

Self-concept overview of narcotics recidivists in Surabaya

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Abstract

Purpose: One's self-concept can significantly influence the understanding of importance among narcotics recidivists. Self-concept helps guide one's thoughts and behaviors. What one thinks, observes, and otherwise processes will be reflected in their behavior. This study aims to explore the self-concept overview of narcotics recidivists in Surabaya.

Method: The researchers employed the Interpretative Phenomenological Analysis (IPA) method and validated the data through data triangulation, member checks, and rechecking themes. The method utilized semi-structured interviews, and data analysis employed thematic analysis.

Result: From the interview results, the researchers identified three major themes: whatever you are, what did you learn, and life is a journey. The findings of this study provide an insight into the self-concept of narcotics recidivists in Surabaya.

Conclusion: There is a depiction of self-concept among drug users in Surabaya. Individuals who adhere to religion actually already know right from wrong. Factors that greatly influence one's self-concept can come from environmental factors, including the places they are in and the people they interact with.

Keywords: self-concept; recidivism; surabaya

INTRODUCTION

Indonesia has a legal foundation that governs how its people act. This is regulated in the 1945 Constitution or what is usually abbreviated as the 1945 Constitution. The law is absolute and must be obeyed. In addition, Indonesia is the fourth most populous country in the world. Empirically, the data shows that the total population of Indonesia aged 15-64 years is 187,513,456 people with predictions of the number of people exposed to drugs in 2019 and 2021. In 2019, 4,534,744 people who have ever used drugs and 3,419,188 people who have used drugs in a year. Furthermore, in 2021, the number of people who have used drugs is 4,827,616 people and a year of use is 3,662,646 people. The prevalence rate for the past year of drug abuse increased from 1.80% in 2019 to 1.95% in 2021 (Puslitdatin BNN, 2021). Other data shows that during 2022-2023 from the age range of 15-64 years, there are around 4.8 million who have used drugs (Adri, 2023). This is in line with the increasing crime rate. The crime rate is increasing due to several factors that influence it. One of them is economic factors where one of the problems that often occurs is drug abuse. Drugs stand for narcotics and dangerous drugs or materials (Kaban, 2018). The facts on the ground prove that the disclosure of large-scale narcotics factories and materials in Indonesia can open up thoughts if this needs special handling. Actually, in the world of health it is useful but there are people who abuse its use. This has a negative impact on the progress of a nation.

Proceeding of International Conference on Healthy Living (INCOHELIV)
(Volume 1, 2024)

During the pandemic some time ago, drug abuse also increased (Sofyan & Dey Ravena, 2023). This problem needs special handling by law enforcement officials (Manalu & Guntara, 2022). One of the things that can be done is to impose sanctions on people who have abused drugs, which can be in the form of criminal offenses or provide a deterrent effect.

Theoretically, people who have been sentenced are called prisoners. Correctional Institution or commonly abbreviated as Lapas. Lapas is a place to foster prisoners throughout the sentence period before returning to the community. Prisoners themselves also have rights that must be fulfilled as an application of human rights commonly abbreviated as human rights (Baehaqqi, 2021). The rights of prisoners are also regulated in a book entitled "Human Rights and Prisons". This book consists of several parts and discusses the rights of prisoners in detail (Gorecki, 2017). Guidance is carried out with the aim that when prisoners are free, they can be accepted back by society and their environment (Sujoko et al., 2021). Prisoners are certainly faced with various circumstances and problems during their sentence. Movement is getting smaller, loss of rights during detention, psychological pressure (Stress, depression, anxiety, and the like), not gathering with family, and other changes. The reality is that prisoners often also feel difficulties when returning to society. Negative stigma already develops when a person is found guilty and serves a sentence. These rejections can have a negative impact and affect the physical and psychological well-being of the prisoner. Especially when someone goes back and forth receiving punishment which is commonly referred to as a recidivist or bramacorah. This drug bramacorah phenomenon can have a social impact and affect public health. In addition, it reflects that rehabilitation has not been able to stop someone from drugs completely.

Negative stigma can have a negative impact on how people view themselves. This can lead to a self-concept trapped in negative perceptions. Self-concept theory and research show that attitudes towards the self influence behavior and provide insight into perceptions, needs, and goals. Self-esteem or evaluation is the degree to which a person feels positive or negative about their own character (Burns, 1993). This can be seen when someone is acting because before doing something, it will usually be weighed first before it is done. The greater the encouragement, the behavior will be realized. C. H. Cooley said that self-concept is the other self or how you think as others think about you (Cooley, 1902). The theory of the "looking-glass self" with the idea that a person's self-concept is influenced meaningfully by what he believes that people think about him. The looking-glass self reverses the imagined evaluations of others (Rousseau et al., 2002). Thus, the self-concept reflects the self as well as the mirror. Mead said the self is a social structure derived from social experience. A person understands himself to have properties and values that others attribute to him. According to him, the self is organized from a number of parts of the self that reflect the structural aspects of the social process (Mead, 1934). The self as an arrangement consisting of several parts that are put together into a whole. Fitts (1971) suggests that the self-concept is what is thought about the self, beliefs, feelings, attitudes, and values as a whole (in Burns, 1993). Based on the explanation of some of the experts above regarding the definition of self-concept, it can be concluded that self-concept helps direct thinking and behavior. What is thought, observed, and others will be managed and then will be seen from one's behavior.

Fitts (1971) also describes aspects of self-concept consisting of self-identity, behavioral self, self-assessment, physical self, moral-ethical self, personal self, family self, and social self. In addition, Strang (in Burns, 1993) revealed three aspects such as basic self, social self, and ideal self. Other aspects such as social self-development, self-knowledge, and self-analysis (Myers, 2014). Other researchers state that self-concept has aspects such as spiritual self, material self, social self, and

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physical self. Based on some of these aspects, researchers used aspects of self-concept by Fitts (1971). Where there are two dimensions, namely internal and external dimensions in it. Furthermore, regarding factors that influence self-concept. Verderber revealed that there are three factors, namely self-appraisal, reactions and responses of others, and roles you play (Verderber, 1984). Then Brooks added one factor, namely reference group (Brooks, 1971). Fitts (1971), there are three influencing factors consisting of life experience, ability in a particular field, and self-actualization (in Burns, 1993).

