The Effect of Self-Concept and Student Learning Motivation on Learning Achievement of Social Science

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Abstract. **This research is based on the low mastery of self-concept for students. This research aims at determining the importance of self-concept toward learning achievement in social sciences. This research used a descriptive survey as its research method. Data retrieval was done through questionnaires. Data analysis used a descriptive statistical method to find partial and multiple correlation coefficient with t_{test}. The result showed: 1) the importance of self-concept toward learning achievement in social sciences as shown from sig = 0,000<0.05 and F_{count} =14.552. Whereas, self-concept and learning motivation contributed 34.40% to the learning achievement of social sciences. 2) There is also an influence of self-concept on learning achievement in social sciences. This can be proven by sig= 0.005<0.05 and t_{count}=2.912. Thus, it can be concluded that there is a significant influence between self-concept and learning motivation toward learning achievement in social sciences.**

Keywords: self-concept, learning motivation, learning achievement of social sciences

INTRODUCTION

Self-concept is the same as the attitude, value, and self-imagination of a person. Self-concept is ideas and attitudes that are developed from someone about themselves in doing work. Burns in Xu (2018) states that "the self-concept refers to the connection of attitudes and beliefs we hold about ourselves."[1]. By referring to that definition, it can be argued that self-concept is one's understanding of him.

Basically, everyone has a self-concept, and self-concept will affect the course of his life in the future. The attitude of acceptance of oneself is a symptom of the sense of one's teacher in a positive or negative tendency towards himself based on a straightforward assessment of his talents and abilities. According to

Mynott (2018), this attitude of acceptance of oneself is one's satisfaction in understanding oneself [2].

Self-concept is a concept that cannot be taught, but the result of one's daily life experiences. Psychologically, a person's experiences in everyday life can form self-concept [3].

In addition, it can be explained here that self-concept is a person's concern for himself, as well as a means of self-evaluation of his / her own strengths and weaknesses [4].

Although self-concept belongs to someone individually, self-concept is formed directly through interactions with other people and also depends on how that person understands himself. This is the same as expressed by Sewasew & Schroeders that the concept of oneself is obtained from someone's understanding of himself, who I am, or it can also be obtained from other people who tell him [5].

It is also the same as stated by Brooks in Sewasew, etc. (2019) that the concept of self as "those physical, social, and psychological perceptions of ourselves that we have derived from experiences and our interaction with other [6].

A person's self-concept consists of a positive self-concept and a negative self-concept. According to Seo, Shen, & Benner (2019) that people who have a positive self-concept are characterized by five things, namely: 1) confident in their ability to overcome problems; 2) feel equal to others; 3) receive praise without shame; 4) realize that everyone has various feelings that are not entirely agreed upon by the community, and 5) can improve themselves [7]. While people who have a negative self-concept are marked as follows: 1) sensitive to criticism; 2) very responsive to praise; 3) hypercritical attitude; 4) feeling disliked by others, and 5) pessimistic attitude [7].

The concept of self that someone brings to work is a mixture of many things, including acceptance from their parents, the role they learned together with their friends, their successes and failures in the past, their understanding of the awards they deserve. The

behavior of the work will reflect this self-concept, it works — say its attitude towards its work — will be greatly influenced by the work that makes it as personal as it thinks [6].

Thus, it can be affirmed that the individual's self-concept is related to social, personal, and emotional development. The concept of one's self can develop in line with the development of other psychological aspects. The ability to realize self-potential and also self-actualization [8]. Likewise, teachers, in their development is influenced by these factors. In their responsibilities as educators, teachers should have a good self-concept because the teacher is a role model for their students [9].

While the motivation to learn is one of the keys to success in learning. Students who have been motivated in learning will receive subject matter from their teacher more easily. Learning motivation is defined as a driving force that results in someone's willing to mobilize their abilities, energy, and time to achieve predetermined goals [10].

Thus, motivation is a business that can cause a person or a certain group of people to move to do something desirable to achieve the goals they want or to have satisfaction with their deeds. For that reason, motivation is an internal process that enables, guides, and maintains behavior within a certain time frame. In other words, motivation is what makes us do, keeps us doing and determines which arena we want to do [11].

According to Lin, Yen & Wang (2018), motivation is an impulse or reason that becomes the basis for one's enthusiasm to do something to achieve certain goals [12]. The meaning of motivation can also be defined as all things that cause an impulse or enthusiasm in a person to do something.

Therefore, motivation as motivation", which means" inner power "or" encouragement ". So that the notion of motivation is anything that encourages or moves someone to act or do something with a specific purpose [13].

Based on this understanding, it can be concluded that motivation is a process of change in energy, which gives individuals the strength to behave (with active learning) and attempts to achieve their learning goals.

