

Labeling of High School Students Majoring Social Science for XI IPS Student Motivation Learning at SMAN 51 Jakarta

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Abstract: *This research aimed to describe the labeling of High School students majoring Social Science for XI IPS student motivation learning at SMAN 51 Jakarta. The method which was used in this research is descriptive methodology. Subjects that were taken in this research are Social Science students from XI class, with a total sample of 39 students which was determined by using a simple random sampling technique. The results show students in XI IPS class at SMAN 51 Jakarta felt the labeling, the labeling felt by students towards their majors is dominated by negative labeling, while the labeling received individually is dominated by positive labeling. Where is happened by a reaction from teachers and friends to attitude and behavior was done by students, labeling as a teaching strategy applied by teachers, and the occurrence of labeling due to perceptions formed in the world of education. Labeling which happened for students in XI IPS class at SMAN 51 Jakarta affects motivation learning in a positive way, which was earned the result of students motivation learning in a high-enough category.*

Keywords: *Labeling, High School Students majoring in Social Sciences, and Motivation Learning.*

Introduction

Education is very important in human life, especially if associated the rapidly changing times which increasingly affect a person's life in thinking, thinking, and behaving. According to the national education system law No. 20 of 2003 Article 13 paragraph 1 it is explained that the education pathway consists of formal education, non-formal education, and informal education. A person can obtain education ranging from informal education obtained from the family and the surrounding environment, to formal education held in general schools, starting from the basic education level, secondary education level, and higher education level.

Senior High School is one of the levels of secondary education in formal institutions which includes majors, including the Department of Natural Sciences, Social Sciences, and Language. In this level of education, the major's program is made as a form of embodiment of the student learning process to develop abilities according to the talents and interests of each student. However the existence of a major in high school has actually led to the act of labeling. Labeling is a phenomenon that often occurs in the learning process at school. Labeling is a

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definition that is shown to someone who will be his identity and how others see him (Rahman & Octamaya Tenri Awaru, 2019).

The conditions described are in line with the results of the pre-research conducted by the author on 36 respondents from class XI social studies majors at SMAN 51, 75% of respondents have experienced labeling that has arisen for themselves, either individually or for their majors. Until now, the occurrence of labeling of students is growing in society, so that it becomes a label that is embedded in these students. The behavior of labeling or labeling that occurs in the educational process causes students to feel compartmentalized in certain classes or groups. In this case, students majoring in social studies will feel that they are in a different group. This situation will result in the group creating rules, values, or norms that reflect the group (Soekanto & Lestari, 1988). As a result, there is an impetus for students majoring in Social Sciences to perform actions or actions that are different from other students.

If it is associated with the educational process, the interest of students is an important thing for teachers to pay attention to in teaching and learning activities at school. The emergence of student interest in learning is influenced by internal factors and external factors. Internal factors are factors that arise and originate within oneself, for example intelligence, talent, motivation, maturity, and readiness, while external factors are factors that arise from outside students, such as the learning system, learning facilities in schools, teacher teaching methods, the way parents educate, and the economic condition of the family. This shows that many factors are involved in influencing one's learning outcomes. These factors are interrelated with each other, thus forming a system that influences each other (Dio et al., 2019). Therefore, these factors must synergize with each other in order to obtain maximum results from an educational process.

According to Uno, one thing that influences and determines an outcome in the educational process is motivation (Nasrah, 2020). Motivation is an impulse that changes a person's behavior towards the better in order to achieve the goals he wants to achieve. The emergence of a person's learning motivation is influenced by various factors, which are not only influenced from within the student, but also from outside the student. In the process of motivation, it is predicted that intrinsic motivation will decrease when someone believes that the actions they take are extrinsic (Schunk et al., 2012).

Based on the results of research conducted by Dodi Priyatmo regarding the comparison of learning motivation between students majoring in science and majoring in social studies at SMA Negeri Anggaber, Konawe Regency, it was found that the level of learning motivation of students majoring in science was higher than students majoring in social studies. In this study, the phenomenon of the high average value of students majoring in science is higher, in line with the level of learning motivation possessed by students in the majors. The researcher said that in order to raise the learning motivation of students majoring in social studies, it is necessary to break the stigma that existed long ago, where the science department is considered superior and the social studies department is only second grade in the social strata at school and students majoring in social studies are often considered as a collection of students who are less intelligent and lazy (Silondae, 2019). This shows that the effect of labeling affects one of the systems, namely student learning motivation (Silondae, 2019).

