



ANALYSIS OF SELF-CONSCIOUSNESS BASED ON THE MULTI-THEORY PERSPECTIVE

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Abstract: This article aims to describe the concept of self-awareness analyzed from several theoretical perspectives. This analysis is intended to form a synthesis as a comprehensive definition including the essence, aspects, and indicators of self-awareness. The method used is a descriptive analysis of various theories with a literature review approach. The results of this analysis will serve as a basis in the preparation of instruments that are expected to have a high level of validity to measure aspects of self-awareness that are more comprehensive in accordance with the context and situation at the present time.

Keywords: Theory Perspective, Self-Awareness

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INTRODUCTION

Self-awareness has been a central topic throughout the history of philosophy and has been deepening since the seventeenth century. The phenomena surrounding self-awareness drive fundamental philosophical and scientific questions, including their relationship with awareness. Awareness is also part of the multicultural competencies needed by individuals in multicultural societies in the 21st century (Latif, 2017). Someone who has self-awareness actively identifies, processes, and stores information about themselves (Morin, 2011).

Self-awareness is very important for developing a personality because it is a central role of memory about personal identity (Ayers 1991; Thiel 2011; Weinberg 2011; G. Strawson 2011; Snowdon 2014). Humans are aware not only of the world around them but also of themselves: their activities, their bodies, and their mental lives. Self-awareness can be understood as self-awareness.

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Kalaiyaran and Solomon (2016) suggest that self-awareness is aware of oneself through authentic evaluations of one's capacity, and the ability to recognize oneself as an individual separate from the environment and other individuals. Self-awareness also represents the capacity to be the object of one's own attention. In this situation, someone actively identifies, processes, and stores information about themselves (Morin, 2011). Self-awareness is the ability to understand strengths, weaknesses, values, views, characters, needs, desires, aspirations and ourselves. Getting to know ourselves is perhaps the most difficult thing to do (UNICEF, 2011).

Some figures have put forward the concept of self-awareness theory. According to Locke (1975), self-awareness is the definition of a person's concept of being "intelligent beings thinking", namely the ability to identify themselves, and can think of themselves as self, the same thought at different times and places. Locke considers the capacity for conscious thinking the self becomes the necessary personality condition Duval & Wicklund (1972) suggested that self-reliance is the capacity to be the object of attention by understanding the condition of self and the environment.

According to Goleman (1995), self-awareness is a state when a person can understand the emotions that are on his mind due to the problems faced so that he can master it later. Furthermore, Stein & Book (2003) explains self-awareness is the ability to recognize feelings and why someone feels it that way and the effect of one's behavior on others.

Loevinger (1987) suggests that the stage of development of self-awareness in adolescents is largely characterized by two characteristics; first, increased self-awareness and capacity to imagine various possibilities in situations, and secondly a stable position in adult life which is characterized by the development of self-awareness and self-criticism, although not perfect yet, the self is approaching conformity with norms and expectations. Loevinger also described that at this stage, adolescents have a deep interest in interpersonal relationships.

Akbari and Akbari (2013) in their research concluded that life skills training affects the level of adjustment in foster adolescents. As such, it is suggested that self-awareness and communication skills can be added to current approaches in managing interpersonal problems of foster adolescents.

Some studies make self-awareness a factor that influences other behaviors, such as discipline, free sex, life satisfaction, work support, and so on

(Hansen, 2009; Sharifnasab & Sadrezade, 2011; Thiel 2011; Weinberg 2011; G. Strawson 2011; Akbari and Akbari, 2013; Snowdon 2014; Stonehouse, 2015; Maharani and Mustika, 2016; Dariyo, 2016; Ugur & Stevens, 2015; Hatami et al, 2016; Kalayarasan & Solomon, 2016; Evarist, et al., 2016).

Based on some of the explanations above, researchers feel the need to formulate an understanding of the concept of self-awareness. This formulation will be based on an analysis of several theories that have been explained to find a synthesis as a comprehensive definition that includes the essence, aspects, and indicators of self-awareness.

METHODS

This study was conducted using a literature review approach to the sources of self-awareness theory with descriptive analysis techniques. The theories of self-awareness discussed here are limited to only four theories put forward by different figures. The figures of the theory of self-awareness each have a different background from the side of time and a view of self-awareness.

The first theory with the figure of John Locke who existed discussed self-awareness in the 1600s. The second theory was pioneered by Shelley Duval and Robert A. Wicklund in the 1970s. The third theory was put forward by Daniel Goleman in 1995. Furthermore, the fourth theory was put forward by Steven J. Stein and Howard E. Book in 2003.

These theories will be analyzed by comparing the definitions, essence, aspects, and indicators of each theory. Furthermore, the synthesis will be carried out to formulate a more comprehensive definition.

