Conference Paper

Humility in Senior High School Students

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Abstract

Humility is a virtue, and it is important that this character strength is cultivated in school. This study aimed to examine the humility of students and what students think about humility. A total of 499 students were included. An online survey was used which employed a humility questioner with the Elliot theory construct (this included the following aspects: openness, accurate self-assessment, self-forgetfulness and focus on others). Data were analyzed descriptively, examining the percentage of each item. The results showed that the majority of students tended to want to seek information and could accept suggestions from others. There were 291 students who claimed to always think about others, not only think about themselves; 207 answered that they sometimes do; and only one student answered that they never do. 400 students were able to understand their own weaknesses and strengths, while 98 were not able to assess themselves. Students also tended to respond, understand, and evaluate themselves when receiving criticism and suggestions. Students viewed humility as not being arrogant, being humble, being able to respect other students and teachers, and helping others. It is recommended that further research investigates effective counseling models to increase student humility, and examines other connected virtues.

Keywords: humility, character strengths, students

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1. Introduction

In the introduction to the section, the researcher will explain the background of the researcher in compiling this article. The issue of character education is the primary concern in schools. Bialik et al., [1] explained that one of the biggest challenges in the 21st century in educational settings is a character which includes mindfulness, curiosity (curiosity), courage, resilience, ethics and leadership. Kemdiknas [2], describes a character education process based on a psychological totality. That includes individual potential (cognitive, affective, and psychomotor) and the totality function of sociocultural including family, educational units and society. In addition to classroom and extracurricular learning activities, character education is also part of counseling guidance services that are applied in personal, study, and career services.

It is crucial to implement character education in schools so that students can achieve inner values which later can sharpen the vision of life through a continuous self-order

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process. Judging from the moral classification, it is hoped that character education can become individuals who have good character, have an honest, patient, humble attitude, responsibility and respect as well as several other characters that become fundamental moral values [3].

Lickona [4] explains that character education is interpreted as an effort made by planning in developing individual virtues and the social environment. Meanwhile, Darmayanti & Wibowo [5] defines character education as a continuous, systematic effort to shape individual personalities in order to have thoughts, feelings and actions based on noble norms that are managed in society. There are three components of good character, including:

1. Moral knowledge is included in the cognitive realm.

2. Moral feelings which are reinforcement of the emotional aspects to become individuals with character.

3. Moral actions represented in actions for moral actions.

In this article, the researcher focuses on the character of humility. Humility is part of positive psychology which describes a strength of character (Tangney, in Lopez & Snyder) [6] which is shown through the ability of oneself and the ability to show mistakes, limitations and self-imperfections [7]. Individuals who have humility tend to be humble, that is, letting their natural strengths or accomplishments be seen in others, not favoring them [8].

Wright et al., [9] revealed that there is a connection with humility with other character strengths and becomes an essential virtue in developing other characters and serving as a moral foundation. Characters that are still related to humility include optimism, hope, skill values, personal relationships, assertiveness, the openness of experience, maturity of faith, empathy, gratitude, responsibility, moral identity. Besides, individuals who have high humility will behave positively and achieve academic success [10]. They also explain that individuals who have humility will tend to behave sadistically, feel insecure/anxious, greedy economically and socially, are narcissistic, arrogant and appear superior. High humility behavior also encourages arrogant individuals who are synonymous with pride and look down on others [11]. Which causes conflicts that are often seen in schools; students feel superior so that bullying appears which is also caused by poor behavior of humility.

Elliot [12] defines humility with the individual's ability to self-fault, imperfection, self-limitation, and being able to open up to new ideas, information and suggestions. There are four aspects of human namely:

1. Openness: individuals who can have openness to information regardless of who the information.

2. Self-forgetfulness: individuals who can be selfless or selfish.

3. Accurate self-assessment: individuals the ability to identify the strengths and weaknesses.

4. Focus on others: the ability to believe in the greatness of God and pay attention, understand and respect others.

However, the problems that occur include the many attitudes and behaviors that deviate from the values contained in Pancasila, which indicate low confidence in practicing Pancasila values [13]. This lines with some of the problems that researchers encountered based on the results of classroom observations and interviews with students and school counsellors that there are some humility problems in schools. For example, there are still students who underestimate teachers when explaining lessons in class, conflicts between friends, bullying behavior, are unable to respect the opinion of friends, angry when criticized, still cannot identify strengths and weaknesses. Previous research topics have often tested the correlation results with related variables or tested an intervention for increased humility. There are still no findings related to explaining humility from a student's perspective (other than correlational research).

