

RESEARCH ARTICLE

**ROLE OF THE YOUTH INFORMATION AND COUNSELING CENTER
(PIK-R) IN FORMING ADOLESCENT SELF-CONCEPT THROUGH
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ABSTRACT

Adolescence is one of the most dynamic and complex phases of human development. In this case, the self-concept of adolescents needs to be prepared and developed. One of them is through the Youth Information and Counseling Center (PIK-R). PIK-R Elixir is one of the PIK-Rs located in Kapasari Village, Genteng District, Surabaya City. PIK-R Elixir is not only socialization activities, but in PIK-R Elixir there are several activities, one of which is LAK (Ludruk Arek Kapasari). LAK is an innovation from PIK-R related to how they socialize the issues experienced by adolescents in the form of a role through the art of ludruk. The purpose of this research is to find out how the role of PIK-R in the formation of adolescent self-concept through ludruk art. This study is a qualitative research involving 3 participants. Data were obtained through in-depth interviews. The result of this study is that the existence of ludruk art is one of the media that can support the process of self-concept formation.

Keywords: *self-concept, PIK-R, adolescent, ludruk*

INTRODUCTION

Adolescence is one of the most dynamic and complex phases of human development. Adolescence is a period of developmental transition between childhood and adulthood that generally begins at the age of 12 or 13 and ends in the late teens or early twenties (Papalia et al., 2010). According to Hurlock (1980), adolescence is a period of change, in which changes in attitudes and behaviour during adolescence parallel the level of physical change. In addition, there are also several other changes, such as heightened emotions, changes in interests and roles, being ambivalent about any changes.

Since childhood, individuals have been influenced and shaped by experiences they have encountered with other individuals, especially with those closest to them and those obtained in other life events. In the adolescent development process, the main focus is on forming self-identity through understanding of someone's self-concept.

Hurlock (1980) says that self-concept is a perception, belief, feeling of someone's attitude towards themselves, how individuals address or assess themselves, and the perspectives of others about themselves. According to Burns (in Karisma, 2019) self-concept is an overall impression of oneself that includes one's opinion of themselves, opinion of self-image in the eyes of others, and opinion of things achieved. Self-concept can also be defined as an adolescent's self-evaluation concerning psychological, physical, social, aspirations, and achievements. (Binti Muawanah, 2012).

Hurlock 1980 (in Ningsih, 2021) states that self-concept stabilizes during adolescence. A stable self-concept is very important for adolescents because it is one of the evidences of success in adolescents trying to improve their personalities. According to Berk (in Dariyo, 2007) the aspects of self-concept are physiological, psychological, psycho-sociological, psychoethical and moral aspects.

According to Hurlock (1980), there is one condition that affects the self-concept of adolescents, namely peers. Self-concept in adolescents is closely related to peer interactions where the development is influenced by various factors, including age, physical appearance, and relationships with family and friends. A positive friendship environment and recognition from the group is very important to make children feel accepted and recognized. According to research conducted by Novitasari (2021) a positive self-concept and good peer interactions are essential for the development of adolescents' self-concept. Other research shows that adolescents' self-concept is formed from individual interactions in various environments, including family and peer. A positive self-concept tends to demonstrate positive social behavior, while a negative self-concept can cause adolescents to feel inferior (Baaka, Nompo, & Arvia, 2021).

In this case, the self-concept of adolescents needs to be prepared and developed. One of them is through the Youth Information and Counseling Center, usually called PIK-R, which is a program or organization initiated by the National Population and Family Planning Board or commonly abbreviated as BKKBN, which aims to carry out the generation planning program in the context of the preparation of youth family life forums managed by adolescents and provide information also counseling to adolescents regarding reproductive health and family life planning (Wibowo, Hastuti, & Gustina, 2019).

Based on the last 10 years of data obtained from the BKKBN official website, there are 12,268 PIKR/M spread throughout Indonesia. In East Java itself, there are 1,964 PIK-Rs spread across 666 sub-districts. In Surabaya City, there are 37 PIK-Rs spread across 31 total sub-districts. PIK-R Elixir is one of the PIK-Rs located in Kapasari Village, Genteng Sub-district, Surabaya City. This research chose Kapasari Village because it is one of the villages that are active in all types of activity groups. The Kapasari urban village won second place in RumahDataKu Quality Family Village (RumahDataKu Kampung Keluarga Berkualitas) at the national level in 2024.

