



Formation of Self-Concept and Labeling in Adolescents

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ABSTRACT

Labeling can be formed due to a negative gap in their social environment among adolescents. The formation of self-concept is also obtained from interaction with the social environment. This paper investigates the correlation between labelling and self-concept formation in adolescents. It used the correlational quantitative method to analyze the correlation between variables. It was conducted from February to March 2024 at the Islamic Junior High Schools, MTs. Miftahul Huda and MTs. Baitis Salmah in Ciputat District. The population was 228 students aged 12 - 16 years from the two schools. It was selected using a stratified random sampling technique. Data collection used a questionnaire. Data analysis utilized SPSS version 22. Based on the t-test results, the t-count value of 10.213 was greater than the table value of 1.978, and $p=0.000$ ($p<0.05$), so labeling significantly influenced the formation of self-concept. Based on the results of the F test, the calculated F value was 104.302 with a significant level of 0.000 ($p<0.05$). The regression coefficient of the labelling variable was 0.844, indicating the direction of influence of the labelling variable on the self-concept variable was positive. The coefficient test showed that the coefficient of determination (R Square) was 0.440, indicating that labeling significantly contributed to self-concept formation in adolescents by 44% and other factors influence the remaining 56%. Thus, the effect of labeling on self-concept formation among adolescents is quite significant and has a positive impact.

INTRODUCTION

Adolescence is a period of significant curiosity in trying new things and seeking identity through forming an individual's self-concept. Their introduction to the environment will be broader, and they will meet with various individuals. The good or bad environment in which an individual joins will impact the development of the individual. Suppose the environment is good and has a positive direction. In that case, the individual will also get good things, and vice versa.

However, they often get labels or nicknames from other people during adolescence. Labeling is an assessment given to an individual so that it becomes an identity for that individual. This condition will impact the individual, resulting in a change in role, tending to follow according to the label given. If an individual is negatively labeled, it will affect their expectations of themselves and their psychological and self-concept. In negative labeling, individuals will think they are worthless and cannot do anything because they already have thoughts following the negative label. It will indirectly affect the self-concept of adolescents (Meilanda, 2020).

Interactions and experiences from the environment will form a self-concept in individuals. A view, thoughts, and feelings about oneself grow an individual's self-image, self-esteem, self-role, self-ideal, and self-identity. In the interaction process, an individual will get reciprocity from others, such as receiving

responses or perceptions about themselves. It will become their assessment of self-concept. Adolescence is the best period for forming a self-concept because the various things they go through and the transition to adulthood allow them to find their identity. They will also experience physical changes that form a self-image and become the basis for forming self-concept (Dongoran and Boiliu, 2020).

Edwin M. Lemert has two assumptions regarding labeling: (1) Labels are intended not because individuals are against the norm; (2) Labels are intended because they deviate from existing norms. In the labeling process, an identity is given to an individual or group due to another individual's judgment. Labeling can be found anywhere, including in the school environment. Students in adolescence are still in the stage of self-discovery. They explore various new things. Adolescence is also a transitional period to adulthood. During the period, they will face all the problems of becoming adults (Bernburg, 2010).

Carl Rogers explains the theory of self-concept. It is an individual's process of fulfilling desires and expectations and solving problems through self-actualization. A good environment can support self-conception in individuals. Rogers adds that the self-actualization process requires a combination of self-image and the ideal self to become the concept of congruence. If these two things contradict or are not in line, an individual will experience incongruence. According to McLeod, this condition is because the self-image is how individuals see the image or picture of themselves now, while the ideal self is how they see themselves in the future (Nurhavina, 2022). This paper investigates the correlation between labelling and self-concept formation in adolescents.

METHOD

This study used the correlational quantitative method to analyze the correlation between variables. It was conducted from February to March 2024 at the Islamic Junior High Schools, MTs. Miftahul Huda and MTs. Baitis Salmah in Ciputat District. The population was 228 students aged 12 - 16 years from the two schools. The sample consisted of 135 respondents, 76 of whom were MTs. Miftahul Huda and 59 from MTs. Baitis Salmah. It was selected using a stratified random sampling technique. Data collection using a questionnaire was tested to be valid and reliable. There were 15 questionnaire statement items for the labelling variable and 20 for self-concept. Data analysis was conducted using SPSS version 22.

RESULT

Half of the respondents were male (53.3%), and almost half were female (46.7%). In addition, respondents aged 12 years (1.5%) and 16 years (3.7%) were smaller numbers than respondents aged 13 years (18.5%), 14 years (36.3%), and 15 years (40%) (Table 1).