METHOD

In data collection, the method used was the survey method. In the survey method, the researcher obtained data sources and information from the respondents as the research sample using a questionnaire as a data collection instrument.

RESULT

Data Description

Based on the results of the study what has been done about the influence of self-concept and learning motivation on the achievement of learning social science obtained the following results.

1. Data of learning achievement of social learning (Y)

Social Sciences learning achievement data were obtained from 56 students who became the study sample. The value obtained as follow: the lowest value 58, the highest 95, the average is 76.52, the median is 75, the mode is 75, and the standard deviation is 9,352.

Table 1. Research Data description of Social Science Achievement

Statistics	
Achievement of Social Science Learning	
Valid	56
N Missing	0
Mean	76.52
Median	75.00
Mode	75
Std Deviation	9.352
Minimum	58
Maximum	95

From the table above, it can be understood that the average student learning outcomes are good, it was 76.52.

2. Data of Self-Concept (X_1)

Self-concept data obtained from questionnaires answered by 56 students results in the lowest score of 79, highest score of 117, an average score of 99.25, median 99, mode of 99, and standard deviation of 9,500.

Table 2. Research Data description of Self Concept

Statistics	
Self-Concept	
Valid	56
N Missing	0
Mean	99.25
Median	99.00
Mode	99
Std Deviation	9.590
Minimum	79
Maximum	117

The table shows that the students' self-concept is very good, that is 99.25 higher than the median value that is 99.00.

3. Data on Learning Motivation (X_2)

Learning motivation data obtained from questionnaires answered by 56 respondents results in the lowest score of 87, highest score of 122, an average score of 106.61, median 107, 00 mode 107 and standard deviation of 9. 513.

Table 3. Research Data description of Learning Motivation

Statistics	
Learning Motivation	
N Valid	56
Missing	0
Mean	106.61
Median	107.00
Mode	107
Std Deviation	9.513
Minimum	87
Maximum	122

The table states that students' learning motivation is very good, it was 106.61.

Hypothesis testing

1. Influence of Self-Concept (X_1) and Learning Motivation (X_2) together towards Social Sciences Learning Achievement (Y)

Hypothesis testing: H_0: $\beta y_1 = \beta y_2 = 0$ H_1: $\beta y_1 \neq 0$; $\beta y_2 \neq 0$. Means; H_0: There is no influence of self-concept and motivation to learn together towards learning achievement in Social Sciences. H_1: There are influences of self-concept and motivation to learn together towards the achievement of learning social science.

Table 4. Results of Calculation of Significance Testing of Variable Coefficient of X1 and X2 on Y.

ANOVA					
Model	Sum of Squares	df	Means Square	F	Sig
1 Regression	1706.019	2	852.506	14.552	.000
Residual	3104.964	53	58.564		
Total	4809.982	56			

a. Dependent Variable: Social Science Learning Achievement
• Predictors: (Constant); Learning Motivation; Self Concept.

From table 4 above, it can be stated that there is a significant effect of self-concept and motivation to learn together on the achievement of learning social science. This is evidenced by the acquisition of the Sig. 0,000 <0.005 and Fo = 14,552.

2. Influence of Self Concept (X_1) towards Social Science Learning Achievement (Y)

Hypothesis testing: H_0: $\beta y_1 = 0$ H_1: $\beta y_1 \neq 0$. Means; H_0: There is no influence of self-concept towards learning achievement in Social Sciences. H_1:

There are influences of self-concept towards the achievement of learning social science.

Table 5: Result of Variable X1 and X2 Double Regression Equations to Y

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	8.332	12.799		.651	.518
Self-Concept	.370	.127	.380	2.823	.005
Learning Motivation	.295	.128	.300	2.307	.025

a. Dependent Variable: Achievement of Learning Social Science

Based on table 5 above, it can be stated that there is a significant effect of self-concept on learning achievement in social science. This is evidenced by the acquisition of the Sig. 0.005 <0.05 and t count = 2.923.

3. Influence of Learning Motivation (X_2) towards Social Science Learning Achievement (Y)

Hypothesis testing: H_0: $\beta y_1 = 0$ H_1: $\beta y_1 \neq 0$. Means; H_0: There is no influence of learning motivation towards learning achievement in Social Sciences. H_1: There are influences of learning motivation towards the achievement of learning social science.

Based on table 5 above, it can be stated that there is a significant effect of learning motivation on the achievement of learning social science. This is evidenced by the acquisition of t count = 2,307 and Sig. 0.025 <0.05.

CONCLUSION

Based on the results, this study concludes several things, including:

1) Self-concept influences learning achievement in the social sciences.
2) Learning motivation influences learning achievement in social sciences.
3) Self-concept and learning motivation together very influential in learning achievement in social science.

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