This research is important because when viewed from the aspect of social and moral development, adolescence is a period of rapid development. The choice of social life, including choosing with peers, greatly influences the perspective of the concept of humility. The interesting thing in this study, this research does not only look at the prevalence of humility, but also looks at the view of humility that students have.

In addition, one of the pillars of character education in Indonesia is humility. This good character is also the basis for developing other characters and is very much needed in the lives of students with character. Based on the explanation above, researchers are interested in surveying to see student perspectives through survey research in secondary schools. This research is expected to be the basis for providing interventions given by school counselors in the personal and social fields and can be developed for further research.

2. Related Works/Literature Review

In this section, the researcher explained the previous research results that support this research regarding the positive impact of humility. There are several links between

humility and several psychological constructs, including modesty or simplicity; politeness [9]. The results of research by Davis et al. [14] show that humility has a positive correlation with acceptance of status in large groups and helps in the process of interpersonal interactions to generate strong social bonds. Which also congruent to Wright et al., [15] opinion, that humility is a virtue related to pro-social, moral and social benefits. Also, other characteristics related to humility, including integrity, universal values, generosity, kindness, and humility, are the moral foundation. Humility as character strengths can also help promote a more satisfying life (fulling life).

Wright et al., (2016) explained that there is a relationship between humility and some positive attributes and character strengths. Humility is emphasized as a strong pro-social virtue with psychological, moral and social benefits. Humility is actually a basic virtue to develop other good characters. The results of the measurement of humility have a relationship with psychological well-being such as optimism, hope, achievement value, positive life appreciation, positive growth, personal relationships, assertiveness, comfort with ambiguity, and openness to experience. In addition, humility is also related to intrinsic religiosity and faith maturity as well as belief in freedom and dualism. Humility also has a positive relationship with various attributes related to morals or qualities, for example being a responsible citizen, being grateful (gratitude), humanist, empathetic, moral identity, integrity, universal values, being generous, doing good, and also being used as a servant. one's moral foundation.

Humility has a negative relationship with sadistic behavior, feelings of insecure/ anxious attachment, and also economic or social greed. Individuals who have low humility tend to have excessive self-confidence, are arrogant, and tend to insult. This arrogance tends to lead to an assessment that he is superior to others, looks superior and encourages arrogant behavior. This arrogance creates a sense of pride and looks down on others [10, 11]. This will hinder individuals in social interaction, while people who are humble, their main abilities and strengths are hidden from others, not used for negative behavior.

Anderson [10] mentions that the antonyms of humility are selfish, arrogant and narrow-minded. This makes individuals often disliked. In the intellectual context, individuals who have low humility will appear arrogant and seem to know everything even though they have high intellectuality, not necessarily high humility. Schwartz & Smith (2002) explained that there is a relationship between humility and narcissism, because they tend to display a pattern of majesty, wanting to be admired, lack of empathy and arrogance which is thus covered with humility characters. There is a positive relationship between humility and intellectual arrogance [6, 22]. This is reinforced by Rowatt et al.,

[10] that implicitly and explicitly humility has a relationship with arrogance. However, individuals who have humility will show emotional stability and positive feelings about themselves and the impact of low humility will be closely related to academic performance.

Individuals who have low humility tend to be less accepting of others in relationships. This is reinforced by the statement (Davis, Worthington, Hook, Emmons, Hill, Bollinger, & van Tongeren, 2013) that humility has a positive relationship with acceptance of status in large groups and helps in the process of helping and pairing relationships with strong social ties. Conversely, if you have low humility, you will experience problems in social relationships. Reinforced by research results that character strength can predict academic achievement and social skills (Macdonald et al., 2008) and also affect happiness and well-being (Toner et al., 2012). So that increasing character strength needs to be developed in schools.

In Indonesia, some research on humility relates more to the moral, religious "*tawadhu*". Kusprayogi & Nashori [16] examined humility and forgiveness in students that show humility contributes to forgiveness. Another study conducted by Fitriani and Agung [17] shows that Islamic religiosity and humility have a significant relationship which also has a positive relationship with forgiveness. Humility has a more significant influence on forgiveness than Islamic religiosity. Permatasari [18] research conducted in a junior high school setting showed that there was a difference in the level of humility based on gender, namely that male students had a higher level of humility than female students. Various positive impacts become the urgency of understanding and identifying students' humility. Previous research only resulted in differences in humility based on gender and also the type of research used, namely correlation. Researchers have not found humility studies from the perspective of students. This makes researchers interested in researching from the perspective of students in high school.

