

**THE INFLUENCE OF SELF-CONCEPT ON THE STUDENTS'
ACHIEVEMENT MOTIVATION IN 4TH GRADE SDN CITOREK**

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Article Info	Abstract
<p><i>Article History:</i> Accepted 15/01/2023 Revised Approved</p>	<p>This research aims to determine the significant effect of self-concept on the achievement motivation of 4th grade students at SDN Citorek in 2022 of Cluster 5. The research method used is a survey method with path analysis techniques. This research used questionnaires or statements as data collection techniques to obtain data about the effect of self-concept (X) on achievement motivation (Y) using the Likert scale. The data analysis in this research is descriptive statistical analysis and inferential statistical analysis. The results of the second hypothesis testing can be concluded that self-concept has directly affected achievement motivation with a correlation coefficient score of 0.457 and a path coefficient score of 0.357, which means that self-concept can directly affect achievement motivation.</p> <p>Keywords: Social Science; Self-concept; Achievement Motivation</p>

A. Introduction

The National Education System states that national education functions to develop capabilities and form distinguished national character and civilization in the context of educating the nation's life. Education aims to develop the student's potential to become human beings who believe and fear God Almighty, have noble characters, are healthy, knowledgeable, capable, creative, and independent, and also become citizens of a democratic and responsible state (Triano, 2018).

Buchori (2001), cited by Trianto, stated that good education is education that not only prepares students for a profession or position but to solve the problems they face in everyday life (Triano, 2018).

The concept of education is increasingly important when someone has to get into life in society and the world of working because the person concerned must be able to apply what is learned at school to deal with problems faced in daily life now and in the future (Dimiyati & Mudjiono, 2018). Education in the broad sense must be defined that children's development is influenced by family,

community, and institutional life. The inculcation of the correct behavioral norms is deliberately given to students who study at educational institutions (schools). Students are not only introduced to the norms of the surrounding environment but also to the norms of national life and the norms of life between nations. Community ethics and social interaction within the community shape social and state life behavior.

The efforts to educate the nation mean improving the quality of Indonesian society, which basically can be realized through educational activities, including the teaching and learning process in schools. One of the functions of education is to shape students' attitudes and orientation toward learning, to instill a positive attitude and thirst for knowledge, and to develop learning skills effectively (Dimiyati & Mudjiono., 2018).

According to Mariani (Siti et al., 2022), Social science is a comprehensive teaching material that simplifies, adapts, selects, and modifies organizations based on concepts and skills of history, geography, sociology,

and anthropology by the economics of scientific and psychological learning objectives at once.

Social Science is often considered an easy lesson, so students do not maximize their potential to study appropriately and seriously and it makes them not understand well the purpose of this learning (Mikarsa, H.L., dkk, 2018).

Social science learning is urgent because learning science provides opportunities for students to think critically (Muhamad Ardian Nugraha, Sholeh Hidayat, 2022). According to Eviani (2014:3), the purpose of social science is to teach the life of human society systematically, so the role of social science is very influential to educate students to develop knowledge, attitudes, and skills. They will be able to actively interact socially as members of society and good citizens. Social science learning outcomes will be achieved well if there is proper and effective motivation and learning design, but the reality in the field is different from the expected learning process (Etin Solehatin, Raharjo, n.d.).

Despite the advantages of social science subjects which are useful for

society's life, it turns out that social science is still considered a difficult subject by some students. Based on the data obtained by the researcher, the results achieved by students in the SDN Pandeglang Cluster 5 in the second-semester exams of 2022 have not fulfilled the Minimum Completeness Criteria. The minimum completeness criteria for social science subjects are 60.

Those data is reinforced by the results of the researcher's initial review (interviews with 4th grade teachers of Pandeglang Elementary School) that: (1) students tend to underestimate social science subjects; (2) students are more interested in learning the subjects they like, (3) students often do not do their homework and copy their friends' assignments when feels difficult; so there is no effort to do the assignments; (4) students are easily satisfied with the achievements achieved, students feel satisfied enough if the achievements achieved are the same as most achievements achieved by their friends; (5) students sometimes do not concentrate in learning, even students tend to be cool to disturb other friends when the learning process is in

progress; (6) some students admitted that did not like social science subjects; (7) students tended to ignore the assignments if they received less supervision from the teacher; (8) some students did not prepare themselves in the learning process, for example, did not bring textbooks or stationery; (9) students have difficulty collaborating with their friends when the teacher forms small groups; (10) students lack confidence in certain subjects. It shows a lack of awareness and encouragement from the students themselves to achieve better achievement than other students.

