

## **Differences in Self-Awareness of Students Who Attend Islamic and General Bases**

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### **ARTICLE INFO**

#### **Article**

#### **History**

Received : 2023-05-18

Revised : 2024-06-20

Accepted : 2024-06-22

#### **Keywords**

Self-awareness

Student

### **ABSTRACT**

The study aimed to find the relationship between the self-awareness of psychology students at Raden Fatah Islamic University and Sriwijaya University, Palembang. Self-awareness can be interpreted as a person's ability to understand deeply, including strengths, weaknesses, values, and feelings. The method used is quantitative with a comparative research type by collecting data using a questionnaire, then there is an Independent sample T-Test test. The Self-Awareness scale is presented in the form of a *Likert scale* which is distributed through a questionnaire with four response options, namely Very Unsuitable (STS), Not Appropriate (TS), Appropriate (S), Very Appropriate (SS). Favorable statement items are assessed as follows: STS is given a score of 1, TS is given a score of 2, S is given a score of 3, SS is given a score of 4. Meanwhile, the value of unfavorable statements is given the opposite value. And the research results show that the overall population data of respondents consisted of  $N = 50$  consisting of  $N = 25$  Sriwijaya University and  $N = 25$  UIN Raden Fatah Palembang. Sriwijaya University mean value = 77.92, std. Deviation = 4.73392, std. Error Mean = 0.946788. Raden Fatah State Islamic University Palembang mean value = 79.72, std. Deviation = 6.90724, std. Error Mean = 1.38145. sig. value (2-tailed) = 0.288, while research = 5% or 0.05 means (0.288 > 0.05) it can be concluded that this study accepts  $H_0$  and rejects  $H_a$ . It can be concluded that there is no significant difference in self-answers on Character Building in Students at Raden Fatah State Islamic University and Sriwijaya University Palembang.

## Introduction

However, phenomena that are happening around the world show that the awareness of the younger generation, including university students, is decreasing. Various studies show that more students find it difficult to understand themselves, especially identifying their feelings and values. This can affect students' ability to solve problems, make decisions, and adapt to an ever-changing environment. As quoted in the journal "The Relationship Between Self-Awareness and Deindividuation in Students Doing Hate Speech", there is a research subject where there is self-awareness behavior in the three students whose behavior is based on a lack of self-awareness that causes deindividualization (Sihaloho, 2019) .

Therefore, students need to build their self-confidence to help them overcome the challenges and problems they face in their academic and personal lives. Ways to increase self-awareness include developing self-reflection, identifying values and goals in life, and practicing meditation and exercises that help calm the mind.

Self Awareness is a person's self-awareness that is able to understand, accept and manage all the potential for life development in the future (Gileman 1999). In principle, self-awareness is closely related to self-understanding and acceptance. This is quoted from the statement of Thomasson (2006), where with self-awareness, a person seeks to know all aspects of life related to the strengths and weaknesses in him. People who have self-awareness are people who judge themselves in relation to experiences in their life (Andr n, 2012).

Boyatzis (1999) has several dimensions to view a person's self-awareness, namely:

- a) Emotional Awareness: know your own emotions and their effects.
- b) Accurate Self Assessment: know your own strengths and limitations.
- c) Self Confidence: a deep understanding of one's abilities.

The definition of Self Awareness is also explained by Achmanto Mendatu (2010), where he argues that self awareness is a state in which a person can understand himself precisely. A person can be said to have self-awareness if that person understands the emotions and moods being felt, is critical of information about himself, and is aware of his real self. Someone who has self-awareness can control himself related to his life goals, how to regulate emotions and the influence of emotions on his cognition.

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## **Method**

The research method used in this research is to use a quantitative approach. Lexy J Moleong in his book says that the quantitative approach is an approach based on calculations, percentages, averages, squares, and other statistical calculations. Another opinion says that quantitative research is a research approach that is objective in nature and includes the collection and analysis of quantitative data and the presence of statistical tests (Hermawan 2005). Respondents in this study were students of UIN Raden Fatah and Palembang Sriwijaya University.