3. Material & Methodology

In this section, the researcher explains that the method used in this research is survey research. The subjects involved in filling out the questionnaire were 499 aged 16-18 years high school level in Central Java. The questionnaire used is the humility questionnaire which is based on Elliot's humility theory covering four aspects, namely openness, self-forgetfulness, accurate self-assessment, and focus on others. Data collection is online survey. The number of items consisted of 12 questions, including ten closed

questions and two open questions (e.g., Openness to get information with options sometimes, always, or never). The instrument testing used Gregory content validity with expert judgement scoring which resulted in a validity score 0.633-0.763 and instrument of reliability using Cronbach's alpha was respectively: 0.854. Then in the analysis, a descriptive analysis was carried out with percentage each indicator.

4. Results and Discussion

In this section, the researcher will explain the results and discussion regarding the research findings data. Basically, research result shows, overall students in the school have a very high level of humility, although there are still students who have moderate humility and only 4 students have low humility. Here's a table to see the percentage.

TABLE 1: Research Results

Indicator	Category	percentage
Openness to get information	Sometimes	37.5%
	Always	62.1%
	Never	0.4%
Accept criticism and suggestions from others	Sometimes	38.1%
	Always	61.5%
	Never	0.4%
Caring with others and unselfish	Sometimes	41.5%
	Always	58.3%
	Never	0.2%
Understand weakness and strengths	Yes	80.4%
	No	19.6%
Admit mistakes and forgiveness to others	Sometimes	11.4%
	Always	81.9%
	Never	6.7%
Attitudes when given criticism by others	Accept and self-evaluation	94.2%
	No respon	5.8%
Respect each other's	Very important	95%
	Nothing	5%

Based on the table above, several important points in humility are discussed, such as always having a willingness to seek new information, being able to accept suggestions and criticism from others, having a concern for helping others (not selfish). In addition,

individuals who have high humility tend to be able to understand their strengths and weaknesses, and always forgive others when they make mistakes. When individuals are given criticism from others, the reaction is to accept it well and then evaluate themselves to be better.

Openness to get information. In this aspect, students show that they have a willingness to be open in receiving various information from friends, teachers, parents and others. The results of this study indicate that the majority of students are willing to be open in receiving information from various sources. However, there are still students who refuse to be given information and knowledge. This is indicated by students who feel superior to others. This shows the opposite of humility which means arrogant and arrogant. This information is also in the school setting carried out by teachers to students. If students have openness, they will carefully receive knowledge or information. On the other hand, if the student refuses, the behavior looks like talking in class, behaving impolitely with the teacher and even falling asleep in class. This aspect of openness is important for students to have. Based on research conducted by DeYoung et al., [29] that openness facilitates cognitive exploration, and also when learning is more efficient [30]. In addition, openness is closely related to academic achievement [31]. Students who are open to receiving information will be more open-minded.

Accept criticism and suggestion from others. In this indicator, students show that they always accept criticism and suggestions from others. However, there are still many who cannot accept it because it takes deep thinking in making decisions, accepts on the condition that it is the person who gives advice to the closest person, and there are still students who refuse when they receive criticism and suggestions. The subject of the suggestion is also considered, for example parents, family or teachers. However, sometimes suggestions are only heard, not implemented (based on reviews of student answers).

Caring with others and unselfish. The social aspect in the adolescent period emphasizes that care for others is prioritized over thinking about yourself. However, the influence of parenting style and reinforcement from the surrounding environment also affects. The description of students' answers is dominant in always helping others, then the order of answers is sometimes and there are still students who are never caring with others.

Understand weakness and strengths. Basically, the majority of students already understand their strengths and weaknesses. However, there are still many students

who do not know the advantages and disadvantages. The difficulty in understanding is due to a lack of self-evaluation and tends not to focus on a strong self-concept.

Admit mistakes and forgiveness to others. In this indicator, students realize that when they make mistakes, they often apologize to others, even though it is not purely their own fault. But on the contrary, there are still many students who are not willing to apologize, even if they make mistakes or not because they feel right, ashamed and silent.

