

Analysis of Thematic Apperception Test (TAT) to Identify Student Self-Endurance

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Abstract: This study aims to describe students' self-endurance through Thematic Apperception Test (TAT) analysis. This research is descriptive. The sample in this study was high school/vocational students in Singaraja City, and data reduction was carried out using random sampling. Obtained a sample of 120 students from 3 schools. Data was collected using the Thematic Apperception Test. Data analysis categorizes the total score obtained by respondents based on TAT answers. Based on the results of the study, the average self-endurance indicators were obtained as follows: controlling the problem by 80%; finding the root of the problem by 85%; limiting the scope of the problem by 73%; survive and endure the problem by 82%. So it can be concluded that the TAT analysis can be used to identify students' self-endurance. The results of this study can be initial findings as an assessment method for educational institutions and related agencies in developing student character.

Keywords: self-endurance, Thematic Apperception Test.



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Introduction

Character education in each individual can be applied by developing the abilities possessed (potential contained in each individual's person) such as: self-concept (the way the individual behaves and views himself), self-efficacy (individual beliefs about his abilities), self-communication (communication that occurs in the individual), self-emotions (the ability of an individual self-ability to recognize his own feelings when those feelings arise), self-esteem (how the whole individual perceives his person), endurance (the individual's ability to exert himself and remain active), and resilience (the ability that the individual has to adjust to new and strong environments and situations to survive in difficult circumstances) (Ministry of Education and Culture, 2018). The importance of Character Education is to improve a person's ability when dealing with problems, difficulties and obstacles, which come inside. Life. Everyone has different

problems, difficulties and obstacles in their lives and so does how to face and solve and deal with them is also different, this depends on each individual.

Tough personality is a personality trait that can make a person stronger, more resilient, more stable, and more optimistic in the face of stress (Kobasa, 1979; Son et al., 2017). Strong personality is characterized by a commitment of control and challenges. According to (Kobasa, 1979 in (Putra et al., 2017), a tough personality is a personality trait that can make a person stronger, more resilient, more stable, and more optimistic in the face of stress. (Putra et al., 2017) explain that a strong personality is characterized by a commitment of control and challenges. Endurance is an individual's ability to survive in the face of difficulties, tan servants, or problems in the process of completing tasks and work (McCormick, A., Meijen, C., & Marcora, 2015). Endurance is the endurance for how long the difficulty will last (Rakhmawati, 2016). Resilience is the result of a performance in any task performed to completion (Dilmaç, 2009). Self-endurance is the ability to maintain inner strength and face adversity and still do your best. This self-endurance attitude is built from four abilities including: (1) the ability to control problems; (2) the ability to find the root cause of the problem; (3) the ability to limit the scope of the problem; (4) the ability to survive and overcome problems.

The results of researchers' observations related to the tough personality of high school / vocational high school students in Singaraja City, it was found that students with symptoms and pessimistic behaviors were more likely to give up when faced with challenges and obstacles during the learning process and were less committed to completing tasks. There are students who play with social media, so they often miss during class hours and ignore assignments given by the Teacher. Many students lack the motivation to complete their tasks on time, prefer to procrastinate and buy time, do not focus on the task, do not want to finish the work to completion, and are lazy, according to observations of the events that have occurred during this time. Students with low self-endurance show an inability to complete work and assigned tasks, lack of self-effort, work carelessly, and give up easily when facing difficult tasks. Whereas students with strong endurance, on the contrary, will show the opposite, such as the ability to complete tasks and work well, their own passion and hard work, work responsibly, and always strive to find a solution to any problems that arise. Ditemukan when carrying out activities and work that have been assigned to them. Guru subjects currently complain about the low self-endurance of students which affects their ability to achieve learning outcomes.

In line with the research (Putra, Arum, & Dharsana, 2017) which initiates study found some students who showed symptoms of difficulty in trying to do schoolwork until it was completed, did not show an attitude of hard work in completing schoolwork, were impatient and did not try their best to do schoolwork themselves. Another study by (Rosmeriani, Suarni, Dharsana, 2017) in her observations found that some students could not do schoolwork until they completed their own efforts, always giving up and asking friends for their help in completing schoolwork. If students with self-resilience problems are allowed and not given interventions, it will have a bad impact on the students themselves in running their daily lives and hinder the development of students' self-potential.