Based on this research, the researcher carried out the data collection method using a questionnaire, and carried out a parametric normality test, then carried out an Independent Sample T-Test. We developed a scale that was created by Winda Astuti from the University of Semarang, with her research title The Relationship of Self-Awareness and Discipline in Students of Garuda Karangawen Vocational High School, Demak. The self-awareness scale is presented in the form of a Likert scale which is distributed through a questionnaire with four response options, namely Very Unsuitable (STS), Not Appropriate (TS), Appropriate (S), and Very Appropriate (SS). Favorable statement items are

assessed as follows: STS is given a score of 1, TS is given a score of 2, S is given a score of 3, and SS is given a score of 4. Meanwhile, the value of unfavorable statements is given the opposite value.

## Results and Discussion

This study aims to determine how high the level of self-awareness of State University students in Palembang is. In this case, the subjects of the study were Raden Fatah State Islamic University students and Palembang Sriwijaya University students. This study uses a quantitative approach, namely testing the hypotheses that have been formulated based on theoretical and empirical studies. The collection of research data was carried out using a survey technique with a questionnaire instrument consisting of statements that were described from the indicators of each variable used.

The results of all population data for all respondents consisted of  $N = 50$  consisting of  $N = 25$  Sriwijaya University and  $N = 25$  UIN Raden Fatah Palembang. The data were tested for normality by the Shapiro Wilk technique on the basis of the following decisions:

1. If the Significance value is  $> 0.05$ , then the residual value is normally distributed.
2. If the significance value is  $< 0.05$ , then the residual value is not normally distributed.

Sriwijaya University mean value = 77.92, std. Deviation = 4.73392, std. Error Mean = 0.946788. Raden Fatah State Islamic University Palembang mean value = 79.72, std. Deviation = 6.90724, std. Error Mean = 1.38145.

Basis for decision-making Independent Sample T-Test as follows:

1. If the value of Sig. (2-tailed)  $<$  Alpha Research (0.05), then  $H_0$  is rejected and  $H_a$  is accepted.
2. If the value of Sig. (2-tailed)  $>$  Research Alpha (0.05), then  $H_0$  is accepted and  $H_a$  is rejected.

It can be concluded in the table results under Sig value. (2-tailed) = 0.288, while research = 5% or 0.05 means (0.288  $>$  0.05) it can be concluded that this study accepts  $H_0$  and rejects  $H_a$ .

## Hypothesis

$H_0$ : There is no significant average difference between Sriwijaya University and UIN Raden Fatah Palembang.

$H_a$ : There is a significant average difference between Sriwijaya University and UIN Raden Fatah Palembang.

It can be concluded in the table below that there is no significant difference in self-awareness between Raden Fatah State Islamic University Students and Sriwijaya University Palembang.

Table 1. Tests of Normality

	UNIV	Kolmogorov- Smirnov <sup>a</sup>			Shapiro- Wilk		
		Statistics	df	Sig.	Statistic	df	Sig.
Results	University Srivijaya Palembang	.177	25	.042	.908	25	.028
	UIN Raden Fatah Palembang	.146	25	.175	.932	25	.095

a. Lilliefors Significance Correction

Based on the normality test, it is known that the significance value is  $0.028 > 0.05$  and  $0.095 > 0.05$ , it can be concluded that the residual values are normally distributed.

Table 2. Group Statistics

	Origin University	N	Means	std. Deviation	std. Error Means
Self Awareness	Sriwijaya University	25	77.9200	4.73392	.94678
	UIN Raden Fatah	25	79.7200	6.90724	1.38145

Total population of respondents  $N = 50$ ,  $N = 25$  (Sriwijaya University),  $N = 25$  (Raden Fatah State Islamic University Palembang). Sriwijaya University mean value = 77.92, std. Deviation = 4.73392, std. Error Mean = 0.946788. Raden Fatah State Islamic University Palembang mean value = 79.72, std. Deviation = 6.90724, std. Error Mean = 1.38145.

Table 3.Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Self-Awareness	Equal variances assumed	1,822	,183	1,075	48	,288	-1,80000	1,67475	5,16732	1,56732
	Equal variances not assumed			1,075	42,471	,289	-1,80000	1,67475	5,17868	1,57868

sig. value (2-tailed) = 0.288, while research = 5% or 0.05 means ( $0.288 > 0.05$ ) it can be concluded that this study accepts  $H_0$  and rejects  $H_a$ . It can be concluded that there is no significant difference in Self-Awareness between Raden Fatah State Islamic University Students and Sriwijaya University Palembang.

## Conclusion

The content of the conclusion is the answer to the research objectives, not a summary of the research results. Conclusions and suggestions are made in a concise, clear, and concise manner based on the results and discussion.

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