SCHOOL ENVIRONMENTAL INFLUENCES ON ADOLESCENTS BEHAVIOR THAT CAUSES PERSONALITY CHANGES

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ABSTRACT

Personal development which includes individual attitudes and behavior grows and can be influenced by the surrounding environment, one of which is school. The school environment is the most influential factor after the family, where childhood to adolescence is mostly spent their time studying at school. The purpose of this study is to determine the causes of changes in personality and behavior of adolescents who are influenced by the school environment. The method used is a qualitative-descriptive research method using a case study approach. This study is conducted by focusing on a particular case to be observed and analyzed carefully. By knowing the definition, the factors involved, and the possible outcomes of this study, we can gain insight into how the relationships we live in can contribute to the growth and change of our personality. This study shows that close relationships, especially relationships with schoolmates, can influence and even change a person's personality. Many factors can influence the existence of personality changes caused by the school environment. The results of personality changes caused by the influence of the school environment can be both positive or negative.

Keywords: Personality, Behavior, School Environment, Adolescent.

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INTRODUCTION

Personality is a complex and multi-aspected structure in which there are dynamic patterns of thinking, feeling, and behavior. Factors that can influence personality are environmental factors, genetic predisposition, and life experiences. Research says that relationships with our closest loved ones such as family, lovers and close friends can influence and reshape personality in individuals. Although a person's personality is relatively constant, there are often changes in personality.

Adolescent behavior is highly dependent on the surrounding environment. For example, how they speak, how they dress, etc. Most teenagers spend their time at school. Therefore, the school environment is also a place of self-development that is very influential for adolescents. There are several mechanisms which underlie personality change through the influence of the school environment, such as the socialization process, emotional bonds, and also identification which have an important role. Relationships with others including the level of emotional support, communication patterns, and others also play an important role in this case. These influences can have both positive and negative impacts on adolescent's personalities. The intensity of interactions can also affect the extent of personality change.

METHODOLOGY

Research methodology is a method used by a researcher to process a phenomenon or data in order to obtain research objectives. According to Sugiyono (2017: 3), "Basically, research methods are scientific ways to get data with specific purposes and uses. There are four key words that need to be considered, which are scientific methods, data, goals, and uses".

Based on the data that were obtained, this research is a type of qualitative research and the method used is a descriptive research method using a case study approach. Qualitative research is a research method that provides descriptive data in the form of both speech or text and the behavior of individuals observed. While the descriptive method itself is a way of collecting information from existing symptoms or circumstances. This research uses a case of an individual as a study material or can be called as a case study approach.

The form of data collection from this research is by conducting direct interviews with the informant's for two days in early April 2023. The interviews that have been conducted led to a discussion of the personality changes that the informant's felt before and after being influenced by the school environment, especially the treatment of her colleagues. The researcher also used Sigmund Freud's perspective on the concepts of Id, Ego, and Super Ego as a reference in the research in this case and will be analyzed according to the informant's personality after being influenced by her school environment.

RESULT AND DISCUSSION

Case

The case that will be discussed is the case that was experienced by a student at a university in Surabaya named Dena (a pseudonym). There are two root problems of the trauma that Dena experienced. Dena has two related problems. The first problem was first experienced when Dena was in kindergarten and the second problem occurred when Dena was in 10th grade.

The trauma that most often makes Dena easily provoked to feel down is that she cannot be yelled at. The beginning of the problem was when in 10th grade, Dena joined Youth Red Cross extracurricular activity and she participated in a national level competition. When preparing for the competition, Dena was trained by her alumni. The alumni's training method was quite harsh, which included physical training and pressure training (being yelled at or scolded for unreasonable reasons to strengthen the mentality of the team). This is what makes Dena experience panic attacks when being yelled at by others until this day.

The problem that occurred in the Youth Red Cross made Dena unable to stand it and finally cried in her class. When Dena cried in class, her friends asked about her condition. Dena couldn't explain why she was crying and she said she was fine. There was one of Dena's friends who didn't like her and used the moment where she cried in class to incite other friends to dislike her. For this reason, Dena was shunned by her class until 11th grade. Dena had no friends in class and only made friends with members of the Youth Red Cross.

Being shunned by her classmates opened up Dena's wounds from kindergarten. Dena was shunned by her friends when she was in kindergarten, elementary school, junior high school, high school, and even in college. The reason why Dena was shunned was never clear and it wasn't her fault. However, every time Dena tried to tell her mother about her problems, her mother focused more on asking where Dena was wrong and asking if Dena had done something that made her friend shun her. Eventually Dena felt inferior and insecure. This also made her feel reluctant to share her problems, so she just suppressed everything even though she knew it was not good for her, because it could make her experience emotional outbursts whenever and wherever she was.

10th grade until 11th grade (in the first semester) was the toughest time for Dena. Dena felt that her world was destroyed at that time because of the pressure from extracurricular activities, moreover she was shunned by her classmates, also she started to focus on thinking about her future plans. That's when Dena started hurting herself in various ways. But finally Dena was able to overcome her self harm problem by scribbling her hand using a red marker.

As she got older, Dena memorized and understood the behavior patterns of her friends when they will likely shun her. To reduce her sadness at being shunned by her friends, Dena began to keep herself busy and began to forget her sadness by watching movies, series, Korean dramas, Korean variety shows, K-Pop, etc. After entering college, Dena felt that things became difficult again because she had to live alone away from her family. Nowadays, when the trauma reappears, it will have a big impact on her daily life. Dena will lock herself in her room and not do anything, even to eat, she has no appetite. Dena needs at least 3 days to return to her normal activities again. The thing that made Dena regain her motivation to go on and forget the trauma was to start tidying up her room or things around her that she felt were messy.

