 6 explains the group norms that will be used to categorize high and low levels of self-esteem. Then, the categorization of self-esteem level scores is presented in the following table:

**Table 7**The Group Norm of the Level of Self-Esteem in Science and Social Class

| Variable | Output | | |
|---|---|---|---|
| | Mean | Limits | |
| Science Class Students | 108.21 | Low | X < 108.21 |
| | | High | 108.21< X |

**Table 8**Categories of Levels of Self Esteem in Science Class and Social Class Students

| No | Categories | Class Status | Number of Subjects | Percentage (%) |
|---|---|---|---|---|
| 1 | Low | Science Class | 3 | 3.75% |
| | | Social Class | 35 | 43.75% |
| 2 | High | Science Class | 37 | 46.25% |
| | | Social Class | 5 | 6.25% |

It is found that as many as 37 or 46.25% of science class students areincludedin the category of high level of self-esteem and 3 samples or 3.75% of students in science classes are includedin the category of low level of self-esteem. In social class students, 35 samples or 43.75% are included in the category of low levelof self-esteem, while 5 samples or 6.25% belong to the category of high level of self-esteem.

**Table 9** The Group Norm of the Level of Self-Esteem in Science Class Students Based on Gender

| Variable | Output | | |
|---|---|---|---|
| | Mean | Limits | |
| Science Class Students | 130.78 | Low | X < 130.78 |
| | | High | 130.78 < X |

**Table 10** Categories of Levels of Self Esteem in Science Class Students Based on Gender

| No | Categories | Gender | Number of Subjects | Percentage (%) |
|---|---|---|---|---|
| 1 | Low | Male | 16 | 40% |
| | | Female | 3 | 7.5% |
| 2 | High | Male | 4 | 10% |
| | | Female | 17 | 42.5% |

It is found that as many as 17 female students or 42.5% are included in the category of high level of self-esteem and 3 students or 7.5% are included in the category of low level of self-esteem. For male students, 16 students or 40% are included in the category of low level of self-esteem, while 4students or 10% belong to the category of high level of self-esteem.

**Table 11**The Group Norm of the Level of Self-Esteem in Social Class Students Based on Gender

| Variable | Mean | Output Limits | |
|---|---|---|---|
| Social Class Students | 85.65 | Low | X < 85.65 |
| | | High | 85.65 < X |

**Table 12**Categories of Levels of Self Esteem in Social Class Students Based on Gender

| No | Categories | Gender | Number of Subjects | Percentage (%) |
|---|---|---|---|---|
| 1 | Low | Male | 17 | 42,5% |
| | | Female | 2 | 5% |
| 2 | High | Male | 3 | 7.5% |
| | | Female | 18 | 45% |

It is found that as many as 17 male students or 42.5% are included in the category of low level of self-esteem and 3 students or 7.5% are included in the category of high level of self-esteem. For female students, 18 students or 45% are included in the category of high level of self-esteem, while 2students or 5% belong to the category of low level of self-esteem.

**Table 12**Cross Variables of the Level of Self-Esteem Based on Gender

| Level of Self-Esteem | | | | |
|---|---|---|---|---|
| **Class Status** | **Gender** | **Category** | **Number** | **Percentage** |
| **Science Class** | **Male** | **Low** | 16 | 20% |
| | | **High** | 4 | 5% |
| | **Female** | **Low** | 3 | 3.75% |
| | | **High** | 17 | 21.25% |
| **Social Class** | **Male** | **Low** | 17 | 21.25% |
| | | **High** | 3 | 3.75% |
| | **Female** | **Low** | 2 | 2.5% |
| | | **High** | 18 | 22.5% |

Based on statistical data in term of gender that have been obtained, we know that female students are the most in the category of high level of self-esteem. Female students in the science class are 17 or 21.25% and the social class are 18 female students, or around 22.5%. Thus, a total of around 35 female students or 43.75% are included in the category of high level of self-esteem. Meanwhile, female students who are included in the category of low self-esteem in the science class are 3 students or 3.75% and the social class are 2 female students or 2.5%. Therefore, the total is 5 female students or 6.25% in the category of low level of self-esteem.

The male students in the science and social studies classes are mostly in the category of low level of self-esteem, which is as many as 16 male students of the science class or 20%, and 17 male students of the social class or 21.25%. Thus, a total of 33 male students or 41.25% are included in the category of low level of self-esteem. Meanwhile, at the high level of self-esteem, there are 4 male students in the science class or 5% and 3 male students in the social class or 3.75%. Therefore, there are 7 male students or 8.75% of science and social classes included in the high level of self-esteem.

b. *The Results of Assumption Test*

1) *Normality Test*

Testing the normality of the data was carried out by using the Test of Normality Kolmogorov-Smirnov with the help of SPSS 19.0 for windows because it can provide the results of normality testing.

