

The Influence of Lecturer Competence and Self Concepts on Student Learning Motivation

(Study on the Pancasila and Citizenship Education Study Program at Higher Education in Padang)

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Abstract—Concerns tend to be massive decline in motivation to learn most students (at high schools in the city of Padang) encourage researchers feel the need to examine the influence of lecturer competence and student self-concept on learning motivation. This study uses a quantitative approach with a population of 449 and a sample of 217 (43.5%) students, with the Proportional Stratified Random Sampling technique, a cross sectional survey method, path analysis, and with the help of the IBM SPSS 20 program. Hypothesis testing using the t test and test F. The hypothesis is accepted if t or Fcount is greater than t or F table with a Sig. smaller than 0.05. Partially, the results of hypothesis testing

one and two prove that each lecturer competence (X1) and self-concept (X2) have a positive and significant influence on student motivation (Y), with a coefficient of 0.453 and a coefficient of 0.183. While simultaneously/collectively (third hypothesis) lecturer competence (X1) and self-concept (X2) have a positive and significant influence on student motivation (Y), with a coefficient of 0.453. The three findings of the hypothesis test results imply that in order to increase student motivation with all the consequences it is necessary to improve the quality of lecturers competencies and students' self concepts.

Keywords—*Influence, Lecturer Competence, Self-concept, Learning Motivation*

I. INTRODUCTION

It is hard to deny that at present the motivation to learn of most students tends to decline, including among students of the Pancasila and Citizenship Education Study Program (PPKn) at tertiary institutions in the City of Padang, West Sumatra Province, Indonesia. This tendency can be seen from the symptoms of lecture attitudes and behavior that are lethargic, lack of enthusiasm, lack of care or cuet, and less active in attending lectures and carrying out lecture tasks.

As described by Tahrir [1] that almost 60% of students who are not ready to present their assignments on the grounds are not ready or do not have a reference, not to mention the phenomenon of laziness attending college, indifferent or continuing to chat when the lecturer is explaining, lecturers who must wait

until students enter the class, do not return the assignment to be displayed. Especially during the midterm and end of semester exams, there are still many students who see books, notes, cheat, and even some of the answer sheets only contain rewritten exam questions or blanks. Therefore many lecturers comment on the answers of their student exams with a disappointed tone and expression and even complain about them.

Such symptoms are in line with the observations and experiences of the researchers themselves as lecturers in the FKK PPIPn Bung Hatta University study program. Based on a survey of 8 lecturers (March 2017), it can be concluded that the motivation of most college students is very low, with an average score of 42.6, only 12.5% are relatively highly motivated, while the other 87.5% are motivated low .

This condition of weakness indicates a problem, and encourages researchers to examine the causes. In the case as a prospective Citizenship Education teacher (PKn) will face increasingly difficult task challenges, because in the midst of various negative influences or implications of technological progress, especially information technology, the students he faces are more emphasized on instilling the values of characters or personalities that have spirit and fighting spirit high, optimism, work ethic and strong responsibility as a consequence of the responsibilities of his profession [2]. If PPKn students are aware and committed in the hope of becoming PPKn teachers, they must have a strong learning motivation [3].

Weak motivation to learn is a formidable challenge for lecturers, and an important upstream issue is identified and researched. As stated by Theobal that *"in the 21st century, it becomes a complex task and one of the biggest challenges for the teachers to motivate the students"* [4].

Motivation of learning for students is urgent and central, it is the driving energy that gives rise to learning activities, ensures the continuity of learning activities, and provides direction for learning activities, so that the objectives of learning subjects can be achieved [5]. With that motivation a psychological process is developed that gives enthusiasm, direction, and persistence in behavior. This means that motivated behavior is behavior that is full of energy, directed, and lasts long [6].

Purwanto [7] states that the factors that influence learning motivation consist of internal factors and external factors. This study identifies two variables that have the potential to influence learning motivation, namely the Lecturer Competency variable (X_1) and Self Concept (X_2). Both are independent variables. The determination of lecturer competency variables is mainly based on theory, logic and even the fact that learning motivation is directly related to the situation and lecture process along with the academic consequences of learning.

As stated by Wijaya and Rusyan [8] that the teacher or lecturer is a very dominant and most important factor in formal education in general. No longer do the learning processes and

outcomes determined by the school, patterns, structure and content of the curriculum, but most are determined by the competence of teachers/ lecturers [9]. Research findings by Tahrir [10] confirm that lecturer competence has a linear influence on student motivation. Same with the results of B. Muntashofi's research that lecturer competence has an influence of 40% on student motivation [11]. Likewise, the results of E. Mediawati's research [12] where the competence of lecturers has a positive and significant influence on student motivation.