PIK-R Elixir is not only a socialization activity, but there are several other activities, including LAK (Ludruk Arek Kapasari). LAK is an innovation from PIK-R related to how they socialize issues experienced by adolescents in the form of a role through Ludruk art. According to Osnes (2001) Ludruk is a realistic contemporary drama performed by male and female impersonators. Meanwhile, according to the Surabaya City government website, Ludruk is a traditional drama art originating from East Java played by an art group on a stage by taking stories about the lives of everyday people.

After conducting an initial interview with the PIK-R Elixir coach, she said that since kindergarten, children have been taught to sing, dance, and act so that when they go to elementary school, they can perform Ludruk or what is called LAK (Ludruk Arek Kapasari). The PIK-R coach said that the children who participated in this LAK can shape their self-concept well.

Based on the above background, the researcher wants to know more about how the role of PIK-R in forming adolescent self-concept through Ludruk art and also whether through Ludruk art can form adolescent self-concept.

METHOD

Research Design

In this research used qualitative research methods, case method as a means to reveal the peculiarities or unique characteristics contained in case studies. According to Rahardjo (2017) case study is a series of scientific activities carried out intensively, in detail and in depth about a program, event, and activity, either at the level of an individual, group of people, institution, or organization to gain in-depth knowledge about the event.

Participants

To retrieve sources of information using non-probability sampling techniques with purposive sampling, namely sampling by determining information according to the characteristics and considerations by researchers who aim to explore related information. The

number of participants in this research were 3 participants, aged 12-14 years, members of PIK-R, and had participated in LAK activities since kindergarten.

Data Collection Strategy

The data collection technique in this research is the in-depth interview method, which is conducted by digging up information in depth and directly to the informants. The interviews were conducted twice, on October 24th, 2024 and November 9th, 2024. The interview was conducted offline at the informant's house.

Data analysis

The data analysis technique in this research was carried out in three stages, namely data reduction, data presentation and conclusion drawing. the instrument in this research is the researcher using tools such as in-depth interview guidelines, writing tools and recording devices (handphone).

RESULTS

Research conducted with data collection techniques through interviews conducted to three participants obtained the following research results:

Physiological aspects of self-concept

From the results of the three participants' interviews on physical awareness, they said that ludruk helps make the body feel better. Even though they are tired, they enjoy it because of their friends. As said by participants A,B,C. As for physical health challenges, some participants revealed that sometimes they were tired of practicing. So they have to manage their rest and study time. Sometimes they get information that they have to perform ludruk in less than a few days, so they have to practice often.

Psychological aspects of self-concept

From the interview results of the three participants regarding the exploration of self-identity, they said that by joining ludruk they came to know themselves, such as their potential interests and talents to increase self-confidence, two of the three participants said that they used to be shy and

also did not talk much, but after joining ludruk they became talkative and dared to perform in front of many people. Regarding emotional management, all three participants revealed that they sometimes faced pressure because they had to memorize dialogues in a short time, but they learned to stay calm and focused.

Psycho-social aspects of self-concept

From the interview results of the three participants regarding the improvement of communication skills, they agreed that participating in ludruk improved their communication skills because they had to dialogue in front of many people, at first they were still shy but with a lot of practice they became active in communicating. And for self-adjustment in the group, the three participants admitted that it was easy and difficult to adjust to others due to differences in character, but all friends were willing to learn to understand each other. And for social recognition and self-acceptance, the three participants admitted that they feel proud when they get applause from people because they feel that their performance is good if they get a standing ovation.

Psychoethical and moral aspects of self-concept

From the interviews of the three participants regarding the moral values learned from ludruk, teaching them moral values conveyed in the performance, such as honesty, loyalty, cooperation, and sacrifice, and regarding the ethical experience through character roles, all three participants argued that by playing good and evil characters gave them insight into the consequences of their actions and also learned to understand various perspectives in making decisions. Regarding reflection on personal morality, all three participants agreed that participating in ludruk activities taught them to respect others more and to care more about cultural values that are often forgotten



Figure 1. Appearance drama at the launch of the book Protection from Violence for Children at the PAUD Elementary Level

DISCUSSION

Physiological aspects of self-concept

From the results of the three participants' interviews on physical awareness, they said that ludruk helps make the body feel better. Even though they are tired, they enjoy it because of their friends. As one participant said

Participant A

"When I practice ludruk, I feel more active. At first I was tired, but I like it because I can also gather with friends so I can be enthusiastic"

In this case, it can be seen that the role of peers is very large for adolescents and also has an impact on them. This is in line with Sarwono (2002) opinion that with increasing individual interest in friendship and participation in groups. Peers also become a learning community where role formation and social standards related to work and achievement occur.