Thus, we can find whether or not the limit of a distribution is considered to be normal. This assumption test was conducted by using Kolmogorov-Smirnov Sample with several conditions.

**Table 13**The Results of Distribution Normality Test (Kolmogorov-Smirnov)

| DependentVariable | Group | P-Value | Characteristic |
|---|---|---|---|
| **Self Esteem** | Male Students of Science Class | 0.200 | Normal Data |
| | Female Students of Science Class | 0.176 | Normal Data |
| | Male Students of Social Class | 0.200 | Normal Data |
| | Female Students of Social Class | 0.200 | Normal Data |

Conditions:
Sig. > 0.05 normal data distribution
Sig. > 0.05 not normal data distribution
The table shows that the significance or p-value of male students of the science class is 0.200, p-value of female students of the science class is 0.176, p-value of male students of the social class is 0.200, and p-value of female students of the social class is 0.200 > 0.05. Thus, the distribution of the two variables, i.e. the level of self-esteem in science class students and social class students in terms of gender, is normal.

2) *Homogeneity Test*

The variance homogeneity test was conducted to determine whether or not the two samples taken have the same variance. The homogeneity test of variance aims to determine whether or not variations between groups are comparatively homogeneous. Testing the variance homogeneity of the level of self-esteem variable was carried out using the Levene Statistics test. The technique was chosen because it can give the results of homogeneity testing, so that we know whether or not the variance of values between groups are homogeneous.

**Table 14**The Distribution of Homogeneity Test Results (Levene's Test of Equality of Variances)

| Dependent Variable | F-Value | P-Value | Characteristic |
|---|---|---|---|
| **Self-Esteem** | 1.810 | 0.152 | Homogeneous |

The calculation of the variance homogeneity results is conducted using Levene. It was found that Levene Test (F) is 1.810 with a significance (sig.) or p-value of 0.152. Thus, the research data has a homogeneous variant or data derived from populations that have the same variance.

*c. The Results of Data Analysis Test*

The test results obtain the following significance values:

1) The significance value of the test of between-subject effects on class status shows the value of 0,000. So, it can be said that there are differences in the level of self-esteem in terms of class status.
2) The significance value of the test of between-subject effects on gender shows the value of 0,000. So, it can be said that there are differences in the level of self-esteem in terms of gender.
3) The significance value of the test of between-subject effects on class status * gender shows the value of 0.016. So, it can be said that there is an interaction between class status and gender.

**Table 15**Summary of Two-Way ANOVA

| Sources | JK | Db | rk | F | Sig. | Interpretation |
|---|---|---|---|---|---|---|
| **Class Status** | 40725.312 | 1 | 40725.312 | 766.737 | .000 | Significant |
| **Gender** | 5865.313 | 1 | 5865.313 | 110.426 | .000 | Significant |
| **Interaction between Class Status and Gender** | 324.013 | 1 | 324.013 | 6.100 | .016 | Significant |
| **Error** | 4036.750 | 76 | 53.115 | - | - | - |
| **Total** | 987747.000 | 80 | - | - | - | - |

2. *Discussion*

Hypothesis testing by using two-way variant data analysis techniques (two-way ANOVA) shows that there are differences in the level of self-esteem of science and social classes students in terms of their gender. So, there are also differences in the level of self-esteem between male and female students. It means that the alternative hypothesis stating there are differences in the level of self-esteem in terms of class status is accepted and there are differences in the level of self-esteem in terms of gender is accepted. The results of hypothesis testing using a comparative technique using the two-way ANOVA and the test of the between-subject effects, indicate a difference in the level of self-esteem between science class and social class students based on their gender. There is a difference between male and female students. This can be seen from the significance level of 0.000 in class status, the significance level of 0.000 in gender, and also the significance level of 0.16 in class status * gender. So, the following hypothesis:

a. There is no difference in the level of self-esteem in term of class status between science class and social class students at SMA 1 Taman Sidoarjo, is rejected.

b. There is no difference in the level of self-esteem in term of gender between science class and social class students at SMA 1 Taman Sidoarjo, is rejected.

c. There is no interaction between class status and gender on the level of self-esteem at SMA 1 Taman Sidoarjo, is also rejected.

Based on the questionnaire results that have been obtained, there is a difference in the mean value between the science class students of 130.78 and the social class students of 85.65. This shows that science class students have a higher level of self-esteem than social class students. In term of gender, there are differences in mean values between male students and female students in the science and social classes. Female students have a mean value of 116.77 while male students have a mean of 99.65. This shows that female students have a higher level of self-esteem compared to male students.

In accordance with the theory in various studies that examine self-esteem, each individual has a different level of self-esteem which is categorized in the level of high and low self-esteem of Copersmith (1967). Related research on self-esteem is the Birnbaum research in 1975 (in Hoffman, 1988: 407). The research findings showed that the level of self-esteem in men is lower than women. This was shown in an experiment conducted on a number of private employees in which female employees were given a pile of work as well as male employees. A few days later, female employees could complete all the work while the male employees did not.

