| RESEARCH ARTICLE

Optimistic Thinking Training on Enhancement of Self-esteem in Street Children in the Komunitas Peduli Anak (KOPA) Medan

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| ABSTRACT

This research has an objective to see whether optimistic thinking training has an effect of improving the street children's self-esteem in the Komunitas Peduli Anak (KOPA) Medan. The hypothesis in this research is that optimistic thinking training improved the street children's self-esteem in the Komunitas Peduli Anak (KOPA) Medan. This research was an experimental research type with the design of one group pretest-posttest design. The data was obtained through the normality test of Kolmogorov-Smirnov Test. The analysis technics in this research were qualitative and quantitative. The quantitative analysis used parametric measurement was the statistic analysis technic of Paired Sample Test with SPSS program assistance (Statistical Product and Service Solution) version 23. The qualitative analysis was based on the observation result data and interview. The result from the Paired Samples Test statistic test used in this research obtained the Sig. Value of 0.000. Statistically, if the value is Sig.<0.05 so, the hypothesis is accepted. Therefore, based on the analysis result, the conclusion that can be drawn is optimistic thinking training is affected to improve street children' self-esteem in the Komunitas Peduli Anak (KOPA) Medan.

| KEYWORDS

Optimistic thinking, self-esteem

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1. Introduction

Every human being has a need for survival. In general, every human being tries to fulfil primary needs of clothing, food, and housing. If human needs can be met, it can be said that his life has reached prosperity. Every human being wants prosperity and happiness. Human prosperity and happiness can be achieved if it can fulfil its primary needs. But there are also those who cannot fulfil their primary needs. So that it gives rise to underage children, who should not have time to work, have to work hard to help their parents' economy. Children who work on the streets are usually called street children.

In Indonesia itself, precisely in the province of North Sumatra, the latest data obtained by the Central Statistics Agency on June 9, 2020, in North Sumatra resulted in data that there were 326 street children spread over 25 regencies and 8 sub-districts in North Sumatra. (www.sumut.bps.go.id)

Information obtained from the NGO Komunitas Peduli Anak (KOPA) Medan noted that there were approximately 100 street children in the area of Aur Village, Maimun District, Medan. The NGO KOPA Medan has a concern and special attention on the existence of street children, especially street children around the Deli Riverside area of Medan, Aur Village.

Street children are categorized as helpless children. Psychologically, street children are children who at a certain level do not have enough mental and emotional strength, while they have to struggle with the harsh street world and tend to have a negative effect on the development and formation of their personality (Mursyid Itsnaini, 2010). Based on the results of research conducted by Nasution and Nashori (2007), street children are less able to respect themselves as street children. They are embarrassed when carrying out their work as buskers, especially when meeting with friends and friends of the opposite sex; some even say that singing

is a job that sells their pride and is an inappropriate job.

Similar results are also stated in research conducted by Devras, Kriswanto and Hermansyah (2013), that the level of self-esteem of street children in Jakarta is low. Low self-esteem is influenced by two factors: the first family factor; generally, street children in Jakarta come from poor families. The second factor is that the environment of street children grows and develops with the background of street life and is familiar with poverty, persecution, and loss of love, thus burdening the soul, lowering the level of self-esteem and making them behave negatively.

According to Conger (2001), self-esteem is an important construct in everyday life and plays a role in determining a person's behaviour, including judgments, feelings or individual views of himself or things related to himself which are expressed in the optimistic dimension, namely appreciating one's strengths and accept existing shortcomings and negative dimensions, namely being dissatisfied with the condition of oneself, not appreciating one's strengths and seeing oneself as something that is always lacking.

According to Coopersmith (in Mruk, 2006), aspects of self-esteem include power, namely the ability to control and the ability to be able to regulate and control the behaviour of others. Significance (significance) that is, the concern, attention and affection received from others, are characterized by the ability of self-acceptance. Virtue, namely obedience or following moral and ethical standards, is characterized by the ability to obey moral ethics. Competence, namely the ability to successfully meet the demands of achievement, is characterized by the ability to carry out tasks/responsibilities well.

Self-esteem in street children tends to be low but can be increased through optimistic thinking training, which aims to get a form of hope that the bad events that occur in their lives are only temporary and believe in their ability to overcome difficulties. Marwati, Prihartanti, Hertinjung (2016), in their research, concluded that optimistic thinking training is very effective in increasing the self-esteem of adolescents in orphanages.

According to Seligman (2008), optimistic thinking is the perspective of individuals who have the hope that bad events that occur in their lives are only temporary and believe in their ability to cope. According to Seligman (2008), optimistic thinking training can be done with three aspects: permanence, pervasiveness, and personalization.

Based on the results of research conducted by Rawat & Mahapatra (2020) showed that the relationship between optimism and self-esteem was also found to be significantly positive (r=0.677, p<0.01), which means that optimistic thinking can increase self-esteem in the elderly living in the Elderly Community in the Indian Capital City.

