

The Influence of Self-Concept on Citizenship Learning Outcomes

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Abstract : This study aims to determine whether or not there is an influence of self-concept on learning outcomes of civics education, the influence of self-concept on emotional intelligence of class X State Senior High School in Pasar Rebo District. The population of this research is all students of class X State Senior High School in Pasar Rebo District. The schools that were sampled were SMAN 39, SMAN 98, and SMAN 106. The total population of the three schools was 574, using Isaac and Michael's tables, obtained a sample of 221 students. The results of this study prove that self-concept has a significant influence on student citizenship education learning outcomes with a correlation level of r_{132} of 0.361 or 3.6%.

Keywords: self-concept, learning outcomes, civic education

INTRODUCTION

The task of education is not only limited to transferring the results of science and technology. In addition, the field of education is also tasked with instilling new values demanded by the development of science and technology in students within the framework of basic values that have been agreed upon by the Indonesian people. Therefore, a very prominent influence on existing values comes from the application of science and technology. In line with these developments, there are not only clashes and shifts in the values adopted by the community, but even changes in the values of society.¹

Learning achievement is the maximum benchmark that students have achieved after doing the act of learning for a predetermined time together. To determine student achievement, teachers need to evaluate learning outcomes. Through the implementation of the evaluation of learning outcomes, it can be seen that student learning achievements achieved during the teaching and learning process can be seen. Another aspect that needs attention related to student learning outcomes is the characteristics of the subjects studied. Each subject has characteristics and special characteristics that are different from other subjects.

The purpose of national education is the end result of a teaching and learning process which is expressed in the form of abilities, knowledge, and attitudes of students who have followed the process. There are several factors that affect learning outcomes including learning media, learning methods, teachers and students themselves, while those affecting students are two factors, namely internal and external factors.² Internal factors are factors that come from within students,

¹Conny Semiawan, et.al. 1990. *Cultivating Talent and Creativity of Middle School Students*. Jakarta, Gramedia.

²HA Yunus. *Bandung Educational Philosophy*, Citra Sarana Graphic. 1999

including attitudes, talents, IQ, attention, self-concept and motivation. External factors are factors that come from outside the students, including the curriculum, learning atmosphere, teacher abilities, living environment and school environment. The success of the teaching and learning process is partly influenced by the characteristics possessed by students, both as individuals and groups who are participating in the process. Each student must have different characteristics, one of which is self-concept and emotional intelligence.

Self-concept becomes one of the important aspects in one's life because self-concept shows how one views about oneself. A student's self-concept can affect his motivation or desire to excel or achieve the targets he has set³.

Self-concept is a mental picture according to one's own state which includes four aspects, namely: how people observe themselves, how people judge themselves, how people think about themselves, and how people try in various ways to perfect and maintain themselves.⁴ There are several factors that influence the process of forming self-concept, namely: (1) Parenting, (2) Failure, (3) Depression, (4) internal criticism⁵. So the self-concept is "a view of oneself as a whole as a result of observations of oneself in the past and in the present".⁶

Self-concept originates and is rooted in childhood experiences and develops primarily as a result of our relationships with other people. The family is the first and most meaningful social place in a child's life, as a result the influence of the family on the development of the child's self-concept is very dominant. A person's self-concept will develop along with the amount of experience gained and the social relationships he undergoes. The more social relationships you have, the more experience you get, the more things you can take to improve yourself in order to form an ideal self-concept.⁷

The role of self-concept for individuals in terms of behavior cannot be doubted, because self-concept is the center of individual behavior. Safarino quoted in Suryabrata explains that self-concept is a person's thoughts about his or her characteristics which include physical characteristics, gender, behavioral tendencies, emotional character and ideals.⁸

According to Samuel Soeito, self-concept is a series of conclusions that a person draws about himself based on experience, either directly or indirectly. This means that a student knows that he has advantages among his friends, and can accept the judgments of others who are the foundation of his confidence.

A positive self-concept sees itself as having the ability to do something with high self-confidence to achieve success, while a negative self-concept arises from a lack of confidence in one's own abilities, there is always a feeling of inability to overcome the problems at hand, more he has the ability to do something with high self-confidence to achieve success.

