Self Esteem JMKSP

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The self-esteem of Generation Z as Leaders: a Study on The student Council Board For The 2022/2023 School Year at SMA 1 Rejang Lebong

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Abstract : *Self-esteem* or good self-esteem is important for a leader. This study aims to determine the self-esteem of the student council board of SMA N 1 Rejang Lebong for the 2022/2023 period who are Generation Z. This study was conducted by providing *a self-esteem* instrument consisting of 40 questions used to reveal the level of valuable or worthless *self-assessment* seen in general, personal and social. After being given, the instrument is processed manually which begins with checking, sorting answer sheets, correcting according to norms, and printing results individually or in groups. The results showed that the *self-esteem* of the student council board of SMA N 1 Rejang Lebong for the 2022/2023 period was included in the medium category as much as 64.8%. This shows that the *self-esteem* of student council administrators must still be strengthened through leadership development, such as internships, training, or mentorship. They also need to strengthen their self-belief, learn from experiences, and seek support from people who trust and support them.

Keywords: *Self-Esteem*, Generation Z, Leadership

A. Introduction

Self-esteem or good self-esteem is important for a leader (H. Wang et al., 2021). *Great self-esteem* can build strong self-confidence in a leader (Rauen, 2022). Leaders who have confidence in themselves can make decisions with confidence, overcome challenges with confidence, and inspire others in their group(Afshan et al., 2022) Good *self-esteem* helps a leader to have confidence in his skills and self-evaluation. This allows him to make efficient and decisive decisions, without being heavily influenced by other people's opinions or worrying about negative evaluations (Anwar ul Haq et al., 2021).

Leaders with strong *self-esteem* can motivate themselves and others(Srivastava et al., 2022). They have confidence in their skills to achieve goals and urge their team members to perform better(Wen et al., 2021). *Great self-esteem* also allows leaders to inspire others by sharing constructive feedback and providing support in the development of their abilities(Vašašová et al., 2021). They have faith in their values and principles and are not easily swayed by pressure or temptation to violate ethics or moral principles (Oducado, 2021).

In leadership positions, challenges and criticism are inevitable. *Strong self-esteem* helps a leader to experience challenges with positive behavior and strong determination. They don't feel very carried away by failure or criticism, but see it as an opportunity to learn and grow(Yu et al., 2018). It means to note that good *self-esteem* does not mean being stubborn or selfish. Leaders who have healthy *self-esteem* also respect and value the donations of their team members, pay close attention to other people's comments, and work well together in achieving common goals (Rice & Cotton-Nessler, 2022; Y. Wang, 2022).

Generation Z, a group born between the mid-1990s and early 2010s, has the skills to be effective leaders(Pérez-Escolar et al., 2023). Although still relatively young, Generation Z has grown up in the digital age and has characteristics that can share valuable things in leadership roles (Deepika & Chitranshi, 2021; Gabrielova & Buchko, 2021).

Generation Z is a generation that is familiar with technology and digital(Leão et al., 2022). They have grown with the internet, social media, and mobile features. These capabilities give them an edge in facing challenges and opportunities in a business world that continues to be digitally connected (Pérez-Escolar et al., 2023). They can use technology for innovation, effective communication, and quick decision-making(Schroth, 2019).

Generation Z tends to have great attention to working collaboratively and in teams (Moore & Kirigin, 2022). They are accustomed to zones that promote cooperation and knowledge sharing. As leaders, Generation Z can use these skills to build solid teams, facilitate effective cooperation, and achieve common goals. Generation Z is often more open and inclusive in the way they think and behave. They suppress equality, fairness, and respect for diversity(Serrano et al., 2021). As leaders, Generation Z can create inclusive work zones, encourage active participation from all team members, and build an organizational culture that listens to these values.

Generation Z is generally used to thinking creatively and looking for innovative solutions to solve cases. They tend to think outside the box and have a strong imagination force. As leaders, Generation Z can inspire their teams to think creatively, adopt new approaches, and innovate in business. Generation Z has a strong attitude toward learning and self-development. They tend to look for opportunities to continue to grow and improve their abilities. As leaders, Generation Z can inspire their team members to learn, take on new challenges, and improve their skills constantly (Marks, 2017).

Generation Z may have less leadership experience than previous generations. Because they are relatively young, they may not have the same opportunity to improve their leadership skills instantly(Antopolskaya et al., 2022). This can affect their level of self-confidence and *self-esteem* in penetrating leadership positions. Although Generation Z tends to be skilled in using social media, the influence of social media can also have a negative impact on their *self-esteem*(Ameen et al., 2022). Pressure to identify with others worries about online evaluations, or feelings of dissatisfaction with self-image can affect the *self-esteem* level of Generation Z (Al Amiri et al., 2019).

