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

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**Abstrak**

Learning results are changes in behaviour gained by each individual resulting from the learning process. The changes gained are divided into three, namely: cognitive, affective and psychomotor aspects. In this article focuses on the cognitive aspects where this aspect is related to student learning outcomes. In cognitive aspects there is a psychological aspect that there is another aspect of self-concept inside. This self-concept is the focus of the writing whether the concept of self relates to the achievement of student learning outcomes. The findings of the many sources of this articulated writing are found that the concept of self can be formed from a continuous experience process and then affect the individual self-concept. Individual concepts of self-bearing academic coceps are becoming the cornerstone for predicting student/individual academic achievements. The high academic self-concept produces high akademmic achievements. Thus, the concept of the concept of academic self can affect the academic achievement of Sisiwa directly. The concept of a high academic self influences the learning strategy so that academic achievement becomes high.

**Keywords:** self concept, akedemic self concept, academic achievement.

1. **INTRODUCTION**

Education is still important in Indonesia because it can promote a country. Education is one of the most strategic things in creating quality resources. In primary education there is a learning process that is essentially learning. As conveyed by Daryanto (in Budiarnawan, 2014:2) Learning is a process by which a person is given a change in the new behavior thoroughly from the outcome of his experience in the interaction process of his environmen.[1] In the educational institution that can be used as a reference for successful learning is whether to produce a superior generation of successors that are derived from the learning process that is passed in the educational institutions.

Learning outcomes are a collection of student experiences in which there is a realm of cognitive, affective and psychomotor. Bloom (In Ruhimat, 2011:140) mentions, there are three spheres of learning outcomes namely, cognitive, affective and psychomotor.[2] In the cognitive aspect of Bloom provides six levels of knowledge, understanding, understanding, application, analysis of synthesis and evaluation. From here it can be concluded that the learning results are a change in the behavior of the students from learning.

Seeing further learning results is a change that causes changes in human attitudes and behavior, then there are two factors that affect the outcome of learning, namely internal and external factors. According to Ruhimat that affects the outcome of learning in general is internal factors and external factors. Then the internal factors divided there are several, namely (a) physiology factor (b) psychological factors (c) maturity factor. External factors are divided among other (a) social factors (b) Cultural factors (c) physical environmental factors.[2] From here it can be possible internal factors in students related to student learning outcomes.

The factor that focuses on writing by the authors related to the learning outcomes is the internal factor of self-concept. Where the self concept is a driving factor for the social socialization and interacting with the environment and many people who have not been able to adjust to the surrounding environment and. Where if a student has a good self concept should have a relationship to others and the surrounding environment well anyway. It is important to be possessed by a Karen child to know herself and her abilities without hesitation or lack of confidence. Agustiani (2009:138) suggests, the self-concept is a picture that someone has about him, which is formed from the experiences of interacting with his environment.[3] The concept of self is not innate but derived from experience-acquired experiences continuously and deferentiation. If the concept of self is implanted to an individual early on will be the basis of behavior that affects individual behaviour later in the day.

There are some parts of self-concept that influence one's behavior. Hult as quoted by Artatik, 2010 (in Saputra, 2013:6-7) explains there are three groups a) concepts of self-concept physical, b) the concept of social Self, c) The concept of academic self. Academic self-concept is an individual way of view or distribution of its ability in academic achievement. Sepsifik the three self-concepts can be interpreted as follows. Cosep self-esteem is a means of judging, viewpoints and confidence in his physical form and appearance. The concept of social self is a point of view, a way of judging and how much ability to judge a person to be trusted. The concept of this social self affects in relationships with others. Student self-study describes the ability of Indivudu in various lessons involved during school studies.

Based on that, the concept itself relates to individual education.[4] Thus the learning outcomes achieved by the individual have a connection to the self-concepts that are owned by the individual. This became a background to be dug more broadly related to the concept of self-esteem with the achievement of the learning outcomes of student. The goal of writing this article is to know the relationship of self-concept with the student's learning outcomes.