Previous research on self-concept already exists both in Indonesia and abroad. Some research related to self-concept in Indonesia is more directed to the world of education and some are also to prisoners but not specific to narcotics. There is one journal that states that the formation of a person's self-concept depends on the other people around him (Afriany et al., 2023). Another journal concluded that prisoners can accept who they are and reflect on the environment (Shobrianto & Warsono, 2022). The results of other studies state that self-concept and self-acceptance are internal factors that affect anxiety before release (Maharani et al., 2023). In addition, other writings state that they also need other people to restore their self-confidence to their self-concept (Patel & Goyena, 2019). On the other hand, research results show that there is a positive relationship between self-concept and meaningfulness of life (Mazaya & Supradewi, 2011). In the world of education, there is also a significant influence between self-concept and student achievement (Hadijaya et al., 2023). This is also supported by the results of another journal (Mulyono, 2023). In addition, there are also results of interactions between parents and children that show that the way of communication is different and important in the formation of self-concept in children (Apriliani & Diny, 2023). Finally, there is a relationship between family support and self-concept (Nuriyah et al., 2023).

Previous research abroad has shown that high levels of stigmatization can weaken a person's self-concept, resulting in a reduced quality of life (Murphy, 2023). Other research results show that other factors affect self-concept such as level of employment, emotions, and inner demands (Aili et al., 2014). In addition, self-concept affects critical and holistic thinking (Ismail et al., 2022). Other research shows that self-stressors contribute to the relationship between self-concept and depression (Reed-Fitzke, 2020). On the other hand, self-concept can be improved by receiving attention (Mara et al., 2006). Other literature suggests that interest and self-concept are determinants of interest and expectation of success in a task (Beier & Rittmayer, 2009). Then an overall view of the self can be considered self-concept (Butler & Gasson, 2005; Chiou, 2000; Garcia-Romeu et al., 2014). On the other hand, there are references that emphasize the importance of life experiences and one's self-concept (Tusting & Barton, 2003). Self-concept is also important to study in old age (Cotter & Gonzalez, 2009). However, this is inversely proportional between self-concept and games where the formation of self-concept is more towards the ideal where away from self-image (Lemenager et al., 2020). Therefore, researchers are interested in examining self-concept, especially in bramacorahs in Surabaya.

This research question is how is the description of self-concept in narcotics bramacorah in Surabaya? This research aims to find out the description of self-concept in narcotics bramacorahs in Surabaya. In addition, researchers also want to know the uniqueness or other things from research participants through semi-structured interviews. In this research, it is expected that the results of this qualitative research will provide many benefits both theoretically and practically. The practical benefits are expected that the results of the study will provide additional input or opinions for the development of social psychology and can broaden insights related to self-

concept and drug bramacorah. Practical benefits can be felt by four different parties. First, for research participants, they can recognize themselves more deeply and not repeat their mistakes again. Second, for the family, it is hoped that the family will help provide encouragement and support to the drug bramacorah to return to the right path. Third, for the community, it is hoped that the community will leave the negative stigma and try to play a role in helping the positive self-concept of bramacorah narcotics. Finally, for further research, it can be one of the basic materials for further research to make it more developed and broad.

METHOD

Research Design

The paradigm truly speaks about the way of understanding, interpreting, a framework of thinking (Poerwandari, 2001). This includes the constructivism paradigm in qualitative research. The researcher aims to provide a portrayal from the first-person perspective. The researcher's task is merely to capture and reconstruct how mental activities, attitudes, thought patterns, and behaviors relate to the phenomena under investigation (Herdiansyah, 2015). This research uses the Interpretative Phenomenological Analysis (IPA) method. It aims to explore personally and socially (Smith, 2013). The selection of method, design, and paradigm aligns with the research purpose to delve deeper from the first-person perspective and the uniqueness emerging in the research participants.

Research Participants

The main participant characteristics used by the researcher consist of four criteria. First, the participants are willing to participate in the research with self-awareness and without coercion from any party. Second, they are male. Third, they reside in Surabaya. Fourth, they are drug convicts. Additionally, the researcher also describes three characteristics of significant others. First, they are male and willing to participate. Second, they reside in Surabaya. Third, they are acquainted with the main participant. Based on these criteria, the researcher obtained one main research participant and two significant others, whose depth was explored during data collection. The author found research participants by conveying the criteria to family members and acquaintances working in relevant institutions. Eventually, several participants were found, but there was a selection process there that was tailored to the research objectives. After selecting and approaching potential participants, the author provided information and an informed consent form for willingness to participate in the research. Only then could the research process proceed.

Data Collection Method

Data collection was conducted through semi-structured interviews (primary data) and documentation (secondary data). Interviews are a primary instrument in qualitative research (Herdiansyah, 2015). The interview process was conducted according to mutual agreement. The researcher conducted face-to-face interviews. In-depth interviews are a question-and-answer process to achieve specific goals. Their advantage lies in revealing deep and personal or sensitive data, while their limitation is that the information is selective by research participants (Poerwandari, 2001). All interviews were recorded and visualized with verbatim transcripts by the team, where names were represented by initials. The author conducted six interviews. The interview guide was developed based on theory and aspects of self-concept. The guide would evolve based on the data collection process and further investigation (probing). Additionally, there were secondary data in the form of documentation related to the location's condition (floor plan), institutional structure, and other supporting research elements. Their advantage lies in being

additional data to strengthen the research, while their weakness is that not everyone has the same perception.

