



## ALIENATION IN ADOLESCENTS: THE ROLE OF SELF DETERMINATION

<sup>1</sup> Rahmawati <sup>2</sup> Widi Astuti

<sup>1</sup> Psychology Departmen, Faculty of Medicine , Malikussaleh University, Aceh, Indonesia, <sup>2</sup>

Psychology Departmen, Faculty of Medicine, Malikussaleh University, Aceh, Indonesia

Correspondence : Rahmawati  
Email: [rahmal174.ra@gmail.com](mailto:rahmal174.ra@gmail.com)

### Abstract:

**Purpose:** This study aims to see the relationship between self determination and alienation in adolescents

**Subject and methods:** e : This study uses a quantitative research design with the type of correlation. The number of research samples as many as three hundred and seventy six students obtained based on simple random sampling method that has certain criteria. Data was collected using an alienation scale and a self-determination scale.

**Result:** The results showed that there was a negative correlation between self determination and alienation in adolescents which reached 42.2%. When viewed based on the aspect correlation between aspects of the alienation variable and self determination, the highest aspect is the aspect of normlessness, while the lowest is the aspect of powerlessness. The correlation between the aspects of the self determination variable and alienation shows that the relatedness aspect has the highest correlation, while the lowest is the competence aspect.

**Conclusion:** There is a correlation between self determination and alienation in adolescents. Alienation is influenced by intrinsic motivation, namely self determination.

**Key words:** Alienation, Adolescents, Self Determination, Students

### Introduction

High School (SMA) is one type of secondary education, which is a continuation of basic education which is taken for 3 to 4 years (KemenDikBud, 2017). High school is a form of formal education that is general in nature where students are expected to process, develop, and use the information that has been contained which can be studied with individual thinking and rational discussion (KemenDikBud, 2017).

High school has students aged 16 to 18 years, where at this age they are in their teens, which is between 10 to 19 years (KemenDikBud, 2017). Adolescents have distinctive characteristics, namely the existence of great curiosity, liking things that smell like challenges, and being willing to take risks without careful thought before they act (Infodatin, 2015). Adolescents as humans who are

social beings have relationships with other people and cannot live alone (Wisnuwardhani, 2015). Adolescents will suffer greatly if they are not accepted by the group and even exiled in their group (Ali & Asrori, 2010). The feeling of being isolated or feeling alienated both from oneself and from the social environment, the feeling of feeling alienated from the social environment is called alienation (Fromm, 1961). In the context of educational research, the category of alienation has been used to explain the interconnection between a number of negative phenomena such as students' experiences of their powerlessness (e.g. powerlessness in learning, dissatisfaction with education, copying of other students' work, absenteeism, withdrawal from the school education system) and activity content. education and the peculiarities of the system of educational social institutions (Osin, 2017). Alienation has aspects, namely powerlessness, meaninglessness, normlessness, social isolation, and self-estrangement. Meanwhile, according to Seeman (Miroskay, 2003) alienation has factors, namely control, commitment, support, meaning and norms.

Alienation can arise when there is rejection from peers, where peers are an important element in the lives of adolescents (Hasanah & Hidayanti, 2016). Teenagers want to be accepted in a group as members in their association with peers (Hasanah & Hidayanti, 2016). Individuals who experience alienation limit themselves to others in their environment because of feelings of alienation and feeling different (Hasanah & Hidayanti, 2016). Hascher and Hagenauer (2010) describe "motivation" as a concept that relates alienation to variables in the academic field. They argue that students who are less intrinsically motivated are more likely to be prone to alienation (and therefore, the consequences it produces), as external constraints distance individuals from learning the activity itself.

Self determination (SDT) is intrinsic motivation, SDT has an influence in the adjustment process in adolescents, where he will determine himself to carry out the adjustment process (Ali & Asrori, 2010). SDT has three factors, namely intrinsic motivation, extrinsic motivation and amotivation (Ryan & Deci, 2000). According to Dina & Aulia (2015), self determination has an important role in creating a learning environment that can cognitively encourage students to be involved, it is important to determine themselves thoroughly for good or bad, including self destruction, so that this becomes an important factor in the educational process. or learning (Ali & Asrori, 2010). The aspects that make up SDT are competence, autonomy, and relatedness (Deci & Ryan, 2000). Based on the description of the problem phenomenon above, researchers are interested in examining whether there is a relationship between self determination and alienation in



adolescents.

