

The Effect of the Johari Window Self-Awareness Training on Teenagers' Self-Confidence at Aisyiyah Orphanage in Sidoarjo

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Abstract. *This research is aimed to increase the self-confidence of teenagers living at Aisyiyah Orphanage in Sidoarjo by using the Johari Window self-awareness training. This study implemented a quasi-experimental treatment group with pre-treatment and post-treatment assessments. To test the effectiveness, this study used Paired Sample T-Test and the results showed that there was a difference in self-confidence scale between pre-test and post-test results. The hypothesis in this study was there are differences in the level of self-confidence among teenagers before and after the Johari Window self-awareness training. To test the hypothesis, an analysis of paired T-Test data using the JASP application was carried out. Based on the results of the analysis, teenagers generally experienced an increase in self-confidence by 2,200 (SE: 0,530) after the Johari Window self-awareness training. The paired sample t-test showed a significant increase in self-confidence ($t(30) = -4.147, p < .001$) and the Cohen's d value showed an effect of 0.757. Based on these results, the hypothesis in this study was accepted since it illustrates that experimental training using the Johari Window training method can increase self-confidence of the teenagers at Aisyiyah Orphanage in Sidoarjo.*

Keywords: *johari window self-awareness training; self confidence; orphanage teenagers*

Abstrak. Tujuan dari penelitian kali ini adalah untuk meningkatkan kepercayaan diri remaja yang tinggal di panti asuhan Aisyiyah Sidoarjo dengan menggunakan pelatihan mengenali diri sendiri dengan Johari Window. Desain penelitian yang digunakan adalah, eksperimen kuasi satu kelompok perlakuan dengan pengukuran pra dan pasca perlakuan. Uji efektivitas pada penelitian ini dengan menggunakan *Paired Sample T-Test* yang menunjukkan selisih hasil *pretest* dan *posttest* dari skala kepercayaan diri. Hipotesis dalam penelitian ini yaitu adanya perbedaan tingkat kepercayaan diri pada remaja sebelum pelatihan dan sesudah diberikan pelatihan pengenalan diri Johari Window. Uji hipotesis dilakukan dengan menganalisis data Uji-T berpasangan dengan menggunakan aplikasi JASP. Berdasarkan hasil analisa, rata-rata remaja mengalami peningkatan kepercayaan diri 2.200 (SE: 0.530) selama pelatihan pengenalan diri Johari Window. Uji-t sampel berpasangan menunjukkan peningkatan kepercayaan diri yang signifikan ($t(30) = -4.147, p < .001$) dan nilai Cohen's d menunjukkan adanya efek sebesar 0.757. Berdasarkan hasil penelitian tersebut, hipotesis pada penelitian ini diterima karena menggambarkan jika pelatihan eksperimen dengan menggunakan metode pelatihan Johari Window ini dapat meningkatkan kepercayaan diri remaja di Panti Asuhan Aisyiyah Sidoarjo.

Kata kunci: pelatihan, pengenalan diri johari window; kepercayaan diri; remaja panti asuhan

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INTRODUCTION

Adolescence is a transition period from childhood to adulthood with several aspects, which are biological, social, cognitive, and social changes happening at the ages of 10 to 19 years (Putra, I, 2020). In this period, teenagers experience a period of *storm and stress*. This phase involves prominent self-identity achievement as well as logical, abstract, and idealistic thinking (Diananda, A, 2018)

In fact, teenagers still need parents in their developmental stages, and acting as substitutes for their parents, teenagers living in orphanages have caregivers or boarding mothers (Lete, Kusuma, & Rosdiana, 2019).

Teenagers living in an orphanage mostly have low self-confidence, as research conducted by Irshad (2017) shows that teenagers who live in an orphanage with low self-esteem tend to feel inferior and have higher stress level than those who do not live in an orphanage. Some efforts can be done to increase self-confidence in teenagers living in orphanages with confidence issues and one of which is done by learning and practicing process (Monnalisa, M., & S, N., 2018).

Self-confidence is an important aspect of personality for teenagers during their development. Teenagers with high self-confidence often show the attitude of accepting themselves as they are (Ifdil, I., Denich, A. U., & Ilyas, A., 2017). When being able to accept themselves as they are without the use of command and coercion, teenagers are said to have high level of self-confidence and positive thinking (Amandha Unzilla & Ifdil, 2016). Low self-confidence can encourage them to escape from reality or challenges that they need to face (Fitri, E., Zola, N., & Ifdil, I., 2018).