Data Analysis Method

The researcher tested the validity of the data through data triangulation, methodological triangulation, member check, and rechecking themes. The steps in analyzing the data include processing and preparing the data for analysis, reading the entire data, starting coding all the data, applying the coding process to describe the setting, people, categories, and themes to be analyzed, describing from the themes, and interpretation (Creswell, 2021). The data analysis used was thematic analysis, where the process involved coding to generate themes.

The main participant, referred to as Mr. R (pseudonym), is a drug convict involved in narcotics cases categorized as a recidivist or habitual offender. Mr. R has completed education equivalent to high school (SPG), is married, has two children, and grandchildren. His family adheres to the Christian faith and comes from a Batak cultural background. He enjoys socializing with others and likes to learn new things. Additionally, the researcher also interviewed two significant others, one being a staff member and the other a roommate. Significant others serve as complements and verifications for the main participant, as well as providing additional information as needed.

The first significant other, known as Mr. S (pseudonym), is a convict involved in robbery cases. Mr. S completed education only up to high school, has been married but is now divorced, and does not have any children. The second individual, named Mr. A (pseudonym), is a staff member at an institution. Mr. A has completed education up to undergraduate level (S1), is married, and has children. Both significant others adhere to the Islamic faith and come from a Javanese cultural background.

Based on the data analysis conducted, the researcher identified three major themes from the interview results. These themes were organized based on the narratives provided by the participants, which the author attempted to visualize through interview transcripts.

Tabel 1

Summary of Research Findings Using IPA Approach

Theme	Repeating Ideas
<i>Whatever You Are</i>	Understanding oneself as it is. Understanding religion as a way of life.
<i>What Did You Learn</i>	Understanding humanity in general. Understanding the concept of modeling. Understanding generational differences.
<i>Life is Journey</i>	Understanding the influence of the environment. Understanding differences in status. Understanding the effectiveness of rehabilitation.

Here is an example of a discussion of each theme that emerged in the research, accompanied by some selected quotes obtained during the interviews:

1. Understanding oneself as it is

The main participant is capable of understanding himself and how to instill self-confidence. He doesn't easily trust without seeing directly because trust is valuable. Additionally, he doesn't view the world only from its negative side. Sometimes others only see the bad side and not the good side. When making legal mistakes, he initially felt confused and had to adapt to the situation. Sometimes, feelings of dissatisfaction arise as a common human experience, hindering positive

Proceeding of International Conference on Healthy Living (INCOHELIV)
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actions. He doesn't judge based on status or position because he considers all humans to be equal. Feelings of envy and jealousy are not present within him. He believes that age should be utilized with effort and education to increase knowledge. The participant believes that one must be equipped to solve existing problems. He also believes that in this world, no one is foolish; they just have different speeds. This can be seen in the following quotes. In terms of family, the participant doesn't provide much input, as he considers himself mature and capable of shouldering responsibilities. This is evident from the following quote:

"...sometimes with my child, I don't know why they nurture me. I've raised them enough. They're on their own now. Just become independent. Don't become dependent? It's difficult on your own..." (W1, R, 176-178)

His family used to apply authoritarian teachings. There were rules and punishments for mistakes, but this was not applied to his own small family. He believes punishment doesn't make people improve, but it creates its own trauma. When problems arise, he prefers to keep them to himself rather than letting his family know. His rationale is that if he's wrong, he hopes his children won't imitate him. He believes that when problems arise, it's better to stay away from family. He views himself as not needing to pick and choose when dealing with others. Everyone is the same and has their own unique characteristics. The main thing is from heart to heart, not financial matters or other things. If he feels happy interacting with others, then he'll do it. Helping others can also be considered worship.

Violence is just a warning for Mr. R, and the most important thing is awareness itself. If faced with someone younger and they make a mistake, it can still be forgiven. Younger people still need time to develop and find themselves. On the other hand, if people are open, they will find a way to achieve their goals, and vice versa. Sometimes acting ignorant is necessary when facing negative stigma. Mr. R will defend what he has and try to accept the situation with an open mind. Furthermore, family remains the priority. Mr. R also values trust as a way of life. Javanese culture is also sometimes ingrained in him because he has lived on the island of Java for quite some time. When breaking a rule, as long as he can face it, it's not a big deal. When sharing stories, Mr. R feels observed. He can feel how he should behave towards others. Mr. R will be willing to tell his story if he feels comfortable and open with someone. He also prioritizes himself when with others. Circumstances also influence a person. Mr. R prefers to show himself as he really is, without wanting to be superior to others. Being true to oneself makes one calmer and more peaceful in life.

His dressing is also noticed by Mr. R. He dresses according to the place and purpose, and also adjusts to who he's meeting. Furthermore, he doesn't show his weaknesses in front of others. Showing weakness might get an unpleasant response or be considered low by others.

"Same as outside, if, for example, I don't eat, I won't be able to make money, I'll be in a sorry state." (W5, R, 144-145)

Mr. R sees prohibitions within himself rather than from others, even from those closest to him. Moreover, if one exudes a positive aura, it will undoubtedly attract others. Conversely, a negative aura will invite reproach. The main participant strives to maintain a positive mindset. Mr. A's perspective as a significant other towards Mr. S is that he is communicative, disciplined, capable of performing tasks well, active, often inquires, and provides input.

2. Understanding religion as a way of life

Religion is the belief always held by Mr. S. The scriptures serve as a guide, although not entirely memorized, and he tries to decipher the meaning of every word within it. His belief is that God created humanity and everything on Earth. On the other hand, if someone is not open and lacks understanding, it is difficult to provide guidance through words. Conversely, if one understands, there is no need for commands; they will be followed as they should be. What needs to be emphasized is that it is God who gives life. Mr. R believes that entertaining others is also a form of worship. The scriptures serve as a guide and can be interpreted to address daily challenges as solutions. Furthermore, Mr. R also feels that he is not too fanatical in practicing his religion, but everything he faces is ultimately left to the will of the Creator.

