



Students' Self-Awareness Profile at MTs Negeri 2 Bandung and Its Educational Implications

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INTRODUCTION

Self-awareness is a fundamental psychological dimension in adolescent development, serving as a cornerstone in shaping personality,

identity, and individual capability (Maharani & Mustika, 2017). As adolescents transition from childhood to adulthood, they encounter a complex interplay of biological, psychological, and social changes that require a comprehensive understanding and effective self-regulation (Suryana et al., 2022; Simanjuntak et al., 2024). Beyond mere self-recognition, self-awareness represents a dynamic and ongoing process involving deep reflection on one's thoughts, emotions, behaviors, and inherent potential (Lailatussaidah et al., 2021; Aprilia et al., 2024).

The developmental context of today's adolescents has become increasingly complex due to global challenges such as digital transformation, shifting social structures, and heightened demands for adaptability (Bayuseto et al., 2023; Muliatul, 2024). In this context, self-awareness emerges as a critical asset for fostering personal resilience, enhancing problem-solving skills, and making strategic decisions (Antonopoulou, 2024). Adolescents with high levels of self-awareness are better able to recognize their strengths and weaknesses, formulate personal growth, and build healthy interpersonal relationships (Wisprianti & Sari, 2021). However, the formation of self-awareness in adolescents does not occur automatically; it requires systematic support from the surrounding environment, including family, educational institutions, and communities (Pahlevi & Utomo, 2022).

A synthesis of existing studies shows considerable variation in self-awareness among Indonesian adolescents. One contributing factor to low self-awareness is excessive use of social media. Umami & Rosdiana (2022) report a significant negative correlation ($p = 0.00$; $r = -0.569$), indicating that higher social media usage is associated with lower self-awareness. Other research highlights the importance of contextual support from peers, families, and schools (Agustini & Wahyungsih, 2023; Tarwiyyah, 2022).

Several studies indicate that self-awareness levels vary across regions. For instance, Lailatussaidah et al. (2021) found that junior high school students in Tasikmalaya, West Java, score relatively high (75.4%), while research in Java and Bali shows an empirical mean score of 3.5004, indicating strong emotional recognition (Basaria, 2019). Conversely, a study at Madrasah Aliyah Ulumul Qur'an Langsa found that only 6.5% of students reached the high category, with 67% in the moderate and 27% in the low category (Hafizha, 2022).

This study aims to describe the self-awareness profile of students at MTs Negeri 2 Bandung across six dimensions: appearance, actions, conversation, thoughts, emotions, and attitudes. Strengthening self-awareness is essential not only for navigating challenges in the digital era but also for shaping resilient, ethical, and adaptive young generations. This study further underscores the need for strategic guidance and counselling interventions, including self-monitoring to record behaviors and emotions, cognitive restructuring to shift negative thought patterns, role-playing to practice social responses, mindfulness, and psychoeducation to support students' personal development. These interventions, combined with value-based education and responsible digital literacy, are expected to enhance students' self-awareness and overall development.

METHOD

This study employed a quantitative descriptive design to explore students' levels of self-awareness. The research population consisted of 200 students, of which 127 were selected using purposive sampling to ensure alignment with the study's objectives. The research instrument was a self-awareness questionnaire covering six aspects: appearance, actions, conversation, thoughts, emotions, and attitudes. Each item used a five-point Likert scale ranging from 1 ("strongly disagree") to 5 ("strongly agree").

Validity testing using Pearson Product-Moment correlation (r table = 0.173, $N = 127$) with a significance level of 5% (Sig. Value <0.05) showed that 47 of the 50 items were valid, while 3 items (numbers 40, 47, and 50) were invalid. All valid items met the criteria of Sig. <0.05 and r count > r table (0.173), which indicated that the items were statistically valid. Reliability testing using Cronbach's Alpha produced a coefficient value of 0.832, exceeding the minimum reliability threshold of 0.60, indicating strong internal consistency.