Then the determination of self concept variables (self concept) is based on logic, theory, and researchers' experiences that self-concept also plays an important role in fostering the genetics of learning motivation. Because, the process of formation of learning motivation is related to what and how perceptions, feelings, learning attitudes and even the mindsets of students/students themselves, which are ultimately projected on the attitudes and behaviors of learning. Personal characteristics that are conceptualized as self-concept, namely the personal concept of self, assessment or assessment of oneself by the individual concerned [13], can be social, psycho-logical, and physical [14]. It is a combination of ideas, feelings and attitudes that a person has about himself [15]. As also stated by Burns [16] that "the self concept refers to the connection of attitudes and beliefs we hold about ourselves". Or as stated by R. Stephen [17] that the self-concept which he calls the interactive cognitive and affective aspects includes thoughts or perceptions, attitudes and beliefs that a person has about himself which plays an important role in influencing or determining his behavior.

Thus, this study aims to reveal the influence of lecturer competence variables and student self-concepts on student motivation, either partially or simultaneously or collectively. For this reason, the two independent variables, namely lecturer competence (X_1) and student self-concept (X_2), were correlatively analyzed for their influence on the independent variable of student motivation / learning (Y). Therefore in this study the following hypotheses are proposed:

1. Partially lecturer competence has a positive and significant influence on student motivation;
2. Partially the student's self-concept influences positively and significantly on learning motivation;
3. Simultaneously or collectively, lecturer competence and student self-concept have a positive and significant influence on student motivation.

II. METHOD

This quantitative study was conducted in Odd Semester 2017/2018, using a cross sectional survey method, with a population of 499 students, consisting of 445 (75.1%) PPKn students of Padang State University (UNP), and 54 (24.9%) people from the PPKn FKIP Bung Bung University (UBH) study program. The sample was set for 217 students (43.5%), consisting of 2014 students (12.44%), 2015 (27.65%), 2016 (27.65%) and 2017 (32.26%). Sampling using Proportional Stratified Random Sampling techniques. However, because the number of PPKn FKIP study programs at Bung Hatta University is small, a total sampling technique is used, because the number is less than 100 people a total sampling technique should be used, and if a large number of subjects can be taken 10%-15% or 20% -25% or more [18].

The data collection uses a structured and closed questionnaire technique with a Likert Scale model, which consists of statements weighing 1 to 5. The development of the instrument through the steps: (1) preparation of indicators, (2) preparation of instrument lines, (3) testing the instrument, and (4) testing the validity and reliability of the instrument.

Before the study, a questionnaire was tested on shadow objects on April 6, 2018. The validity test was using Product Moment and the reliability test was with Alpha Cronbach, with an alpha significance level of 0.05. That is, the results are valid and valid if the probability is smaller than 0.05. And for the reliability test (rtt), the questionnaire items were declared reliable and reliable if the rtt was greater than r table with an alpha significance level of 0.05.

To determine the validity of the instrument the correlation index interpretation criteria (r)

are used, namely: 0,800 - 1,000 = Very high, 0,600 - 0,799 = high, 0,400 - 0,599 = high enough, 0,200 - 0,399 = low, and 0,600 - 0,199 = very low (not low) valid) [19].

Before testing the hypothesis, the analysis requirements test is performed which includes data normality test, homogeneity test, linearity test, multicollinearity test, independence test, and significance test of regression coefficient. The results of all the test instruments proved to be eligible. Hypothesis testing uses regression statistics through the SPSS version 20. The output consists of Anova tables, coefficients, and Summary Models, then analyzed with path analysis by steps: (1) Determine the path model, (2) Formulate a statistical hypothesis, (3) Calculate the path coefficients identified, and (4) Test the significance of the path coefficients.

For the first and second hypotheses (single variable, or partial) t-test is used. The significance criteria uses the comparison of t-counts and ttables. The hypothesis is accepted if the t-count probability is greater (>) than ttable and the significance value is smaller (<) than the alpha probability (α) 0.05. The value of the table at $\alpha = 0.05$ is 1.652. Whereas for the third hypothesis test the F test is performed by comparing the acquisition of Fcount with Ftable. The hypothesis is accepted if the F count is greater (>) than the F table and the significance value is smaller (<) than alpha (α) 0.05 [20].

