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## **Self-Acceptance Of Inmates In Terms Of Gender And Education Level**

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### **Abstract**

According to numerous views of self-acceptance, those who can accept themselves are aware of their traits and are not caught in anger, blaming others, or pitying themselves for their limitations. The goal of this study is to determine self-acceptance in inmates based on gender differences and level of education. The study hypothesizes differences in self-acceptance among inmates based on gender and educational level. This study involved 124 Class IIA Yogyakarta Correctional Facility inmates and Class IIB Women's Correctional Facility. The purposive sampling technique was employed to select the participants. The data collecting technique employed was a self-acceptance scale. The data analysis technique performed was the 2-way ANOVA. Hypothesis testing yielded a

FoAB value of 0.991, with a significance level 0.000 ( $P < 0.01$ ). As a result, the study's hypothesis has been proven: there are differences in self-acceptance among inmates based on gender and education level. The researchers tested separately to see if there were differences in the self-acceptance of inmates based on gender and obtained a FoA value of 0.659 with a significance level of 0.000 ( $P < 0.01$ ). There is no difference in self-acceptance based on education level where the FoB value is 0.000 with a significant level of 0.928 ( $P > 0.05$ ).

### Abstrak

Dari beberapa teori penerimaan diri dijelaskan bahwa individu yang dapat menerima dirinya ialah individu yang memiliki kesadaran terhadap karakteristik yang ada di dalam dirinya, tidak terjebak dalam kemarahan, menyalahkan orang lain dan kasihan pada diri sendiri atas keterbatasan yang dimilikinya. Tujuan penelitian ini adalah untuk mengetahui penerimaan diri pada narapidana dilihat dari perbedaan jenis kelamin dan juga Tingkat Pendidikannya. Hipotesis yang diajukan dalam penelitian ini adalah ada perbedaan penerimaan diri narapidana ditinjau jenis kelamin dan tingkat pendidikan. Subjek dalam penelitian ini adalah Narapidana Lapas Kelas IIA Yogyakarta dan Lapas Perempuan Kelas IIB yang berjumlah 124 Narapidana. Teknik pengambilan subjek dengan *purposive sampling*. Metode pengambilan data menggunakan skala penerimaan diri. Teknik analisis data menggunakan anava 2 jalur. Berdasarkan hasil uji hipotesis yang dilakukan diperoleh nilai FoAB sebesar 0,991 dengan taraf signifikansi sebesar 0.000 ( $P < 0,01$ ) sehingga dapat disimpulkan bahwa hipotesis yang diajukan dalam penelitian terbukti yaitu ada perbedaan penerimaan diri berdasarkan jenis kelamin dan tingkat pendidikan pada narapidana. Peneliti juga menguji secara terpisah untuk melihat apakah ada perbedaan penerimaan diri narapidana berdasarkan jenis kelamin dan diperoleh nilai FoA sebesar 0,659 dengan taraf signifikansi sebesar 0.000 ( $P < 0,01$ ) yang berarti ada perbedaan penerimaan diri narapidana berdasarkan jenis kelamin, dan tidak ada perbedaan penerimaan diri berdasarkan tingkat pendidikan dimana nilai FoB sebesar 0.000 dengan taraf signifikan sebesar 0,928 ( $P > 0,05$ ).

*Keywords: Gender, Inmates, Self-Acceptance, Level of education*

### Introduction

Indonesia is a state of law, as indicated by Article 3 of the 1945 Constitution, which states that Indonesia is a state based on law, meaning that everything in the state is governed by relevant law and must be followed by residents. A crime is defined as behaviour that is contrary to the norm or a violation of agreed-upon rules and has the potential to disrupt order and harmony. Anyone who commits a crime will face legal consequences. An inmate is defined as someone who is serving a term or sentence in correctional institutions.

The correctional institution is an institution of guidance for inmates (Andriani and Subroto, 2021). Inmates receive supervision while serving their criminal sentence at the Correctional Institution. The guidance includes personality and independent development (Andriani, 2021).

The law in Indonesia does not discriminate based on social rank, religion, or gender; all Indonesian citizens are equal given the law. Both female and male inmates will receive the same treatment. Female and male inmates have equal rights and obligations, but their psychological situations differ, as do their emotional states and mental health. Butterfield (2003) claims that female inmates are more susceptible to mental illness than males. According to Hawari (Utari, 2012), the majority of female inmates suffer from a variety of psychological issues, including depression, anxiety, phobias, and antisocial personalities. This psychological state causes a person to be unable to accept himself, resulting in psychological problems, such as depression, anxiety, and anti-sociality because the individuals experience psychological problems that prevent them from accepting the situation they are in, namely the negative stigma from society associated with the status of inmates (Ardilla dan Herdiana, 2013).