Data collection was conducted through the administration of the validated questionnaire to 127 respondents. The collected data were analyzed descriptively to calculate frequency distributions and percentages representing the categories of self-awareness, ranging from very low to very high. The categorization of scores was determined using the mean and standard deviation method, defined as follows: very low = $X < M - 1.5 SD$; low = $M - 1.5 SD \leq X < M - 0.5 SD$; moderate = $M - 0.5 SD \leq X < M + 0.5 SD$; high = $M + 0.5 SD \leq X < M + 1.5 SD$; and very high = $X \geq M + 1.5 SD$

(Ramadani et al., 2022). Additionally, an independent-samples t-test was used to examine differences in gender-based self-awareness levels. Data analysis was performed using SPSS version 25, and the results are presented in tables and figures in the results and discussion section to facilitate interpretation and drawing conclusions.

This study adhered to ethical research principles by maintaining the confidentiality of participant data and ensuring voluntary participation through informed consent. Such an approach aimed to produce an accurate and comprehensive description of the self-awareness profile of students at MTs Negeri 2 Bandung, serving as a foundation for developing relevant and effective guidance and counseling programs.

RESULT AND DISCUSSION

The overall profile of self-awareness among students at MTs Negeri 2 Bandung can be described as follows.

Table 1. Overall Self-Awareness of Students

Category	Range	Description	Count	N	%
Very Low	$X < M - 1.5 SD$	$X < 116$	7	127	5,5
Low	$M - 1.5 SD < X \leq M - 0.5 SD$	$116 < X \leq 130$	32	127	25,2
Moderate	$M - 0.5 SD < X \leq M + 0.5 SD$	$130 < X \leq 144$	54	127	42,5
High	$M + 0.5 SD < X \leq M + 1.5 SD$	$144 < X \leq 158$	27	127	21,3
Very High	$M + 1.5 SD < X$	$158 < X$	7	127	5,5
Total			127	Total	100

Based on Table 1, the students' self-awareness levels are divided into five categories. Of the 127 students analyzed, the majority fall into the moderate category, comprising 54 students (42.5%). A total of 32 students (25.2%) are in the low category, while 7 students (5.5%) exhibit very low levels of self-awareness. On the other hand, 27 students (21.3%) are classified as high, and only 7 students (5.5%) fall into the very high category.

Table 2. Students' Self-Awareness in the Appearance Aspect

Category	Range	Description	Count	N	%
Very Low	$X < M - 1.5 SD$	$X < 12$	8	127	6,3
Low	$M - 1.5 SD < X \leq M - 0.5 SD$	$12 < X \leq 14$	33	127	26,0
Moderate	$M - 0.5 SD < X \leq M + 0.5 SD$	$14 < X \leq 16$	47	127	37,0
High	$M + 0.5 SD < X \leq M + 1.5 SD$	$16 < X \leq 18$	36	127	28,3
Very High	$M + 1.5 SD < X$	$18 < X$	3	127	2,4
Total			127	Total	100

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Based on Table 2, it can be concluded that the level of students' self-awareness in the appearance aspect consists of 2.4% of students in the very high category, 28.3% in the high category, 37% in the medium category, 26% in the low category, and 6.3% in the very low category. Thus, it can be concluded that the majority of students demonstrate a moderate level of self-awareness in the appearance aspect, accounting for 37% of the sample.

Table 3. Students' Self-Awareness in the Action Aspect

Category	Range	Description	Count	N	%
Very Low	$X < M - 1.5 SD$	$X < 18$	12	127	9,4
Low	$M - 1.5 SD < X \leq M - 0.5 SD$	$18 < X \leq 21$	21	127	16,5
Moderate	$M - 0.5 SD < X \leq M + 0.5 SD$	$21 < X \leq 24$	55	127	43,3
High	$M + 0.5 SD < X \leq M + 1.5 SD$	$24 < X \leq 27$	29	127	22,8
Very High	$M + 1.5 SD < X$	$27 < X$	10	127	7,9
Total			127	Total	100

Based on the data presented in Table 3, the distribution of students' self-awareness in the action aspect shows that 7.9% fall into the very high category, 22.8% into the high category, 43.3% into the medium category, 16.5% into the low category, and 9.4% into the very low category. These findings indicate that the largest proportion of students demonstrates a medium level of self-awareness in the action aspect, accounting for 43.3% of the total participants.

