

## **The effect of johari window training on self-esteem of the adolescents at aisyiyah orphanage in sidoarjo**

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**Abstract.** *This study is aimed to increase self-esteem of the adolescents at Aisyiyah orphanage in Sidoarjo by using the Johari Window self-awareness training. Quantitative experimental approach was implemented in this study with paired samples T-test for data analysis. Data were collected from three meetings by comparing the pretest and posttest results of self-esteem scale questionnaire. An improvement in self-esteem was seen on some aspects, which were (1) self-contentment, (2) awareness on one's strength, (3) feeling of proud and worth, and (4) positive attitude and thinking. This improvement was shown by significant change on adolescents' self-esteem after they participated in the Johari Window training with a mean difference of 2.200, t-score = -4.147 and  $p = 0.001 < 0.05$ . Besides, the Cohen's d value, which was 0.757, showed a large effect. It is concluded that the Johari Window training method can increase the adolescents' understanding of self-esteem and motivation in spending their days in orphanage, school, and home.*

**Keywords:** *self-awareness training of johari window; self-esteem, adolescents, orphanage*

**Abstrak.** Tujuan dari penelitian kali ini adalah untuk meningkatkan *self esteem* remaja yang tinggal di dalam panti asuhan Aisyiyah Sidoarjo menggunakan pelatihan mengenali diri sendiri dengan Johari Window. Penelitian ini menggunakan pendekatan kuantitatif studi eksperimental, dengan teknik analisis data menggunakan Uji-t sampel berpasangan. Pengambilan data dilakukan dalam 3 kali pertemuan, yaitu dengan perbandingan hasil pretest dan posttest dari skala *self esteem*. Peningkatan dalam menghargai diri sendiri tampak pada beberapa hal, yaitu (1) kepuasan terhadap diri sendiri, (2) menyadari keunggulan yang ada dalam diri, (3) merasa bangga dan berharga, (4) bersikap dan berpikir positif. Peningkatan ini di tunjukan dengan adanya perbedaan yang signifikan pada *self esteem* remaja sebelum pelatihan pengenalan diri johari window dan sesudah pelatihan pengenalan diri johari window dengan perbedaan rerata (mean difference) 2.200, kemudian t-score = -4.147 dan  $p = 0.001 < 0.05$  dan nilai Cohen's d menunjukkan adanya efek yang besar yaitu 0.757. Kesimpulan dari penelitian tersebut adalah metode pelatihan Johari Window dapat meningkatkan pemahaman tentang menghargai diri sendiri dan dapat meningkatkan semangat mereka untuk menjalani hari-hari di lingkungan panti asuhan, sekolah dan rumah.

**Kata Kunci :** pelatihan pengenalan diri johari window; self esteem; remaja; panti asuhan

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## INTRODUCTION

Adolescent period is a phase of life in which one's physical, cognitive, psychological, emotional, and environmental condition change. In going through developmental stages, adolescents should adapt to and survive these changes, or else there will be problems affecting their lives or obstacles hindering their development (Prasetyo, 2021; Oktiawati, Fauziah, & Laili, 2021).

However, not all adolescents are lucky enough in their life. Some of them are forced to live far away from their family due to various aspects, such as being orphan, having no relatives to take care of, or being abandoned. It leaves a gap in their psyche, especially if they no longer have a parent, a role model, or someone to talk to whenever problems arise. In going through their developmental stages, adolescents in orphanage still need a figure of parents to guide them, since parents plays a huge role in adolescents' development (Tabi'in, A. 2020).

Orphanage is a children protection institution with the purpose of protect and support the rights of every child (Pedoman Perlindungan Anak, 2017). The protection is in the form of shelter and orphanage as well as material and psychological supports. The ones who live in orphanages are usually orphan children or children who still have parents but get to live in orphanage for some reasons, such as economic condition (Gafur, 2020).

Adolescents living in orphanage need to have high resilience since they live apart from their parents. Besides, they also need to be responsible for themselves and decide their own future. In going through the developmental stages, adolescents living in orphanage still need a figure of parents to guide them. Adolescents living in orphanage have caregivers taking the parents' role (Lete, Kusuma, & Rosdiana, 2019).

Those caretakers are the persons that can provide comfort, warmth, attention, and guidance which lead to giving children high self-esteem. There are some other factors influencing orphanage's self-esteem such as family background and relationship with parents (Ayudytha & Sari, 2019; Aini, 2018). Level of self-esteem on adolescents is affected by 3 factors which are a feeling of ability, being accepted, and worthiness (Nasution, & Simanjuntak, 2020), so the things involved in their self-evaluation and development are

really important. Those things are feedback from significant other, knowledge about ones' self, feeling toward self-identity, values and beliefs, as well as awareness of ones' values and awareness of ones' level of ability along with ability to do self-appreciation. Good communication and openness are commonly desired by adolescents, especially among girls regarding their parents, as it is revealed in a study entitled "11 Facts about Teens and Self-Esteem".

