

ENHANCEMENT OF SELF-ESTEEM OF EARLY STUDENTS WITH TEAM ACCELERATED INSTRUCTION (TAI) LEARNING METHODS

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Abstract

The ability of students to adapt to the campus environment or college adjustment is influenced by one important aspect that helps students succeed in the lecture environment, namely increasing self-esteem. Self-esteem is an important thing in one's life, it is closely related to the way humans are humans can see about their own situation. The PBAK program has not completely touched the important condition that individuals must possess properly, namely self-esteem. This fact is a concern for researchers to try to provide an intervention program to increase self-esteem for students majoring in PIAUD FTIK IAIN Padangsidempuan, if students have low self-esteem, it will certainly increase their chances of experiencing failure in academic performance, which in turn will increase the level of distress. psychological well-being and will have a negative impact on their own personal circumstances. This research is a quasi-experimental or quasi-experimental study with a quantitative approach consisting of one experimental class. The purpose of this study was to obtain an overview of the use of TAI-type cooperative learning to increase students' self-esteem. To see whether there was an increase in students' logical thinking skills and also students' self-esteem. The condition of self-esteem of students who received Team-Accelerated Instruction (TAI) cooperative learning showed an improvement towards a better direction, meaning that the TAI learning model could be used to help develop personality such as self-esteem. One group pretest-posttest design was used.

Keywords: self –esteem, PiAUD's Students, Team Accelerated Instruction (TAI)

INTRODUCTION

Generally, students are those aged 18 to 25 years, this age is a period of developmental transition from adolescence to adulthood which is very different from other developmental stages (Arnett, 2000). This transition period includes preparations such as changing the school structure to a wider and impersonal environment, interacting with the environment from more diverse and varied ethnic and cultural backgrounds, increasing focus on academic performance, achievement, and assessment of people. (Papalia, D. E., Feldman, R. D.,

Martorel, 2014)

The pressure to do well in college, after graduating to get a decent job and adequate and sufficient income, are some of the things that can be a source of stress or stressor among students with various demands, causing the transition period from high school students to first year students to be difficult. become a very challenging thing that can lead to the emergence of psychological distress which also has a negative influence on his life. Psychological distress is an emotional suffering experienced by individuals, where high levels of psychological distress can interfere with the performance of individuals who experience them (Ross, C. E., & Mirowsky, 2003; Stallman, 2010), high levels of psychological distress are significantly negatively correlated with academic performance. students (Stallman, 2010). This shows that if an individual, in this case is a student, has or experiences high psychological distress, his academic performance is usually poor, this is because those who experience this have impaired performance in themselves, which is usually caused by the top-dog phenomenon.

The top-dog phenomenon is a condition where when an individual who was originally in the older and powerful group returns to being the weakest and youngest person, at first maybe when in high school he was always the center of attention could become a nobody in college because have to start again from the beginning, looking for good friends, missteps in the scope of friendship can have a negative impact, but once again need to be reminded that it is a choice for those of us who have grown up to choose who we are friends with. (Santrock, 2013)

This causes new students of course to be able to adjust to their position as juniors on campus. When students are not able to make these adjustments well, the greatest possibility is that they are not able to get along and get unsatisfactory grades, display suboptimal performance in some courses or even fail to pass in certain courses, and show a tendency to be dropped out or drop out. drop out of studies before completing their education, on the other hand, students who are

able to adapt tend to be able to get good grades, pass all subjects, and of course manage to finish their education well (Verger dkk., 2009).