## Material and methods

### Instruments

This study uses 2 psychological scales, namely the alienation scale and the self determination scale which have been prepared by the researcher themselves, in the form of a Likert scale which has the form of favorable and unfavorable questions with four answer choices (SS, S, TS, STS). The alienation scale is based on the aspects according to Seeman (1959) namely powerlessness, meaninglessness, normlessness, social isolation, and self-estrangement with Cronbach's reliability value alpha of 0.940 with 41 valid items. The self determination scale is based on SDT aspects according to Deci & Ryan (2000), namely competence, autonomy, and relatedness with a Cronbach alpha reliability value of 0.919 with 28 valid items.

### Research procedure

After the scale is declared valid and reliable, it will be used for the implementation phase of the research, namely to retrieve useful data to answer the hypothesis of this research. The scale is distributed in 5 senior high schools in 376 samples.

### Research Analysis

The research analysis used SPSS 22.0 for window to see if the data were normally distributed and linear. After fulfilling the prerequisite assumption test, hypothesis testing was conducted to answer the research hypothesis to see whether self determination had a role in alienation using the Spearman method.

## Results

Hypothesis testing was carried out to draw conclusions in the study. Hypothesis testing was carried out using SPSS 22 for Window using the Spearman method. This hypothesis test is used because the data is linear but not normally distributed.

**Table 1**

*The Result of Correlations Spearman*

<i>Correlations</i>		
	<i>Spearman</i>	
N	<i>Correlation</i>	<i>Sig. (2-tailed)</i>

<i>Spearman</i>	SDT	376	-.424**	.000
	Alienation	376	1	

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the table above, it can be seen that this study obtained a significance of  $p = 0.000$  ( $p < 0.05$ ), so it can be seen that  $H_0$  is rejected (Priyatno, 2011). The correlation result is  $-.424$ , so it can be seen that Self-determination (SDT) contributes to alienation by 42.4%. The results of the data analysis of this study provide correlation results which prove that there is a significant correlation between the self determination variable and the alienation variable that exists in adolescents. The correlation score is  $-.424$  so it is categorized as moderate with a sign (-) which means that there is a negative correlation between the two variables. Where the higher self determination, the lower the alienation in adolescents, so it can be seen that the hypothesis ( $H_1$ ) is accepted.

After knowing the correlation between self determination and alienation in adolescents, the researcher will describe the aspects of self-determination and alienation

**Table 2**

The results of correlation between aspects of alienation and self determination

No.	Aspect of Alienation	The correlation with self determination	Sig
1.	Powerlessness	-.167	.001 < .05
2.	Meaninglessness	-.292	.000 < .05
3.	Normlessness	-.441	.000 < .05
4.	Social Isolation	-.316	.000 < .05
5.	Self Estrangement	-.224	.000 < .05

Based on the table above, it can be seen that the aspect of the Alienation variable with self determination that has the highest correlation is the aspect of the normlessness and the lowest aspect is the aspect of powerlessness.

**Table 3**

The results of correlation between aspects of self determination and alienation

No.	Aspect of Self determination	The correlation with Alienation	Sig
1.	Competence	-.202	.000 < .05
2.	Autonomy	-.328	.000 < .05
3.	Relatedness	-.514	.000 < .05

Based on the table above, it can be seen that the aspect of the self-determination variable with alienation that has the strongest correlation is relatedness and the lowest aspect is the aspect of competence.

## Discussion

Hypothesis testing has been carried out using Spearman which shows that there is a correlation between self-determination and alienation in adolescents ( $p < 0.05$ ,  $p = 0.000$ ). The correlation association that occurs is negative, meaning that the self-determination possessed by adolescents is high, the perceived alienation will be low or vice versa, if the perceived alienation is high, the self-determination is low. Hypothesis H1 is accepted because of the relationship between variables that form a negative correlation. Then SDT contributed 42.4% to alienation, the remaining 57.6% was contributed by other factors, namely control, commitment, support, meaning and norms.

Based on previous research, alienation can occur if students are less intrinsically motivated so they are prone to alienation (Hascher & Hageuner, 2010), this is in accordance with the results of the study which has a negative correlation. According to Mahmoudi, Brown, Saribagloo, & Dadashzadeh (2015) that the relationship between self determination and alienation has an opposite (negative) relationship, namely when an individual does not fulfill the aspects of self determination, namely autonomy, competence and relatedness, the individual is said to experience alienation. Self-determination is one of the intrinsic motivations, where intrinsic motivation is the motivation that exists within the individual. Based on this, it can be seen that alienation can occur if students lack intrinsic motivation, motivation here is the driving force that determines what they will do in responding to the situation that occurs to them, whether they will choose to alienate or try to overcome the alienation they feel. In the end, he was able to handle it.