Even Allan Wigfield in his book entitled “Development of Achievement Motivation” explained that over the school years, many children’s academic motivation decreases due to changes both in themselves and in the school environments they experience. For some children this change is not necessarily problematic. For others, however, such changes lead them to withdraw from achievement situations and avoid them whenever possible (Alberth Suprianto M, 2013).

One of the factors causing low student achievement in social science

subjects is low achievement motivation. Achievement motivation is the driving force that allows a person to achieve what is expected. Someone with high achievement motivation will tend to always try to achieve what he wants even though he experiences obstacles and difficulties in achieving it. The achievement motivation possessed by a person tends to often decrease and increase at other times. Achievement motivation owned by a person ideally is always progressive or progressing, so it will accelerate what is expected. It is why the younger generation does not always increase their achievement motivation.

Achievement motivation is the desire to achieve according to the predetermined standard. So if students have achievement motivation, they will try to achieve the achievements according to the predetermined standard. Achievement motivation is necessary for students to achieve, one of which is for elementary school students. Elementary school students as part of the younger generation are prepared to be able to continue their education to a higher level and pursue their areas of expertise.

In reality, to be able to have high achievement motivation, supporting factors are needed because achievement motivation does not automatically increase without interacting with other factors. Regarding various literature, several factors influence achievement motivation, such as self-concept and rewards (Setiadewi et al, 2019).

Another factor that should also be considered to increase achievement motivation is self-concept. Self-view includes not only individual strengths but also weaknesses and even failures. Self-concept is an internal view of himself, including personal judgments about various characteristics (Lestari et al., 2018).

Concerning learning, it is necessary to build a positive self-concept, so self-confidence is formed because high self-confidence can motivate themselves to always feel optimistic and be able to compete to get the best results (Dimiyati & Mudjiono, 2006). It implies that the

more a person recognizes himself positively, the more self-confidence will be formed, which will directly impact an increase in one's achievement motivation.

Students who experience problems at school generally show a low level of self-concept. Conversely, if students have a positive concept, it will lead to a high level of trust that will affect students' achievement motivation. From the explanation above, the more positive student's self-concept, the higher the success rate of achievement motivation.

Therefore, the researcher considers it necessary to conduct research that examines the factors that have an impact on student achievement motivation. Researchers conducted a study on the effect of emotional intelligence and self-concept on achievement motivation in social science subjects in 4th grade of SDN Pandeglang Cluster 5, Pandeglang Regency, Banten.

B. Research Methodology

The research method used is a survey method with path analysis techniques. This research will examine and analyze the relationship between

research variables and measure the influence of other variables (Akdon, 2018). The sample in this research were 4th grade students of Cluster 5 Public Elementary Schools consisting of 4 schools with 125 students. The sampling using the saturated sampling technique. The sampling technique is carried out if all population members are used as samples after 30 students are used as the instrument trials.

The data collection techniques in this research used questionnaires or statements to obtain data about the effect of self-concept (X) on achievement motivation (Y) using a research scale of the Likert scale, so the variables to be measured are broken down into dimensions, dimensions translated into sub-variables then the sub-variables are translated into measurable indicators. Lastly, these measurable indicators can be used as a starting point to make the instrument items in the form of questions or

statements that need to be answered by respondents. Making research instruments for each variable is guided by the conception of the research definition and operational definition (Akdon, 2018)

This research uses descriptive-statistical analysis and inferential statistical analysis as the data analysis. Descriptive statistical analysis is used to provide an overview of the state of the data for each variable, namely the lowest score, highest score, average score, median, mode, standard deviation, variance, frequency distribution, and histogram. For this reason, the following tests are carried out, (1) Normality test using the linearity test, (2) Significance and linearity regression tests using the F-test. After that, the inferential analysis (Hypothesis Test) is used to test the research hypothesis through path analysis. All the hypothesis tests used alpha 0.05.