The development of self-esteem is based on individuals who depend on significant interactions with others. One of the main sources of its formation is the pattern of relationship between parents and children (Santrock, 2013). Perkins (2000) explained that the role of peers who began to shift the role of parents as a reference group often makes tense the relationship between teenagers and parents. Peers are a measure of even adolescent guidelines for behaving. Stenberg's research found that peers do have an important role for adolescents, but peer influence tends to be related to clothing, music and so forth. These fundamental values of adolescents tend to refer to the values held by parents, including in peer selection; usually, also those who have similar values (on the wordpres.com site).

Self-esteem is not formed solely from innate factors, but it is also influenced by the environment or system outside of an individual. Contemporary views see that self-esteem is contributed by social construction around individuals. Indonesian people actually have an agrarian lifestyle (which emphasizes harmony) in which self-esteem is often misinterpreted as a trigger for the occurrence of arrogance and individualism. Our own society still sees individualism as a big enemy of the values of unity.

Social skills provide provisions for adolescents to be able to adjust to the environment around them including the values and norms adopted by the community. Limitation of social skills, as quoted by Desvi Yanti (2005) from Combs and Slaby, is the ability to interact with others in a social context in special ways that can be accepted by the environment and at the same time can benefit the individual or are mutually beneficial or advantageous for other people. Self-esteem itself is one of the factors that influence social skills. So, it is appropriate for the formation of self-esteem to be part of adolescent self-development that must be carried out by the school. The facts show that learning in some schools has not concerned much about how the development of self-esteem is in line with the cognitive abilities of students.

Burvalogo (2004) in his research findings in Bandung revealed that there is a positive and significant correlation between perceptions of figure attachment and self-esteem. Exploration of Burvalogo's research showed that peers are attachment figure for Muhammadiyah Yogyakarta orphanages. Meanwhile, parents are in the second rank, and the next rank is brother and foster care in the orphanage. A similar research of self-esteem was conducted by Berlin (2009), he mentioned that academic achievement influenced the formation of individual self-esteem. Science class is a class that excels in terms of academic achievement. In addition, to be able to enter science class, the selection process of student report cards is conducted. Therefore, self-esteem between students of science and social classes is different. This study also revealed that the level of self-esteem of science class students was higher than the level of self-esteem of social class students.

The difference in the level of self-esteem occurs because it is also influenced by social interaction (Baron, 1990, in Hanna, 2003: 30). This interaction occurs when students associate with their peers in school, when other people act and treat someone in social interactions and evaluative comments from others about the person concerned, which all have a lot of influence on the formation of self-esteem. For students who enter the science class, there is a tight atmosphere competition within the class. Science class students are enthusiastic about paying attention to the lesson. Most of them ignored their friends to just talk in class.

The differences are also reflected when conducting preliminary research through observation in science and social classes. The atmosphere in science class was very calm in which they tend to work a lot and do not talk much even though it is a free hour. On the other hand, the atmosphere in the social studies class was a little noisier, even when they were studying, they were still preoccupied with talking with friends. Other factors also can distinguish the level of self-esteem in adolescents, including the environment. The environment created by adolescents in the science class is far different. The science class is in front of the adjacent facilities, i.e. the teacher's room, library, mosque, and a beautiful park in front of the class. Social class is behind the science class where they are not equipped with a park in front

of their class. The environment has a major impact on adolescents through good relationships between adolescents with parents, peers, and the surrounding environment so as to foster a sense of security and comfort in social acceptance and self-esteem. That is proven by the differences in science class and social class students.

## *Conclusion*

This conclusion is based on the results of data analysis and discussion of research that have been conducted. It draws conclusions as follows:

There is a difference in the level of self-esteem between science class students and social class students at SMA 1 Taman Sidoarjo. The research findings were obtained from the mean values of science and social classes of 108.21. A total of 37 samples from the science class scored above the mean, while the social class was only 5 samples. It can also be seen from the significance level of 0.000 in class status. So, it can be concluded that students of science class have a higher level of self-esteem than social class students.

There is a difference in the level of self-esteem between male students and female students in SMA 1 Taman Sidoarjo. The research findings were obtained from the mean values of female and male students in the science and social classes of 130.78. A total of 17 samples from female students of science class and social class scored above the mean, while male students of science and social class were only 4 samples. It can also be seen from the significance level of 0.000 in gender. So, it can be concluded that female students in science and social classes have a higher level of self-esteem compared to male students in science and social classes.

There is an interaction between class status and gender on the level of self-esteem in SMA 1 Taman Sidoarjo. The research findings were obtained from a significance level of 0.16 in Gender * Class Status through a two-way ANOVA analysis.

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