When viewed based on the aspect correlation, it was found that the correlation between the alienation aspect, namely the normlessness aspect and SDT, gave the highest result, reaching 44.1%. The aspect of normlessness is when the norms governing behavior in individuals have been broken

or have been ineffective as rules for a behavior (Seeman, 1959). Based on these results, it can be concluded that the normlessness in individuals makes them experience alienation because the subject is less able to blend in in a group or when interacting. On the other hand, the aspect of powerlessness is the aspect that has the lowest influence on the occurrence of alienation, which only reaches 16.7%. Powerlessness is a feeling of powerlessness in controlling events or situations around them. The lower a person feels the freedom to act, the higher the feeling of alienation that exists in him (Seeman, 1959). However, based on the results from the aspect of powerlessness that gives the lowest influence, it is assumed that the individual is able to control situations and events but he still chooses to alienate. Based on these results, it can be seen that alienation can occur when the individual does normlessness, but when the perceived powerlessness is low, it can be reduced because he is able to control the circumstances or situations around him based on the authority he has or desires.

On the other hand, alienation can also occur when there is no relatedness in the environment, as explained by Ryan & Deci (2000) that when someone experiences alienation, such as why a student who is a teenager rejects the norms that exist in his school this is This can occur due to damage to intrinsic motivation, so there is a need for a re-examination to determine the extent to which individual needs regarding competence, autonomy, and relatedness have failed to be met.

Relatedness is the highest aspect based on the correlation between self-determination and alienation aspects, which is 51.4%. This is also in line with research conducted by Hasher & Hageuner (2010) which states that alienation occurs because one of them is the lack of bonds between adolescents and schools. Meanwhile, competence is the lowest aspect of 20.2%. The high influence of relatedness on alienation is 51.4% and the low competence is 20.2%, so it can be seen that students want to form an interaction relationship, but because of the low competence, this desire cannot be realized, even though the amount of feeling to connect with other people does not have the ability to open up and learn to adapt to new challenges or situations.

Previous research conducted by Hasher & Hageuner (2010) in Austria found that gender affects alienation, alienation is common in male students compared to female students, this happens because women are considered to have better adaptability to the school environment, so alienation what has been felt can be removed, and the school is better able to overcome the alienation that exists in women. This is contrary to the results of research that has been done by researchers. In this study, female students experienced more alienation than male students, namely 161 male students

(43%) and 215 female students (57%). This can happen because female students more often form small groups (gangs).

Differences in grade levels also have an influence on alienation as has been researched by Hasher & Hageuner (2010), namely when 7th grade students (Hauptschule/general high school) are challenged to have good competence to get good achievements, the perceived alienation will decrease, but the development of alienation continues to differ along with the difference in grade levels. This is in accordance with the results that the researchers did where in class XII students experienced the most alienation. Based on this, it can be assumed that the higher the level of the student the more he feels alienated, this can happen because he has decided to feel the alienation.

## **Conclusion**

Based on the results of the discussion and research, it can be concluded that there is a correlation between self determination and alienation in adolescents. Alienation is influenced by intrinsic motivation, namely self determination. When viewed from the aspect correlation between aspects of the alienation variable and self determination, it shows that the aspect of having normlessness is the aspect with the highest correlation and the lowest is the aspect of powerlessness. As for the correlation of aspects of the self-determination variable with alienation, it shows that the aspect of relatedness is the highest, while the lowest is the aspect of competence. Students who experience the most alienation are female students, while based on grade level, students who experience alienation are students of class XII.

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## **Disclosure**

.After the research was carried out, this research did not escape from various limitations, as for these limitations, namely: a) The lack of samples in the try out which only amounted to 30 students. b) Research is strongly influenced by the atmosphere and also the psychological state of students, such as time, weather, subjects that are being or will be studied and are considered





difficult by students. This also applies when trying out the scale, so that it can have an effect on the number of items that fall out, such as the loss of all favorable items on the aspect of relatedness of the self determination scale. As well as in the research process, when filling out the scale of the data obtained can be abnormal, and c) this research was only conducted at 5 high school in 4 sub-districts in Bireun regency, so the results obtained cannot be generalized to all Bireun regency.

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