Table 1. Characteristics of Respondents by Sex and Age

Characteristics of Respondents	Frequency (n)	Percentage (%)
Sex		
Male	72	53.3
Female	63	46.7
Age (years old)		
12	2	1.5
13	25	18.5
14	49	39.3
15	15	40
16	16	3.7
Total	135	100

Based on the t-test results, the t-count value of 10.213 was greater than the table value of 1.978, and $p=0.000$ ($p<0.05$), so H_0 was rejected, and H_a was accepted. Thus, labeling had a significant influence on the formation of self-concept in adolescents at MTs. Miftahul Huda and MTs. Baitis Salmah (Table 2).

Table 2. Hypothesis testing (T-test)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	18.945	4.434	4.273	.000
	labeling	.844	.083	.663	10.213

a. Dependent Variable: self-concept

Based on the results of the F test, the calculated F value was 104.302 with a significance level of 0.000 ($p<0.05$), so there was an influence of labeling on the formation of self-concept in respondents as a whole from the variable indicators used (Table 3).

Table 3. Hypothesis testing (F-test)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	10009.191	1	10009.191	104.302	.000 ^b
	Residual	12763.209	133	95.964		
	Total	22772.400	134			

a. Dependent Variable: self-concept

b. Predictors: (Constant), labeling

The regression coefficient of the labelling variable was 0.844, indicating that for every 1% increase in labeling value, the value of self-concept increases by 0.844. The regression coefficient was positive, so the direction of influence of the labelling variable on the self-concept variable was positive (Table 4).

Table 4. Statistical test (simple linear regression test)

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1	(Constant)	18.945	4.434	4.273	.000
	labeling	.844	.083	.663	10.213

a. Dependent Variable: self-concept

The coefficient test showed that the correlation or relationship value (R) was 0.663, and the coefficient of determination (R Square) was 0.440, indicating that labeling significantly contributed to self-concept

formation in adolescents at MTs. Miftahul Huda and MTs. Baitis Salmah by 44% and the remaining 56% is influenced by other factors (Table 5).

Table 5. Statistical test (determination coefficient test)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.663 ^a	.440	.435	9.796

a. Predictors: (Constant), labeling

b. Dependent Variable: self-concept

DISCUSSION

This investigation revealed the correlation between labelling and self-concept formation in adolescents. One of the impacts of labeling is a decrease in an individual's confidence level. In Tasnim's research (2020), according to Munawaroh, labelers gave labels or nicknames to an individual based on physical, family background, behavioral, and intelligence aspects. These various aspects can be a source of labeling, because labelers only see the outside picture of an individual. It is supported by the author's findings that teenagers were labeled based on these four aspects, and they get the labels from the school environment. The labels given will become a perception for the teenager in interpreting their current situation. Further, it makes teenagers have low self-confidence, doubt their abilities, and feel depressed. It is not always in negative labels; positive labels also affect their self-concept. Self-concept is formed from the interaction and reciprocity between individuals and their environment.

Based on the results of previous research by Nugrahaeni *et al.* (2019); Hariandika, (2022); and Nurhavina, (2022), deviant behavior in adolescents formed social labeling and affected the self-conception of adolescents. Those studies analyzed labeling and self-concept formation in adolescents in public schools. This study's novelty revealed that labeling's influence on forming adolescent self-concept could also occur in the school environment with Islamic values.

Individuals with a positive self-concept will have good psychology, while individuals with a negative self-concept will have psychological problems. For example, individuals labeled 'naughty' then see themselves according to the assessment of the labelers. This study's findings show that labeling significantly affected self-concept formation in adolescents at Islamic Junior High Schools. This finding supports the results of labeling theory by Edwin M. Lemert and self-concept theory by Carl Rogers. Rogers' self-concept theory states that self-concept is formed from an individual's experience and assessment.

According to Edwin M. Lemert, there are two assumptions in labeling theory. The first assumption states that labeling is intended for behavior that does not deviate from norms. This study supports Edwin's first assumption because, for example, the label 'lazy' can occur not because of a deliberate act against the norm, but because it is an internal condition of the individual. Meanwhile, the second assumption is that labeling is intended to reinforce deviance and is already against the norm. The findings of this study also

support Edwin's second assumption, because, for example, the label 'naughty' reinforces the occurrence of deviations from the norm that occur from the influence of perceptions of the label. In addition, this finding is proven by Edwin's assumption of labeling theory and supported by research by Burlian (2016), which shows that labeling can occur in any situation in individuals (Burlian, 2016).

According to Carl Rogers, a combination of self-image and ideal self is essential to achieve self-actualization and create congruence. Still, if the two structures are not interrelated, there will be incongruence. The findings of this study are also supported by Nurhavina's opinion (2022), which says that incongruence occurs due to obstacles in an individual's self-actualization process. In addition, the self-image in individuals who get a negative label does not affect their ideal self in achieving self-actualization.

CONCLUSION

The effect of labeling on self-concept formation among adolescents at MTs. Miftahul Huda and MTs. Baitis Salmah is quite significant and has a positive impact, indicating that if an individual is labeled negatively, their self-concept will become negative.

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