**The Rileation Between Self-Concept and Student Achievement**

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**ABSTRACT**

Learning outcomesis the change in behavior obtained by each individual as a result of the learning process. Changes obtained are divided into three, namely: aspects of ognitive, affective and psychomotor. In article ii focuses on cognitive aspects where these aspects are related to student learning outcomes. In the cognitive aspect there is a psychological aspect that there is another aspect of self-concept in it. This self-concept becomes the focus of writing atrikel whether the self-concept is related to the achievement of student learning outcomes. Findings from many sources that are used as references for writing this artiken found that self-concept can be formed from a process of experience that occurs continuously and then affect the concept of individual self. Individual self-concept gives birth to an academic self concept which is the basis for predicting student / individual academic achievement. High academic self-concept produces high academic achievement. Then the concept on the aspect of academic self-concept can directly affect student academic achievement. High academic self-concept influences learning strategies so that academic achievement is high.

***Keywords*:**Self-Concept, Academic Self-Concept, Academic Achievement.

1. **INTRODUCTION**

Education is still an important thing in Indonesia because it can advance a country. education is one of the most strategic things in creating quality resources.[1] In primary education there is a learning process that is essentially learning. as stated by Daryanto learning is a process carried out by a person in order to obtain a change in overall new behavior from the results of his experience in the process of interaction with his environment. In educational institutions that can be used as a reference for the success of learning is whether or not it can produce a superior future generation that is derived from the learning process traversed in educational institutions.

The learning result is a collection of student experience realm in which there are k ognitif, affective and psychomotor. Bloom (in Ruhimat,) states, there are three domains of learning outcomes namely, cognitive, affective and psychomotor. In cognitive aspects, Bloom provides six levels, namely, knowledge, understanding, understanding, application, synthesis analysis and evaluation.[2] From here can be deduced that the learning outcomes are no behavioral changes in students from learning.

Looking further at learning outcomes there are changes that cause changes in human attitudes and behavior, then there are two factors that influence learning outcomes, namely internal and external factors. According to Ruhimat what affects student learning outcomes in general are internal factors and external factors. Then there are several internal factors divided, namely (a) physiological factors (b) psychological factors (c) maturity factors. External factors are divided into (a) social factors (b) cultural factors (c) physical environmental factors. From this it is possible that internal factors in students are related to student learning outcomes. [2]

The factor that becomes the focus in writing the writers related to learning outcomes is internal factors in the form of self-concept. Where self-concept becomes a driving factor for students in socializing and interacting with the environment and many students who have not been able to adjust to people and the environment around them. Where if a student has a good self-concept should have a good relationship with other people and the surrounding environment as well. H al is important to be owned by a child karen to know itself and its capabilities without any sense of doubt or lack of confidence. Agustiani argues, the concept of self is a picture that someone has about him, which is formed from experiences during interacting with his environment. If the concept of self instilled into individuals from an early age will be the basis of behavior that affects the behavior of individuals in the future.[3]

There are several parts of self-concept that affect a person's behavior. Hult as quoted by Artatik, 2010 (in Saputra,) explains there are three groups a) physical self-concept self concept, b) social self-concept, c) academic self-concept. Academic self-concept is an individual's perspective or judgment of his ability in academic achievement. Specifically the three self-concepts can be interpreted as follows.[4] The concept of a fissioning self is a way of assessing, perspective and level of confidence in his physical form and appearance. The concept of social envy is a way of looking, how to judge and how much ability to judge someone to be trusted. This social self-concept influences in relationships with others. The academic self-concept describes the individual's abilities in the various students that he follows while studying in school

Based on this, the self-concept relates to individual education. So the learning outcomes achieved by individuals are related to the self-concept that is owned by individuals. This becomes the background to be explored more broadly related to the relationship of self-concept with student learning outcomes. The purpose of this article is to find out the relationship of self-concept to the achievement of student learning outcomes.

1. **RESEARCH METHOD**

The design of this research is Literature Review or Pusataka Review. A literature review study is a method used to collect data or sources related to a particular topic that can be obtained from various sources such as journals, books, internet, and other literature.