Table 4. Students' Self-Awareness in the Conversational Aspect

Category	Range	Description	Count	N	%
Very Low	$X < M - 1.5 SD$	$X < 21$	4	127	3,1
Low	$M - 1.5 SD < X \leq M - 0.5 SD$	$21 < X \leq 25$	31	127	24,4
Moderate	$M - 0.5 SD < X \leq M + 0.5 SD$	$25 < X \leq 29$	52	127	40,9
High	$M + 0.5 SD < X \leq M + 1.5 SD$	$29 < X \leq 33$	33	127	26,0
Very High	$M + 1.5 SD < X$	$33 < X$	7	127	5,5
Total			127	Total	100

According to the table above, the students' self-awareness in the conversational aspect is distributed across several categories. A total of 3.1% of students fall into the very low category, 24.4% into the low category, 40.9% into the moderate category, 26% into the high category, and 5.5% into the very high category. Overall, the majority of students (40.9%) demonstrate a moderate level of self-awareness in the conversational aspect.

Table 5. Students' Self-Awareness in the Cognitive Aspect

Category	Range	Description	Count	N	%
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Very Low	$X < M - 1.5 SD$	$X < 17$	6	127	4,7
Low	$M - 1.5 SD < X \leq M - 0.5 SD$	$17 < X \leq 20$	32	127	25,2
Moderate	$M - 0.5 SD < X \leq M + 0.5 SD$	$20 < X \leq 23$	47	127	37,0
High	$M + 0.5 SD < X \leq M + 1.5 SD$	$23 < X \leq 26$	31	127	24,4
Very High	$M + 1.5 SD < X$	$26 < X$	11	127	8,7
Total			127	Total	100

From the table above, it can be concluded that students' self-awareness in the aspect of thinking is distributed across several categories. A total of 8.7% of students fall into the very high category, 24.4% into the high category, 37% into the moderate category, 25.2% into the low category, and 4.7% into the very low category. This indicates that the majority of students (37%) possess a moderate self-awareness in the thinking aspect.

Table 6. Students' Self-Awareness in the Emotional Aspect

Category	Range	Description	Count	N	%
Very Low	$X < M - 1.5 SD$	$X < 16$	11	127	8,7
Low	$M - 1.5 SD < X \leq M - 0.5 SD$	$16 < X \leq 19$	35	127	27,6
Moderate	$M - 0.5 SD < X \leq M + 0.5 SD$	$19 < X \leq 22$	43	127	33,9
High	$M + 0.5 SD < X \leq M + 1.5 SD$	$22 < X \leq 25$	30	127	23,6
Very High	$M + 1.5 SD < X$	$25 < X$	8	127	6,3
Total			127	Total	100

Referring to Table 6, the level of students' self-awareness in the emotional aspect exhibits a diverse range of variations. Out of the 127 students analyzed, the majority fell into the moderate category, comprising 43 students (33.9%). In the low category, there were 35 students (27.6%), while 11 students (8.7%) were classified in the very low category. Conversely, 30 students (23.6%) were in the high category, and only 8 students (6.3%) reached the very high category.

Table 7. Students' Self-Awareness in the Attitudinal Aspect

Category	Range	Description	Count	N	%
Very Low	$X < M - 1.5 SD$	$X < 8$	7	127	5,5
Low	$M - 1.5 SD < X \leq M - 0.5 SD$	$8 < X \leq 10$	43	127	33,9
Moderate	$M - 0.5 SD < X \leq M + 0.5 SD$	$10 < X \leq 12$	54	127	42,5
High	$M + 0.5 SD < X \leq M + 1.5 SD$	$12 < X \leq 14$	20	127	15,7
Very High	$M + 1.5 SD < X$	$14 < X$	3	127	2,4
Total			127	Total	100

From Table 7, it can be concluded that the level of students' self-awareness in the attitudinal aspect comprises 2.4% of students in the very high category, 15.7% in the high category, 42.5% in the moderate category, 33.9% in the low category, and 5.5% in the very low category. Thus, it can

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be inferred that the majority of students, accounting for 42.5%, possess a moderate level of self-awareness in the attitudinal aspect.

Table 8. Differences in the Average Level of Self-Awareness Between Male and Female Students

<i>Group Statistics</i>					
	<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>Std. Deviation</i>	<i>Std. Error Mean</i>
Score	Male	49	127.84	12.771	1.824
	Female	78	142.47	11.288	1.278

Based on the group statistics, there is a difference in the average self-awareness scores between male and female adolescents. The mean self-awareness score for male adolescents is 127.84, with a standard deviation of 12.771 and a standard error of the mean of 1.824. In comparison, the mean self-awareness score for female adolescents is 142.47, with a standard deviation of 11.288 and a standard error of the mean of 1.278. These results indicate that, on average, female adolescents exhibit higher levels of self-awareness than their male counterparts.