Self-acceptance is essential for everyone, even inmates, in order to be hopeful and develop their abilities (Hall, Hill, Appleton, & Kozub, 2012). A judge's decision determines who is an inmate at a correctional institution. Living in a correctional facility is difficult for inmates since there are numerous regulations and expectations to follow, as well as limited room and movement. Furthermore, inmates cannot communicate with their families or the wider public. According to Ohayon (2002), a decline in self-acceptance has a negative influence, including psychiatric problems (anxiety, sadness, and stress). According to Padoli (2018), low self-acceptance hurts a person's psychological condition, causing anxiety, stress, and other mental health problems.

Individuals who can accept their situation can respect themselves, recognize their negative side, and know how to live happily with their negative side. Additionally, individuals who can accept themselves have a healthy and strong personality; otherwise, people who struggle with self-acceptance dislike their characteristics, feel useless, and lack confidence (Cehyan & Cehyan, 2011).

Gender is one of the characteristics that can influence an individual's self-acceptance (Santrock, 2003). This statement is also

consistent with the findings of Refnadi et al. (2021), who investigated self-acceptance in 251 high school students in Indonesia based on gender, ethnicity, number of social media accounts, and number of friends on social media. The findings of this study on self-acceptance between males and females are different; 18.3% of respondents have high self-acceptance, 36.6% have moderate self-acceptance, and 45.4% have low self-acceptance, indicating that male students have higher self-acceptance than female students. Ilma and Muslimin (2020) surveyed students in Yogyakarta and found that men had stronger self-acceptance than women.

Inmates who have struggled to accept themselves impact the correctional institutions' coaching program. According to Ramadhan (2024), correctional institutions frequently face problems in carrying out guidance, including the inmates' inability to accept themselves. In line with this statement, Perkasa (2020) discovered that correctional institutions' conditions create barriers to offering guidance to inmates, resulting in the inadequate implementation of the guidance provided. Inmates who are serving their sentences will receive guidance from the correctional institution. The guidance focuses on Personality and independence development (Andriani, 2021). It shares the same goal as the correctional system: to help inmates recognize their mistakes, improve themselves, and avoid repeating criminal acts to be accepted back into society, actively participate in development, and live reasonably as good and responsible citizens (Situmorang, 2019).

According to the researchers' preliminary data, correctional institution X has two coaching programs: personality and independence. Personality development encompasses both religious and work-related activities. The pre-research interview with the coaching officer at the correctional institution x yielded the following results:

*“In this correctional institution, there are two sorts of coaching: personality coaching and independence coaching. Personality coaching includes religious activities, and the independence coaching includes work activities.” (S1, W1, March 15, 2023)*

According to the facts in the field, there are barriers to offering assistance to inmates; hence, the guidance provided is not being executed properly (Perkasa, 2020).

Sari and Nuryoto (2002) found that gender, education, and social support all impact self-acceptance. According to Padoli (2018), the higher a person's education, the easier it is to learn because the

level of education influences people to accept new ideas, technologies, and information. Furthermore, someone with a higher education has a greater knowledge base than someone who has only completed primary school or does not attend school. According to Hawe (2021), education can assist a person in addressing challenges in life because the better the education, the more knowledge he possesses. Education causes people to seek information and identify as members of an educated group, inspiring them and increasing their self-esteem. This allows people to grasp how good their quality of life is and how to embrace themselves. Self-acceptance can help in embracing flaws and strengths (Karlina, 2015). Furthermore, self-acceptance is crucial since it has a significant impact on a person's mental health. If people are unable to accept themselves, they may experience a variety of emotional challenges, ranging from uncontrollable anger to depression (Hasmalawati, 2017).

Based on the description, the researcher intends to investigate further the differences in self-acceptance among inmates based on gender and education level.

## **Methods**

This study is quantitative. The data was collected using the self-acceptance scale proposed by Sheerer (1949) on aspects of self-acceptance, which include accepting oneself and feeling equal to others, being responsible, believing in one's abilities, realizing limitations, being outwardly oriented, accepting human traits, and taking a firm stance. This scale's reliability coefficient is 0.908. The data was collected by distributing the scale to the selected subjects. The data analysis technique employed was the ANOVA (2-way analysis of variance) with the assistance of the SPSS program. This technique was used to identify differences between dependent variables and one or more independent variables.

This study involved inmates from Yogyakarta's Class IIA Correctional Facility and Class IIB Women's Correctional Facility. The subjects were selected using the purposive sampling technique, in which researchers selected individuals based on specific criteria, notably 1) have completed education, 2) have completed a minimum sentence of 6 months, 3) the release time is not less than six months, 4) not currently serving a sentence for disciplinary offences, and (5) willing to be a research subject.

## Result and Discussion

This study included 124 inmates: 57 females and 67 males. The data collected from the scale distribution was subsequently analyzed using the two-way ANOVA analysis technique.