"I can entertain you, you know, that's also considered worship. The rewards are not necessary, the one who pays is the one who measures, no need for payment." (*WI, R, 401-402*)

The wisdom that can be sought in life, but being close to the Creator is paramount. This is also supported by Mr. A.

"Actually, we seek wisdom from the Almighty. Later, we will also receive guidance. Wisdom doesn't come from someone who knows school stuff. No. But from those who are close to the Creator. That's the point." (*WI, R, 1131-1134*)

Mr. R also interprets that inshaf is self-awareness, where one tries to get closer to the Creator. On the other hand, sometimes people forget to do good deeds and be grateful. If one is grateful, they will feel content, and helping others is also necessary. Good prayers sometimes come spontaneously. Gratitude is also supported by Mr. A's quote. Religious activities need to be organized and attended. This makes Mr. R feel close to the Creator of life. Mr. R's activism is supported by Mr. A's quote. Mr. R also prays. His belief is that there will be a difference between those who know their religion and those who do not. Everything he does comes from the heart because he feels called to do so. Another thing, God has desires, not His creations. As humans, we must remember our Creator. This is also supported by Mr. A's quote, that without religion, there is no guidance. Mr. R believes that it is God who has desires, not oneself. That's what needs to be realized. Not looking for it elsewhere.

Learning about religion is not just for those who sit on the pulpit but can also come from the observation of the five senses. It's more about understanding the truth completely first before conveying it to others. Knowing the future goals and aspirations is important as well. Additionally, humans have hearts to feel and minds to think. Learning can come from anywhere, really. Experiences around oneself can also be valuable lessons. Mr. R also sees prohibitions and viewpoints within himself. On the other hand, Mr. A sees Mr. R as diligent in practicing his religious rituals and participating in religious activities.

3. Understanding humanity in general

Behaviors or good deeds, according to Mr. R, are taken into consideration. It's different from those who have already been caught up in the situation. Generally, there are people who are attentive and indifferent. If someone starts contributing to goodness, others will feel sympathy as well. On the other hand, violence is sometimes considered a means to reinforce something, but there is also the opposite view. Usually, people tend to judge others based on their physical appearance or demeanor. This can sometimes be a criterion, but not the only one. On the other

hand, humans also highlight the negative aspects of something. However, it's not uncommon to also acknowledge the positive side, even leading to certain recognitions, as if it's like two sides of a coin. Forgetfulness is also human. This is part of the weaknesses of humans in general. Moreover, feeling left behind by others. Actually, this can be a self-motivation, depending on how one perceives it. Mr. R also feels a sense of ownership. If that feeling arises, one will indirectly take care of it. Even when committing a crime, there are theories that can be learned. It's not just about violence; gentleness can also change someone. If humans hold grudges, that's dangerous. Sometimes, human feelings dominate over their intellect, or in other words, there's pride involved. However, on the other hand, if one doesn't know someone, they won't know who that person really is. Heart-to-heart communication is necessary. Caution is also needed in behavior. According to Mr. R's perspective, many people choose the wrong path.

4. Understanding the concept of modeling

Mr. R previously attended teacher training school, so there are certain things he understood before they were explained. This statement is also supported by Mr. A's quote. The officer's perspective from Mr. R's point of view is actually good, and he performs his duties well. Officers from the past are different from those of today. From the officer's perspective, Mr. A also sees that Mr. R can adjust during his detention. Parents also play a crucial role in their child's development, as well as the parenting style applied. Being a role model for others is not something Mr. R thinks about, but if it happens, a sense of gratitude will surely arise. The researcher also attempted to validate with Mr. A how Mr. R behaved during his detention period, in terms of behavior, attire, or being a role model for other inmates.

"Grateful that we can set an example for them." (W1, R, 364)

"...he can learn quickly, he can. He's really good." (W6, A, 30)

5. Understanding generational differences

Mr. R highlighted the changes in time where generations also differ. Time itself evolves over time. This cannot be compared with the same proportion. On the other hand, Mr. R sees shortcuts that are mostly taken in the current era. Mr. R compares himself with others in terms of precision being different. Nowadays, time is easier and government programs are of great assistance. Just prepare the provisions if returning to society later. Income will also come automatically.

"...but people these days are not diligent like before, it's not like that anymore. Well, it's up to you. Hahaha. Yes. What's more, nowadays it's easy. The previous government, how many years has it been, the government programs. People go to school for real, there's something there. The rewards, you know." (W1, R, 464-467)

6. Understanding the influence of the environment

Mr. R believes that the environment also influences individuals. The development of a child is greatly influenced by this. If the association is wrong, it will have a negative impact. Indulgent behavior itself must also have clear boundaries. In addition, making friends can be with anyone regardless of status. This also applies to Mr. R. Movement space can also potentially lead to certain behaviors. Lack of freedom limits Mr. R's interactions, especially interaction with family. During school years, Mr. R received strict teachings. Physical punishment was applied for mistakes made. He also believed that the environment influences one's life, much like how a child mimics their parents. Mr. R also learned about different cultures, noticing differences among them. Additionally, he views that gender differences contribute to behavioral variations. Family

status doesn't significantly determine a person's future behavior. Sometimes, indirect affection from family can inadvertently lead a child astray. Mr. R believes that each person's journey is unique. Emotions play a role in shaping an individual. Moreover, feeling uncomfortable or being a people pleaser can have its own consequences.

During his time in detention, Mr. R felt that the capacity of the cell exceeded its proper limits, leading to compromises among inmates, especially at night when sleeping. This is supported by Mr. A's observation that some inmates even sleep in the bathroom. On the other hand, there are also mischievous inmates who sell their beds to new inmates. Sometimes, if not careful, valuables, especially money, can be lost. Mr. R also sees that having money enables someone to do whatever they want. However, Mr. R realizes that guards cannot fully oversee everything due to their smaller numbers compared to the inmates. Those entrusted to manage interactions among inmates, like leaders or mediators, should be capable, such as Mr. R himself as a leader. Mr. S's statement also supports this, indicating that the institution is disciplined, but there are still mischievous inmates. Therefore, mediators and leaders are necessary. Mr. S and Mr. R share the same opinion that the guards are good if they are well-behaved. Mr. R believes that personal shortcomings need not be shared with others. There are certain boundaries that others need not know about personal life. Furthermore, when asked about jealousy among inmates, he believes that jealousy indicates short-sighted thinking. According to him, character is also shaped by the environment. From the perspective of the guards, Mr. R is indeed sociable with others.