In addition, based on experiments conducted by William J. Chambliss, where he conducted experiments on 8 high school students who often committed juvenile delinquency, such as truancy, stealing, drinking, vandalism, and others. However, the 8 naughty teenagers were given the nickname or label "saints" which means holy or noble people by Chambliss. This in fact has an impact on the actions taken by students. It started with these students who started to be secretive and careful when doing their mischief, because they didn't want people who already knew them as holy people to change their minds. The longer they go on, the more embarrassed they are to commit mischief. Until finally their mischief is reduced and in the end they are abandoned altogether (Nugrahaeni et al., 2019).

Both things indicate that labeling is able to shape students' behavior. Either a positive or negative label is given. In this case, the effect of labeling affects one of the systems, namely student learning motivation. The existence of labeling is one of the things that affects a person's learning motivation. The nickname or labeling that occurs to students majoring in social studies, both at school and in the community, is unwittingly a stamp attached to them.

Based on the background that has been explained, the problems studied in this study are: 1) Why is there labeling of high school students majoring in social studies class XI at SMAN 51 Jakarta? 2) How is the labeling of high school students majoring in social studies for the learning motivation of class XI students at SMAN 51 Jakarta?

Literature Rievew

Labeling theory is a theory that is influenced by the theory of symbolic interactionism proposed by George Herbert Mead. The theory of symbolic interaction is based on the theory of social behaviorism, which examines the behavior of individuals and communities that have certain uniqueness in their social interactions, which appear through the symbols they create. Labeling theory or nicknames are often referred to as social reaction theory, the emergence of this theory was associated by Howard Becker in 1963. According to Becker, labeling theory is a public reaction to actions or behaviors that are considered deviant by society, where the occurrence of social deviations is not solely due to the individual, but becomes deviant because he is labeled as such by his social environment.

Labels is a social stamp that will cause a person to experience changes, where he will behave as other people say to him. Negative stigma or nicknames that other people give him seem to become attached to him. If you are already at such a stage, a person will think that he is and will maintain the negative behavior that is labeled to him, not change into a better person. This reaction arises because someone who is labeled feels trapped in the label that society gives him (Hikmat, 2008).

In general, the impact of labeling causes several possibilities experienced by labeling actors, including making the perpetrators more embedded with the labels given by the community to themselves. According to Edwin M. Lemert (1912:12), a person becomes a deviant because of the labeling process that society gives him. Where is giving a negative nickname or stamp to someone who has committed a primary deviation. In response to the label, the perpetrator of the deviation then identifies himself as a deviant and repeats the deviation so that it occurs with a secondary deviation. This shows the impact of labeling, where the labeling experienced by a person can make a characteristic that is inherent in the perpetrator, so they

continue to perpetrate deviations in society. In addition, the impact of labeling can also be felt by the surrounding community, which can cause the fading of values and norms to affect the social balance of the community. Negative labeling can affect the way others see and treat the recipient of the label. The consequence that will be obtained by the recipient of the negative label is a rejection from the community which can take the form of insults, ridicule, ridicule, different treatment, to ostracism. Negative labeling can affect the way others see and treat the recipient of the label. The consequence that will be obtained by the recipient of the negative label is a rejection from the community which can take the form of insults, ridicule, ridicule, different treatment, to ostracism. Negative labeling can affect the way others see and treat the recipient of the label. The consequence that will be obtained by the recipient of the negative label is a rejection from the community which can take the form of insults, ridicule, ridicule, different treatment, to ostracism.

Learning motivation is one of the factors that determine effectiveness in learning. A student will learn well if there is a motivating factor, namely learning motivation. Students will study seriously if they have high learning motivation. According to Hamzah B. Uno "learning motivation is an internal and external encouragement for students who are learning to conduct behavior, generally with several indicators or supporting elements. These indicators include: the desire and desire to succeed, encouragement and need for learning, hopes and aspirations for the future, appreciation in learning, and a conducive learning environment.(Uno, 2016:23).

Methodology

The research method used in this study uses a descriptive method with a quantitative approach. Descriptive research is a form of research that aims to describe the phenomena that occur, ranging from natural phenomena to man-made phenomena. The phenomena can be in the form of forms, activities, characteristics, changes, relationships, similarities, and differences between one phenomenon and another (Sukmadinata, 2006). The research subjects that will be used as the population in this study are all students majoring in social studies class XI at SMAN 51 Jakarta in the 2021/2022 academic year, which is 156 students. Then 39 students were taken as samples, which were determined using simple random sampling technique. Data collection techniques are using observation techniques, interviews, questionnaires, documentation. By using descriptive research, researchers can describe the labeling of high school students majoring in social studies for the learning motivation of class XI students at SMAN 51 Jakarta.