The novelty of this research lies in the research subject, which is still rarely studied by other researchers before with the same research title, namely the subject of street children. Researchers are interested in researching street children because the problem of street children is a very complex problem. Street children experience unpleasant conditions physically, psychologically, socially, and spiritually. If this condition lasts for a long time, it can cause a depression that leads to a void of life and develops a meaningless life. Departing from this, researchers are interested in examining how self-esteem in street children is after being given the training to think optimistically. Will their self-esteem increase compared to before being given optimistic thinking training.

2. Methodology
This research method uses two variables, namely the independent variable and the dependent variable. The independent variable is the variable that is considered the cause of the dependent variable, which is called the effect. The independent variable in this research is optimistic thinking training, a form of treatment given by the researcher. The dependent variable used in this study is self-esteem.

The sampling technique in this study used a purposive sampling technique. The subjects in this study were street children aged 12-18 years who got a low score on the results of the self-esteem test at the Komunitas Peduli Anak (KOPA) Medan, which amounted to 30 children and then selected into 19 children with low self-esteem.

The method in this study uses Pre-Experimental Design with One Group Pretest-Posttest Design. There is a pretest before being given treatment in this design and a posttest after being given treatment. The treatment given to the experimental group in this study was training in optimistic thinking. In simple terms, the research design used can be seen in Table 1 below.

Table 1. Research Design One Group Pretest-Posttest design

Pretest	treatment	Postest
O1	X	O2

Description:
O1 =pretest
X= treatment
O2 =posttest

The research data collection method uses a scale designed based on aspects of self-esteem according to Coopersmith theory, namely: Strength (power), Meaning (significance), Virtue (virtue), Competence (competence). This self-esteem scale was modified by the researcher into 44 items. Participants responded in the degree of agreement or disagreement through four answer choices, namely agree, disagree, strongly agree, and strongly disagree.

The self-esteem scale consists of 44 statements with 21 favourable statements and 23 favourable statements. The item statements for each item can be seen more clearly in table 2 as follows:

Table 2. Blueprint Self-Esteem Scale

No.	Dimensions of SelfEsteem	-Items Statement		Number of Items
		Favorable	Unfavorable	
1	Power	1, 10, 24, 32, 34	5, 9, 17, 31, 38	1
2	Significance	2, 11, 23, 28, 39	6 , 12, 18, 27, 36, 41	2
3	Virtue	3, 14, 22, 25, 37	7, 13, 19, 26, 40, 42	3
4	Competence	4, 15, 21, 29, 35, 44	8, 16, 20, 30, 33, 43	4
	Total	21	23	44

The validity test used in this study was using the Corrected Item Total Correlation Alpha Cronbach formula with the help of the SPSS (Statistical Product and Service Solution) version 23 program. While the reliability of this self-esteem scale was tested using Cronbach's Alpha with the help of the SPSS (Statistical Product and Service) program. Service Solution) version 23. The

The analysis technique in this research is quantitative and qualitative. Quantitative analysis uses parametric measurements, namely the Paired Sample Test statistical analysis technique with the help of the SPSS (Statistical Product and Service Solution) version 23 program. The qualitative analysis is based on data from observations and interviews. The analytical test is used to see the effect of optimistic thinking training on self-esteem in children in the Community (KOPA)

3. Results and Discussion
3.1 Results of Data Analysis
3.1.1 Research Data
The data in this study include empirical scores and hypothetical scores. The self-esteem scale consists of 28 items whose item scores consist of four answer choices from a score of one to four. The maximum and minimum ranges are 1x28 to 4x28, which means 28 to 112 with a hypothetical mean (112+28):2 = 70. The hypothetical standard deviation in this study is (112-28):6 = 14. The empirical mean obtained from the self-esteem scale filled in the subject is 87.10 with a standard deviation of 12.053.

Table 3. Comparison of Empirical and Hypothetical Data Self-Esteem Scales

Variables	Empirical			SD	Hypothetical			SD
	Min	*Max*	*Mean*		*Min*	*Max*	*Mean*	
Self-Esteem	72	112	87.10	12,053	28	112	70	14

If the hypothetical mean < empirical mean, then the research results will be declared high and vice versa; if the hypothetical mean > empirical mean,, the research results will be declared low. The results of the analysis for the self-esteem scale obtained that the empirical mean > hypothetical mean 87.10 > 70, it can be concluded that the self-esteem of the posttest subject was higher than that of the pretest subject. Furthermore, the subject will be divided into three categories. The scoring category is divided into three categories (Azwar, 2003) with the following formula.

$X < (\mu-1\sigma)$: low self-esteem level
$(\mu-1\sigma) X< (\mu+1\sigma)$ esteem : moderate self-level
$(\mu+1\sigma) X$: high self-esteem level

Based on the above formula, it can be seen that there are 19 subjects (63.3%) with low self-esteem scores, there are 6 subjects (20%) with moderate self-esteem scores, and there are 5 subjects (16.7%) with high self-esteem scores.