7. Understanding differences in status

The main participant also highlights differences in status, particularly in terms of economics, where individuals who commit crimes can come from various backgrounds, especially from economically disadvantaged groups. It is emphasized not to be complacent with the wealth one possesses. Mr. R believes that in street life, one should not consider status when making friends. Status creates distance and leads to differentiation between individuals. The main participant prefers to make friends without considering status. He also criticizes the influence of power, particularly the existing government. Additionally, there are differences in terms of education. Education indirectly impacts daily life. Learning doesn't only occur in classrooms but also through life experiences.

"Yes, influence. It can't be mixed up. Yes, it needs to be adjusted. So that communication can be balanced. That's the purpose. If I understand the purpose." (W2, R, 22-23)

During the incarceration period, Mr. R held a position of influence. This indicates the trust the officers placed in the main participant.

8. Understanding the effectiveness of rehabilitation

Self-development programs are already provided within the institution. This is done to prepare inmates for their return to society. There are several activities conducted to support this goal. Mr. R is aware of many of these activities. The main participant leans towards assisting in healthcare, sometimes aiding visitors, acting as a leader figure, and engaging in other positive activities. These activities aim to guide inmates towards positive endeavors and maintain peace during their incarceration. Additionally, they foster a sense of community. However, if there are issues among inmates, the solution is left to the on-duty officers. Inmates can also experience development through direct work, facilitated by programs provided by the institution. On the other hand,

although the compensation may not be substantial, there is a form of remuneration available. The institution educates inmates about the existing rules to enhance their discipline.

"As per the rules, miss. It's all according to the rules, the schedule, and so on. Work when it's time to work. Once it's over, then it's time to return, pray when it's time to pray. If someone doesn't pray, then they don't. The rules are good, visiting hours at this time, and so forth." (W4, S, 81-83)

Mr. R's activity level also has its own assessment by the officers. Mr. R is considered diligent and active in activities.

DISCUSSION

1. Whatever You Are

The self is viewed as something complex and continually evolving, with the main concept being self as a process, which continuously changes and develops over time (James, 1890). James believed that the self is influenced by experiences, emotional changes, and personal development. The main participant is capable of understanding themselves, and how confidence can be linked to the concept of self. An individual's awareness of who they are is called self-concept (Meinarno & Sarwono, 2018). Self-identity is an intrinsic aspect of self-representation. Fitts (1971) outlined the concept of self as encompassing thoughts about oneself, beliefs, feelings, attitudes, and values as a whole (in Burns, 1993). C. H. Cooley stated that self-concept is "the looking-glass self," with the belief that an individual's self-concept is significantly influenced by what they believe others think of them. The mirror reflects the imagined evaluations of others (Rousseau et al., 2002). Additionally, it's not just about viewing the world from a negative perspective. This is associated with an individual's perception, which includes experiences about objects, events, or relationships obtained by concluding information and interpreting messages (Rakhmat, 2015). When interpreting the meaning of acquired information, the five senses not only pass sensations but also involve attention, expectations, motivation, and memory (Desiderato et al., 1976).

When discussing self-confidence, or often referred to as self-confidence, it is something that everyone desires (Markway & Ampel, 2018). This can be interpreted as an individual's belief in their ability to succeed in a particular aspect, where there are two aspects: competence and self-belief. Self-confidence has been proven to be important in recovery, overcoming obstacles, and navigating negative experiences in life (Training, 2013). Mindset can also shape self-confidence and lead to success (Dweck, 2021). On the other hand, when making legal mistakes, there is confusion. Matters related to law and psychology can be linked to forensic psychology. When the law is violated, there are two justice thoughts that help provide responses, namely retributive and restorative justice (Howitt, 2018). On a different note, some observers question whether imprisonment is the best way to address criminal issues and others question whether rehabilitation is a realistic goal (Bartol & Bartol, 2008). These matters certainly require awareness. The first pillar is related to the ability to recognize and understand emotions, desires, and thoughts, involving openness to personal experiences and honesty about one's feelings (Branden, 1994). Humans sometimes feel dissatisfied. This also applies to Mr. R. If connected with Freud's psychoanalytic theory, dissatisfaction arises from the id's impulse. The id is a system that exists from birth containing instincts, impulses, and drives that are part of the unconscious (Calvin S. Hall, 1993a). Additionally, it operates on the pleasure principle (Suryabrata, 1983). When sharing stories, Mr. R also feels observed. He can sense how he behaves towards others. Mr. R will be willing to share if he feels comfortable and open with someone. This aligns with personal identity,

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where feelings about one's own condition and how much one feels qualified for oneself are considered (in Burns, 1993). The main participant also prioritizes themselves when with others.