Finding & Discussion

Labeling often felt by students of class XI IPS, this is validated by teachers and students who are the perpetrators of labeling in the school environment. Most of the students of class XI IPS at SMAN 51 have received a label or stamp against themselves either individually or the label given to their department. The dominance of labeling received by students of class XI IPS at SMAN 51 individually is in the form of positive labeling, such as diligent children, smart children, and active children. Meanwhile, the dominance of labeling given to social studies majors is in the form of negative labeling, for example, social studies students who are difficult to manage, lazy, and even social studies majors' students are often compared to students majoring in science.

1. Causes of Labeling of Social Sciences Majors in Class XI at SMAN 51 Jakarta

a) The occurrence of labeling is a public reaction to students attitudes and behavior

According to Becker, labeling is a society's reaction to the actions or behavior of a person (Ahmadi & Nuraini, 2005). This is in line with the labeling that occurs in class XI students at SMAN 51 Jakarta, where the emergence of labeling is motivated by the attitudes and actions of students. This label is consciously given to students who are considered the same as the label, as a form of reaction given by teachers and friends at school. Some of them feel the labeling occurs directly through the words that teachers or friends at school say to them. Students assume that the labeling that other people give is in accordance with the behavior and actions they do. Furthermore, the teacher also validates the labeling of students on the basis of the reactions the teacher gives to the behavior and actions they do during learning activities at school.

Labels what the teacher gives to students is a form of reaction to the efforts and behaviors that have been carried out by students. These reactions can be good or bad. According to Jamilah and Putra, in the theory of nicknames it only says, people behave normally or not normally, deviate or not deviate, the judgment depends on how other people view them (Jamilah & Putra, 2020). Where good reactions arise when students do positive actions so that they give rise to positive labeling, for example, when students who always do assignments on time will be rewarded by the teacher by calling them diligent students, when students do it repeatedly, the appreciation continues to be given by students. so that his friends around him also think that the student is diligent, so that the label of diligent child appears for the student. On the other hand, bad reactions can also arise when students commit acts that deviate from the rules in class or at school, thus triggering negative labeling of students. For example, when a student who violates the rules will be given an understanding by the teacher and will receive compensation for what he has done, but he keeps repeating the same mistakes, this will trigger anger, which causes the teacher to give negative labels to the student. The reaction that the teacher gives for labeling the student is a form of appreciation if the label is positive and a reaction to his anger in dealing with student behavior that is difficult to regulate if the label is negative.

b) The occurrence of labeling as a teaching strategy applied by the teacher

Labels What students experience is often experienced indirectly, this can be seen from the treatment of people around them towards themselves, but there are never words that come out directly from the mouths of other people who label themselves. Based on the research conducted, the researcher found that labeling did not immediately appear from word of mouth to the teacher, which started with one teacher who stated that student A had never done an assignment, then another teacher validated that the student also behaved the same way, then spread to all teachers. and finally created a label that student A is a lazy child. The initial statement from a teacher aims to get validation from other teachers, whether the student behaves in this way and is appropriate between one teacher and another.

Often this happens to students who have negative labels, this is done by the teacher to find solutions with other teachers to overcome the problems that occur in these students. It aims for the good of students, so that students can change their behavior and become better. Based on interviews conducted with a teacher, it was found that the labeling carried out by the teacher was not solely to hurt students' hearts, but hoped that this labeling could make students more developed in the future. positive labels are given as a form of appreciation for students who have tried their best in learning activities at school, and negative labels aim to motivate students to try better and not repeat their mistakes again.

c) The occurrence of labeling due to perceptions formed in the world of education

Perceptions that arise in the educational environment are one of the causes of labeling that arises for class XI students majoring in social studies at SMAN 51 Jakarta. This was validated by one of the teachers who taught class XI IPS at SMAN 51 Jakarta, that perceptions arise because of the existing system, one of which is the majors selection system that requires standard values. Value is one of the requirements that must be met by students in the selection of majors. The value obtained by students must meet the predetermined criteria, where the standard value for passing in the science major is higher than the social studies major. This causes science majors to be considered superior when compared to students majoring in social studies.

In addition, the science department is considered a department with smart students, studious, good students who always obey the rules, hard workers, but not sociable because most of their time is spent studying. On the other hand, social studies majors are considered as a collection of students who cannot enter the science department because their grades are inadequate, so they are considered lazy to study, like to break rules, only good at memorizing, children who like to play and have better social skills when compared to students Science major.