TABLE 1
COMPARISON MATRIX THEORY OF SELF AWARENESS

Dimension	John Locke (1689)	Duval & Wicklund, (1972)	Daniel Goleman (1995)	Stein & Book (2003)	Sintesis
Definition (Nature, Operations and Purpose)	Self-awareness is part of the definition of a person's concept of being "intelligent beings," that is, the ability to identify themselves, and can think of themselves as self, the same thought in different times and places.	Self-reliance is the capacity to be the object of attention by understanding the condition of oneself and the environment.	Self-awareness is a state when a person can understand the emotions that are seizing his mind due to the problems faced, and then he can master it.	Self-awareness is the ability to recognize feelings and why someone feels it that way and the influence of one's behavior on others.	Self-awareness is the ability of oneself through authentic assessment of one's capacity and recognizing oneself as an individual in the environment to be able to control actions.
Essence	The ability to self-identification	Focus on self capacity	Be aware of moods and thoughts	Recognize feelings that are reflected in other people	The ability to recognize and control yourself
Aspect	Mind	1. Mind 2. Feelings	1. Mind 2. Feelings	1. Mind 2. Feelings 3. Actions	1. Mind 2. Feelings 3. Actions
Indicator	1. Recognize your strengths and weaknesses 2. Doing self-reflection	1. Understanding the condition of self 2. Understand yourself as part of the environment 3. Understanding anxiety in yourself	1. Recognize emotions 2. Accurate self-recognition 3. Confidence	1. Understand the strengths and weaknesses of self 2. Directing and controlling themselves 3. Self-respect	1. Get to know yourself 2. Recognize emotions 3. Reflecting 4. Doing introspection 5. Controlling actions

Analysis of Self-Consciousness Based on the Multi-theory Perspective

Reference	Locke, John. 1975. <i>An Essay Concerning Human Understanding</i> , 4th Edition, edited by Peter H. Nidditch. Oxford: Clarendon Press.	Duval, TS, & Wicklund, RA. 1972. <i>A theory of objective self-awareness</i> . New York: Academic.	Daniel Goleman. 1995. <i>Emotional Intelligence Why It Can Matter More Than IQ</i> . New York: Bantam Books.	Steven J. Stein, and Howard E. Book. 2003. <i>Ledakan EQ : 15 Prinsip Dasar Kecerdasan Emosional Meraih Sukses</i> . terj. Trinanda Rainy Januarsari dan Yudhi Murtanto. Bandung: Kaifa
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RESULTS AND DISCUSSIONS

The four self-awareness theories analyzed in this study are as follows:

1. Locke (1975), self-awareness is the definition of a person's concept of being "intelligent beings thinking", namely the ability to identify themselves, and can think of themselves as self, the same thought at different times and places.
2. Duval & Wicklund (1972), self-reliance is the capacity to be the object of attention by understanding the condition of oneself and the environment.
3. According to Goleman (1995), self-awareness is a state when a person can understand the emotions that are occupying his mind due to the problems faced so that he can master it later.
4. Stein & Howard (2003), self-awareness is the ability to recognize feelings and why someone feels it that way and the influence of one's behavior on others.

In detail, the comparison of each theory will be presented in table 1. Based on table 1, from the four theories that have been proposed, obtained a concept of self-awareness. If analyzed further, it can actually be seen that each theory complements and complements each other. So that the synthesis process can be carried out which results in a comprehensive definition of "Self-awareness is one's ability through authentic assessment of one's capacity, and recognizing oneself as an individual in the environment to be able to control actions".

The figures in the theory of self-awareness raise their opinions can not be separated from their respective backgrounds. John Locke was a famous philosopher in the 1600s. His background as a philosopher greatly influenced the perspective of self-awareness. It can be seen from the opinion that states that self-awareness is an embodiment of intelligent beings who think (Locke, 1975). The philosophical element in his theory is similar to Descartes' philosophical statement which says "Cogito ergo sum" which means I think so I am there (Pasnau, 2002). Both of these theories both argue that the ability to think is a form of one's existence. In his theory, Locke argues that self-awareness only covers cognitive aspects. It can be seen that the concept it offers about self-awareness only focuses on evaluating oneself as an individual who is able to think about himself.

Shelley Duval and Robert A. Wicklund are two prominent social psychologists whose work began to be popularly discussed in the 1970s. The background of both of them as social psychologists can be seen from the view

of self-awareness. In his theory, Duval and Wicklund state that each individual is an object of assessment in a social environment, so they must have the ability to focus on assessing all the potential about themselves (Duval & Wicklund, 1972). The ability to focus on assessing one's own potential is referred to by both of them as a form of self-awareness. Cognitive and affective aspects appear in this theory. Where the process of assessing oneself is part of the cognitive role and being able to feel oneself as an object of social justice is the role of the affective aspect. This view has also been used as a basis in Silvia's (2001) research on objective awareness which is the main theory of Duval and Wicklund. Furthermore, the same view is also used as a basis by Morin (2011) in conducting an analysis of the concept of self-awareness.

