



Overview of Self-Esteem in Adolescent Behavior that do Self-Injury (Case Studies)

Ikromilah Yety Prastuti*¹; Budi Purwoko; Retno Tri Hariastuti²

¹ Postgraduate Program in Guidance and Counseling, State University of Surabaya, Indonesia

² Lecturer of Postgraduate Program in Guidance and Counseling, State University of Surabaya, Indonesia

*ikromilah.17071325017@mhs.unesa.ac.id

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Abstract

This study aims to look at the picture of adolescent self-esteem that performs self-injury behavior. The subjects of this study were 3 junior high school students in Tulangan District, Sidoarjo. The method of data collection carried out was an independent interview and observation. Analysis of the data used in this study is qualitative analysis. The results showed that individuals who engage in self-injury with the kind of slashing body parts using the help of sharp objects (broken glass, needles, and a small knife), inhaling hazards, as well as hitting themselves they basically have self-esteem is low due to the factors from personal-social, parents, friends and academics. The three subjects carried out self-injury behaviors on the basis of their perceived worthlessness both from lack of attention from parents, inability to accept themselves, conflict with parents and friends, failure in academic activities and social interaction. Based on the results of this study, it is expected that further research can carry out development studies for developing a model in increasing self-esteem and reducing or overcoming self-injury behavior in adolescents.

Keywords: Adolescent; Behavior; Self-Esteem; Self-Injury

Introduction

The adolescent period is a challenging phase of transition because one of them has a storm. The transition period is also a longer phase than the other periods of development. Adolescence ranged in age from 13 years to 18 years. This means at this time individuals are in middle school age, junior and senior high school. Various pressures that require individuals to have the ability to adapt to the emergence of a conflict or problems and skills in responding to the right negative emotions.

Adolescent problems often arise due to changes in social, cultural conditions and the development of science and technology which are also in harmony with the increase in psychological problems including disturbances in adjustment and behavioral disorders. This arises because the diversity of youth expectations cannot be achieved due to external and internal factors. The impact is stressful, feelings of

sadness, loneliness, doubt in making decisions, become juvenile delinquency (Fuhrmann in Retnowati, 2011). One of the unhealthy behaviors that are often found in adolescents is self-injury. As many as 15% of the population does self-injury, namely teenagers (Laye-Ggindhu & Schonert-Reichl, 2005).

Self-injury is a behavior that refers to intentional suffering and is not socially acceptable, self-behavior is done by injuring the body without suicidal intentions (Klonsky, 2007; Nixon & Heath, 2009; Walsh, 2006). One of the causes of individuals carrying out self-injury is the experience when they were young to get violence or abuse and sexual harassment in which there is a relationship between early age experience and self-injury (Klonsky, 2007).

Some types of self-injury among demanding to perform cutting, hitting, biting oneself, abrading, ingesting or inhaling, burning, scratching, bruising and inserting (Ross & McKay in Claes & Vandereycken, 2007). Self-injury behavior is categorized into dimensions or influencing factors including environmental dimensions (family history, individual and current environment), biological dimensions of biological dimensions (depression, bipolar disorder, borderline disorder, schizophrenia), cognitive dimensions (cognitive distortion, self-blame or blame yourself, irrational thoughts, maladaptive thoughts), affective dimensions (maladaptive coping strategies, excessive negative emotions, inability to control emotions, unable to communicate stress). The dimensions of behavior (conflicts with family and friends, failures in activity, sexual behavior, self-isolation, behavioral eating disorders) (Miller & Brock, 2010).

One of the causes of individuals doing self-injury is self-esteem. Adolescents who have an inability to enjoy unpleasant events increase the risk of suicide attempts and have a negative self-view (Brausch and Gutierrez, 2010). Another trigger for self-injury is stress experienced by adolescents and not having the ability to have adequate coping strategies. This will often be found in the transitional period with various physical, psychological, and social moral changes, namely teenagers (Kamila and Mukhlis, 2013).

Self - esteem is an individual assessment of what has been achieved by analyzing how far the behavior has fulfilled the ideal of self (Stuart and Sundeen (in Suhron, 2017). This is reinforced by the opinion of Santrock (2007) that self-esteem is a self-evaluation of global or self-image of being one's self-concept and will influence the attitudes and behavior of individuals. The development of self-esteem is affected by the warmth and reception adolescents gained at home (Suparno, 2009). the development of self-esteem has been started since childhood that is very dependent on attention, acceptance, recognition, and appreciation obtained from other people around him. So if the need for self-esteem fulfilled, the child will feel valued, meaningful and useful and develop positively (Stinnet, Walters, and Stinnett, in Yahya & Yahya, 2009).