Adolescents have rights over their physical and psychological conditions. Ideally, an orphan caregiver takes care of five orphans (Febristi, 2021). Based on WHO (2017), adolescents constituted about 8% of world population (1.2 million people were at the age of 10-19 years), and the adolescents aged 15-20 years in Indonesia were 22.233.393, and 2.5% of them were living in orphanage. Therefore, the number of adolescents living in orphanage was expected to keep growing (Febristi, Arif, & Dayati, 2020).

One of the orphanages in Sidoarjo is Aisyiyah orphanage. There were 55 children listed in this orphanage. A total of 20 children were 6-12 years old, while 35 were 13-18 years old. Each of them had different family background, but most of them lived there due to economic reasons.

In Padang, there were more than 50% (exactly 52.3%) of adolescent girls living in orphanage with low self-esteem. According to a study by Asif (2017), orphans living in orphanage tend to have lower self-esteem than those living with their parents (Febristi, Arif, & Dayati, 2020). This research is line with Naja, Hantoro, Hariyani, & Derana (2022) who stated that adolescents living in orphanage have inferior, passive, apathetic, withdrawn, less motivated, and fearful and anxious characters. Thus, it is hard for them to make social communication and relation.

Based on interviews with caretakers and orphans in Aisyiyah orphanage in Sidoarjo, it was identified that adolescent girl in Aisyiyah orphanage in Sidoarjo tended to have low self-esteem. It was shown by their low confidence such as acting full of shy, speaking in really low voice, and drooping down quite often. They also often get mocked by their peers in school for living in orphanage, getting looked down by their peers. It affects their identity and self-esteem development.



The world is now paying attention to the adolescents' mental health. WHO (2018) stated that adolescent period is the most precarious period of mental health development. Mental health issue is the third biggest reason for the adolescents' death. One factor contributing to mental health issue is low self-esteem (Kurniawan, 2018).

Adolescents' self-esteem is one of the most important things in their development. Self-esteem is individual self-evaluation against their own ideal achievement set before. Self-esteem may come from their own self or from other's appreciation (Febristi, Arif, & Dayati, 2020; Salsabila, Qalbi, Aziz, Etniko, & Rauf, 2022). Self-esteem development for adolescents living in orphanage can be developed from their peers in orphanage and closest environment (Febristi, 2020) since those people wants to be their friends. A good environment filled with good characters can yield in adolescents with good self-esteem. On the contrary, negative environment will induce fear and it has adverse effect on their self-esteem due to social anxiety (Pratiwi, Mirza, & El Akmal, 2019).

Not only the environment, but the parents also become a factor affecting adolescents' self-esteem. Moreover, Febristi (2020) stated that low self-esteem in adolescents living in orphanage was also affected by economic issue. When they first living in orphanage, the environment was so strange for them so that they often stayed inside their own room. Even, there was a 15-year-old teen who was really quiet since they often got mocked by their peers in school. A total of 3 out of 7 caregivers stated that they cannot give full attention to the children living in orphanage since it is an impossible thing to do.

Giving too much or too little love can increase or decrease one's self-esteem (Febristi, A., 2021). There are 3 factors involved in self-evaluation that affects adolescents' self-esteem, which are feedback from significant others (Sitompul, & Dwatra, 2021), knowledge of their own selves, and their identities, values, beliefs, abilities, and performances.

The foundation in developing self-esteem is knowing one's self well. One of the ways to knowing one's self is by using Johari Window training technique. In this training, adolescents will get feedback from others in

their group so that they will get to know themselves better and increase their self-esteem (Indrawati, 2016). One's self-esteem establishes how one shows themselves in their environment. Individual's self-esteem affects how they achieve their full potential (Lia, 2014).

Self-awareness is related to developing positive self-concept or high self-esteem including the attitude, characteristics, ability, strength, and weakness of someone who focuses on their potential. Thus, this self-awareness affects self-esteem (Putri & Rusli, 2022). Self-awareness can be developed through Johari Window training. However, it is only possible if there is an openness to critics and suggestions in doing interaction.

Johari Window training was created by Joseph Luft and Harry Ingham (in which the names became the acronym of the training). Johari Window is a way to see the dynamics of self-awareness regarding with attitude, emotion, and motivation. This relational analysis is called as window since it represents a window of communication in giving and receiving feedback in the form of information, commend, and critics from others in order to develop one's character (Lia, 2014). Rakhmat (2018) stated the training is able to illustrate and understand interpersonal relationship with four quadrants, which are open, blind, hidden, and unknown areas which is formed by combining self-awareness and openness to represents one's characters.