Low self-confidence in teenagers is one of the problems that often occur in orphanages as shown by a research by Nuly Hartiyani (2011) who found that in general, teenagers in Nur Hidayah Orphanage in Surakarta had a moderate level of self-confidence. It is supported by Adrianus Yofanto Angi Piran (2017) who also found that in general orphanage teenagers had moderate self-confidence. Considering the results of these researches, self-confidence in teenagers at Aisyiyah Orphanage in Sidoarjo was also treated as at a moderate level.

Interviews were conducted with orphanage caregivers at Aisyiyah Orphanage in Taman, Sidoarjo on November 17, 2021 and at Aisyiyah Orphanage in Celep, Sidoarjo on November 18,

2021. The results of the interviews showed that the average orphanage teenagers did not have confidence in their abilities, tended to withdraw themselves from society, and were afraid to socialize with the people around them. They were incapable of making decisions and always thought negatively about themselves, so they could not appropriately express their feelings. Other interviews were also conducted with one of the teenagers in each orphanage. Both of them said that whenever a problem emerged, they were afraid and shy to tell it to the caregiver and their peers. This was indicated by the attitude of the teenagers with low confidence, such as being shy, speaking in a low voice, and often lowering his head (Chandra, 2019). They were afraid that later after sharing their problems to their friends, they would be ridiculed or scolded by the caregiver. They also said they once regretted telling their problems to other people.

The results of interviews showed that there was a lack of confidence among teenagers at Aisyiyah Orphanage in Sidoarjo. Lack of self-confidence will affect their social environment. If it is not taken care of immediately, they will continue to withdraw themselves from the society and they may be left behind by their peers.

There are some adversities of lacking self-confidence. First, teenagers usually experience more difficulties and failures because they are not confident in their own abilities. Second, teenagers who lack self-confidence will easily complain and have discomfort every time they are asked to do a task. This attitude arises since they are helpless and feel burdened. Third, teenagers are easily discouraged. In other words, they do not have an inner strength to trust themselves. Fourth, teenagers often face those anxieties, making their life purpose drifted away. That emotion hinders them in giving their best performance. Orphanage teenagers having low self-confidence often experience anxiety and fail in the end (Monnalisa, M., & S, N., 2018).

There are several factors that affect the level of self-confidence in orphanage teenagers. The first is physical form. Beautiful and proportional body shape will certainly make individuals more confident because they feel that they look great in front of others. The second is face. A person's attractiveness also depends on a beautiful and good-looking face, making them more confident and feeling beautiful in front of others. The third is economic status. A low and middle level of economic status will affect adversely on

individual's confidence. The fourth is education. Good education will generate a sense of confidence in teenagers. The fifth is adaptability. One's ability to adapt with the others in a group also affects their self-confidence. The sixth is the habits of nervousness and stuttering. Those habits will make them not confident, especially if they have these habits since their childhood. The seventh is family. A child who lives in an orphanage certainly feels a lack of love from parents and they feel excluded, making them feel less confident (Cape, Z., & Amelia, S., 2017).

The most fundamental way to increase self-confidence is to know oneself well (Sholiha & Aulia, 2020). One of those means to be aware of oneself is to use the Johari Window training technique. In this study, the orphanage teenagers will receive *feedback* from other people in the group, so they will understand themselves better (Indrawati, 2017).

The Johari Window might seem like a very complex research tool, but actually the name of Johari came up from the abbreviation of Joseph Luft and Harrington Ingham, creating a simpler and more memorable name. The technique itself was first coined in 1995. Basically, the theory behind Johari Window is based on the principle of trusting others when they reveal information about themselves (Chandra Dewi et al., 2022). People can learn more about themselves through feedback from others, increasing self-awareness and self-effectiveness as individuals (Lianto, 2019).

According to Epicentral Development Group (2011), Johari Window is a game formerly created by Joseph and Harry in the 1950s that had the original purpose of helping a person better understand their "mental instability" through a series of self-assessments as well as assessments of others (Zain, N, A., Fadlilah, U., & Pralaska, F, S., 2018).

Rachmat (2018) suggested that the format of Johari Window technique can help people understand a person's feelings, experiences, view points, attitudes, skills, motivations, intentions, and other group information from four perspectives. The concept behind Johari Window is divided into four areas, which are open self (open territory), *blind self* (blind territory), *hidden self* (hidden territory), and *unknown self* (unknown territory).

The research conducted by Newstrom & Rubenfeld (1983: 117) found that the Johari Window game increases individual's awareness

and understanding. According to Newstrom & Rubenfeld (1983: 117), Johari Window game shows the known and unknown interactions whether it is by themselves or others. Furthermore, according to Newstrom & Rubenfeld (1983:118), the Johari Window model can be applied into a training, a counseling, and etc.

Based on the aforementioned researches, it can be understood that Johari Window is a game used to help someone to understand themselves and increase their self-awareness.