III. RESULTS AND DISCUSSION

The results of hypothesis testing through SPSS 20 program regression statistics and path analysis produce ANOVA, Coefficiens, and Model Summary tables. To test the first and second hypothesis used a single variable criteria (partially), namely by comparing the value of tcount with ttable. as follows:

Hypothesis 1 Test Results:

This hypothesis can be formulated as follows:

$$H_a: \rho_{yx1} > 0$$

$$H_o: \rho_{yx1} = 0$$

The criteria for determining whether or not to accept hypotheses 1 and 2 are based on proof, if the value of t is greater than t table then H_a is accepted and H_o is rejected. Conversely, if the

value of t is smaller than ttable, then Ho is accepted and Ha is rejected. For significance, if the probability value of sig is smaller than the value of α 0.05 then the meaning is significantly influential, on the contrary if the significance (Sig) is greater than α 0.05 then the meaning has

no influence (Ho is accepted, Ha is rejected). The positive coefficient of regression proves that the predictive correlation is also positive.

The following is a SPSS 20 output regression table for hypothesis 1:

Table 1: Path Influence Coefficient P_{yx_1}

Coefficients ^a						
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
(Constant)	61,289	2,891		21,197	,000	
1	KompetensiDo sen (X ₁)	,564	,021	,453	2,988	,003

a. Dependent Variable: Learning / Lecture Motivation (Y)

Source: processed data

Based on table 1 above, the regression equation can be made as follows:

$$Y = a + \beta_1 X_1$$

$$Y = 61,289 + 0,564 X_1$$

This equation shows the constant value of 61,289. That is, if the lecturer competency (X) value is 0, then the motivation to study students PPKn Study Program at Higher Education in the City of Padang (Y) is a positive value of 61.289. Then the regression coefficient of the lecturer competency variable (X) is 0.564; meaning that each increase in one unit of lecturer competency values assuming the value of other independent variables is constant, then the value of student learning motivation (Y) will increase by 0.564.

Then Table 1 above also shows that the acquisition of tcount of 2.988 is greater than t table at $\alpha = 0.05$ which is 1.652 (2.988 > 1.652),

while the Sig value is 0.000 smaller than 0.05, or $0.00 < 0.05$ with a positive coefficient. This means that lecturer competence (X₁) has a positive and significant relationship to student motivation (Y). The statistical count proves that Ha was accepted and Ho was rejected. This means that lecturer competence (X₁) has a positive and significant influence on student motivation/learning (Y). So it can be interpreted that the better/higher the competence of lecturers, the stronger/increase student motivation.

Furthermore, the contribution of the competence of lecturers on student motivation can be seen in table 2 below:

Table 2: Determinants coefficient (R²) Line P_{yx_1}

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.453	.205	0,20	10,004

a. Predictors: (Constant), Lecturer Competence (X₁)

Source: processed data

Table 2 above shows that the value of R is 0.453. This means that the influence of lecturer

competence (X₁) on learning motivation (Y) is quite strong. While the value of R Square (R²) or

the coefficient of determination is 0.205 or 20.5%. means that the competence of lecturers has an influence contribution of 20.5% on the motivation of students to study the PPKn Study Program at Higher Education in the City of Padang. And the other 79.5% is influenced by other variables.

On the basis of proving this one hypothesis, (Ha1) is accepted and Ho is rejected. That is, lecturer competence (X1) partially and positively influences significantly on student motivation (Y). Therefore the higher the competence of lecturers, the higher the motivation to learn/lecture students.

The influence of lecturer competence positively and significantly on student learning motivation is a very logical and empirical understanding, in line with most of the results of previous related research, such as research conducted by Tahrir [1] about the influence of lecturer competition on learning motivation in students at the University's psychology faculty Islam Negeri, Sunan Kali Jati Bandung, [4] about the influence of lecturer competence on student motivation (survey on class B 2012 students, accounting education program of the Indonesian Education University, A. Mahesta, et al. (2014) about the influence of lecturer competence on student achievement motivation (case study of entrepreneurship courses I even semester 2013/2014 S1 Management Study Program Widyatama University), and by many other related studies.

Adequate lecturer competence can stimulate an increase in student motivation, as stated by Richards (2006) in I. Long &Kowang [21] that competent lecturers will also create classroom

conditions and a climate conducive to student learning.

Efforts to encourage student learning motivation are actually integrated into the four aspects of lecturer competence as instructed through Law Number 14 of 2005 concerning Teachers and Lecturers which include pedagogic competencies, social competencies, professional competencies, and personality competencies [22]. Competent lecturers according to D. Decce and Grawford in Djamarah [23] will do a minimum of four ways of maintaining and increasing student motivation, namely: (1) encouraging students, meaning lecturers must avoid monotonous and boring things in learning, (2) provide realistic expectations, meaning that lecturers must maintain realistic student expectations and modify less or unrealistic expectations, (3) provide incentives, meaning lecturers are expected to reward students so that students are encouraged to make more effort further in order to achieve the learning objectives, (4) directing student behavior, meaning lecturers must respond to students who are not directly involved in learning in order to actively participate.