Not considering status or position because considering all humans as equal. The main participant views themselves as not needing to be selective when facing others. Everyone is the same and has their own unique characteristics. The main focus is from heart to heart, not a matter of finances or other things. This aligns with behavioral identity, which contains an individual's perception of their actions and is formed by consequences from both external and internal sources (in Burns, 1993). Psychoanalysis emphasizes that the psychological structure of individuals is the same, consisting of the id, ego, and superego (Calvin S. Hall, 1993a). Additionally, there is similarity in cognitive development stages (Piaget, 1923). If linked to needs theory, then everyone is the same, where there is a series of basic needs and higher needs only arise after lower needs are fulfilled (Calvin S. Hall, 1993b). The humanistic approach also emphasizes that everyone has the potential to grow and develop (Rogers, 1961). Age should be utilized with effort and education to increase knowledge. Participants believe that they must be equipped to solve existing problems. They also believe that there are no foolish people in this world, only those who have different speeds. In the family, the participant does not provide much input, as they believe they are mature enough to take on responsibilities. Thorndike concluded that learning is gradual, not directly to understanding (in Hergenhahn & Olson, 2017). Learning is also direct and not mediated by thinking or reasoning (Thorndike, 1898). On the other hand, Skinner stated that trial and error are used to obtain something more valuable (Thorndike, 1898). Learning can come from anywhere. Experiences around oneself can also be valuable learning experiences. Restrictions and views of Mr. R are within himself. On the other hand, Mr. A sees Mr. R as diligent in practicing his religion and participating in activities.

His family used to apply authoritarian teachings. Everything had rules, and there were punishments for mistakes, but this wasn't applied in his own small family. His belief is that punishment doesn't correct people but rather causes trauma. When problems arise, the main participant prefers to keep them to himself without involving his family. His reasoning is that if he's in the wrong, he hopes his child won't mimic his behavior. He believes that it's better to keep problems away from the family if they arise. Mr. R will defend what he has and try to accept situations with an open mind. Furthermore, family remains the priority. This aligns with family identity, where an individual's feelings and self-esteem are positioned as a family member (in Burns, 1993). According to Skinner, many problems caused by cultural practices can be solved by reinforcing desired behavior using principles derived from experimental analysis of behavior (Skinner, 1986). Reinforcement is divided into two types. First, primary positive reinforcement is something natural and related to survival. Second, primary negative reinforcement consists of something unnaturally harmful (Skinner, 1953). Additionally, Skinner also introduced punishment (Skinner, 1971). Violence is only a warning for Mr. R, and what's most important is self-awareness. When faced with someone younger and they make a mistake, it can still be forgiven. Younger people need time to develop and find themselves. On the other hand, if someone is open, they will find a way to achieve their goals, and vice versa. Being genuine is important. Sincerity will also be valued by others. It's not about feeling pure but acknowledging human imperfections. Mr. R also values trust as a guiding principle in life. Javanese culture, related to its terminology, sometimes sticks with the main participant because he has lived on the island of Java for quite some time. When breaking a rule as long as it can be faced, it's not a big issue. The theory also states that humans cannot escape culture, one of them being the cultural

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mixture approach, which focuses on the attention to the mix of new cultures, contact zones, interconnected systems, and plural cultural identities (Sarwono, 2015). Unconsciously, culture influences how one accepts and processes information about the surrounding environment and influences problem-solving (Matsumoto & Juang, 2004). Thinking and responding to something are also influenced by culture. Additionally, moral ethics identity, where an individual's perception of oneself with moral and ethical considerations, is also necessary (in Burns, 1993).

If interacting with others brings joy, then do it. This aligns with social identity, where one's judgment when interacting with others in a broader environment (in Burns, 1993). Humans are social beings, so it's natural to do so (Pearson & Gallagher, 1983). Internal factors come from within, such as the need for interaction and emotional influence (Baron & Byrne, 1987). Maslow also outlines social and love needs. Skinner also states that conditioning can change the frequency of responses or the likelihood of a response occurring (Suryabrata, 1983). Helping others can also be considered worship. Helping behavior, or in social psychology known as prosocial behavior, is when someone helps others without direct benefit to the helper (Baron & Byrne, 2006). What's prioritized is the interests of others over one's own interests, especially in emergency situations (Deaux et al., 1993). Sometimes acting ignorant is necessary when facing negative stigma towards oneself. This aligns with From-Reichmann's opinion (1949) that one can only appreciate others to the extent that one can appreciate oneself (in Burns, 1993). Previous research abroad has shown that high levels of stigma can weaken a person's self-concept, resulting in a decrease in quality of life (Murphy, 2023). Negative stigma develops when someone is declared guilty and undergoes punishment. Rejections can have negative impacts and affect the physical and psychological well-being of prisoners. Especially when someone repeatedly receives punishment, commonly referred to as recidivism.

The circumstances also influence a person's self. Mr. R prefers to show himself as he truly is according to the circumstances. This can be linked to self-assessment, where assessment of symbols in self-identity is separate (in Burns, 1993). Additionally, changes in one's own self-concept can still be observed one year later (Reddy, 1973). On the other hand, there is no desire to feel superior to others. Being authentic makes one more peaceful and calm in life. Mr. R sees prohibitions within himself rather than from others, even from close people. Then, if one exudes a positive aura, it will surely attract others. Conversely, a negative aura will invite criticism. The main participant strives to think positively. Mr. A's view as a significant other towards Mr. S is communicative, disciplined, able to perform tasks well, active, often asks questions, and gives input. Rogers argued that taking a step towards being oneself (in Burns, 1993) is essential. Mr. R also pays attention to dressing appropriately according to the place and purpose, as well as adjusting to whom he meets. Moreover, he does not show weaknesses in front of others. Fitts's view on physical self, where it includes others' views on physical appearance, can be in the form of dressing (in Burns, 1993). Showing weaknesses may result in unfavorable responses or being considered inferior by others.