Table 9. Comparison of Average Self-Awareness Scores Between Male and Female Students

<i>Independent Samples Test</i>										
		<i>Levene's Test for Equality of Variances</i>			<i>T-test for Equality of Means</i>					
		<i>F</i>	<i>Sig.</i>	<i>T</i>	<i>df</i>	<i>Sig. (2-tailed)</i>	<i>Mean Difference</i>	<i>Std. Error Difference</i>	<i>95% Confidence Interval of the Difference</i>	
									<i>Lower</i>	<i>Upper</i>
Score	<i>Equal variances assumed</i>	.414	.521	-6.760	125	.000	-14.638	2.165	-18.923	-10.352
	<i>Equal variances not assumed</i>			-6.571	92.751	.000	-14.638	2.228	-19.061	-10.214
	<i>Equal variances not assumed</i>			6.571	2.751	.000	14.638	.228	19.061	10.214

The results of the Independent Samples Test indicated that the assumption of equal variances was met ($p = 0.521$). The t-test revealed a significant difference in the average self-awareness scores between male



and female adolescents ($t = -6.760, p < 0.05$). Female students exhibited higher mean self-awareness scores than their male counterparts, with a mean difference of -14.638 . The 95% confidence interval (-18.923 to -10.352) further supports the conclusion that this difference is statistically significant.

The findings also show that the levels of self-awareness among students are distributed as follows: 5.5% in the very low category, 25.2% in the low category, 42.5% in the moderate category, 21.3% in the high category, and only 5.5% in the very high category. Visually, the distribution of self-awareness levels among students at MTs Negeri 2 Bandung can be represented as follows.

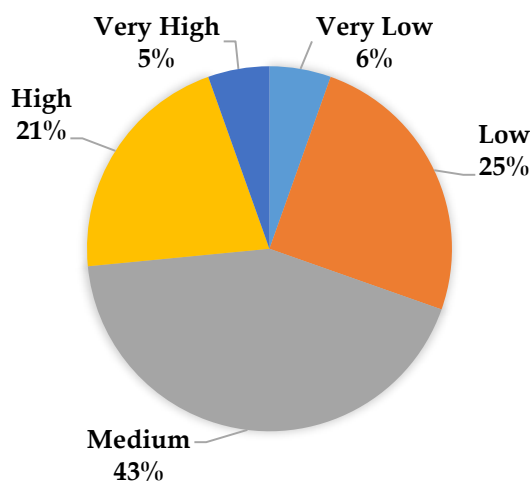


Figure 1. Percentage of Self-Awareness Levels Among Students at MTs Negeri 2 Bandung

Based on the data visualization above, most students can be categorized as having a moderate level of self-awareness. However, it is important to note that a considerable number of students still demonstrate low or very low levels of self-awareness. These findings underscore the need for focused initiatives to increase self-awareness among this group, such as school-based guidance and counseling programs.

Overall, the self-awareness levels of students at MTs Negeri 2 Bandung are primarily moderate (42.5%), with varying distributions across individual characteristics. The activity and conversational aspects had the highest distributions in the moderate level (43.3% and 40.9%, respectively). This suggests that while more assistance is required to attain high levels,

This indicates that most students can recognize their behaviors and conversations to a moderate degree, although further support is needed to

reach higher levels. Similarly, the appearance and cognitive aspects are also dominated by the moderate category, each accounting for 37%. The emotional and attitudinal aspects display comparable patterns, with the majority of students situated within the moderate range.

To strengthen the discussion on the distribution of self-awareness levels among students at MTs Negeri 2 Bandung, it is essential to consider the implications of these findings in the context of adolescent development. Adolescents are in a complex stage of growth, where self-awareness serves as a critical component for building personality, identity, and adaptive capabilities. Although most students fall within the moderate category, a significant proportion in the low (25.5%) and very low (5.5%) categories underscores the urgent need for structured interventions. Students with low or very low self-awareness may struggle to recognize their emotions, behaviors, and the impact of these on their social environment, which can hinder the development of interpersonal skills and decision-making abilities.