Hypothesis 2 Test Results:

This second hypothesis can be formulated as follows:

$$H_a: \rho_{yx2} > 0$$

$$H_o: \rho_{yx1} = 0$$

With the decision-making criteria for the same hypothesis as in the first hypothesis above, the results of the processed SPSS 20 regression for this second hypothesis (Path ρ_{yx2}) can be analyzed based on the table shown as follows:

Table 3: Influence Coefficients ρ_{yx2} Line

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	57,064	3,314		17,219	,000
	KonsepDiri (X2)	,190	,049	,428	3,889	,000

a. Dependent Variable: Learning/Lecture Motivation (Y)

Source: processed data

Based on table 3 above, the regression equation can be made as follows:

$$Y = a + \beta_1 X_2$$

$$Y = 57,064 + 0,190X_2$$

This equation shows that the constant value is 57,064. That is, if the student's self-concept (X₂) value is 0, then the learning motivation of students of the PPKn Study Program at Higher Education in the City of Padang (Y) is a positive value of 57.064. Then the regression coefficient of the student's self concept variable (X₂) is 0.190; meaning that each increase in one unit of student self-concept value (X₂) assuming the value of other independent variables is constant, the value of student motivation (Y) will increase by 0.019.

Then Table 3 above also shows that the acquisition of t value of 3.889 is greater than t

table at $\alpha = 0.05$ which is 1.652 ($3.889 > 1.652$), meanwhile the Sig probability value of 0.000 is smaller than 0.05, or $0,00 < 0.05$ with a positive coefficient. This means that student self-concept (X₂) has a positive and significant relationship to student motivation (Y).

On that basis, the statistics for the second hypothesis test prove that H_a was accepted and H₀ was rejected. This means that the student's self-concept (X₂) has a positive and significant influence on student motivation (Y). So it can be interpreted that the better/stronger student self-concept, the stronger/increased student motivation.

Furthermore, about the contribution of student self concept to student motivation can be seen in table 4 below:

Table 4: Path coefficient (R²) Pyx₂

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,428 ^a	,183	,178	9,868

a. Predictors: (Constant), Self concept (X₂)

Source: processed data

Table 4 above shows that the value of R is 0.428. This means that the relationship of self-concept (X₂) with student motivation (Y) is quite strong. While the value of R Square (R²) or the coefficient of determination is 0.183 or 18.3%. This means that the students' self-concept has an influence contribution of 18.3% on the learning motivation of students of the PPKn Study Program at Higher Education in the City of Padang. And 71.7% are influenced by other variables.

From research related research quite a lot of research findings are in line with the findings of this study where self-concept is positive and significant influence on student motivation, including research by E. Widyawati [24] on Analysis of the Influence of Self-Concepts on Student Learning Motivation. K. Prabadewi & P. Widiyasavitri [25] Concerning the Relationship of Academic Self Concepts with Achievement Motivation in Early Adolescents Living in Orphanages in Denpasar. N. Beginning [26] on

the Influences of Parental Attention, Self Concepts, Perceptions concerning Mathematics towards Learning Outcomes of Mathematics Through Student Learning Motivation for Class VIII Public Middle Schools in Ujung LoeSubdistrict, Bulukumba Regency, H. Sriyono, Heru & S. Zahrin [27] concerning the contribution of self-concept to student motivation in school learning. And by S. Safira [28] on the Influence of Self-Concepts on Class X Student Learning Motivation in Productive Subjects in Office Administration Department oran at SMK Pasundan 1 Cimahi. And many other research findings are in harmony.

As understood, the concept of self is a social product that is formed through a process of internalization and organization of psychological experiences. These psychological experiences are the result of an individual's exploration of his social and physical environment and the reflection of "himself" received from those who influence him [29].

Therefore, if students have negative or bad self-concepts, then in some cases they tend to reject or weaken themselves to face or utilize experiences that bring success. Then there will be a permanent awareness and change in him when there is a determination of experience that allows the restructuring of concepts that lead to positive perceptual values, attitudes or behaviors, so that permanent changes in his achievements will give birth to changes in attitudes towards himself [30].

Meichenbaum's study [31] Confirms that if students are helped to state positive things about themselves and are given reinforcement, this will foster a more positive self-concept. However, it must be realized that changes in behavior will only be followed by changes in self-concept, if it is in accordance with reality. Change will be easy to do if the self-concept of the student is not realistic [32].