Individuals who have self-esteem the low tends to have behaviors including a) criticizing themselves or others, b) decreasing productivity, c) destructive directed at others, d) disturbances in dealing with others, e) feeling themselves important in excess, f) feeling not able, g) have feelings of guilt, h) irritability or excessive anger, i) have negative feelings in his own body, j) perceived war tension, k) pessimistic outlook on life, l) physical complaints, m) conflicting views of life, n) the rejection of personal ability, o) destructive to himself, p) the reduction of self, q) withdrew himself socially, r) substance abuse, s) withdrew from re a litas, and t) worried (Suhron, 2017).

In this study, the researcher will review the description of self-esteem from the social aspects of the self that are related to the individual's self-abilities, adaptive abilities, individual perceptions about oneself, and the determination of people's judgment and establishment. In addition, the researchers explored how the dynamics of interaction with friends and the conditions of the relationship between individuals and parents. Another aspect revealed by the academic-related activities in the school.

Research Method

1. Research Design

The purpose of this study is to find out the picture of self-esteem of teens who do self-injury by reviewing. This research is a qualitative study with a type of case study. A qualitative approach is used to answer research questions in exploring deeply the problems posed. The results of this study will be described by the sentences that interpret a case that is self-injury and review the picture of self-esteem possessed by the offender who hurt himself.

2. Sampels

In selecting research subjects, researchers used purposive sampling which was known from the data presented in previous studies. The number of subjects was determined by 3 researchers with characteristics of adolescents aged 13 - 15 years who carried out self-injury by the kind of slashing, inhaling, and hitting themselves.

3. Data Collection Technique

To get information related to the subject of the research conducted in-depth interviews with focused and observations to the research subjects with a blueprint that has been determined to check the answers given by the subject. Information obtained was not only from the research subjects but also on significant others (e.g. parents and friends).

4. Data analysis

After collecting data, the researcher processes the data by checking the correctness of the data, compiling the data, doing coping, clarifying and correcting the interview answers that are not clear. Furthermore, the researcher triangulated the data and compiled the conclusions of the research results.

Results and Discussion

1. Research Result

Based on the results of data collection, the three subjects have different characteristics of self-esteem. Subject (I) explained that he had considered himself worthless and there was no warmth from his family who supported all his hopes and conditions at this time. His parents had separated so that they did not get the same attention as before. The decision to hurt him as a form of resentment towards parents and the inability to manage emotions so that the form of maladaptive coping. Conflict with his father regarding academic achievements that is very unsatisfactory makes the subject feel depressed and inferior that this is a big mistake (self-blaming) so that he performs self-injury by slashing the arm of his left hand with glass splinters. Parents who do not pay attention to the conditions experienced by the subject make self-worth and the motivation of life of the subject decreases.

The statement conveyed by the subject that the stress experienced by one of the disturbing is the pressure of parents to match the expectations of parents, especially the academic aspects. Subjects are required to get maximum grades and will be accepted at their parents' favorite high school. The subjects acknowledge if they cannot adjust to the tasks and have difficulty understanding the material. The parents' high expectations cause stress and want to multiply stress into negative things. He felt he had never been rewarded for his hard work both at home and at school. In addition, the loss of the father figure makes the subject unable to determine and determine the direction of life and the feeling of insecure is also experienced by the subject. He admitted that he increasingly felt that he was not brave enough to face his

days. Anxiety about a future that is not successful always overshadows. Subjects also tend to be afraid of others.

According to his grandfather's explanation, changes in subject behavior were seen when his parents separated. He tends to be closed and does not look enthusiastic in school. This is indicated by academic values and decreased performance. Each time subject matter was given, he refused and left with a close friend.

Sometimes the subject said that he felt desperate to be alive, his friend said. Often subjects want to live happily like their friends by being loved by family, lots of friends, high family economy, and good achievements and happier. However, being unable to accept reality conditions makes the subject feel unlucky in living life. Subject business in achieving achievement is not satisfied, assuming the lack of excess becomes a barrier to the subject in achieving success. The view of yourself is always negative remembering previous experiences. This incident began in the event of not being with his father again (parting with children and wife) forming a negative self-concept. Family dysfunction is the reason for the main subjects in unhappiness in his life.

Subjects also tend to avoid conflict and stress so that the stresses experienced are heavier and unable to determine an adequate coping strategy. Negative thoughts about self, parents, friends, environment, and life often make them feel helpless and useless in life. Lack of father's role became a lack of role models in his life. The principle of life is not strong, learning about courage and discipline is also felt by the subject is very lacking.