These views eventually form misconceptions in society. This misconception has been a view for years from generation to generation, not only among students, but also among parents and teachers, so that most people have a bad perception of social studies majors which lead to labeling for them. which is still difficult to disappear from the public's view.

2. Labels Social Studies Major High School Students for Class XI Student Motivation at SMAN 51 Jakarta

According to Sukintaka, one of the social characteristics of high school students is the view that the group gives will affect their attitude (Lanun, 2007). This is in line with the phenomenon of labeling received by class XI IPS students at SMAN 51 Jakarta which produces reactions and influences student attitudes and behavior in learning activities at school. According to one teacher who teaches Guidance and Counseling in class XI of SMAN 51 Jakarta stated that labeling certainly affects students, but each child has a different response to labeling that appears in him. This shows that labeling has various impacts on students' learning motivation in the classroom, depending on how the students react to it as individuals. Because good things

do not necessarily have a positive impact and vice versa bad things do not necessarily have a negative impact on a person. The following,

a) Individual Labeling

Of the four students that the researcher interviewed, there were three students who felt positive labeling of themselves. This shows that the dominance of individual labeling that occurs for students of class XI IPS at SMAN 51 is a positive label. The positive labels received by several children produced different responses from one student to another, the response they gave was a reaction shown by students in response to the labeling they received. Based on the label given, each student has a variety of responses.

Student A feels that the positive label that is on him makes him feel happy, so he can take part in learning activities in class well. This is in line with Slameto's statement which revealed that feeling happy about learning makes students not feel forced when studying (Slameto, 2013). This feeling of pleasure makes students become aware of themselves to actively participate in learning activities. This is reflected in student A who does not feel bored with learning activities in class and has a significant effect on his development in learning activities in class, as evidenced by his learning outcomes with better rankings in class.

According to Maslow, motivation will arise when someone has a desire to achieve certain goals (Robbins & Judge, 2008). This is in line with student B who stated that he wanted a positive label in himself. So that it raises the motivation to learn in him to get the positive label. The motivation that appears is evident from his efforts to continue learning. In this case, the need that student B wants to fulfill is the need for appreciation for what he has done through the positive labels that other people give him. So that giving a positive label to him makes him feel satisfied and he feels the effort he has made has paid off with the mention or positive label given by the teacher and his friends at school.

In addition, according to student B, the existence of a positive label affects his relationships and connections at school, because this positive label makes him have many friends and many teachers also know him. He feels the positive label attached to him makes him more viewed by the people around him, this makes his confidence grow because the things he wants have been realized through the positive labels that other people have given him. Some of these things ultimately motivated the emergence of a desire in him to further develop in learning activities, which had an impact on his academic results at school which were getting better.

However, a different reaction emerged from student C, where this positive label had a negative impact on him. This is because the labels that have been attached to students often become images and views that other people give to them. So that the positive label received by student C becomes a burden for him because students feel that other people's expectations of themselves must be met even though they are not in accordance with their capacity. For example, when they are given a difficult question in class, the positive label they get makes other people demand it so that they can answer the question. This

makes the people around him often rely on him because of the positive label he gets. The positive label makes people think that he is the best, so he is always required to be able to solve various problems. Student C feels that he is not responsible for the expectations that other people give, so he feels burdened when he has to bear a burden that he should not get because of the emergence of labeling against him.

Overall, the positive label given to students affects students' learning motivation in a good direction and affects the progress of their academic development in learning activities. This shows the response of some students majoring in social studies to the emergence of labeling carried out by teachers and their friends at school and its effect on their learning motivation.

b) Labeling Student's Social Sciences Majors

According to Jamilah and Putera, labeling theory explains the relationship between problems that arise in the social environment to define a person as deviant, thus obtaining a negative label (Jamilah & Putra, 2020). Most of the students of class XI IPS SMAN 51 Jakarta feel that there is a negative label given to their majors. The emergence of a negative label on students majoring in social studies because social studies students are considered dominant in doing deviant actions at school.

The labeling of students majoring in Social Sciences certainly causes a reaction for every student. Based on the results of interviews obtained from students, they gave various responses, including those who did not feel accepted and some felt that they deserved the label. Students who do not accept and feel uncomfortable with the label given to students majoring in Social Studies. Students assume that the labeling of the social studies majors is the result of generalizations given by the people around them to all students of social studies majors. This shows that they as social studies students are considered equal and in accordance with the label that has been attached to the social studies major. In fact, not all students majoring in social studies fit the label, there are still many of them who have a different attitude with the label. In addition, the interviewee felt that he did not fit the label, but because he was one of the students majoring in Social Studies, he had to accept the generalizing label.