C. Result and Discussion

Before testing the hypothesis, it can conduct the description of the research data for each variable, a requirements analysis test in the form

of a normality test, hypothesis testing, and a discussion of the research results. The presented data in this research are self-concept data (X) and achievement

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motivation (Y). The dependent variable (Y) is Achievement Motivation, and the independent variable is self-concept (X). The descriptive statistics were processed using Excel 2007 and IBM SPSS Statistics 22. The data in the form of scores from questionnaire fulfillment by students at SDN Citorek Cluster 5 in Lebak Regency, Banten Province, became the basis or material for further analysis in this research.

The obtained data on the achievement motivation in social science subjects of 125 students with a total score of 10667. From the

frequency distribution table, it can be seen that the acquisition of high achievement motivation scores in the group 73-79 is 22%, group 80-86 is 34%, group 87-93 is 15%, group 94-100 is 10%, group 66-72 is 8%, group 101-107 is 5%, group 108-114 is 3%, and the group 115-121 is 2%. The average score is in class 3 about 34%, while the score below the average is 30%, and above the average is 35%.

The distribution of achievement motivation scores (Y) is shown in the histogram as follows:

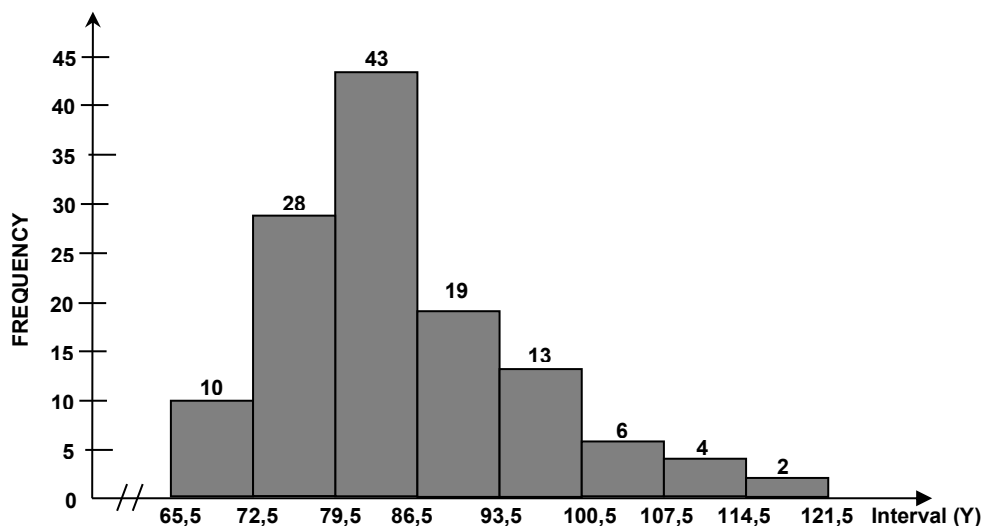


Figure 1. Histogram of Achievement Motivation Scores (Y)

The second data is the self-concept data of 125 students with a total score of 10898. Based on the calculation results and the average score of the self-concept variable is

obtained with a total of 24 items questions.

From the frequency distribution table, it can be seen that the acquisition of a high (good) self-concept score in

the score group 107-112 (2%), group 101-106 (10%), group 95-100 (14%), group 89-94 (23%), then the group 83-88 (17%), the group 77-82 (15%), group 71-76 (11%), and group 65-70 (7%). The average score is in class 4

about 16.8%, while the score below the average score is 33.6%, and above the average is 49.6%.