Subject (II) is the only child of a parent who is busy working. The assumption that the subject has teenagers' expectations of their subjects has their own independence. However, subjects still have a dependence on parents, especially in making decisions. In the current environment, subjects tend to withdraw due to the condition of the subject's face full of zits which decreases his confidence, he is unable to interact with friends at school. He is more comfortable making friends with friends in a home environment that often invites the subject to self-destructive behavior. The subject is done by cutting the thigh with a sharp object and hitting yourself (the face). Such behavior is based on a lack of attention from parents, the inability of subjects to accept them and imitate close friends. Subjects are individuals who are easily influenced by the invitation of others.

All subject work including at home is always judged wrong by their parents so that subjects feel unappreciated. In terms of interacting with friends, security in friendships makes the subject try to maintain interaction with his close friends so that he always follows what he is told and done by his friends. Proximity is considered important by the subject because a friend is the only one who can understand his life.

Parents' support has disappeared since childhood, making the subject feel living alone and worthless. In addition, the unattractive face condition makes the subject feel ashamed and jealous of his female friends. Indeed the subject feels uncomfortable with his current social life, but his acceptance of the social is not as expected. The desire to have many friends, be well received, communicate well but instead friends often bullying because of the condition of their faces and parents. Men live life in subjects tend to feel a great pain, and not strong in the face of pressure from their parents.

The subject's mother told me that she could not be independent in her daily activities. He was very dependent on his father both in terms of decision making as well. But his father's departure made the subject's self-concept change. His father's position was temporarily replaced by his mother and was not acceptable to the subject. Subject's thought that only a father who has a figure of strength and

courage. Her parents felt that the subject of lack of respect again, if an advise delivered excessive angry subjects.

Often parents, teachers and friends criticize their behavior so that the subject feels upset and disturbed. Subject class teachers said that subjects experienced problems in school performance such as low scores on achievement tests, learning difficulties, bad behavior in school (difficulty paying attention, violating school rules etc.). The subject felt pressured if his friends bullied him so that withdrawing was his chosen thing. Feeling lonely around is also a consideration that self-assessment tends to be bad. Complaints about stress that have been experienced for a very long time cause individuals unable to cope with stress. The subject assumes that he does not have the power to empower himself. The inability to accept the situation and adapt to stress causes the subject to feel threatened.

Subject (III) is doing the behavior of inhaling glue and injuring himself in the part of his hand with a needle by forming a person's name. Conflict with his friend causes the subject to hurt himself and feel satisfied after doing so. Academic problems also do not run smoothly, subjects often do not follow lessons and often do not complete school assignments that have been given. Another background is the inability of subjects to respond to deep sadness and negative emotions and control emotions. Every time he stresses he performs self-injury behavior. Judging from the behavioral dimensions in the concept of self-injury, individuals have conflicts with friends and experience failure in academic activities.

The three subjects carried out self-injurious behavior until they bled for almost a few months, which occurred almost five times in the past month. The feeling of pain experienced during this action was conveyed that it never felt sick. The three subjects explained that doing this by consciously and covering the wound with clothes and tend to hide these actions in other people, especially their parents. Feelings of guilt, sadness, anger in yourself and other people and relief also feel subjects during and after the action. Motivation performs injure d jealous behavior also as a form of avoiding negative feeling, feeling of satisfaction or pleasure, punishing themselves, their own worthlessness and in order to get the attention of parents and close friends.

Communication with others is very minimal and is not good. The choice to withdraw and choose friends who want to accept it is the principle. Subject friends explained that in the class subjects looked down, and did not interact. In addition, communication with his parents is very limited and closed. The subject felt that his life from childhood until now was not happy. In terms of academics, experience when childhood is often compared with other people's children makes the subject feel he has a low ability than others. The subjects felt they had no motivation in learning at school and living their lives. The subject sought happiness through his close friend.

The subject means life is a battle so that other people can appreciate who they are. Perspective that academic failure is the biggest mistake and not makes it successful. This perception tends to be self-stigmatized that he will fail in the future and become anxious. But the anxiety that is possessed cannot be overcome but it does not get support from parents. This psychological press that made him believes that he was a "failed" human. A self-punishment is often done by withdrawing from the environment, being alone, committing self-injunction and impingement on negative behaviors.

His parents explained that hopes for the subject to be clever and get good grades meant that future life would get a good career. Negative emotions that are often felt by the subject, which is easy to feel sad, excessive anger, and difficult to accept praise, instead consider others to offend. In addition, if a friend gives a response, it is considered a threatening criticism. His parents explained that often subjects exaggerate negative events that have been experienced, such as conflicts with parents, friends and girlfriends.