1. **RESULTS AND DISCUSSION**

One indicator of achieving learning success is academic achievement. Aachievement is the result of an activity that has been done, created both individually and in groups.[5] According to Sudjana (in Kunandar,) academic achievement is the abilities possessed by students after going through the learning process that is followed.[6] According to Azwar Learning achievement is to see from the ability that can be done by someone and how well he is doing it in mastering the material and materials that have been taught.[7] Poerwanto (2007) provides an understanding of learning achievement that is the results of one's efforts in the learning process expressed in the form of report cards. From the opinions of experts, it can be concluded that academic achievement is the result or achievement of a person in the learning process that is followed at a certain time and expressed in the form of a report card.[8]

The concept of self is the views or attitudes of individuals towards themselves. Self-views are related to physical dimensions, individual characteristics, and self-motivation. The self-view includes not only individual strengths, but also weakness and even failure. Slameto argues that the concept of self is a person's overall perception of oneself.[9] Mulyana explains that the concept of self is the individual's view of who the individual is, and that can be obtained through information given by others to the individual.[10] Whereas Centi stated the concept of self is none other than the idea of ​​oneself.[11] Hurlock, defines that self-concept is a picture that someone has about him.[12] Santrock states that the concept of self is an evaluation that involves certain fields of self.[13] Sarwono & Meinarno states that self-concept is one's awareness of who he is.[14] The concept of self according to Agustiani is a picture that someone has about him, which is formed through the experiences gained from interactions with the environment.[15] Marsh, Hau, & Kong states that someone who has a positive self-concept will be an individual who sees himself positively, dares to try, and takes risks, is always optimistic, confident, and enthusiastic about setting direction and purpose in life.[16] From some of the descriptions above it can be concluded that the self-concept is the views, feelings, images or evaluations to evaluate themselves related to social aspects and physical aspects obtained from the interaction and experience from the surrounding environment.

There are many factors that influence the formation of students' self-concepts. Families for example, education in the family environment determines what students' conceptions are and influences student behavior later.[17] Parenting can be closely related to self-concept, [Garcia.F](https://translate.google.com/translate?hl=id&prev=_t&sl=auto&tl=en&u=http://loop.frontiersin.org/people/591216/overview) , at.all., self-concept is positively related to the dimensions of acceptance / involvement in care (for example, the practice of reasoning and warmth) and negatively related to the dimension of caregiving / coercion (for example, the practice of verbal scolding, physical punishment, and revocation of privileges).[18] Research in line with [García et al., (2015](https://translate.google.com/translate?hl=id&prev=_t&sl=auto&tl=en&u=https://translate.googleusercontent.com/translate_f%23page12" \l "page12) ) states that positive self-concept is associated with positive parenting as well as negative self-concept is associated with negative parenting.[19]

Self-concept is important for students. Where students who have good self-concept are also likely to be able to obtain good learning outcomes. The concept of self also has an influence on the achievement of learning outcomes achieved by students. Research conducted by Aji shows that there is a positive and significant relationship between self-concept and mathematics learning achievement.[20] Adom.EA, Josephine.B, states that there is a significant relationship between self-concept and school academic achievement.[21] This means that the concept of self has a relationship to student achievement and good self-concept of students related to student achievement. Oktikasari in her research also mentioned that there was a positive and significant relationship between self-concept and mathematics learning achievement.[22] Self-concept influences student learning outcomes and determines student learning outcomes, it is necessary to pay attention to this for teachers and parents so students have a good self-concept and can increase student learning outcomes.[23] The same opinion was stated by Pambudi & Wijayanti a good self-concept of academic achievement can be ascertained as good if the self-concept that is owned is not good, then the achievements owned can be categorized as not good.[24] Akomolafe.MJ, Ogunmakin.AO, Fasooto.GM, in his research there is a significant relationship between self-concept and prediction of academic performance.[25]

The importance of good concepts for students can foster awareness of the importance of learning. From the understanding about the importance of learning, students will prepare themselves to learn and have students have the readiness to learn. With this it can be understood that good self-concepts in students are ready to accept and carry out the learning process so that the results obtained will be better. Good learning objectives can also be obtained. Based on research by Neck, Heidi M., et al. (2018, 20) also provide appropriate results, where self-concept will shape the perspective and mindset in determining one's needs and goals.