Self-awareness is an effort to develop a positive self-concept or high self-esteem, which includes attitudes, characteristics, abilities, strengths, and weaknesses focusing on their potential. Self-awareness can be developed by using the Johari Window training method. This is done on the basis of willingness to accept and provide input (feedback) to improve self-awareness as well as criticism in establishing relationships with other people (Haqi, D., 2014).

Lukaningsih (2014) stated that self-awareness is an attempt to identify attitudes, characteristics, abilities, positive and negative sides, weaknesses and strengths, and to form a positive self-concept or self-esteem, including its aspects. Helmi (1995) suggested that self-awareness can be explained through the concept in Johari Window which divides interpersonal relationships into four windows. Each window or cell represents an area of *self*, which are public, blind, hidden, and unconscious.

The purpose of this research was to determine whether there is an effect of Johari Window self-awareness training on the self-confidence of teenagers at Aisiyiah Orphanage in Sidoarjo and also to compare the confidence data of adolescents before and after the training was conducted.

METHOD

This study used a quantitative approach through experimental method, making it possible to see if the research carried out yields an impact. Quasi-experimental design of one treatment group with pre-test and post-test (Hastjarjo, 2019) was applied in this study. Paired sample T-test was used to analyze the data. The data analysis showed that the the research subjects experienced an increase in self-confidence by 2,200 (SE: 0.530) after the Johari Window self-awareness training.

Subjects of the research were teenagers of Aisiyiah Sidoarjo orphanage. *Purposive*

sampling was conducted for 13-18 years old children who lived in Aisyiyah orphanages in Taman, Sidoarjo and Celep, Sidoarjo. There were 30 people involved in this study as participants of the training.

According to (Monnalisza, M., & S, N., 2018), there are three aspects of self-confidence used in its assessment, which are (1) power in what have been done, (2) acceptance of the group, and (3) a calm attitude. A scale with four categories, including “strongly agree” (SA), “agree” (A), “disagree” (D), “strongly disagree” (SD) was used as the main instrument. The SS statements had the highest point, while the SD statements had the lowest points. The score was calculated with the following proportion of items; SA=4, A=3, D=2, SD=1.

Paired sample T-test was used to test the effectiveness of this study. According to Widiyanto (2013), the purpose of paired sample t-test is to see if there is a difference of the average score before and after the training. T-test sample was used since the subjects have met the criteria and normal data distribution. To test the hypothesis, an analysis on paired T-test data using the JASP application was conducted. It compared the data on orphanage teenagers' confidence before and after training. Differential test on the results of *pretest* and *posttest* showed a difference in the level of confidence with t values of -4147 and significance of $p < .001$. It showed that there was a significant difference between the results of *pretest* dan *posttest* of the Johari Window self-awareness training program.

RESULTS AND DISCUSSION

The purpose of this study is to determine the effect of Johari Window self-awareness training on self confidence of the teenagers at Aisyiyah Orphanage in Sidoarjo.

The first step carried out in this research was conducting pretest by giving the participants a form of self-confidence scale. The second step was giving the participants a material regarding self-awareness and acceptance as well as material about Johari Window theory. After obtaining the materials, the participants formed some groups. They were given a list of 56 different adjectives, then each participant chose 10-15 words that fit their personality. Next, the members of the same group were given the same adjectives and chose 5 adjectives that best describes or suited each selected answer subject then collected into a grid of Johari Window as follows:

- 1. *Open* – the adjective chosen by the subject and the subject’s friends.
- 2. *Blind Spot* – the adjective chosen by the subject’s friends, but not by the subject.
- 3. *Hidden* – the adjective chosen by the subject, but not by the subject's friends.
- 4. *Unknown* – the adjective not chosen by both the subject and the subject’s friends, so the fourth grid was empty.

In the third activity, the participants who took part in the training were given feedback and time for reflection. This aimed to provide positive reinforcement and motivation to participants to be more confident in the future. Then, at the end of the activity, the participants were asked to take posttest and pray together.

The results of the data analysis showed that after attending the Johari Window self-awareness training (mean = 30,600), the average score of teenagers’ self-confidence was higher than that before attending the training (mean = 28,400). Therefore, this training was accepted because it was effective in increasing self-confidence.