His childhood experience often gets violence on the subject so that it is considered as a parent who does not love his child. Jealousy and hope to get attention like his friends get affection from parent's cause's low self-respect. The subject felt he was an individual who was weak and able to live alone. This belief is a manifestation of self-isolation and regret in living his life. Because the school does not have friends, the subject decides how to be accepted by his friend by doing self-mutilation behavior.

2. Discussion

Above results in line with the opinion that ara p Self-injury offenders tend to have self-esteem low and needs strong motivation or to get a goal and acceptance of others (Eliana in Walsh, 2008). The results of Wibisono's study (2018) explained that the causes of self-injurious behavior caused by external factors were social pressure, both parents, family and, others, while internal factors such as loss, low self-esteem and trauma. The main cause of individuals doing self-injurious behavior is a conflict with lovers (new family) and social pressure to become adults. The risk factors in self-development include the threat of family disorganization (infidelity and divorce), authoritarian parenting (through physical punishment and verbal violence) and the neurotic needs of the offender (prestige and social acceptance).

Rosern Berg and Owens (in Mruk, 2012) illustrate that individuals who have low self-esteem tend to have characteristics of hypersensitivity, are unstable, lack self-confidence, focus more on protection against threats than actualize their abilities and others. With the words la in, when self-esteem is left wrong distrubed individual psychological conditions such as negative behavior towards the self-mutilation (Irmayanti, 2016). Conversely, individuals who have self-esteem those who are high have more self-confidence in their abilities, are easily adapted to a pleasant atmosphere so that their anxiety levels are low and have balanced self-resilience (Coopersmith in Handayani, 2008).

The existence of a high parental support and low parental control is associated with a higher level of psychosocial adaptive functioning in adolescents. Parents who provide support for children are shown with warmth, acceptance and understanding. On the contrary, parental control is indicated by parents' expectations so that children have good behavior with abusive or psychological physical punishment (Baetens et al, 2014). Parenting style that reflects high behavioral control and low support is a risk factor for children to develop NSSI behavior.

Vaughn et al. (2013) explained that adolescents who experience bad experiences are at risk for developing cognitive disorders that can lead to self-injury behavior. Most adolescents have the right to coping with life, but some teens are not able to have a proper coping that can potentially perform a self-injury. The factors that cause it are external factors such as unpleasant childhood experiences, poor parenting behavior, and negative peer influences, besides that there are also internal factors which include emotional dysregulation and psychological distress.

American Psychiatric Association (2000) explains that one form of Body Dysmorphic Disorder is excessive distortion in the body image and body dissatisfaction that becomes a disorder that causes distress and a decrease in social function. Factors that influence Body Dysmorphic Disorder, one of which is self-esteem (Philips et al., 2004). This is in line with the results of Rahmania and Ika (2012)'s research that there is a link between self-esteem and the tendency of Body Dysmorphic Disorder.

Wichstrom (2009) explains that individuals who received a good social support he will not feel lonely, and the declining willingness of self-mutilation. Furthermore, it is strengthened by opinion. Larsen (2009) explains that individuals who hurt themselves tend to lack of people who are petrified in finding problem solving for problems that are experienced so that one of the effects is that individuals hurt themselves.

Nina et al (2013) explained that when individuals have low self-esteem, they tend to be vulnerable in conditions that are not stable or negative so that they tend to be difficult to do repairs when stress arises. Individuals in stressful situations also often generalize that all that is stressful is a threat and an attribution of depression occurs. Refnandi (2018) explains that one of the successes of your personal life is self-esteem. As an assessment of yourself, the development of self-esteem is an important part of education in order to foster a positive self-concept in the soul of the child.

Furthermore, one of the factors of self-injury is the modeling process from friends (Miller and Brock, 2010). This is reinforced by the results of the study of Nock and Prinstein (2005) that more than 82% of the study sample was related to self-injury in adolescents due to the same behavior that had been done by friends.

Conclusion

The results showed that individuals who engage in self-injury with the kind of slashing body parts using the help of sharp objects (broken glass, needles, and a small knife), inhaling hazards, as well as hitting themselves they basically have self-esteem is low due to the factors from personal-social, parents, friends and academics. The three subjects carried out self-injury behaviors on the basis of their perceived worthlessness both from lack of attention from parents, inability to accept themselves, conflict with parents and friends, failure in academic activities and social interaction. Based on the results of this study, it is expected that further research can carry out development studies to develop a model in improving self-esteem and reducing or overcoming self-injury behavior in adolescents.

The implication in the field of guidance and counseling is that school counselors need to improve development services, both curative and good for self-esteem and self-injury. Services that can be provided include group guidance activities, information boards or leaflets, and group and individual counseling. In addition, collaboration with parents is very important in monitoring child development, academics and, other aspects so that individuals can carry out daily effective activities (KES) in a healthy manner.

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