Because they thrive in the connected digital age, Generation Z may rely more on validation and outside recognition to build their *self-esteem*. This can mean they may find it difficult to rely on internal beliefs and promote strong *self-esteem* without external influences. Today's work area often changes with lightning, with different dynamics from previous generations. This change can create uncertainty and challenge the *self-esteem* of Generation Z in meeting expectations and expectations that are different from previous generations. Generation Z may experience generational conflict with older generations in the context of leadership. Comparisons in values, work styles, and expectations can be aspects that influence Generation Z's *self-esteem* and their perception of their skills as leaders(Demirbilek & Keser, 2022).

This research aims to look at the *self-esteem* of student council administrators for the 2022/2023 period, who are Generation Z as the leaders of the organization. This research is expected to share data related to the development of leadership skills for Generation Z.

B. Methods

This research was tried by distributing *self-esteem* instruments to prospective leadership training participants at SMA N 1 Rejang Lebong who are members of ASIS SMA N 1 Rejang Lebong for the 2022/2023 period. *The self-esteem* inventory consists of

40 questions that are used to uncover the level of valuable or worthless self-evaluation that is seen universally (general), individually (personal), and socially. After being given, the instrument is processed manually which begins with checking, compiling answer sheets, correcting according to norms, and printing results by individuals or groups.

C. Results and Discussion

The results of filling in the *self-esteem* instrument can be seen in Table 1 below.

Table 1. Results of *Self-esteem* Instrument Processing of Student Council Management of SMA N 1 Rejang Lebong Period 2022/2023

Category	Total		General		Social		Personal	
	Respondents	%	Respondents	%	Respondents	%	Respondents	%
Svery High	-	-	1	1,85	-	-	1	1,85
high	1	1,85	7	12,9	22	40,7	4	7,40
Average/ Medium	35	64,8	45	83,3	27	50	38	70,3
Low	18	33,3	1	1,85	5	9,2	10	18,5
Very Low	-	-	-	-	-	-	1	1,85

Based on the results of self-esteem processing, it can be seen that the average self-esteem of the student council board of SMA 1 Rejang Lebong lies in another type is 64.8% consisting of *general self-esteem* as much as 83.3%, social type 50% and personal type 70.3%. The large type is only 1.85% consisting of the general type 12.9%, the social type 40.7%, and the personal type 7.40%. Conversely, the low type was 33.3%, consisting of general type 1.85%, social type 9.2%, and personal type 18.5%.

Generation Z's self-esteem as leaders can have a significant influence on their skills to lead efficiently(Murphy & Riggio, 2003). From the processing of self-esteem instruments, generation z has a large *self-esteem* as much as 1.85%. Generation Z who have good *self-esteem* tend to have a healthy appreciation of themselves. They believe in the value and donations they bring to the table as leaders. This allows them to make confident decisions, defend their comments, and inspire their team members(Črešnar & Nedelko, 2020)(Waeschle et al., 2021).

As a leader, it means Generation Z overcomes fears and doubts that can arise. *Strong self-esteem* helps them view failure as an opportunity to learn and grow, not as an indicator of individual failure. With *self-esteem* that is still in its first type, it is hoped that they are more able to experience challenges and take the risks needed to achieve goals (Schroth, 2019).

Good self-esteem helps Generation Z speak clearly and confidently as a leader. They can express their ideas and visions with trust, as well as take a good look at the comments and input of their team members. *Strong self-esteem* helps them build good working bonds and build confidence among team members(Starr, 2019). *Good self-esteem* allows Generation Z to lead with openness and inclusivity. They can value diversity and recognize the contributions of each team member. In building a strong team, generation Z who have good *self-esteem* are also able to share constructive feedback, share recognition, and motivate team members to reach their best abilities (Srivastava et al., 2022).

Healthy self-esteem helps Generation Z protect their emotional balance as leaders. They can manage the stress of the mind, experience criticism, and experience challenging moods with normal self-confidence. *Strong self-esteem* helps them to always be calm and focused, and maintain positive behavior in experiencing various environments that can affect team dynamics(Christiansen, 2019; Komalasari et al., 2022).

Looking at the results of instrument processing that is still in the "medium" category, generation Z needs to look for leadership development opportunities, such as internships, training, or mentorship (Singh & Shaurya, 2021). They also need to strengthen their confidence, learn from experience, and seek support from people who trust and support them (Kreta & Bloom, 2017). With a commitment to individual development and leadership growth, Generation Z can overcome low *self-esteem* and become effective leaders.

D. Conclusion

The *self-esteem of the* student council of SMA N 1 Rejang Lebong for the 2022/2023 period is included in the medium category as much as 64.8%. This shows that the *self-esteem* of student council administrators must still be strengthened through leadership development, such as internships, training, or mentorship. They also need to strengthen their self-belief, learn from the experience, and seek support from people who trust and support them.

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