Attitude when given criticism by others. When students are given criticism by others, the majority of students will accept and introspect themselves. However, there are still many students who refuse or do not respond to criticism from others.

Respects each other's. This indicator is very identical to the youth or the subject. Because peers are the closest environment after parents. So respect for each other becomes strong. On the other hand, students will respect when they are treated well, on the other hand, that respect will be lost when they are ignored, do not communicate well, are not helped when they need it, and also choose who needs to be given respect.

One indicator of humility in schools is open when the teacher explains lessons in class. The research subjects said that it is very important to listen to the teacher in the classroom to understand the material by active listening, taking notes, asking questions when they do not understand etc. However, there are also students who are less motivated and bored if the teacher only lectures, so they ignore what is explained by talking to friends, playing games and / or sleeping in class (nearly 10 out of 499 students).

Adolescence is one of the most crucial developmental periods because at this time the social aspect is very large. Friendship is everything for teenagers. In this regard, the subject of this study explained that in choosing friends it is necessary to fit into several categories, including nearly 78% of students who want to make friends with students who are honest, kind, communicative, not arrogance and can learn together. However, 12% of students also chose friends based on physical (beautiful or not), rich, smart, while only 10% of students sought unconditional acceptance.

Based on the results of the above research, it is interesting to review that basically individuals already have humility, understand the concept of respect and respect, are able to accept criticism from others and have concern for others, not selfishly thinking about themselves (self-forgetfulness). This becomes important for students to have. According to Rowart et.al, [10] that humility is related to positive behaviors such as academic success. Owens, Johnson, & Mitchell [19] also mentioned that humility is related to improving academic performance. Social relations with humility have a

significant relationship, this is indicated by research (Peter, Rowart, & Johnson [20] which affects social relationships.

Humility also has a character that is close to narcissism, social desires, and self-esteem. Humility shows that individuals are willing to admit mistakes and limitations in knowledge and have compassion for others and are "down to earth" [21]. This shows when students are in school it is important to show respect for the teacher by listening during lessons. Students who have high humility, although smarter than others, are still flexible and open to finding new knowledge and information. In addition, love for others is shown by being kind to others, caring and helping each other.

Davis, Worthington and Hook [22] definitively explain that in general, humility consists of both interpersonal and intrapersonal components. The intrapersonal dimension includes individuals who are humble and have a view of themselves, both advantages and disadvantages. Meanwhile, the interpersonal dimension of Davis et al., [23] is related to caring for others, not only focusing on oneself which is shown by respecting others and lacking superiority. Wangid [24] explains that individuals and groups can provide classical character education, groups and individuals who synergize with all school components. Character education will be successful if there is also support from the environment such as family, society and technology as well as helping each other to develop this character [25]. This is important for instilling the strength of character in schools, including humility so that it can be implemented in everyday life.

School counselors as guidance and counseling service providers are also important to prepare assessments to identify students' level of humility. So that it can be used as a basis for giving intervention. If students have high humility, it will create a school climate that is safe, full of tolerance, good interpersonal relationships, and achieves academic success.

On the topic of openess, the results of this study are in line with Klimstra et al., [26] that in adolescence, they are more extraverted and also have openness in the process of growing older. Jensen-Campbell et al., [27] also explained that adolescence has a high and interrelated relationship and intimacy. Therefore, respect and care for others are indicated as high, this is also in line with the results of this study that students prefer care and respect in the context of "always". Meanwhile, the concept of humility is that one of its aspects is to focus on others. In another study conducted by Burwell & Shirk [28] that adolescence also shows the development of self-reflection. This is consistent with the findings in this study that students tend to be able to evaluate themselves and accept suggestions from others.

5. Conclusion

In this section the researcher explains briefly the conclusions of this study. In general, students have high humility, proven on several indicators, including being open in seeking information, having concern for others, easily admitting mistakes and forgiving if they are guilty, and having the skills to understand one's strengths and weaknesses. However, there are also students who make friends not voluntarily but on condition that they are physically overweight, rich, and smart.

This study has limitations, namely the number of subjects is still not large so it is necessary in further research to examine large numbers. In future studies, it is advisable to arrange the instrument specifically and in detail, and with the characteristics of various subjects. Qualitative research models are used to obtain more detailed information regarding the view of humility and the need for experimental research such as counseling as an effort to increase students' humility by using an approach based on character strength or positive psychology.

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