1. **RESEARCH METHOD**

The design of this research is Review literature or review of Pusataka. A review Litereatur study is a way to collect data or resources related to a specific topic that can be obtained from various sources such as journals, books, the Internet, and other libraries. This method of research is also called research literature, is research conducted based on the papers.[5]

Although this research does not have to be dropped and not with respondents but to obtain data from a library or document source. Zead revealed in making literature research review not only using library tracing for research frameworks but for obtaining research data from library sources.[6]

1. **RESULTS AND DISCUSSION**

One indicator of successful achievement of learning is academic achievement. Syaiful Bahri Djamarah Achievement is the result of an activity that has been undertaken, created both individually and in groups. According to Sudjana (in Kunandar, 2013) Academic achievement is the skills that learners have through the learning process.[7] According to Azwar. The achievement of learning is to look at the ability that a person can do and how well he is doing it in mastering the materials and materials that have been taught.[8] Poerwanto gives a sense of learning achievement that is the result of a person's efforts in the learning process expressed in the form of Rapor.[9] From the opinion of experts can be deduced academic achievement is the result or achievement of a person in the learning process followed at a certain time and expressed in the form of a report.

Self-concept is an individual's view or attitude towards oneself. Self-esteem is related to physical dimensions, individual characteristics, and self-motivation. The self-view not only encompasses the individual forces, but also the immolation of his own failure. Slameto suggests a self-concept is the perception of Keseluruan that someone has about himself.[10] Mulyana, explains that the concept of self is the view of the individual, who is individual, and it can be obtained through the information provided by others in the individual.[11] While Centi, expressed the concept of self is not not not an idea of oneself.[12] Hurlock (2006), defining that self-concept is a picture that someone has about him. Santrock, stated that the concept of self is an evaluation involving certain areas of self.[13] Sarwono & Meinarno, stating the concept of self is a person's awareness of who he is.[14] The Self-concept according to Agustiani is a picture that someone has about him, which is formed through the experiences gained from interaction with the environment.[3] Marsh, Hau, & Kong, mentions that someone who has a positive self-concept will be an individual who sees himself positively, bravely tries, and takes risks, is always optimistic, confident, and enthusiastic about establishing the direction and purpose of life.[15] From some of the above explanation can be concluded that the concept of self is the view, feeling, picture or assessment to evaluate yourself related to the social aspects and physical aspects gained from the interaction and from the experience of the environment.

There are many factors that influence the formation of student self concept. Families for example, education in a family environment contributes to the student's own role and influences the future behavior. The foster pattern can be closely related to the self-concept,[16] Self-conceptualized concepts with a parenting acceptance/engagement dimension (e.g., reasoning and warmth practice) and negative related to the parenting/coercion dimension (e.g., verbal nagging practice, physical punishment, and revocation of privilege).[17] The research in line from García et al., mentions that a positive self-concept relates to a positive foster pattern as well as the reverse of the negative self concept associated with a negative pattern of asih.[18]

Self-concept is important for the Lord. Where a student with a good self-concept is also likely to obtain good learning outcomes. The concept of self also affects the achievement of learning outcomes achieved by Sishiva. The research conducted by Aji (2017) shows that there is a positive and significant relationship between self-concept and mathematical learning performance.[19] Adom & Josephine, Stating there is a significant relationship between self concept and academic achievement of the school. This means that the concept of self has a relationship to the achievement of students and a good self-concept in the students in relation to the achievement of student learning outcomes.[20] Oktikasari in his research also mentioned that there is a positive and significant relationship between self concept and mathematical learning achievement.[21] The concept of self affects the outcome of learning and determine the achievement of learning from Shiva, it is necessary to consider this for teachers and parents to have a good concept of self and can improve the results of the learning of the people.[22] The same opinion is expressed by Pambudi & Wijayanti Good self concept then the academic achievement can be ensured good if the concept of self-owned less well then the achievements that can be categorized less well.[23] Akomolafe. M. J, Ogunmakin. A. O, Fasooto. G. M, in his research revealed that there is a significant relationship between self-concept and academic performance predictions.[24]

The importance of a good self-concept for students can foster awareness of learning. From the rebuttation of the importance of learning, it will prepare to learn and make Shiva have a learning readiness. It can be understood that the good self-concept of the students makes it ready to receive and perform the learning process so that the results will be better. A good learning objective can also be achieved. Based on the research of Neck, Heidi M., et al. also gives the appropriate results, where the concept of self will form a perspective and mindset in determining a person's needs and objectives.[25]

The concept of self affects students ' interpersonal competence. Students who have a positive self concept then have a good interpersolan competence, as well as the opposite of the concept of self-esteem or negative, also have poor interpersonal competence or negative. This is as right by Nimas & Indrawati in his research that self-concept has a positive relationship to interpersonal competence, meaning that there is a relation between self concept and interpersonal competence of students. Findings in the study explain the positive concepts of the self-concept, then the higher interpersonal competence of students, as well as the negative concepts of self-esteem, and the interpersonal competencies are increasingly negative.[26] The study of Hinggardipta & Ariati. expressed the students ' interpersonal competence,[27] followed by the high academic achievement of students. Akomolafe. M. J, Ogunmakin. A. O, Fasooto. G. M, In his research revealed that there is a significant relationship between concepts of self with the prediction of academic performance..[24]