Especially in this COVID-19 pandemic which has caused several aspects of life to change. Including learning carried out in schools. Online-based learning is an option taken by schools in accordance with government regulations. This online learning has a significant impact on the development of students' personalities. Online learning is a learning tool that uses the Internet network with accessibility, connectivity, flexibility, and the ability to support various types of learning interactions (Barclay et al., 2018; Hernández-Lara & Serradell-López, 2018; Huang, 2019). Research conducted by Zhang et al. (2004) shows that the use of the Internet and multimedia technology can overhaul the delivery of knowledge and can be used in alternative learning carried out in traditional classrooms. Online learning connects students with learning resources (databases, experts / instructors, libraries) that are physically separate or far apart but can communicate, interact, or collaborate with each other either directly / synchronously or indirectly / asynchronously (Santos & Cechinel 2019).

Morgan (2020) explains that if learning from is not controlled with a good pedagogic system, students can experience psychological stress. In biasa (outside online) learning, ideally the principle of learning is based on critical socio-cultural and pedagogic approaches, as the foundation of the most up-to-date pedagogic theory in the 21st century (Gil-Glazer 2017; Schwimmer 2019; Pittard 2016). As a result of this pedagogical approach, students will be converted into students who are kritis (Warsah et al.,

2021), be intercultural (Morganna et al., 2020; Warsah et al., 2019b), have good social competence (Warsah, 2018, 2020a; Warsah et al., 2020; Warsah & Uyun, 2019), and has good religious qualities (Warsah, 2020b, 2020c; Warsah et al., 2019a). Meanwhile, inonline learning, all aspects of offline learning as mentioned just now must be transformed according to the online mode, which of course provides a challenge for teachers and students. As a battery, students' learning resilience can decrease in racism both physically and psychically (Dinh and Nguyen 2020; Kidd and Murray 2020).

To identify students' self-endurance, it can be done by applying the Thematic Apperception Test (TAT). The TAT analysis model is an analytical model that is quite easy to apply to individual students, groups and large groups. In summary, the process of TAT analysis is to give the subject in this case the learner ambiguous images and ask the learner to tell dramatically what they captured from the images, from the story written by the subject then interpreted by the educator, next the educator can develop the student's self-endurance so as to support the formation of character education in students.

Thematic Apperception Test is a test tool developed by Christina Morgan and Henry Murray, the theoretical basis of this test is that a human being will give a view of his position in an ambiguous problem (M. N. McCredie and L. C. Morey, 2019; M. J. Hoffarth; G. E. Nissley and E. DeFreese, 2020). Unconsciously the subject of the TAT will write down the "character" analogy of a picture of the problem from his point of view. The TAT has a procedure by giving cards containing an image of an ambiguous atmosphere and instructing the subject to tell what happened from the image, in this story the subject will place himself in a position that they think is the same as the point of view they support (O. Calderon and R. Kupferberg, 2021; H. Wagatsuma and G. A. De Vos, 2020).

TAT cards total 30 pieces according to Bellak & Abrams, out of these 30 cards researchers will sort out cards that can reflect tolerance and intolerance behavior (S. P. Widjanarko, 2014). The subject will then write down his story from the given card, the subject is given a fairly loose time. The provision of TAT is carried out online or offline through BK teachers in schools that are research samples. To minimize the bias that occurs in the implementation of the TAT analysis the subjects are given to fill in their respective homes so as not to be influenced by peer pressure.

From the results of this TAT, it is hoped that schools and educators can integrate and guide their students in developing character. This researcher aims to describe student self-endurance through the Analysis of the Thematic Apperception Test (TAT).