Daniel Goleman is a contemporary psychologist. Theories about emotional intelligence make him famous as a psychological figure. His view of self-awareness is also closely related to the emotional intelligence theory that he put forward. Self-awareness is a state when a person can understand the emotions that are seizing his mind due to the problems faced so that he can master it later (Goleman, 1995). The element of emotion is one of the aspects emphasized in the theory of self-awareness that it proposes. It can be understood that in the opinion of Goleman someone who has self-awareness is he who is able to recognize and master his emotions.

Furthermore, Stein and Book who put forward a theory of self-awareness in the 21st century. The same background as Daniel Goleman at the same time brought the theory of emotional intelligence, making Stein and Book have a theoretical view that is also similar to Goleman. What is different from Stein and Book's view is not just recognizing emotions in oneself, but to reflecting emotions that occur in others so that individuals are able to control themselves in social relationships. As in theory self-awareness is defined as the ability to recognize feelings and why a person feels that way and the effect of one's behavior on others.

Based on the results of the discussion, about the views and backgrounds of each character in the 4 theories, it can be synthesized that self-awareness is one's own ability through authentic evaluations of self-capacity, and recognizing oneself as an individual in the environment to be able to control the action. From the results of this analysis and synthesis, the essence of self-awareness can also be formulated, namely the ability to recognize and control oneself.

Several studies have produced various analyzes of self-awareness that give birth to diverse definitions according to the context of the research conducted. Among them, self-awareness is defined as the ability to understand features, needs, emotions, fears, disgust, hatred, interests, pressures, deficiencies, satisfaction, empathy, strong and weak points, and personal characteristics (Sharifnasab & Sadrezade, 2011). Self-awareness is also the ability to feel feelings and emotions correctly and accurately as they occur and also our normal reactions to incidents, problems, and other individuals (Ghaffari & Ahadi, 2007). Self-awareness includes awareness of rights, values, attitudes, and weak and strong points (Kordnoghabi & Pashasharefi, 2005). Self-awareness is the potential in individuals that must be developed. Hatami, et al (2016) explain self-awareness is the ability to accurately understand aspects of our personality, behavior, emotions, and motivation. This is the foundation of all kinds of emotional restraints. In addition, the feeling of having control over everything is related to better mental health. Self-awareness skills are characterized as a set of coping and self-management skills that enhance self-efficacy.

There are 3 aspects of self-awareness after synthesis, namely thoughts, feelings, and actions. Research conducted by Scheier & Carver (1985), suggests 3 aspects of self-awareness, namely personal awareness, awareness in groups or society and social anxiety. Aspect stated by Scheier basically covers aspects of thoughts, feelings, and actions, so that it is more accurately referred to as a form or construct of self-awareness which was later developed by Hansen in 2009. Hansen (2009) suggests the following four conditions are relevant to the survival of the construct of consciousness self: (a) the self must exist and be understood, (b) this self must be willing for introspection, (c) the self must have the essence that must be maintained, and (d) the self must be able to be represented by language.

Some needs analysis, parents, students, teachers, and some education experts believe that self-awareness skills are a priority in education (Sahraian, Solhi, & Haghani, 2012). Ownsworth, et al. (2002) in a study conducting self-awareness factor analysis. The results of an analysis of variance show that the most significant predictor of self-awareness is the capacity for a will. Individuals with impaired capacity for will are more likely to have lower levels of awareness about their difficulties. This finding is consistent with Lezak's (1995) view that accurate awareness depends on individuals' appreciation of their own needs and their environmental demands.

Aside from going through an educational process, the role of the family also needs to be in developing adolescent self-awareness. Evarist et.al., (2016) in the development of self-awareness, every aspect of the family needs to be aligned with one another and not fragmented into parts as if one thing had to be done while the other was paused. This is because family life is not part of a small piece of the problem but is an integrated system. In this case, the role of parents, teachers and the environment is very important to help the development of individual self-awareness.

CONCLUSIONS

Based on the results of the discussion, it can be concluded that self-awareness is one's own ability through authentic evaluations of one's capacity, and recognizing oneself as an individual in the environment to be able to control actions. The essence of awareness is the ability to recognize and control oneself.

The aspects of self-awareness include thoughts (cognitive), feelings (affective) and actions (psychomotor). There are 2 factors that influence awareness, namely internal awareness in the form of a desire from individuals to develop self-awareness and external awareness, namely support from the surrounding environment in giving appreciation and demands for a behavior.

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