According to Putri & Rusli (2022) the effect of self-awareness on self-esteem can be seen by Wilcoxon signed test with Z count of -3.417 and Asymp. Sig. (2-tailed) of 0.001. Since the probability  $\alpha = 0.05$ , the Z count was less than  $0.001 < 0.05$ . Thus, it can be concluded that the self-awareness has an effect. However, the novelty in this study is a more specific results using Johari Window as training to increase self-esteem.

Therefore, the purpose of this study is to know the effect of self-awareness training with Johari Window on the self-esteem of adolescents in Aisyiyah orphanage in Sidoarjo as well as to compare their self-esteem before and after the training.

## METHOD

Quantitative experimental approach was implemented in this study to see the effect of the research. Empirical paradigm on this



quantitative research was focused on objective phenomena studied quantitatively using numerical, statistical, structural, and controlled experiment. Susila (2021) stated that experimental research is a research conducted to know the effect of certain treatment on a certain variable in a controlled condition. In this experiment, a subject was given with certain treatment so much so experimental method can be defined as a research method used to find an effect of a treatment on somebody in a controlled condition. The way to find that effect is to compare one or more experiment groups before and after a certain treatment.

This study was designed as an experiment research with before and after treatment assessment. Two locations were chosen in this study, which were Aisyiyah orphanage in Taman subdistrict and Celep subdistrict of Sidoarjo. There were 30 subjects involved in the training. The subjects of this research were adolescents living in Aisyiyah orphanage in Sidoarjo. Samples were chosen through purposive sampling with living in Aisyiyah orphanage in Taman or Celep Sidoarjo and were at the age of 13-18 years as the criteria. Data collection was done by the help of peer researchers using (1) a sheet of observation guide (direct observation on the subject) to note the process and implementation of Johari Window training as the treatment, (2) self-esteem questionnaire with 10 items of questions which was given before and after the training, and (3) documentation to know everyone's activities during training.

The treatment used to increase the self-esteem of adolescents was self-awareness training based on Johari Window (Maroqi, 2019). It was assumed that during the training, there would be interactions between the adolescents. In that interaction, there were feedback, process of learning and practicing new attitude, and practice of expressing feelings. Then, data analysis technique of this study uses paired samples T-test. Results of analysis showed that generally the subjects experienced an increase in self-confidence as much as 2.200 (SE: 0.530) during Johari Window training.

The main instruments of this research were an evaluation sheet as well as pretest and posttest questionnaires with four categories of answer which were Very Agree (VA), Agree

(A), Disagree (D), Very Disagree (VD). Each answer had its own score, from the highest score for VA to the lowest score for VD. The proportion of the score was VA=4, A=3, D=2, and VD=1.

Activity on day 1 was giving pretest questionnaire to the participants and obtaining the answers from them. Following to that, Johari Window training material were given to the participant. After the material was given, the participants created groups of 6 and they were given with a list containing 56 adjectives and then asked to choose 10-15 word which suited with their own characteristics. Then, the list was rotated among the peers in their group and the peers chose 5 adjectives which illustrated the original owner of the list. After that, those 5 adjectives were put inside Johari Window table containing:

1. *Open* – the adjective chosen by the subject and the peers.
2. *Blind Spot* – the adjective chosen by the peers, but not by the subject.
3. *Hidden* – the adjective chosen by the subject, but not by the peers.
4. *Unknown* – the adjective not chosen by both the subject and the peers, so this fourth grid was empty.

Activity in day 2 was giving material regarding self-esteem, such as how self-esteem is developed and increased. The material was in the form of dialogues, video, and games. After all of those activities were conducted, posttest questionnaires were distributed to the participants to measure their understanding and to assess the effect of training.

Activity in day 3 as the last day was giving the participants feedback regarding the whole process of training and giving them suggestions. It was followed by closing including praying together.

Treatment's effectiveness was conducted by using paired samples T-test to see whether there was a score difference in before and after training (Ross & Willson, 2017). Samples T-test was used since the subject had met normal distribution criteria. Hypothesis testing was conducted by analyzing paired T-test data with JASP application, comparing before and after training data of orphanage adolescents' self-esteem. Results of the paired samples T-test showed that there was a significant difference in the adolescents' self-confidence before and after the Johari



Window training with a mean difference = 2.200.

## RESULTS AND DISCUSSION

Results of the analysis showed that Johari Window self-awareness training has an effect on increasing self-esteem of adolescents in Aisiyiah orphanage in Sidoarjo. It can be seen from the average score of self-esteem increase as much as 2.200 (SE: 0.530).