The following is a description of data categorization based on the findings of study and data analysis:

**Table 1. The Results of Self-acceptance Scale**

|              | <b>Category</b>    | <b>F</b>   | <b>%</b>   |
|--------------|--------------------|------------|------------|
| Low          | $X < 125$          | 13         | 10.6       |
| Moderate     | $125 \leq X < 174$ | 74         | 59.6       |
| High         | $174 \leq X < 185$ | 37         | 29.8       |
| <b>Total</b> |                    | <b>124</b> | <b>100</b> |

Before evaluating the hypothesis using the two-way ANOVA analysis technique, the assumption test was performed, which consisted of normality and homogeneity tests.

Based on the findings of the normality test, the data acquired was normally distributed. The data revealed that the variable's significant value (p) was 0.967, indicating that the data on self-acceptance was normally distributed.

The findings of the homogeneity test yielded a p-value of 0.214. Based on the collected results, a p-value of less than 0.05 indicates that the variance is homogeneous. Furthermore, the researchers tested hypotheses using two-way ANOVA analysis.

The findings of hypothesis testing based on two-way analysis of variance yielded the following results:

The first hypothesis suggests that inmates' self-acceptance varies by gender and education level. The data analysis yielded a FoAB value of 0.991 with a significance level of 0.000 ( $p < 0.01$ ), confirming that self-acceptance varies by gender and education level among inmates.

The second hypothesis, stating that there are differences in self-acceptance of inmates based on gender, obtained a FoA value of 0.659 with a significance level of 0.000 ( $p < 0.01$ ), indicating that the second hypothesis is also proven that there are differences in self-acceptance of inmates based on gender.

The third hypothesis, stating that there are differences in the self-acceptance of inmates based on their degree of education, is not proven. The FoB value is 0.000 with a significant level of 0.928 ( $p < 0.05$ ), indicating that the hypothesis is rejected.

According to the findings of data analysis and hypothesis testing, there are differences in self-acceptance among inmates based on gender and educational level. The first hypothesis test results show a FoAB value of 0.991 with a significance level of 0.000 ( $p < 0.01$ ), indicating differences in self-acceptance among inmates based on gender and education level. This finding is also consistent with the data categorization results, which show that 10.6% of inmates have low self-acceptance. Most inmates have medium self-acceptance (59.6% or 74 inmates), and 13 inmates (29.8%) are in the high category.

The findings of this study are consistent with Praciliani's (2016) research, which found differences in self-acceptance between male and female teenagers. Compared with the education levels, male teenagers have higher self-acceptance than females. Several factors, such as a negative view of oneself, can also cause this difference in self-acceptance. According to the findings of Ardilla and Herdiana (2013), inmates' self-acceptance depends on factors that support self-acceptance, such as a positive view, consistent family support, a pleasant attitude toward the new environment, and good social skills.

The second hypothesis test, which states that there are differences in self-acceptance of inmates based on gender, obtained a FoA value of 0.659 with a significance level of 0.000 ( $p < 0.01$ ), indicating that the second hypothesis is also proven. Based on the mean value, females have a mean self-acceptance of 172.42, while males have a lower mean score of 132.49. Previous research by Mufidatu and Sholichatun (2016) supports the findings of this study, which found that females have high self-acceptance and males have low self-acceptance. The subject's age and gender are important elements in individual self-acceptance.

The third hypothesis was rejected. The hypothesis stating that there are differences in inmates' self-acceptance depending on education level was not proven, with a FoB value of 0.000 and a significant level of 0.928 ( $p > 0.05$ ). The findings of this study show that self-acceptance has nothing to do with how much education one has received. Ardilla and Herdiana (2013) found that the supporting factors in the self-acceptance of female inmates are positive self-views, consistent family support, a pleasant environment, and good social skills.

The individual's religious beliefs also have an impact. Influences within and outside the individual influence the component of self-acceptance in inmates (Ardilla & Herdiana, 2013). This

statement is also consistent with Damaryati's (2023) research, which found that family social support has a favourable impact on stressful life events encountered by inmates, who rely on it to survive and accept themselves while serving their sentences. This support will help them relax, gain self-confidence, and feel loved. As a result, inmates who receive assistance from their families should have a positive feeling of self-acceptance because they have support from their closest family members.

This study's results align with research conducted by Ulfa et al. (2019), which examines the "Relationship Between Successful Aging and Self-Adjustment of the Elderly with Self-Acceptance." The results of the study found that there is a significant relationship between family social support and self-acceptance for individuals. The social support provided by the family can be in the form of emotional, appreciation, instrumental, and information. Each support has an impact or benefits for the individual who receives it. Emotional support is related to one factor that influences self-acceptance: the lack of emotional disturbances in the environment. Furthermore, emotional support offered by family members improves and makes individuals happier.

## **Conclusion**

The findings suggest that there are differences in self-acceptance among inmates based on gender and education level. The difference indicates that female inmates have higher levels of self-acceptance than male inmates. There is no difference in self-acceptance based on the inmates' level of education.

Based on the analysis, correctional institutions can suggest that they look at gender differences when providing guidance to inmates since self-acceptance will significantly impact the coaching patterns. The institutions can apply the right models and strategies so that the inmates receive appropriate guidance so that when they are free, they can more wisely accept social conditions and consequences in society.



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