Students who have positive self-concepts have good interpersonal competence, and vice versa students who have poor or negative self-concepts also have poor or negative interpersonal competencies. This is as stated by Nimas & Indrawati in his research that self-concept has a positive relationship with interpersonal competence, meaning there is a link between self-concept and students' interpersonal competence.[26] The findings in the study explained that the more positive the student's self-concept, the higher the students' interpersonal competence, and vice versa the more negative the student's self-concept would be the more negative the student's interpersonal competence. Research from Hinggardipta.R, Ariati.J, states that high student interpersonal competence is followed by high student academic achievement.[27] Akomolafe.MJ, Ogunmakin.AO, Fasooto.GM, stated that students with high self-concept will learn and perform better than those with low self-concept.[25]

The role of self-concept in supporting the academic performance of students in schools has an indirect effect. There are stages that are passed so that the process so that students 'self-concepts can support students' academic abilities. The students' understanding of the importance of learning in their daily lives will enable them to absorb what has been taught to them at school and be able to improve their academic performance so that academic achievement increases. (Laryea, Saani, & Dawson-Brew. 2014) Opinion else that goes along with this disampakan by Crawford (2013) academic self-concept of affect performance  them significantly.[28],[29] Crawford reiterated his findings on how much and how much effort the students put into learning made a significant contribution to their self-concept and subsequently gave a boost to their academic performance.[29]

Academic self-concept is one dimension of self-concept that can consistently predict academic achievement.[30],[31],[32]  Pullman and Allik , academic self-concepts are important variables that influence student motivation and preferences on schoolwork.[33] Talented students mostly in the field of talent are very strong in their academic perceptions (Clinkenbeard).[34] But there are many variations of academic self-concept against the level of academic and peer challenges.[35]  Academic self-concept is very important for students because it can influence their success while in school and especially this is very important for students who have high ability.[36] Academic self-concept has a close relationship to achievement (Veiga et al .,), From the opinion of the researchers above, it will show the importance of academic self-concept for students as well as maintaining and maintaining student self-confidence.[37]

Academic self-concept is an important factor that must be possessed by students especially to move students in the learning process through self-regulation. Shevelson in Marsh & Yeung, 1997 said that academic self-concept is part of self-motivation so students can have a perspective on their academic abilities. Matara in his research said there was a positive relationship between academic self- concept and self-regulation where self-regulation influenced students to learn independently.[38] So that students' academic achievement increases through self-regulation which encourages students to learn independently. Soufi .,At.all.,  also suggested that academic self-concept can affect academic achievement both directly and indirectly, its direct effect on academic achievement, while indirect effects through independent learning strategies.[39] Therefore students who have high academic concepts spend more time on learning strategies and have high academic achievement. Regulated learning strategies can also be used to predict academic achievement.

From the research findings from the experts above it can be concluded that academic self-concept has a relationship with academic achievement. Where with a high academic self-concept can provide encouragement to do learning strategies including independent learning. With the awareness of independent learning, it is most likely to get high academic achievement.

Akomolafe.MJ, Ogunmakin.AO, Fasooto.GM, Saying academic self-concept is very important and cannot be underestimated in the morning of children's academic development.[25] So the entry fostered self-concept early on Chen.Ssu-Kuang, Yeh.Yu-Chen, Hwang. Fang-Ming, Lin. Sunny SJ, in his research explained that by maintaining academic self-concept, it could improve learning achievement, hence the need for foster learning achievement and self-concept. therefore it is important to develop students 'academic self-concepts by looking at students' ages. for example in primary schools the teacher focuses more on academic skills to improve students' academic self-concepts that are influential in the future.[40] Furthermore, in adolescence, academic self-concept is seen based on academic achievement achieved or dominated by students, not necessarily all lessons can get good performance, but one lesson can be obtained with good achievement, self-concept seen from there. This requires more foresight than teachers to assess students' academic self-concepts as teenagers. Adeyemi., Expressing the importance in an institution, especially schools, there are services that can motivate values, change attitudes, and beliefs to improve students' self-concepts.[41]

Seeing the importance of self-concept in students is not an easy thing when they are in their teens. Ming, Lin. Sunny SJ, (2013) said in his study that students who scored poorly in one subject could not be said to have bad academic self-concepts, it could have been in other subjects that he received good results. With this training is needed to see the self-concept that exists in students for the achievement of learning outcomes in the future. Mwania.JM, in her research there needs to be a thoroughness of the teacher in assessing student learning outcomes pretensions that are influenced by self-concepts.[42]

1. **CONCLUSION**

            Self-concept has a joint effect on student learning achievement. Where academic self-concept which is one aspect of self-concept that has direct and indirect effects on academic achievement. Academic self-concept gives a direct effect on academic achievement so that it can be used to assess academic achievement. The indirect effect of academic self-concept on academic achievement with high academic self-concept can encourage to have a learning strategy so that it automatically has high academic achievement. So it can be concluded that the self-concept through aspects of academic self-concept there is a relationship both directly and indirectly on academic achievement.

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