Currently, Dena has a fear of making new friends so she rarely socializes. With the experience of being shunned by friends since childhood, she lacks confidence in making friends with new people. Because she was afraid of disappointing the people around her and ending up experiencing again her trauma that she had in the past.

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But in the end, after everything Dena faced, she tried to be more confident. Dena tried to focus more on herself and not think too much about the opinions of others who put her down. She also tries to give more time to know more about herself in the hope of developing her personality for the better

Sigmund Freud's Perspective

The previous case can be analyzed using Sigmund Freud's personality theory. According to Sigmund Freud, the personality structure has three aspects, which are Id, Ego, and Super Ego. Freud explained that these three aspects have different roles, which are:

1. Id (das Es)

    The innate potential and unconscious general instincts are the contents of the Id, and this id personality structure is included in the unconscious mental structure. In the Id there are various desires that demand satisfaction and pleasure. These instinctual drives are divided into two, which are the life instinct (the Id's need to seek pleasure and avoid suffering) and the death or destructive instinct (which takes the form of self-harming and self-destructive actions).

2. Ego (das Ich)

    Ego belongs to the aspect of consciousness that directs the individual in a reality, thus helping Id to fulfill the impulse of his desires in reality. Ego acts as a controller in the personality structure. So, when Id wants something that is contrary to norms and morals, Ego will prevent it from fulfilling these desires.

3. Super Ego (das Ueber Ich)

    Super Ego is a personality structure that can determine the difference between good and bad. Because, Super Ego contains norms and moral values that are internalized through education.

In addition, there are also ego defense mechanisms. Where this ego defense mechanism is a psychological mechanism used by the Ego to overcome the conflict between unconscious urges and the demands of reality. Some forms of self-defense mechanisms are projection (blaming or placing one's own desires and feelings on others), repression (suppressing unwanted memories or feelings into the unconscious), regression (reverting to more primitive behaviors or thought patterns when they feel threatened or stressed), sublimation (energy derived from unconscious drives is diverted into more social or productive activities), and identification (adopting the attitudes, values, or behaviors of others to cope with uncertainty or tension).

According to Keplan, et al (1994) and Seligman (1996), ego defense mechanisms are divided into four groups, namely:

1. Narcissistic or psychotic. Which can take the form of; transference (blaming others for one's own mistakes), self-justification (belittling or ignoring criticism from others), and splitting (viewing someone or something as positive or negative in extremes).

2. Immature. Which takes the form of; projection, regression, repression, and denial (denying facts or truths that one does not want to face).

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3. Neuroric. Which can take the form of; rationalization (making up a plausible reason or explanation for an action or feeling that is actually illogical or irrational), intellectualization (dealing with problems or anxieties by focusing on rational thinking or intellectual analysis, distraction (diverting negative feelings or emotions from one object or person to another that is safer or easier to go to).

4. Healthy. Which can take the form of; sublimation (transforming unwanted urges or impulses into positive & productive actions or activities), humor (relieving anxiety & emotional distress by viewing situations in a humorous or intriguing way), suppression or semi-consciousness (using their instincts or subconscious knowledge to choose the right course of action in difficult situations), compensation (replacing their inability or deficiency in one area with achievement or success in another).

Case Analysis

Dena experienced personality changes caused by traumatic experiences she had since childhood. Initially, her personality was more likely to be controlled by Id, which made her feel fearless about socializing or making friends with new people. Beside that, Dena has also followed her death or destructive instincts and life instincts when her traumatic experience was repeated. Some of the actions Dena has taken in following her dead or destructive instincts are:

1. Dena began to hurt herself in various ways

2. Dena would lock herself in her room and not do anything, even to eat.

3. Dena became afraid of making new friends so she rarely socialized.

4. Dena felt lazy to tell her problems, so she just suppressed everything even though she knew it was not good for her, because it could make Dena experience emotional outbursts.

5. Dena was afraid of disappointing the people around her and ending up like she had in the past.

6. Dena felt inferior and insecure.

In addition, Dena was finally able to follow her life instincts after being in peace with the situation. Some of the actions Dena took in following her life instincts included:

1. Finally Dena was able to overcome her self harm problem by scribbling on her hands using a red marker.

2. Dena memorized and understood how her friends behaved when they would stay away from her.

3. To reduce Dena's sadness at being shunned by her friends, Dena began to occupy herself and began to forget her sadness about this problem by watching movies, series, Korean dramas, Korean variety shows, K-Pop, and others.

4. Dena started tidying up her room or things around her that she felt were messy.

5. Dena tried to be more confident. Dena tried to focus more on herself and not think too much about the opinions of others who put her down. Dena also tries to give time to herself in the hope of developing her personality for the better.

Now she is more controlled by Super Ego, where she becomes very careful when making friends with new people. Dena tends to be a people pleaser by always following everything her friends say, because she is too afraid of being shunned by her friends. From her traumatic experience, Dena has several ego

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defense mechanisms. The forms of ego defense mechanisms that emerge when Dena experiences or remembers her traumatic events include denial, displacement, sublimation, and humor.

CONCLUSION

Many factors can influence personality changes caused by the school environment. In adolescents, the school environment is very important in the development of their personality. The results of personality changes caused by the influence of the school environment can be both positive and negative. Treatments such as bullying, extortion, verbal and non-verbal abuse, and other negative treatments carried out by teenagers can cause changes in the personality of victims and abusers to become more negative. However, positive treatment such as not discriminating against friends, making friends with anyone, respecting each other, and other positive treatment can make them have a good personality. These things can encourage Id or Super Ego in controlling behavior and shaping personality in adolescents.

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