Likewise, when faced with learning activities or lectures as a function being carried out by students. The success of a student in learning depends a lot on his quality; the self-concept it has. Students who have a negative self-concept will tend to have low success, tend to avoid communicating with their friends, be pessimistic about competition, reluctant to compete with others in achieving achievements, feel disliked by others, so this is very influential on development of learning so that learning outcomes tend not to be as expected [33]. Vice versa, if the values of the

concept itself are positive and affirmative, then the potential for the construction of strong motivation will be greater, and in turn will have a great chance of welcoming academic success.

Hypothesis 3 Test Results: Pyx1x2 Analysis.

This third hypothesis can be formulated as follows:

$$H_a: \text{pyx1} = \text{pyx2} \neq 0$$

$$H_o: \text{pyx1} = \text{pyx2} = 0$$

Unlike the t test technique for the first and second hypotheses above, then for this third hypothesis (Path Pyx1x2) the F test (for multiple variables) is used. Therefore, determining the hypothesis is accepted or rejected is, if Fcount is greater (>) than Ftable, then Ha is accepted, but if Fcount is smaller (<) than Ftable., Then Ha is rejected Ho is accepted (Ftable value at $\alpha = 0, 05$ is 2.26). For significance, if the probability value of sig is smaller than the value of $\alpha 0.05$, it means that it has a significant influence (Ha accepted, Ho is rejected), and if on the contrary where the probability of the significance value (Sig) is greater than $\alpha 0.05$ then it means that the teacher's competency and student self-concept has no influence on student motivation (Ho is accepted, Ha is rejected).

The third hypothesis test through the results of processed statistics SPSS 20 can be displayed as follows:

Table 5: Results of Anova Path Analysis Pyx1x2

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2571,574	2	1285,787	13,869	,000 ^b
	Residual	19839,117	214	92,706		
	Total	22410,691	216			

a. Dependent Variable: Learning/Lecture Motivation (Y)

b. Predictors: (Constant), Self concept (X₂), Lecturer Competence (X₁)

Source: processed data

Table 5 of the SPSS 20 results above shows that the Fcount is 13,869 with a significance value of 0,000. So Fcount (13,869)>Ftable (1,652). That is, the competence of lecturers and self-concept of students (x1 & x2) simultaneously / collectively has a significant influence on student motivation

/study of PPKn study programs at universities in the city of Padang.

Next about the simultaneous/collective contribution coefficients of lecturers' competen

cies and self-concepts on student motivation (path Pyx1x2) can be seen in Table 6 below:

Tabel 6: Koefisien Kontribusi Pengaruh Jalur Pyx1x2

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,629 ^a	,396	,389	9,628

a. Predictors: (Constant), Konsep Diri (X_2), Kompetensi Dosen (X_1)

Sumber: hasilolehan data

Table 6 above shows that simultaneously/collectively R values were 0.629 and R Square values (R^2) were 0.396 (39.6%), with a positive coefficient. This proves that the third hypothesis (H_a) can be accepted and H_o rejected. That is, the competence of lecturers and self-concept influences simultaneously/collectively and positively influences significantly the motivation to study college students PPKn study programs at universities in the city of Padang. Therefore it can be interpreted that the higher the level of lecturer competence and student self-concept, the higher/stronger the motivation to learn/lecture students.

The third conclusion of the hypothesis statement is a very logical and realistic social psycho fact, because the statistical evidence is supported or related to the findings of other or previous studies and theories about the influence of lecturer competence and or self-concept on learning motivation.

IV. CONCLUSIONS

It can be concluded that:

1. For hypothesis 1 (H_a) is accepted and H_o is rejected. This means that partially, lecturer competence has a positive and significant influence on student motivation. The higher the competence of lecturers, the higher the motivation of student learning because the influence or impact of stimulus can be transmitted by pedagogical competence, social competence, professional competence, and personal competence of lecturers.
2. For hypothesis 2 (H_a) is accepted and H_o is rejected. This means that partially the student's self-concept (X_2) has a positive and significant influence on student motivation/learning (Y). So it can be interpreted that the stronger the self-concept

of students, the more motivation to learn students increases. This is made possible by the positive energy that always accompanies the mind-sets, attitudes and learning behaviors of students, both in terms of the direction and process of achieving their learning goals.

3. For hypothesis 3 (H_a) accepted and H_o rejected. Immediately lecturer competence and student self-concept (x_1 & x_2) have a positive and significant influence on learning motivation. Therefore, it can be interpreted that to increase student learning motivation needs to be improved, among others, it can be done through increasing the competence of lecturers and student self-concept.

ACKNOWLEDGMENTS

Authors acknowledge to anyone who has helped during the research.

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