The distribution of self-concept scores (X_2) is shown in the histogram as follows:

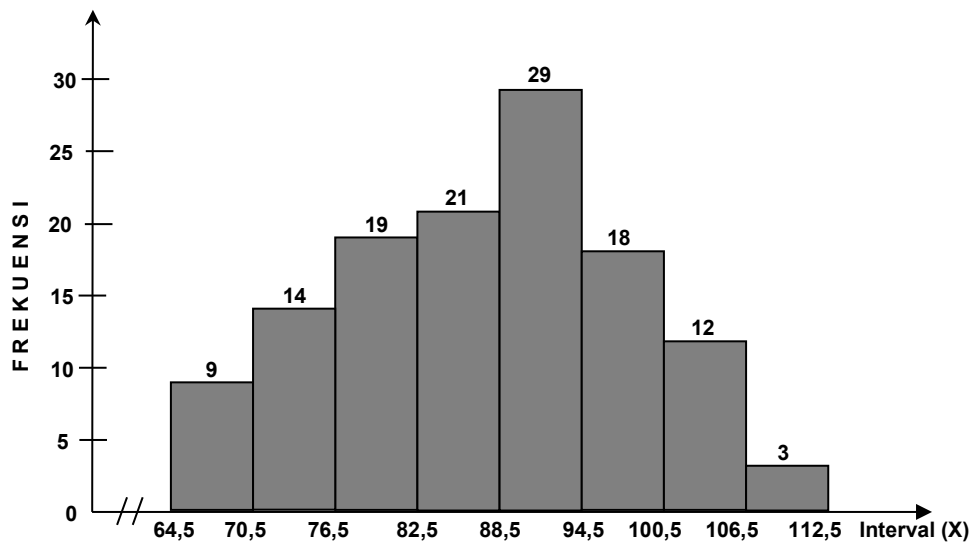


Figure 2. Histogram of Self-Concept Score (X)

Based on the calculation results obtained $L_{count} = 0,086$ and $L_{table} = 0,092$ at the significance level (α) = 0,01, for a total sample of 125.

$L_{count}(0,086) < L_{table} = (0,092)$ it concluded that the error estimate of the regression distributed X_3 over X_2 is normally distributed.

Table 1
Results of Population Normality Test

No.	Regression Estimation Error	N	L_{count}	L_{table}		Description
				$\alpha=5\%$	$\alpha=1\%$	
1	Y over X	125	0,086	0,079	0,092	Normal

It concluded that all data from the instruments, both achievement level and motivation and self-concept are from samples with normal distribution.

correlational analysis by reviewing the level and significance of the relationship between pairs of exogenous and endogenous variables.

The next step is to conduct a

From calculation results for the

preparation of the regression equation model between achievement and motivation and self-concept obtain regression a = 46.24 and regression coefficient b = 0.448. Thus the relationship of the simple regression equation model is $\hat{X}_3 = 46,24 + 0,448X_2$. Before the regression equation model is further analyzed and used in concluding, a significance and linearity test of the regression equation is first performed. The calculation results of the significance and linearity tests are arranged in the ANAVA table as shown in the following table:

Table 2
ANAVA for Significance and Regression Linearity Testing
 $\hat{X}_3 = 46,24 + 0,448X_2$

Source of Variance	df	Sum Square (SS)	Mean Square (MS)	F_{count}	F_{table}	
					$\alpha=0,05$	$\alpha=0,01$
Total	125	923987	-			
Reg. (a)	1	910279.11	910279			
Reg. (b/a)	1	2857.40	2857.40	32.391**	3.92	6.85
Residual	123	10850.49	88.22			
Tuna Suitable	40	1138.70	28.47	0.243	1.54	1.84
Error	83	9711.78	117.0094			

Description:

SS: Sum Square

df: degrees of freedom

MS: Mean Square

** Regression means a lot ($F_{count} > F_{table}$ on $\alpha = 0,01$)

^{ns} Linear regression ($F_{count} < F_{table}$ on $\alpha = 0,05$)

The regression equation is $\hat{X}_3 = 46,24 + 0,448X_1$, Calculation results in the ANAVA table show $F_{count} = 32,391 > F_{table(0,05;1;122)} = 3,92$, regression equation model is linear.

Testing the hypothesis is an assumption about the effect of self-concept on achievement motivation in social science subjects in 4th grade SDN Citorek Cluster 5.

