

Abstrak

Perubahan perkembangan fisik dan mental yang pesat pada remaja awal dapat meningkatkan ketidakstabilan emosi dan ketertarikan lingkungan sosial yang tinggi, seperti penilaian dan harapan orang lain terhadap dirinya. Perilaku siswa yang melindungi *self-esteem* merupakan strategi untuk menutupi ketidakmampuan dalam mencapai prestasi akademik. Studi ini ingin mengetahui pengaruh *self-esteem* terhadap *academic self-handicapping* remaja awal menggunakan pendekatan kuantitatif yang melibatkan 243 responden dengan kriteria individu berusia 12-15 tahun, merupakan siswa aktif sekolah menengah pertama. Instrumen yang digunakan dalam penelitian ini adalah *Rosenberg Self-esteem Scale* (RSES) dan *Academic Self-Handicapping Scale*. Teknik analisis data menggunakan regresi linier sederhana. Hasil menunjukkan bahwa terdapat pengaruh *self-esteem* yang signifikan sebesar -0.429 terhadap *academic self-handicapping* remaja awal. Maka, siswa remaja awal memerlukan usaha yang lebih besar dalam meningkatkan *self-esteem* untuk menurunkan perilaku *academic self-handicapping* yang dapat menghambat pencapaian prestasi akademik.

Kata Kunci : *academic self-handicapping, self-esteem, remaja awal*

Abstract

Rapid physical and mental development changes in early adolescence can increase emotional instability and high social environment interest, such as other people's assessments and expectations of themselves. Student behavior that protects self-esteem is a strategy to cover up the inability to achieve academic achievement. This study aims to determine the effect of self-esteem on academic self-handicapping in early adolescents using a quantitative approach involving 243 respondents with the criteria of individuals aged 12-15 years, who are active junior high school students. The instruments used in this study were the Rosenberg Self-esteem Scale (RSES) and the Academic Self-Handicapping Scale. The data analysis technique used simple linear regression. The results showed that there was a significant effect of self-esteem of -0.429 on academic self-handicapping in early adolescents. Therefore, early adolescent students need greater effort in increasing self-esteem to reduce academic self-handicapping behavior that can hinder academic achievement.

Keywords : *academic self-handicapping, self-esteem, early adolescence*