3.1.2 Assumption Test

The assumption test carried out in this study is the normality test to see if there are data deviations in the data collection process. The function of the normality test is to see whether the distributed data is normal or not. The normality test in this study used the Kolmogorov-Smirnov Test because the research subjects did not exceed 50 subjects. The data will be declared normal if the significant value obtained is p> 0.05. As for the results of the analysis on the pretest data, the coefficient value obtained was p of 0.579 (p> 0.05), and the posttest obtained the p coefficient of 0.909 (p> 0.05); thus, the pretest and posttest data were declared normally distributed. Because the pretest and posttest data were normal, the paired t-test analysis technique was used to test the hypothesis in this study. The following is the normality test table:

Table 4. Normality test results

thegroup		*Kolmogorov-Smirnov*		
		N	*Mean*	*Sig.*
value	*pretest*	19	87.10	.579
	Posttest	19	94.32	.909

3.1.3 Hypothesis Testing

The hypothesis in this study is as follows: "there is a difference in the level of self-esteem of street children before and after being given optimistic thinking training, assuming that street children's self-esteem level is higher after being given optimistic thinking training than before being given optimistic thinking training".

The results of the Paired Samples Test statistical test that has been used in this study obtained a Sig value. of 0.000. Statistically, if the value of Sig. <0.05, then the hypothesis is accepted. Therefore, according to the results of the analysis, it can be concluded that optimistic thinking training affects self-esteem in street children at the Komunitas Peduli Anak (KOPA) MEDAN. The following table is a hypothesis test using Paired Samples Test:

Table 5. Paired Samples Test Results

		Paired Differences					t	Df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Post_Test - Pre_Test	15,368	5,937	1,362	12,507	18,230	11,284	18	000

3.2 Discussions

The results of the study on 19 street children of the Komunitas Peduli Anak (KOPA) Medan who were the research subjects proved that optimistic thinking training had an effect on increasing the self-esteem of street children of the Medan Caring Community (KOPA) street children, which was proven effective in the results of the Paired Samples Test with the acquisition of the Sig. value of 0.000. Statistically, if the value of Sig. < 0.05, then the hypothesis is accepted. The following is a comparison of self-esteem scale scores before (pretest scores) and after receiving treatment for optimistic thinking training (posttest scores)

Table 6. Comparison of Self-Esteem Scale Scores Before and After Optimistic Thinking training

no.	Initials	Score *pretest*	Category	Score *posttest*	Category	Increased
1	AG	79	Low	88	Average	9
2	TN	74	Low	97	Medium	23
3	YD	77	Low	89	Medium	12

4	RD	74	Low	88	Medium	14
5	HR	83	Low	91	Average	8
6	WR	74	Low	93	Medium	19
7	GL	81	Low	97	Medium	16
8	ED	84	Low	90	Medium	6
9	FR	83	Low	89	Medium	6
10	AB	73	Low	87	Medium	14
11	WB	77	Low	95	Medium	18
12	LT	78	Low	100	High	22
13	HY	73	Low	101	High	28
14	AN	81	Low	95	Medium	14
15	BT	72	Low	92	Medium	20
16	CP	84	Low	101	High	17
17	IW	83	Low	103	High	20

| 18 | PD | 85 | Low | 96 | Medium | 11 |
| 19 | ID | 85 | Low | 100 | High | 15 |

Based on Table 6, it can be seen that optimistic thinking training was proven to increase self-esteem in all subjects or equal to 100% of the total of all 19 subjects. From the results described above, it can be seen that there is a significant difference between the results of measuring self-esteem before and after receiving optimistic thinking training.

The results of this study are in accordance with research from Marwati, Prihartanti, Hertinjung (2016) to the children of the Muhammadiyah Orphanage Family (PAKYM) Surakarta and the Putri Aisyiyah Orphanage (PAYPA) Surakarta, which states that optimistic thinking training has a significant effect on increasing prices. self. Based on the results of the research presented, it shows that there is an increase in self-esteem after being given optimistic thinking training; this is evidenced by the results of the Wilcoxon test with z count = -2.807 and a probability value of 0.0025; $p < 0.01$. From the explanation above, it can be concluded that optimistic thinking training has proven to be effective in increasing the self-esteem of street children at KOPA Medan.

5. Conclusion
Optimistic thinking training affects self-esteem in street children in the Komunitas Peduli Anak (KOPA) MEDAN. This is evident from the results of statistical tests carried out using the Paired Samples Test with a Sig value. of $0.000 < 0.05$. Statistically, if the value of Sig. < 0.05, then the hypothesis is accepted. Therefore, it can be concluded from the analysis above that optimistic thinking training has an effect on increasing self-esteem in street children at the Komunitas Peduli Anak (KOPA) MEDAN.

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