Table 3
Coefficient Path of Influence (X) to (Y)

Direct Influence	Coefficient Path	df	T _{count}	t _{table}	
				α=0,05	α=0,01
X to Y	0,357	122	4,15	1,98	2,62

* The coefficient path is very significant ($4,15 > 2,62$ on $\alpha=0,01$)

From the results of path analysis calculations, the direct effect of self-concept on achievement motivation with the path coefficient score of 0,357 and coefficient of t_{count} is 4.15 with the score of coefficient t_{table} with $\alpha = 0.05$ is 1.98. While for $\alpha = 0.01$ is 2.62. Based on the coefficient score of $t_{count} (2.77) > t_{table(0.05;122)}(1.98)$, then H_0 is rejected, and $\rho_{32} = 0,357$ significant and accepted, that self-concept has a direct effect on achievement motivation can be accepted. The results of the hypothesis analysis found that self-concept has a direct positive effect on achievement motivation.

Thus, it can be concluded that self-concept is positively influenced directly by achievement motivation. The improvement of self-concept increased achievement motivation.

From the test results of the second hypothesis, it can conclude that self-concept has a direct effect on achievement motivation with a

correlation coefficient score of 0.457 and a path coefficient score of 0.357, which means that self-concept has a direct effect on achievement motivation.

Self-concept is a student's entire self-image, which includes the perception of oneself, feelings, beliefs, and values related to himself and someone (Djaali: 2013). Therefore, students at SDN Citorek Cluster 5 with a high (good) self-concept are successful in appreciating themselves and will be shown in their behavior towards themselves and influencing themselves to increase achievement motivation in learning.

According to Sartain's book Psychology Understanding of Human Behavior as quoted by (Purwanto, 2017), said that the motive is a complex statement in an organism that directs behavior or actions to a goal or stimulus. Meanwhile, according to (Dimiyati & Mudjiono, 2018) motivation is seen as a mental

encouragement that drives human behavior, including learning behavior. In motivation, some desire activates, moves, distributes, and directs individual attitudes and behavior in learning.

The calculation results above show that this research supports several psychologists and education experts who argue that self-concept and learning achievement have a close relationship. The views of students who have a positive self-concept show good achievement at school, and students who have high achievement at school show a positive relationship between individuals. They set realistic learning achievement targets and direct academic anxiety by studying hard and diligently, and their activities are always directed toward academic activities. They show independence in learning, so they do not depend on the teacher alone (Alberth Suprianto M, 2013).

Furthermore, Walsh's research (in Karen G. D, 2018) also shows that students who are classified as underachievers have a negative self-concept and show several personality characteristics, which include (1)

feelings of being criticized, rejected, and isolated; (2) carrying out self-defense mechanisms by avoiding and acting against; (3) unable to express feelings and behavior.

It is reinforced by the link between self-concept and achievement motivation put forward by Anindita and Adhisty in their research there is a positive relationship between self-concept and learning motivation simultaneously with social science learning outcomes. The correlation coefficient between self-concept and learning motivation with social science learning outcomes is 0.831, which illustrates that the relationship between both of them is powerful (Bekti, 2015).

Students who experience problems at school commonly show a low level of self-concept. Conversely, if students have a positive concept, it will lead to a high level of trust that will affect students' achievement motivation. From the explanation above, the more positive the student's self-concept, the higher the success rate of achievement motivation.

Based on the various things mentioned above, self-concept has a direct effect on achievement

motivation, both conceptually and empirically.

D. Conclusion

The research results show that self-concept has a positive effect on students achievement motivation, the self-concept is an essential variable in the learning process, specifically if it is related to achievement motivation. Therefore, a high (good) self-concept will also affect high (good) achievement motivation.

Several studies have shown that self-concept positively impacts students' emotional intelligence. Self-concept is a substantial variable in the learning process, especially variables related to emotional intelligence. Students with high emotional intelligence will have confidence in their lives. Thus, with high (good) emotional intelligence, they manage to respect themselves and have

confidence in their abilities, and these students will have a positive self-concept.

So, teachers must improve students' emotional intelligence and be able to provide competencies that increase students' motivation to excel to become competent. Here, students race against themselves to achieve better grades and continuously improve what they want to achieve. Teachers must provide competencies that increase students' motivation to excel to become competent. In the learning process, the teacher should treat slow and fast-learner students differently. Schools should be a place of social interaction to familiarize or cultivate the values of spiritual intelligence, emotional intelligence, and IQ.

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