Psychological aspects of self-concept

From the interviews of the three participants regarding the exploration of self-identity, they said that by joining ludruk they came to know themselves, such as their potential interests and talents, as one participant said.

Participant B

"Because I used to practice ludruk since kindergarten, so as a teenager now I know the potential I have because since childhood I have been directed by the LAK coach to try various activities"

In this case, it can be seen that guidance and influence from parents or surroundings are very important in developing children's potential. This is in accordance with Komala (2017) that children's potential is strongly influenced by the stimulation provided by parents and the environment. In this case, it is important for parents and teachers to know and develop children's potential early on. The earlier the child receives encouragement from parents, the better the results.

Furthermore, for the increase in self-confidence, two of the three participants said that they used to be shy and also did not talk much, but after joining ludruk they became talkative and brave to perform in front of many people.

Participant A,B

"I used to be shy and rarely spoke and then I joined LAK. And often practicing with friends so that over time I became confident to speak in front of many people and not shy anymore"

In this case, we can know that participating in arts activities can build and children's self-identity. This is in accordance with Azzah (2016) that by participating in the August parade, which on average raises the theme of local culture, art courses, and seeing performances (wayang or ludruk) will help build a child's self-identity.

Psycho-sociological aspects of self-concept

From the interviews of the three participants regarding the improvement of communication skills, they agreed that participating in ludruk improved their communication skills because they had to dialogue in front of many people, at first they were still shy but with a lot of practice they became active in communicating. As said by participant.

Participant C

"When I was a kid, I didn't dare to talk much, but after practicing and participating in ludruk activities my speech became more"

It can be concluded that teaching children since childhood to communicate can improve public speaking skills. This is in accordance with (Oktavianti., & Rusdi, 2019), which reveals that public speaking should be mastered by children from an early age by being given an understanding

that is appropriate to their age, especially for children who are still in junior high school. This is because children who are still at that level of education are still in the phase of self-discovery, so they can develop their communication skills.

And for self-adjustment in the group, the three participants admitted that it was easy and difficult to adjust to others due to differences in character, but all friends were willing to learn to understand each other. As one participant said

Participant A

"Sometimes the children are difficult to manage, some can be cooperated with and some can't, for example when practicing there are those who often joke, but we talk about it after that they want to be serious"

It can be concluded that their self-adjustment is good and can organize and invite cooperation among friends. According to research by Fuentes, et al., (2011) on adolescents found that a good self-concept is associated with better psychological adjustment and personal skills, as well as fewer behavioral problems in individuals.

Psychoethical and moral aspects of self-concept

From the interview results of the three participants regarding the moral values learned from ludruk, teaching them moral values conveyed in the show, such as honesty, loyalty, cooperation, and sacrifice, as said by participants

Participant A

"By participating in ludruk we become more aware of the moral values conveyed in the ludruk that we perform, in ludruk it also conveys issues, such as bullying, early marriage, and so on so we learn a lot in these activities."

In this case, it can be said that the moral messages in ludruk are not only about stories of everyday life, but also about issues experienced by teenagers.

CONCLUSION

Future research can further deepen, expand, or compare existing findings to gain a more thorough understanding of *ludruk* arts on the formation of adolescents' self-concept by involving more participants, a more specific focus, and an innovative approach, *ludruk* can continue to be

explored as a forum to support adolescent development while preserving traditional culture. Based on the results of the study, the *ludruk* art activity is one of the media that supports the process of self-concept formation. Self-concept formation is a complex process that involves various aspects, namely physiological, psychological, social, ethical and moral. Through involvement in *ludruk*, adolescents not only learn to express themselves but also develop potential, moral values, communication skills, and adaptability in the social environment. And also the role of PIK-R is very important in supporting the development of adolescent self-concept through *ludruk* art activities.

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DECLARATION OF POTENTIAL CONFLICT OF INTEREST

"Shafa Fedha does not work for, consult, own shares in, or receive funding from any company or organization that would benefit from this manuscript, and has disclosed no affiliations other than those noted above."

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