The ability of students to adapt to the campus environment or college adjustment is influenced by one of the important aspects that help students succeed in the lecture environment. Self-esteem is a strong predictor in relation to college adjustment. That is, if a student has a high self-esteem value, then he will be more able to make adjustments in the campus environment. Meanwhile, if a student has a low self-esteem value, then he tends not to be able to make adjustments in the campus environment. (Ismuningsih, 2013)

Self-esteem is a person's ability to be able to do self-esteem. Self-esteem is a positive and negative assessment of oneself. Self-esteem as an attitude and self-esteem refers to a particular object that involves positive and negative cognitive, emotional, and behavioral reactions. There are three classifications in defining self-esteem, namely self-esteem as a competence, self-esteem as a feeling of worth, and self-esteem as a competence and a feeling of worth. So, based on some of these understandings, it can be concluded that self-esteem is an individual's ability to evaluate and respect oneself in the form of thoughts and feelings towards oneself. Coopersmith defines that self-esteem is an evaluation made by individuals and habits of seeing themselves, especially regarding the attitude of accepting or rejecting, and an indication of the extent to which individuals believe in their abilities, significance, success and worth. In short, self-esteem is a "personal judgment" about feelings of worth or meaning that are expressed in the attitudes of individuals towards themselves.

Self-esteem is an important thing in a person's life, it is closely related to the way humans are humans can see about their own situation. As a social being, it is very important to have an attitude of being able to respect others, but besides that it is also important to be able to respect yourself. This is in line with what was conveyed by Atwater, E. & Duffy (1999) where self-esteem is described as an individual's personal evaluation of himself and is manifested in the form of

his level of satisfaction with himself. An individual views life negatively, always feels depressed, hopeless or hopeless, thinks that he is bad and does not have good qualities, so he always blames himself for other people's attitudes that are not good to him or when other people do not want to be friends with him, then the individual is included in the category of individuals with low self-esteem, and vice versa

Self-esteem is an important aspect for students to have. With good self-esteem conditions, it will be able to help students to adjust to the campus environment, be able to obtain good academic achievements, so that they will avoid depression and anxiety which will have an impact on increasing levels of psychological distress. Various efforts have been made by the institution to help new students adjust to the campus environment. One of the common ways that is done is by holding a PBAK (Introduction to Campus Culture Crew) program where in this activity there is an introduction to the campus environment and learning methods, it is hoped that this activity will make it easier for students to adapt to the environment and learning system on campus. When students are familiar with their lecture environment, it is hoped that they will be able to adjust well throughout the lecture process, thereby reducing the possibility of dropping out of studies before their education is complete and having good memories of going through their lectures. However, in reality the percentage of students who fail in this transition period is also quite large. At IAIN Padangsidempuan Early Childhood Islamic Education Study Program itself, the percentage of undergraduate students in the 2017-2020 academic year who dropped out of study increased, from 0.15% to 1.18%.

Low self-esteem is caused by being rejected, ignored, and demeaned by someone who is very influential. In line with Mead's theory, Coopermith and Rosernberg say that it is important for us to measure how people judge themselves through how they are seen by other people who play an important or influential role in their lives, such as peers, community, and family members. Sources of self-esteem can also come from the values or cultural norms in which

the individual was raised. It can be concluded from some of the theories above that more or less the source of self-esteem comes from the environment and the treatment or response received by the individual himself, when someone thinks that low self-esteem gets strengthened, he will tend to maintain his low self-esteem. With regard to adolescence, the results of research conducted in various countries show that the most important period and determine the development of one's self-esteem is during adolescence. At this time, especially a person will recognize and develop all aspects of himself so as to determine whether he will have a positive and negative self.

Based on the explanation above, the researcher concludes that the PBAK program has not completely touched the important condition that individuals must have well, namely self-esteem. This fact is a concern for researchers to try to provide an intervention program to increase self-esteem for students majoring in PIAUD FTIK IAIN Padangsidimpuan, if students have low self-esteem, it will certainly increase their chances of experiencing failure in academic performance, which in turn will increase the level of distress. their psychological well-being and will adversely affect their own personal circumstances. Plus high self-esteem can help individuals to overcome psychological distress that arises and will lead to reduced anxiety, so that the individual can continue to carry out his functions well even though he is experiencing stress or trauma. (Baumeister et al., 2013). Therefore, an intervention program to increase self-esteem in students is certainly very necessary.