Learning outcomes can be defined as an end result after experiencing the learning process, where the behavior appears in the form of actions that can be observed and measured. So this learning outcome test is an instrument that can be used to measure how far the material and related

³M Gufron. *Psychological Theories*. Yogyakarta: Ar-ruzz Media. 2011

⁴Sumadi Suryabrata, *Educational Psychology*. Jakarta, King Grafindo Persada. 2002

⁵Sjarkawi. *Formation of Children's Personality, Moral, Intellectual, Emotional, and Social Roles as Forms of Integrity to Build Identity*. Jakarta, Earth Literacy. 2008

⁶Hurlock. Elizabeth B. *Developmental Psychology: Throughout the Life Span*, transliterated: Istiwidayanti. Jakarta, Erlangga. 1996

⁷Yusuf, Syamsu LN and Nurihsan, A. Juntika. *Personality Theory*. Bandung, PT Youth Rosdakarya. 2008

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concepts that have been given and taught have been mastered by students.⁹. Assessment of learning outcomes is a process or activity that is systematic, continuous, and comprehensive in the context of collecting and processing information to assess the achievement of students' learning processes and outcomes. Learning outcomes are a description of what students must explore, understand, and do¹⁰. Learning outcomes are divided into three domains, namely: cognitive, affective, psychomotor. Cognitive domain is the ability to think, know and solve problems that are closely related to learning objectives. The affective domain is related to attitudes, emotions, feelings that indicate acceptance or rejection of something. While the psychomotor domain is related to skills, motor skills, manipulation of materials or objects¹¹.

METHODS

This research is a type of quantitative research, the research is focused on the study of objective phenomena to be studied quantitatively. The population of this research is all students of class X State Senior High School in Pasar Rebo District. The sample schools were students of class X at SMA Negeri 39, SMA 98, SMA Negeri 106. The total population of the three schools that were sampled was 574 students, based on Isaac and Michael's table with a population of 574 with an error rate of 5%, obtained a sample of 221 students from the three schools. Variables in quantitative research are: self-concept (X1) on civics learning outcomes (Y).

RESULT AND DISCUSSION

The learning outcomes of civic education at the schools that are the object of the research are an average of 48.10, with the lowest score of 25.00 and the highest being 83.00, meaning that the learning outcomes of civic education for class X State Senior High School Pasar Rebo District are low because the average is below the minimum completeness standard. while the results of the self-concept questionnaire show an average of 187.48, this shows that on average the respondents answered the self-concept questionnaire in the range of doubt and agree, meaning that students have a good (positive) self-concept in learning.

Discussion

The test results prove that the self-concept has an indirect effect on the learning outcomes of students' citizenship education.

Student learning outcomes are strongly influenced by self-concept which is a factor in improving the quality of student learning. Because every individual has dynamic, anti-deterministic and optimistic assumptions and feelings and actively forms their own knowledge and behavior. Everyone is able to look at themselves, and to question, consider, describe, and evaluate certain things that are drawn into the field of consciousness, both in interacting with themselves and with others in their environment.

The purpose of civic education learning is not only to create students who are capable or reliable in understanding and applying the meaning of civic education in everyday life. However, citizenship education lessons also have a very important role in growing and developing students' emotional intelligence

⁹Suharsimi Arikunto, *Basics of Educational Evaluation*. Jakarta, Literature Development. 1990

¹⁰Arifin Zaenal, *Learning Evaluation*, Bandung: PT Pemuda Rosdakarya. 2009

¹¹Benjamin S Bloom, *Taxonomy of Educational Objectives, The Classification of Education Goals Handbook I Cognitive Domain*. London. Longman Group Ltd. 1984

A good self-concept will know himself well so that he knows his obligations in learning. A positive self-concept will create good emotional intelligence in learning. With a good self-concept will create creative, brilliant and innovative ideas because students know themselves well as an integral part of their function as students.

CONCLUSION

Based on the results of the research analysis, it can be concluded that the better the self-concept of students in learning, the higher the learning outcomes of civic education. If the self-concept of students in the learning process is improved in a more positive direction.

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