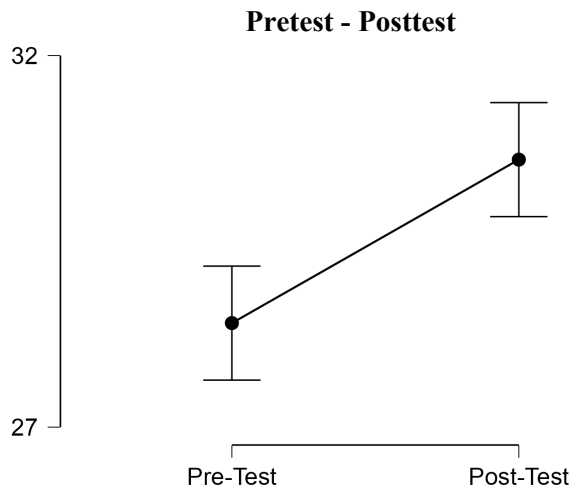
Table 1. *Descriptives*

| Descriptives | | | | |
|--------------|----|--------|-------|-------|
| | N | Mean | SD | SE |
| Pretest | 30 | 28,400 | 3,480 | 0,635 |
| Posttest | 30 | 30,600 | 3,953 | 0,722 |

It can be seen from the table above, the pretest score was 28,400, while the posttest score was 30,600. These results indicate that the Johari Window's self-awareness training has an effect on

adolescent self-confidence. The teenagers’ self-confidence level was higher after they were given training.

Graphic 1. *Descriptives Plots*



The graphic above illustrates the increased scores of the research subjects.

Table 2. Paired Samples T-Test

| Paired Samples T-Test | | | | | | | |
|-----------------------|------------|--------|----|--------|-----------------|---------------|-----------|
| Measure 1 | Measure 2 | t | df | p | Mean Difference | SE Difference | Cohen's d |
| Pretest | - Posttest | -4,147 | 29 | < .001 | -2,200 | 0,530 | -0,757 |

Note. Student's t-test.

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

difference in the teenagers' self-confidence 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. Assumption Check Test of Normality (Shapiro-Wilk)

| | W | p |
|--------------------|-------|-------|
| Pretest - Posttest | 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. This result showed there was a significant difference in 30 subjects' self-confidence before and after being given the Johari Window self-awareness training.

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 surrounding environment. Also, better understanding of a person's own strengths and weaknesses can help build self-confidence.

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. Johari Window is effective in increasing teenagers' self-confidence. This is because in the Johari Window training, the

members of a group are asked to express opinions, convey ideas, participate in discussions, and interact with each other. Some individuals who had been lacking in self-confidence, less sociable, and nervous when expressing opinions and ideas felt excited and became more confident after participating in discussions (Tanjung, Z., & Amelia, S., 2017).

The Johari Window can be easily conducted on teenagers who have high motivation to build deeper social relationships because previously they have recognized their personality and the views of others around them (Maharani, 2016)

The Johari window is effective in increasing teenagers' self-confidence. During the Johari Window training, each member of the game group will be asked to interact with each other, ask questions, share opinions and ideas, and discuss. It also helps orphanage teenagers to understand each other. According to Change (2018), since orphanage teenagers live together, the Johari Window allows them to be open to one another, aware of their strengths and weaknesses, and ready to develop into better individuals.

Most teenagers who have participated in this training revealed that they benefited greatly from it. They become more confident, enthusiastic 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-confidence can be the result of compatibility between the Johari Window game and their self-confidence goals. This is in line with the research conducted by Wahyuni (2018) who found that the more open they are to others, the more caring and open other people will be to them.

Based on the research conducted by Izzati (2011), Johari Window training is effective in increasing self-confidence of orphanage teenagers. Because the Johari Window technique is easy to do by teenagers who are highly motivated to develop deeper social relationships, Izzati (2011) believed that the best treatment can be given through the application of Johari Window so that the subjects can change optimally.

The self-confidence level of the teenagers before being given the Johari Window self-awareness training (pretest) was still low (R). However, after receiving the Johari Window

self-awareness training (posttest), the teenagers experienced an increase in their level of self-confidence (T). This shows that the influence of the Johari Window self-awareness training is effective in increasing teenagers' self-confidence. It therefore can be assumed that the teenagers' self-confidence increased significantly after they received the Johari Window self-awareness training.

CONCLUSION AND SUGGESTIONS

The results of analysis showed that in general teenagers experienced an increase in self-confidence after receiving the Johari Window self-awareness training. This is evidenced by the results of significant differences in self-confidence pretest and posttest scores. Thus, it can be concluded that the Johari Window self-awareness training is influential in increasing self-confidence of the teenagers at Aisyiyah Orphanage in Sidoarjo.

Considering the results of the current study, several suggestions are offered. The teenagers at Aisyiyah Orphanage in Sidoarjo should be able to apply the positive thoughts and actions that have been explored during the training. They should also be able to know their own strengths and weaknesses in order to improve self-awareness and personal development. Meanwhile, the management of Aisyiyah Orphanage in Sidoarjo should approach and accompany the teenagers in the process of understanding the importance of self-awareness, as well as assist in the teenagers' physical and psychological development.

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