Based on the facts above, prevention and control efforts are an important agenda in educational institutions, especially for psychologists, counselors and supervising teachers. If the condition is left alone without any treatment efforts, it can endanger development in adolescence, which can affect their future in the future. For this reason, we need a counseling approach that is estimated to be appropriate in increasing students' self-esteem, which leads to a learning that leads to rational thinking skills, so that he/she avoids stress and depression and he/she can accept and appreciate his/her potential realistically and can adapt to

environment. Because as we know, that students with low self-esteem are caused by irrational or illogical thoughts. One way that is considered effective in increasing student self-esteem is to use Team-Accelerated-Instruction (TAI) type of cooperative learning. This is because TAI learning has several steps that are considered appropriate in having an impact on improving students' self-esteem, which will make students more confident in themselves and will also be able to overcome the distress that arises so that it will reduce anxiety and will help students adjust to the campus environment. well. Steps that are suitable in increasing students' self-esteem in the TAI learning method are the placement stage, group study and quizzes at the end.

At the placement stage, students are asked to answer the initial quiz questions so that they can practice self-esteem by identifying problems from themselves or their environment that arise or are seen by them. At the stage of team study or group study, students discuss and exchange ideas in working on the LKS which at this stage students who are less able to be helped by their friends and teachers so that they become aware and understand which will have a good impact on increasing their confidence and respect for themselves that they really are. can answer or solve the questions given. At this stage the teacher does not forget to provide reinforcement in the form of praise and also thanks to the students. The positive consequences of this are relationships between groups, acceptance of classmates, increasing self-esteem and self-concept, while also growing awareness of thinking, solving problems and applying their abilities and knowledge (Trianto, 2007). In accordance with what Trianto said, the TAI cooperative type is considered to be able to increase students' self-esteem.

RESEARCH METHOD

This research is a quasi-experimental or quasi-experimental research with a quantitative approach consisting of one experimental class. Quasi-experimental research is used because this research is research to cause a situation or event, meaning that this research aims to see a result of a treatment. In this study the

subjects were not grouped randomly, the condition of the subject group was accepted as it was based on the consideration that the class had been formed previously and it would be difficult to group students randomly. (Arikunto, 2019; Ruseffendi, 2010; Sugiyono, 2020)

The purpose of this study was to obtain an overview of the use of TAI-type cooperative learning to increase students' self-esteem. To see whether there was an increase in students' logical thinking skills and also students' self-esteem, a one-group pretest-posttest design was used. The group was measured before being given treatment and after being given.

Eksperiment Class : $O_1 \text{---} X \text{---} O_2$

Where O_1 is the student's self-esteem condition before being given treatment, X is the treatment in this case is the TAI learning method and O_2 is the student's self-esteem condition after being given treatment.

RESULT AND DISCUSSION

This study aims to see the increase in self-esteem of students who receive Team-Accelerated Instruction (TAI) learning. This study uses a questionnaire as a data collection technique for students' self-esteem. In the study, the test was carried out 2 times, namely before learning (pretest) and after learning (posttest). To further complete the questionnaire data, the authors also observed student activities in the TAI class and to see student responses to the answers to the self-esteem questionnaire, the researchers conducted limited interviews with several students. This is done to draw conclusions from this research more comprehensively. Data analysis in this study was processed with the help of Microsoft Office Excel and SPSS software.

The data obtained from the research are self-esteem data in the form of pretest, posttest and student n-gain scores. The condition of self-esteem before using TAI learning can be seen from the pretest scores, while the condition of students after the learning is given can be seen from the posttest scores. The

increase (gain) of self-esteem is obtained by comparing the difference between the posttest and pretest scores, the difference between the ideal and pretest values is expressed by the normalized gain value.