Laryea, Saani, & Dawson-Brew, The role of self-concept in supporting the academic performance of students in the school affects indirectly. There are stages that are passed in order to make the self concept students can support students ' academic skills. The understanding that students have about the importance of daily learning will allow them to absorb what they have been taught in the school and to improve their academic performance so that academic achievement increases.[28] Another opinion that aligns with this is camoufled by the Crawford (2013) student self-concept affects their academic performance significantly. Crawford explained again his findings about how big and important the effort that he gave in learning to make a significant contribution to the concept of themselves subsequently gave an increase in their academic performance.

The concept of a self-academic is one dimension in self-concept that can consistently predict academic achievement.[29][30][31] Pullman and Allik, the concept of academic self is an important variable that affects the motivation and preference of students on school assignments.[32] Most talented students in the field of talent are very strong academic perception.[33] But there are many variations of academic self-concepts set in the level of academic and peer challenges.[34] The academic cosep is very important for students because they can influence their success while they are in school and especially this is very important for the high proficiency.[35] The concept of academic self has a close relationship to the achievement,[36] From the opinions of the above, the above shows the importance of the concept of self-esteem for the students and maintain and maintain the concept of student self.

The concept of academic self is an important factor that must be owned by the students, especially to move the attitude in the process of learning the self-regulation. Shevelson in Marsh & Yeung, 1997 said the concept of academic self is part of self-motivation so that students have a perspective on their academic abilities. Matara. In his research said there is a positive relationship to the concept of academic self with self-regulation where self regulation affects sisiwa for independent study. So that the academic achievement of the student increased through self-regulation that encourages to learn independently.[37] Soufi., at all., also suggests that the concept of academic self can affect academic achievement either directly or indirectly, its effects on academic achievement, and indirect effects through independent learning strategies. Therefore, a high academic concept has spent more time on learning strategies and has high academic achievement. A regulated learning strategy can also be used to predict academic achievement.[38]

From the research findings from the experts above can be concluded that the concept of academic self has a relationship with academic achievement. Where with the concept of a high academic self can give encouragement to perform the learning process, including independent learning. With the awareness of self-learning, it is likely to gain high academic achievement.

Akomolafe, Ogunmakin,& Fasooto, said the academic concept of self is very important and can not be underestimated for the academic development of children.[24] So the importance of cultivating a self-concept early on Chen. SSU-Kuang, Yeh. Yu-Chen, Hwang. Fang-Ming, Lin. Sunny SJ, in his research explaining by maintaining the academic concept of self can be a learning achievement so it is necessary to cultivate the achievement of learning and self concept. Therefore it is important to develop the concept of academic self students by looking at the age of students. For example, Teacher Elementary School focuses more on academic skills to improve the academic self-concept of future students. Next at the age of adolescence the academic self-concept is seen based on academic achievement that is achieved or in the dominance of the not necessarily all lessons can get good achievement but could be one lesson obtained his achievement well then the concept of self judging from there. This requires more clarity than a teacher to assess the concept of academic self-esteem as a teenager.[39] Adeyemi. expressed importance in an institution, especially the schools of service that can motivate the value, change of attitude, and trust to improve the concept of student self.[40]

Seeing the importance of self-concept in students is not an easy thing when already in adolescence. Ming&Sunny, said in his research students who received less good grades in one subject could not be said the concept of bad academic self could have been in another lesson he got good results. This needs to be trained to see the self-concept that exists in the students for the future achievement of the learning outcomes. Mwania, in his research it is necessary to have the teacher's accuracy in assessing the students ' learning outcomes influenced by self-concept.[41]

1. **CONCLUSION**

The concept of self has a connection to the learning achievement. Where is the concept of self-academic which is one aspect of the concept of self that has direct and indirect effect on academic achievement. The concept of academic self gives direct effect to academic achievement so it can be used to assess academic achievement. Indirect effect of the academic self-concept of academic achievement with a high academic self-concept can be encouraging to have a learning strategy to automatically have a high academic achievement. It can be concluded that the concept of self through aspects of academic self-concept there is direct or indirect relationship to academic achievement.

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