Method

This type of research is descriptive research, which means that it presents an explanation of the research results obtained. The population of this study was high school / vocational high school students in Singaraja City. The reduction of the study sample used Morgan's table, and the determination of the sample members was determined by a random sampling technique. There are 7 high schools / vocational schools in Singaraja, Bali, Indonesia, namely SMA 1, SMA 2, SMA 3, SMA 4 and SMK 1, SMK 2, and SMK 3. Of the seven schools that met the requirements, researchers reduced the sample using random sampling by lottery. From this reduction, researchers took 3 schools with a total of 120 respondents.

The data collection method in this study, using the Thematic Apperception Test (TAT). Data analysis used categorization of the total scores obtained by respondents based on the TAT answers. The procedure of this study consists of:

1. The implementation of data collection is carried out online.
2. Respondents that has been obtained from the random sampling method is then given a link to be given TAT online.
3. Procedure TAT is done by providing an ambiguous image and the respondent is directed to create a story that can narrate the image according to what the respondent perceives.
4. The given responses are then analyzed.

Meanwhile, the procedure for giving the Thematic Apperception Test (TAT) to students is:

1. Analisis need or thing that happens to students through a process of interviewing or direct and indirect observation to build a report card.
2. Penyes corresponds the image to the age of the student or respondent.
3. Responden must answer individually.
4. Responden was asked to narrate or narrate the image according to his imagination and perception of the image.

Results and Discussion

The purpose of this study is to describen self-endurance siswa through Thematic Appesception Test (TAT) analysis. This study is based on the observation of student character during the COVID-19 pandemic at the Sma / SMK in Singaraja city related to the tough character. The phenomenon that occurs in high school / vocational high school students in singaraja city during the COVID-19 pandemic is that many students do not have the motivation to complete their tasks on time, like to delay and buy time, do not focus on doing assignments, do not want to complete work completely and tend to feel lazy because the learning process is carried out online. Visible symptoms and behaviors are pessimistic or tend to give up when faced with challenges and obstacles during the learning process and are less committed to completing tasks. In addition, it shows the inability to complete the work and tasks given, lack of self-effort, work carelessly, and easily give up whenfacing difficult tasks.

The study was conducted through the following procedure:

1. Theimplementation of data collection is carried out online. First, researchers explored the self-endurance of students at SMA / SMK in Singaraja City. Furthermore, researchers compiled the Thematic Appesception Test online to make it easier for students to access from home because it is still in the state of the Covid-19 pandemic.
2. Responden that has been obtained from the random sampling method is then given a link to be given TAT online. The next stage the researcher determines the subject of the study with a random technique. After determining the sample of the study and checking the readiness of the research subject, the researcher provided a TAT link to the students to be accessible online.
3. Prosedur TAT is done by providing ambiguous images and respondents are directed to create a story that can narrate the image according to what the respondent perceives. In the online-based TAT, students are asked to tell or perceive the results of the images provided according to what they think when looking at the images. So that between the answers of one subject to another can provide different perceptions according to the opinions thought.
4. Thegiven R espon is then analyzed. After the study subject fills in the TAT online, the researcher then analyzes the TAT results that have been filled in by the subject. From these results, students' self-endurance will be depicted and can be determined by the provision of services that can be provided to students to develop these tough characters.

Based on the results of the Thematic Apperception Test (TAT) analysis that has been filled in by the respondents, it was found that the characteristics of self-endurance were depicted as such.

1. It's a struggle to control the problem. This ability is interpreted with the circumstances to be able to organize and orient oneself towards the problem experienced. Able to put yourself in every condition and situation on a problem. The existence of a balance of behavior, cognitive, and decisions in controlling the problems faced. In addition, it can manage every step of solving the problem and has good self-management. The average the thematic Apperception Test (TAT) score of 80% shows good self-endurance.
2. The ability to find the root cause of the problem. This ability is interpreted by determining the problem experienced, identifying the cause of the problem and the root of the problem, the factors causing the problem, and finding the root cause of the problem. Able to find out the root cause of

the problem and understand every problem that is interconnected with each other. Emotional intelligence is needed to find the root cause of the problem so that it does not affect the emergence of new problems. The average the thematic Apperception Test (TAT) score of 85% shows good self-endurance