The data obtained from the self-esteem questionnaire with a Likert scale is interval data. A self-esteem questionnaire was given to determine the increase in student self-esteem through the initial and final scales obtained by each student. This is in accordance with what was stated by Boone & Boone (2012) that the results of the questionnaire using a Likert scale were interval data. This is because a collection of four or more items with a Likert type when combined produces a certain value that describes the state of a person's character or self, so the combined score of the Likert type becomes a Likert scale item. Likert scale items are made by calculating the combined score (sum or average) of four or more types of Likert-type items. Therefore, the combined scores for the Likert scale should be analyzed on the interval measurement scale.

The following table presents descriptive statistics for the initial scale, final scale, and n-gain self-esteem scores obtained by students.

Table 1.1

Self-Esteem Questionnaire Results

Class	n	Pre-test		Post-test		<i>N Gain</i>	
		\bar{X}	SB	\bar{X}	SB	\bar{X}	SB
TAI	23	29,52	2,48	32,04	2,77	0,73	0,04
Maximum Score		40		40		1	

Through table 1.1 it can be seen that there is an increase in student self-esteem seen from the final scale value after obtaining TAI learning. The increase in student self-esteem with the criteria for increasing n-gain proposed by Hake (1999) shows that the increase in student self-esteem is classified as high, and through the standard deviation of the class, the n-gain self-esteem value of students is not too diverse.

To see the difference in the increase in self-esteem significantly from the results of the two classes obtained, it is necessary to carry out further statistical tests. Interviews are the last data collection process that aims to reveal more deeply about whether TAI learning can increase students' self-esteem. This interview was conducted after examining the results of the student self-esteem questionnaire. This interview has questions about the answers to the condition of self-esteem, how are the responses to changes in student self-esteem after learning to use the TAI learning model. Technical interview researchers chose four students, each class selected two students with the highest and lowest improvement.

From interviews with these four students, several things were found. The first student with the highest increase in self-esteem felt a change in both class and personal conditions. Class conditions are usually not active and only some students are active in the learning process, but by using the TAI learning method he feels more than half of the students have become more active. Students who previously did not really care about group work have taken part and some have become brave enough to appear in front. The biggest change in him was that he never liked college mathematics lessons that included algebraic structures. He said that he often felt that he was not as competent as the others in the class, but when using this method he got the opportunity to understand on his own and then understanding together with the group made him feel that he could actually be like other people studying in the education department. math, that he could be just as good as anyone else in the class.

This is in line with what was conveyed by other students who felt that there were some changes during class and personal learning. This student feels he can't do anything well, he feels sometimes he can't do everything or feels there's nothing to be proud of from him, but when the teaching and learning process takes place, individual study time is enough to make him not know what to do. What while the other friends were trying to do the given activity sheet, so he became part of reading the book and trying to do the given LA as well. As a result, when the discussion went on unlike so far, he became able to participate in answering even if only a little. This makes him think that he actually has abilities to be proud of, and it turns out that he can be just as good as his classmates. This shows the condition of his self-esteem is improving.

Interviews conducted with one student who got a low n-gain, even though the results were negative, showed that the conditions when filling out the questionnaire were very important. The student is in a bad condition having a problem so he feels the answer he chose is the answer that best suits his condition. The student hopes he can appreciate and be positive about himself. As for her self-esteem, there is nothing low she feels that she has something to be proud of and can do as well as anyone else, it's just that she wishes she could love and be more positive about herself. This student also said he was happy with the TAI learning model because he who usually just sat quietly studying for himself or presenting in front when in the discussion stage could help friends who did not understand, this made his relationship with other friends better and could more mingle with other friends.

At the first meeting in learning, students felt they would be a little unfamiliar with learning using TAI so that the lecturer gave an overview to students what the learning scenario would look like. In the TAI class the division of groups based on the results of the initial test carried out, small groups consisting of a maximum of 5 people each for the TAI class. In TAI learning there are several stages. The first stage is the initial test and group formation at the beginning of the meeting, at this stage students work on several multiple-choice

questions to see their understanding and their ability to the prerequisite material that they must possess.