Religion is a belief that Mr. S always holds onto as a guiding principle, even though he does not fully memorize its contents and tries to delve into the meaning of every word within it. His belief is that God created human beings and everything on the Earth. On the other hand, if people are not open-minded and lack understanding, it's difficult to provide input through words. Conversely, if one understands, there's no need for commands as things will be carried out as they should. What needs to be emphasized is that it is God who gives life. Mr. R believes that entertaining others is also a form of worship. The scripture serves as guidance and can be

interpreted to address everyday challenges as solutions. Moreover, Mr. R feels that he is not overly fanatical in practicing his religion, but everything faced is ultimately returned to the will of the Creator. The wisdom that can be sought in life, yet being close to the Creator, is paramount. This is also supported by Mr. A. This can be linked to the transpersonal theory which relates to spirituality or religion. In Mc Waters' diagram by Noesjirwan, levels five to eight enter the realm of human transpersonalism, consisting of intuition, psychic energy, experiencing the highest transcendence, and simultaneous potential development (in Prihartanti, 2004). On another note, transpersonal psychology discusses an individual's development in aspects of spirituality, among other aspects, varying human consciousness, and human spirituality, including how teachings of certain religions can lead one to achieve their spirituality (Frager, 1989). This is further supported by several basic assumptions, including focusing on how human spirituality naturally supports oneself, the multidimensional nature of consciousness, humans are always in pursuit of spirituality, reaching spirituality aids self-healing and positive development, and life and behavior are always meaningful (Wilber, 2006).

Mr. R also interprets "inshaf" as self-awareness, where one tries to draw closer to the Creator. On the other hand, sometimes people forget to do good deeds and be grateful. If one is grateful, they will feel content and helping others is also necessary. Good prayers sometimes come naturally. This sense of gratitude is also supported by Mr. A's quote. Religious activities need to be held and attended. This makes Mr. R feel closer to the Creator of life. Mr. R's activism is supported by Mr. A's quote as well. Mr. R also engages in prayer. His belief is that there will be a difference between those who know their religion and those who do not. All that is done comes from the heart because of feeling called to do so. Another thing, God is the one who has the will, not His creations. As humans, one must remember their Creator. This is further supported by Mr. A's quote that without religion, there is no guide. Mr. R believes that it is God who has the will, not himself. That is what must be realized. Not seeking elsewhere. Learning about religion is not only for those who sit on the pulpit but can also be gained through observation of the senses. It is more about fully understanding the truth first before conveying it to others. Also, knowing what the future goals are. Furthermore, humans also have a heart to feel and a mind to think. The theory related to the meaning of life shows to what extent one interprets their life from a first-person perspective. The will to find meaning in life is the motivation to seek and find one's life purpose (Frankl, 1965). Seligman also emphasizes the importance of happiness, meaning, good relationships, achievements, and virtues to achieve a meaningful life (Seligman, 2002). Additionally, Rollo May focuses on freedom, responsibility, and the search for meaning in an individual's life (May, 1974). Another opinion is that having life goals and meaning in daily activities can increase psychological well-being (Ryff & Keyes, 1995).

2. What Did You Learn

Mr. R adopts behaviors or actions that he considers good. A healthy self-concept with feelings of self-worth, competence, and self-confidence is a set of attitudes acquired (Burns, 1993). Another perspective from Allport states that behavior or attitude is a mental readiness where a process occurring within an individual, along with their respective experiences, directs and determines responses to various objects and situations (Meinarno & Sarwono, 2018). It's different for those who have already been ensnared by their circumstances, where they rely solely on the id seeking satisfaction (Alwisol, 2019). Generally, some people are attentive while others are indifferent. If someone starts contributing to goodness, others will also feel sympathy. This can be related to the presence of others, where a person is in a state of alertness, leading to stimulation or increased

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motivation (Meinarno & Sarwono, 2018). This can then be linked to altruism, where one provides assistance to others with the aim of helping those individuals (King, 2017).

On the flip side, violence is sometimes seen as a means to assert something, but there's also the opposite view. Additionally, humans tend to highlight the negative aspects of something. However, it's not uncommon for them to also recognize the positive side, even leading to certain acknowledgments. If likened to two sides of a coin, they are opposites. Forgetfulness is also human. This includes acknowledging the general weaknesses of humans. Furthermore, feeling left behind compared to others is also common. However, this can actually serve as self-motivation, depending on how one perceives it. Even when committing crimes, there are theories to be learned. It's not just violence; gentleness can also change someone. The danger lies in harboring grudges. Generally, people tend to judge others based on their physical appearance. While this can sometimes serve as a benchmark, it shouldn't be the only measure. This is supported by one of the basic assumptions: when one achieves spirituality, it aids in self-healing and positive development, and life and behavior always hold meaning (Wilber, 2006). This aligns with the concept of self as described by Fitts in 1971, stating that self-concept helps guide thoughts and behaviors, where what is thought, observed, and so on will be managed and reflected in a person's behavior (in Burns, 1993). Mr. R also feels a sense of ownership. If that feeling arises, one indirectly takes care of oneself. Human emotions are sometimes dominated by reason, or in other words, there's pride involved. However, on the other hand, if one doesn't know someone, they won't know who that person truly is. Heart-to-heart connections are necessary. It's also important to be cautious in one's behavior. Mr. R's opinion is that many people choose the wrong path. Mr. R compares himself to others in terms of diligence. Nowadays, things are easier, and government programs are plentiful. It's just a matter of preparing oneself for reintegration into society. Income will also come naturally.

Mr. R previously worked as a teacher, so there are some things he already understood before they were explained. This statement is also supported by Mr. A's quote. From the perspective of the officers, Mr. R views them positively and acknowledges their good performance. The officers of the past are different from those of today. From Mr. A's perspective, Mr. R has been able to adapt during his time in detention. While Mr. R doesn't see himself as a role model for others, if it were to happen, he would feel grateful. Researchers also sought validation from Mr. A regarding Mr. R's behavior, attire, or role as an example for other inmates during his time in detention. Mr. R also acknowledges the importance of rules. Rules are necessary to govern human behavior. Mr. R highlights the changes in time, where generations differ and society evolves over time. This cannot be compared on an equal footing. On the other hand, Mr. R sees shortcuts being taken more often in today's society. This can be linked to Skinner's theory. Operant conditioning, initially developed by Thorndike and later expanded by Skinner, focuses on reinforcement of responses directly (Calvin S. Hall, 1993b). Organisms supported by the environment are then given reinforcement, increasing the likelihood of repeated behavior. This conditioning can alter the frequency or likelihood of a response occurring. Operant conditioning involves three elements: antecedent (A), behavior (B), and consequence (C). The antecedent relates to the environment or situation when the behavior occurs. Additionally, Skinner explains reinforcement, which can have both positive and negative effects (Hall, 1993b).