3. The ability to limit the scope of the problem. This ability is interpreted with good self-management in dealing with problems, determining the urgency of problems that need to be addressed immediately, and limiting the occurrence of problems in a wider scope. The cognitive development of everyone greatly influences the limitation of the scope of the problem, high creativity and initiative also favor the sorting of the problem. The average the Thematic Apperception Test (TAT) score of 73% shows sufficient self-endurance.
4. The ability to survive and overcome problems. This ability is interpreted by self-resilience in the face of every difficulty, not easily discouraged, having a strong belief in facing problems, as well as a high desire to solve the problem. Have a high sense of responsibility, never give up in solving problems, are willing to bear all the risks that occur, are good at seeing opportunities to solve problems and can carry yourself well in all situations and conditions that corner yourself. The average the Thematic Apperception Test (TAT) score of 82% shows good self-endurance.

Based on the calculation of the average self-endurance indicators, results were obtained: kemampuan to control the problem by 80%, kemampuan to find the root cause of the problem by 85%, kemampuan to limit the scope of the problem by 73%, kemampuan to survive and overcome the problem by 82%. Thus, the hypothesis was obtained that the analysis of the Thematic Apperception Test (TAT) could be used to identify students' self-endurance. The findings illustrate the manifestation of self-endurance that should be able to be developed in high school / vocational high school students who are in a period of self-discovery and have a great sense of knowledge of new things. This self-endurance can be a provision for students to develop their potential, form a tough character, and be a provision to face the future towards adulthood. So that during the Covid-19 pandemic, it is not an obstacle for teachers to be able to develop student character optimally. Teachers have tests that are suitable for knowing the personality of students without requiring a lot of money, not spending a long time, and are flexible according to students' cognitive development.

This Thematic Apperception Test (TAT) has the advantage of helping and making it easier for a person to clearly communicate the ideas and attitudes that exist in his consciousness. It is easier to avoid saying these things even if not with the intention of concealing or deceiving. Being a means to make it easier for a person to express unconscious things in himself. Because TAT frees individuals to construct stories based on the stimulus given in the form of images. So that the Image as a stimulus to the story becomes more effective for acquiring imagination and forces the individual to create a story based on his own thoughts regarding the human problem presented, and in the end, the stimuli presented can be standardized.

The above findings are in accordance with the results of research (Dewi, et al: 2020) on the development of instruments to measure self-endurance. In their research, researchers were able to produce lifting instruments to measure symptoms of self-resilience that were declared valid. This self-resilience instrument was developed to meet the supporting criteria for the implementation of guidance and counseling in schools. Then the research conducted (Uyun and Warsah, 2021), this research illustrates the weak self-resilience of students in online learning. Psychologically, they are depressed. Physically their eye health declined, and some had headaches. Their physical fitness declined, causing their psychic qualities to also decline. Psychologists, they feel saturated, have difficulty concentrating, and do not enjoy learning because of the limited difficulty in the social dimension when learning. Research (Morgan and Leslie, 2019) suggests that TAT methodology can be meaningfully correlated with similar constructs assessed using self-reports when comparable response formats are used, offering further support for the role of method variance in blocking heteromethod relationships.

Conclusion

This study aims to describe students' self-endurance through Thematic Apperception Test (TAT) analysis. This self-endurance attitude is built from four abilities including: (1) the ability to control problems; (2) the ability to find the root cause of the problem; (3) the ability to limit the scope of the problem; (4) the ability to survive and overcome problems. From the reduction of respondents by 120

people, data analysis used categorization of the total scores obtained by responden based on the answers of the Thematic Apperception Test. In this study, the sample filled out the Thematic Apperception Test online by answering image questions in the form of stories resulting from self-interpretation on the image.

Based on the calculation of the average self-endurance indicators obtained results: the ability to control the problem by 80%, the ability to find the root cause of the problem by 85%, the ability to limit the scope of the problem by 73%, the ability to survive and overcome problems by 82%. Thus, the hypothesis was obtained that the Analysis of the Thematic Apperception Test (TAT) could be used to identify students' self-endurance. The findings illustrate the manifestation of self-endurance that should be able to be developed in high school / vocational high school students who are in a period of self-discovery and have a great sense of knowledge of new things.

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