After providing information on how the TAI learning scenario takes place, the initial test and group divisions are carried out, the group will continue to be the same throughout the two meetings. Then, students enter the core activity. The first core activity is individual learning, at this stage students are given LA about the ideal material. At this stage students learn individually either through books, the internet and other sources. At this stage the lecturer goes around observing students in doing the given LA. It is hoped that students can adapt to their respective learning styles so that their understanding of this ideal material is better. At this stage, it is seen that some students have different types of individual learning. Some students are more comfortable learning through the source books they have, some are learning through the internet, and there are some students who ask their friends to explain. This shows some fundamental differences in the individual learning styles of each person.

After individual learning activities, students have begun to increase their knowledge of learning materials, then students will hone the knowledge they already have through group learning activities or discussions. At this stage students are asked to discuss the problems given in LA, then they discuss it with their respective group members. It is expected that students will not only develop learning knowledge but through the learning process can increase their self-esteem. In the process of implementing this stage, each group of students still experiences some obstacles in the implementation, however, the heterogeneous group division is very helpful in the implementation of this stage, because students whose basic knowledge is quite good help many friends who are lacking. In addition, students who lack basic knowledge can still provide opinions and input because at least there is already a little knowledge stored when individual learning is carried out.

At this stage the role of the lecturer as a facilitator provides information assistance and confirms the answers given. Not infrequently also seen students exchange opinions about differences so that it is increasingly seen that the atmosphere of the class is more active. In addition, each group was asked to present the results of their discussion, groups were selected through the question "Which group would like to present this section?" not infrequently several groups want to present the results of their discussions about the same part of the material, here the role of the lecturer as a facilitator who also keeps the class conducive and learning goes well choosing groups with more complete and better discussion results. When presenting the results of the discussion, each group member is asked to display the material presented. This is so that each group member and other students understand simultaneously so that not only one or two students understand the material.

This is in accordance with what was stated by Slavin (1982) that group learning provides several positive benefits to students. These positive benefits are in the form of academic and social benefits. Academic benefits such as those found in this study when students who are less likely to have problems with friends who are able to help and assist students who are able to further explore the material provided. The social benefit is the acceptance of students to the surrounding environment, students can contribute more and will create a feeling of greater self-esteem. Similarly, Robinson (1991) states that learning in pairs or groups encourages acceptance of others.

However, students also face some problems. The problems experienced by teenagers often and even almost all come from within themselves. They unconsciously create conflicts that stem from self-esteem problems. Adolescents tend to be too quick to think and judge irrationally about themselves or others, even believing in perceptions that are not necessarily true. From there arises emotional disturbances that will affect their relationships with other people. The inability to deal positively with social situations can lead to low self-esteem. Adolescents with high self-esteem always look positively at everything that is in

themselves and their lives. In contrast, adolescents with low self-esteem see the world through a more negative filter, and dislike the general perception of the picture of everything around them. Things like this can interfere with adolescent personality development because the development of self-esteem in a teenager will determine success or failure in the future.

Then the next stage is the individual test stage and the group score calculation test. At this stage students are expected to be able to do the tests given independently, but in fact there are still one or two students who are still trying to see their friends' answers or confirm answers to their friends next to them, this shows that students are still not completely sure of themselves if they can be in a position the same or even more than others. At the stage of calculating group scores and when the achievements of each group were read out, the students looked happy and it looked like I could do things as well as other people did. The results of the acquisition are not stated in value but the label from the "excellence, super and good" group makes each student feel appreciated and they become more proud of themselves. In addition to increasing cognitive abilities, self-esteem will also increase. At the second meeting with TAI learning, the students' responses got better, because they had started to get used to the teacher.

CONCLUSION

The condition of self-esteem of students who received Team-Accelerated Instruction (TAI) cooperative learning showed an improvement towards a better direction, meaning that the TAI learning model could be used to help develop personality such as self-esteem

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