**Table 1.** Descriptives Analyze

	N	Mean	SD	SE
Pretest	30	28.400	3.480	0.635
Post-test	30	30.600	3.953	0.722

As shown in the table, the pretest score was 28.400, while the posttest score was 30.600. It means that the Johari Window's self-awareness training had an effect on adolescents' self-esteem. The adolescents'

self-esteem level was higher after the training. The results means that the hypothesis of this study is accepted, judging from the increase of self-esteem after Johari Window self-awareness training.

**Table 2.** Paired Samples T-Test

Measure 1	Measure 2	t	df	p	Mean Difference SE	Difference	Cohen's d
Pre-Test	Post Test	-4.147	29	<.001	-2.200	0.530	-0.757

The table above shows that there was a significant difference in the orphanage adolescents' self-esteem after they did Johari Window self-awareness training. The results of the paired sample T-test showed that there was a significant difference in the adolescents' self-

esteem before and after the Johari Window self-awareness training with a mean difference = 2.200, t-score = -4.147 and  $p = 0.001 < 0.05$ . Also, the Cohen's d value, which was 0.757, showed a large effect.

**Table 3.** Test of Normality (Shapiro-Wilk)

		W	p
Pretest	- Post-test	0.909	0.014

*Note.* Significant results suggest a deviation from normality.

It can be seen from the table above, the result of the normality test was  $p=0.014$ , meaning that the data was normally distributed since the value of p was more than 0.05. It means that there is a significant difference in 30 subjects' self-esteem in before and after Johari Window self-awareness training.

The Johari Window is also known for the theory of self-awareness captured in actions and thoughts of oneself and others. Self-awareness poses numerous advantages. According to Osmanoglu (2019), self-awareness can build positive relationships with the surroundings. Moreover, a better understanding of a one's own strengths and weaknesses can help them build self-confidence, increase resilience, develop self-

control, increase maturity, and cope with stress.

Values learned from Johari Window can be easily implemented by adolescents who have high motivation to build deeper social relationships since they have recognized their personality and the views of others around them towards them.

Understanding oneself through Johari Window not only plays a major role in oneself, but also brings individuals closer, more solid and harmonious, which has been examined by many researchers. Implementation of leaned lesson from Johari Window activities is effective to increase adolescents' self-esteem. It is because Johari Window training makes the members of groups interacted to each other,



asked questions, express opinions, convey ideas, and participate in discussions. It also helps orphanage adolescents to build understanding among themselves. Since orphanage adolescents live together, the Johari Window allows them to be more open to one another, aware of their strengths and weaknesses, and ready to develop into better individuals, (Change, 2018).

Most orphanage adolescents participated in this training revealed that they benefited greatly from it. They become more confident, motivated, and optimistic in living their lives. This is because in the Johari Window game, there is an explanation about how individuals can understand themselves and their surroundings by having open communication for self-introspection. The teenagers' increased understanding of self-esteem may result from compatibility between the Johari Window training and the goal to better understand their self-esteem, in which, the more open they are to others, the more trusting other people will be (Permatasari, 2021).

Restuti (2015) stated that Johari Window self-awareness training is quite effective in increasing orphanage adolescents' self-esteem. Changes in attitude or behavior experienced by adolescents are not to forced themselves to be their peers, but to better understand themselves, gradually making them become their ideal self. Johari Window training is a short-term process with the goal of giving understanding and skill to be aware toward one's self. There are some advantages and disadvantages about themselves that adolescents need to know in order to maximize their potential. This whole training consists of two phases, which are understanding one's self and cognitive restructuring phase. The first phase is to understand one's self based on Johari Window and it also includes self-disclosure stage.

## CONCLUSSION AND SUGGESTION

### Conclusion

The results of analysis showed that generally teenagers experienced an increase in self-esteem after receiving the Johari Window self-awareness training. It was shown by the significant change on adolescents' self-esteem after they did the Johari Window training with a mean difference of 2.200, t-score = -4.147 and  $p = 0.001 < 0.05$ . Besides, the Cohen's d

value, which was 0.757, showed a large effect. Therefore, it can be concluded that the Johari Window self-awareness training is significantly influential in increasing self-confidence of adolescents in Aisyiyah orphanage in Sidoarjo.

### Suggestion

Adolescents living in Aisyiah orphanage in Sidoarjo are expected to be able to implement positive thought and attitude practiced during training and they also able to know their strength and weakness so it is easier to know their own selves and to well develop themselves. On the other hand, Aisyiyah orphanage in Sidoarjo should be closer with the adolescents and be more intensive in accompanying them so that they become more aware of themselves. The orphanage also should support their physical and psychological development.

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