3. Life is Journey

Each person goes through a different process, and Mr. R believes that the environment also influences individuals. Negative associations with peers can have adverse effects. Even when Mr. R is free, he wonders if there is a negative stigma attached to him in his surroundings. On the other hand, during his time in detention, Mr. R's relationships improved. Mr. R believes that personal shortcomings do not need to be disclosed to others. There are certain boundaries that others do not need to know about personal life. Bandura's work and his colleagues demonstrate conditions where imitation occurs (in Burns, 1993). Additionally, shaping involves rewarding behavior that approximates the desired behavior (in King, 2017). Furthermore, reinforcement is a process where a stimulus or event strengthens or increases the likelihood of a behavior or event occurring (Calvin S. Hall, 1993b). Child development is also greatly influenced by the environment. Even indulgent behavior must have clear boundaries. In Freud's view, identification in girls is primarily based on affectionate relationships, while boys' identification with their mothers branches off around four to six years of age, followed by identification with surrounding aggressors (Calvin S. Hall, 1993a). Freud also states that the depiction of specific gender roles is not necessary for the self-concept (in Burns, 1993). Other experts expanded Freud's concept to include defensive identification, where individuals feel that competition is not just a factor in the sexual context of the Oedipal situation but also in a broader context involving competition for parental resources (Whiting, 1960). Connecting this with Kohlberg's cognitive theory, the development discussed during early childhood leads to categorizations that cannot be altered regarding oneself as a girl or boy (in Burns, 1993).

The physical space can also potentially influence behavior. The lack of freedom limits Mr. R's interaction, especially with his family. During his time in detention, Mr. R felt that the room's capacity exceeded its limit, so there had to be compromises among the inmates, especially at night for sleeping. This is supported by Mr. A's statement that some even sleep in the bathroom. Additionally, making friends can happen with anyone regardless of their status, which applies to Mr. R as well. On the other hand, there are also unruly inmates who sell their rooms to new inmates. Sometimes, if not careful, valuable items, especially money, can be lost. On another note, Mr. R believes that having money allows someone to do anything they desire. However, he realizes that the guards cannot fully supervise everyone due to their limited numbers. Therefore, trust is given to certain inmates to maintain order among their peers, such as leaders or representatives. Mr. S's statement also supports the idea that the institution is generally disciplined but there are still unruly inmates. Therefore, leaders and representatives are necessary. Both Mr. S and Mr. R agree that if the guards are good, the environment is better. Additionally, when asked about jealousy among inmates, Mr. R believes that jealousy indicates short-sighted thinking. He also believes that character is shaped by the environment. From the perspective of the guards, Mr. R is indeed sociable. However, feeling uncomfortable or being a people pleaser can have its own consequences. Agreeing too often can give the impression that someone is overly eager to please others (Hinton et al., 2020). Being a people pleaser involves sacrificing one's own views, opinions, or desires to maintain relationships with others (Iverson & Dervan, 2024).

Self-development is already provided in the related institution. This is done to prepare inmates for their return to society. There are several activities carried out to support this goal, and Mr. R is familiar with many of them. The main participant leans towards assisting in healthcare, sometimes helping with visitors, acting as a leader, and other positive activities that can be done. These activities aim to direct inmates towards positive engagement and maintain peace during

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their detention. Additionally, they aim to foster a sense of camaraderie. However, if there are issues between inmates, the solution is left to the guards on duty. Inmates can also experience development by working directly, where institutions provide opportunities for this experience. On the other hand, although the pay may not be substantial, there is compensation available. The institution teaches about the existing rules to improve inmate discipline. Mr. R's activity is also evaluated by the guards. He is considered diligent and active in various activities. Intensive group experiences contain various other labels, which are a common approach in human relations training (Burns, 1993). These group experiences can lead to changes where sensitivity, the ability to regulate emotions, direct motivation, attitudes towards oneself and others, and dependence are significantly affected (Gibby, 1970).

Another figure adopts Gibb's terms in conclusion and interprets its implications. Sensitivity, viewed indirectly, implies a heightened awareness of one's own and others' feelings and perceptions, as well as involvement in openness, uniqueness, and spontaneity; regulating emotions is understood as owning one's feelings and aligning them with behavior; direct motivation implies concepts such as self-actualization, self-determination, commitment, and directedness; meanwhile, attitudes within oneself are seen as self-acceptance, self-esteem, perceived self-congruence, ideal self, and self-confidence (Rogers, 1970). The main participants also highlight differences in status, particularly in terms of economics, where those who engage in crime can come from various backgrounds, especially economically disadvantaged ones. The emphasis is not to be seduced by wealth. Mr. R believes that in street life, one should not consider status if they want to make friends. Status creates distance and fosters differentiation between individuals. The main participants prefer to make friends without regard to status. They also opine that power has its own influence. They criticize the existing government. Additionally, there are differences in education. Education indirectly impacts daily life. Learning occurs not only in school but also through life experiences.

CONCLUSION

Based on the discussion that has been presented, it can be concluded that there is a depiction of self-concept among drug users in Surabaya. Individuals who adhere to religion actually already know right from wrong. Factors that greatly influence one's self-concept can come from environmental factors, including the places they are in and the people they interact with. Self-concept is crucial as it relates to what one thinks, feels, and does. In the context of drug users, they can also understand what they truly want, but they just need guidance. Good and appropriate guidance is the key. Additionally, assigning meaning is another important aspect of daily life. The implications of this research are for readers who want to further understand their self-concept before understanding others. The limitations of this study mainly lie in the timing of implementation and report writing, which were too close. Suggestions for further research include conducting more detailed studies and managing time strategies to be more efficient and accurate. Additionally, further research could focus on the development of the main research variables related to environmental factors.

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