Conversely, the predominance of students in the moderate category for the action (43.3%) and conversational (40.9%) aspects reflects substantial potential for further development. Students who can moderately recognize their actions and conversations can be prioritized for programs aimed at elevating their self-awareness to higher levels. An integrated approach through guidance and counseling can focus on strategies such as self-reflection, emotional regulation, and confidence building. Moreover, these findings are particularly relevant in the digital era, where high social media usage has been shown to negatively affect adolescent self-awareness. By providing education on responsible digital literacy, students can be encouraged to use technology positively while simultaneously enhancing their self-awareness. Collaborative efforts among teachers, counselors, and parents are crucial for creating a supportive environment conducive to the development of students' self-awareness.

The findings showing that a considerable proportion of students fall into the low and very low categories of self-awareness (30.7% combined) suggest that certain contextual factors may contribute to these results. In the context of Islamic schooling, several possible causes can be identified. First, the increasing influence of digital media and social networks may distract students from reflective thinking and emotional awareness, leading them to focus more on external validation than internal

understanding (Silitonga, 2023). Second, the social environment within schools, which often prioritizes academic performance over personal growth, can limit students' opportunities to engage in self-reflection and self-assessment (Suhartono et al., 2024). Third, the limited integration of character-based and Islamic counseling practices into daily school activities may hinder the development of spiritual awareness, which is a crucial foundation for self-awareness in Islamic education (Azkia et al., 2024).

Guidance and counseling programs in schools with Islamic values orientation should therefore strengthen the integration of religious principles, such as *muhasabah* (self-reflection) and *tazkiyah al-nafs* (purification of the self), with modern counseling techniques (Naja, 2025). By fostering a school climate that encourages openness, empathy, and responsible digital behavior, educators and counselors can help students cultivate a deeper awareness of themselves, their emotions, and their moral responsibilities as Muslim learners (Tuturop & Sihotang, 2023).

Based on the studies discussed in the introduction, several interventions are effective in enhancing self-awareness among students and adolescents. Among these, contextual learning approaches tailored to cognitive styles have significantly improved students' self-awareness, with the level of improvement reaching high levels compared to direct instruction, which achieved only moderate levels (Zakiah & Sunaryo, 2017). In addition, peer counselor training has also proven effective in increasing self-awareness regarding risky behaviors among adolescents, particularly in the areas of emotional self-awareness and accurate self-assessment (Yuliasari, 2020). Another study indicates that Islamic guidance and counseling using a client-centered approach can enhance self-awareness among junior high school students by providing emotional support and a non-judgmental, open space for expression (Fatimah & Azzahra, 2024).

The limitations of these studies encompass several critical aspects, including the lack of in-depth analysis of external factors such as socio-economic and cultural conditions that influence self-awareness, the absence of a comprehensive discussion on the role of digital technology in developing self-awareness in the digital era, and the limited exploration of integrating various counseling techniques. Furthermore, most studies have not taken into account individual and contextual differences in the implementation of interventions. Overall, these studies highlight the need

for a more comprehensive and contextual approach to understanding and enhancing students' self-awareness.

Therefore, this study aims to provide recommendations for the development of school-based guidance and counseling programs to improve adolescent self-awareness, while also strengthening educational approaches that support character development. To achieve these objectives, it is necessary to design interventions that integrate multiple approaches while considering technological, socio-economic, and cultural factors, as well as to conduct longitudinal studies to evaluate the long-term effectiveness of these interventions.

Overall, the findings of this study not only provide an overview of the students' self-awareness levels but also highlight the need to design targeted development programs. Through these strategic measures, it is expected that students at MTs Negeri 2 Bandung will be able to enhance their self-awareness, which will ultimately have a positive impact on their academic achievement, interpersonal relationships, and psychological well-being.

CONCLUSION

This study shows that most students at MTs Negeri 2 Bandung have a moderate level of self-awareness, while a portion still falls into the low and very low categories. These findings indicate the need for targeted efforts to strengthen students' self-understanding across six dimensions: appearance, actions, conversation, thoughts, emotions, and attitudes. For school counselors, the results suggest the importance of implementing reflective and value-based counseling programs to improve emotional and moral awareness. Teachers are encouraged to balance academic focus with activities that foster self-reflection and personal growth. Policymakers should support the development of guidance and counseling programs that integrate digital literacy and character education. Strengthening collaboration among schools, families, and communities is crucial for fostering students' self-awareness and overall well-being.

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