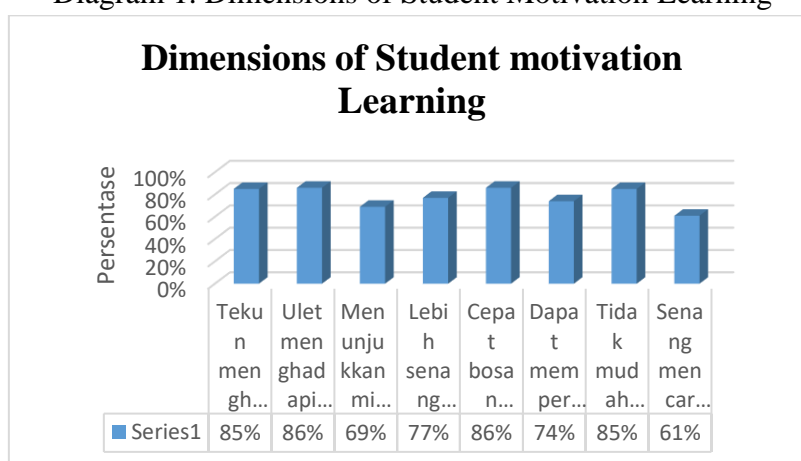
But behind that, there are also students who feel no problem and do not mind the emergence of labels for students majoring in Social Studies. This is because the label given is in accordance with reality, especially when compared to students majoring in science. He felt that the emergence of the label towards social studies students came from the attitude of most of the social studies majors students themselves. So he feels that labeling his major is something that is natural and can be accepted by him.

Based on the answers that have been given by students, it can be seen that the labeling given to students majoring in social studies affects the teacher's behavior towards them, but each student has a different reaction. Students admit that they receive different treatment from teachers, where they feel discriminated against, often they are also compared to students majoring in science. Students majoring in social studies are often considered less competent in the academic field which is considered by teachers as evidenced by their low level of craftsmanship when compared to students majoring

in science. However, behind the negative impact received by these students, some students interpret it in a positive way. Student B stated that the labeling of students majoring in Social Sciences was an advantage for them. This can be more profitable when there are certain subjects that use formulas, which are often considered complicated by most students majoring in social studies. Students majoring in social studies are often underestimated regarding the subject of calculation by most teachers, but it becomes profitable because the teacher knows the capacity of his students by providing more detailed explanations, providing formulas that are simpler and easier to understand by students, or even giving more complex questions. This shows that even though a negative label is given to the department, it can be an advantage for students majoring in Social Sciences itself. Furthermore, student D also interprets the negative labeling experience given to him as a positive thing to introspect himself. In him there is still a desire to prove that the labels given are not suitable for him, by reducing the actions that make him labeled negatively and fighting his laziness. The desire for self-introspection makes him able to have the desire to improve himself for the better.

Labeling. What is considered an image or view that other people give, often causes feelings of anxiety about students themselves. Even most of the students do not feel comfortable with labeling, they are worried that they will always be labeled the same as the label that has been attached to them, so they are afraid when they get negative labels from the people around them. In basic thinking, labeling someone is called someone who is different and becomes different (Jamilah & Putra, 2020:69). This will then affect the attitudes and behavior of students, as well as their learning motivation in learning at school. Students of class XI IPS at SMAN 51 feel the phenomenon of labeling in themselves, both the labeling that is shown as an individual student or the labeling shown to their majors. Each student has a variety of responses to the labeling that appears for their learning motivation in learning activities at school.

Diagram 1. Dimensions of Student Motivation Learning



Source: Data Processing Results, 2022

Based on diagram 4.61 obtained from the results of the questionnaire in the dimensions of student learning motivation, among others, the indicators of being diligent in facing tasks get a percentage of 85%, the tenacity indicator facing difficulties with a percentage of 86%, for

indicators showing interest in various problems obtained a percentage of 69%, then the indicator who prefers to work independently obtained a percentage of 77%, then for indicators of getting bored quickly on routine tasks obtained a percentage of 86%, for indicators that can maintain their opinion the percentage is 74%, while the indicator is not easy to let go of things that are believed to be obtained by a percentage of 85%, and the indicator is happy to find and solve problems by 61%. Based on the results of the percentage of each indicator in the dimension of learning motivation, it shows that the learning motivation of class XI students at SMAN 51 Jakarta is included in the high category.

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