
THE RELATIONSHIP BETWEEN SELF-CONCEPT WITH LEARNING DISCIPLINE AND STUDENT LEARNING MOTIVATION IN MTS NU GONDANGLEGI MALANG REGENCY**Arina Fransisca**¹Raden Rahmat Islamic University Malang, East Java, Indonesia
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ARTICLE INFO	ABSTRACT
Received: 12-01-2022	Positive or negative self-concept in a person can not be separated from the factors that affect the formation and development of self-concept in the student so that they commit various types of violations in school. If the student's self-concept is good then it will also be a student's learning discipline, so this will help students in good learning motivation by maximizing learning time until the fulfillment of the student's goals. The purpose of this research is to find out the relationship between self-concept with learning disciplines and student learning motivation at MTs NU Gondanglegi Malang Regency. This study uses quantitative methods using product-moment correlation analysis techniques. The study sample numbered 77 students. While the way of sampling uses the total sampling sample technique because the population is below 100 subjects. The data collection technique in this study used the Likert scale. The results of the study showed that (1) there is a positive and significant relationship between the self-concept of the study discipline, where r calculates 0.595, while r tables with $N = 77$ at the level of significance of 5% of 0.220, so r calculates greater than r label ($0.695 > 0.220$). So it can be said that a high level of self-concept indicates a high level of student learning discipline. (2) There is a positive and significant relationship between self-concept and learning motivation, where r counts at 0.465, while r tables with $N=77$ at a significance level of 5% of 0.220, so r counts greater than r label ($0.465 > 0.220$). So it can be said that a high level of self-concept indicates a high level of student learning motivation.
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**INTRODUCTION**

The discipline of learning is very important because the discipline aims to be able to keep from deviant behavior and things that can interfere with the learning process. Discipline makes students trained and have good habits and can control every action so that students will obey, obey, and orderly to teach and learning activities. In learning, discipline is needed because without awareness of implementing the rules set earlier, learning will not run effectively and optimally. Therefore, for learning to run smoothly, all students must be disciplined in doing homework, discipline in doing

tasks, and discipline against the rules in school. However, not all students are disciplined in learning, this is due to the lack of positive self-concept for students.

(Slameto & yang Mempengaruhinya, 2010) argues that for students to learn more, students must be disciplined in learning both in school, at home, and in the library. From this opinion can be interpreted discipline can make students learn more advanced and with the progress obtained it will improve student learning outcomes. Based on the results of observations and interviews with wakas (deputy head of student affairs) conducted by researchers at MTs NU Gondanglegi Malang Regency on July 18 and 19, 2019, found problems in students, namely the lack of student awareness, especially in school order. Fact, some students often commit violations of school rules such as delays, ditching, and often going out of school when learning activities take place because of the location of schools adjacent to markets and places such as cafes that are wifi.

The reasons students commit such violations to vary. Even violations are often committed by students whose residence is adjacent to the location of the school. In addition, the form of prevention has been carried out by the school, such as being given punishment, squatting on roads, and sunbathing in the school field. However, there is no change for students to reduce indiscipline behavior in school order.

The findings are by the opinions expressed by (EB, 1999) who explained that self-concept plays an important role in regulating a person's behavior and adjustment in his life, therefore the self-concept provides a continuous framework for understanding the past and future and directing subsequent behavior. Students who have a good self-concept can regulate their behavior to be accepted by the environment so that all rules or disciplines applied in school can be carried out well, good student self-concept will also increase the motivation of students' achievements, conversely, students who have a bad self-concept, tend to behave not by the rules in school. This is due to their understanding of themselves and their understanding of the environment is not appropriate. They consider themselves incapable, not accepted by the environment, feel they have many shortcomings, and so on, which will harm themselves.

Self-concept is the image a person has of himself that is formed through experiences gained from interaction with the environment. Self-concept is not a factor but develops from continuous experience. Adolescent self-concept will be able to determine the attitudes and behaviors of adolescents expected by the environment. By knowing a person's self-concept, we will more easily understand the person's behavior (Agustiani, 2006).

Self-concept in students is an aspect that can maximize the level of student learning discipline in school. According to Jalaluddin Rakhmat (2011) self-concept includes what one thinks and what a person feels about him. Self-concept is important in life because, a person's understanding of his or her concept will determine and direct behavior in various situations (Agustiani, 2006).

Self-concept plays an important role in directing student behavior. Positive self-concept possessed by students will direct their behavior to be accepted in the environment where they are. In school, students must be able to follow the learning disciplines regulated by the school. This is so that students can learn well and effectively.

Learning motivation is one of the factors that also determine the effectiveness of learning. A student will learn well if there is a motivating factor, namely motivation to learn. Learners will learn seriously if they have high learning motivation. Learning motivation is the driving force in students that give rise to learning activities that ensure the continuity of learning activities that provide direction to learning activities so that the desired goals of the learning subject can be achieved (Sardiman, 2007).

This theory is by research conducted by (Mustofa, 2014) which resulted in that the motivation or learning drive of the individual is influenced from within a person, the more he has a good self-concept then the urge to learn can be fulfilled.

The results of the (Mz, 2018) analysis results found a significant positive role of self-concept towards discipline. The higher the self-concept score, the higher the discipline. On the contrary, the lower the self-concept, the lower the discipline. That is, the higher the level of self-concept, the higher the level of discipline. While the results there is a significant relationship between self-concept and learning motivation.

That the motivation or learning drive of the individual is influenced from within a person, the more self-concept the good the drive to learn can be fulfilled. Various problems and theories that have been described above occur of them because students are unable to understand themselves. The state of the student is certainly motivated by several factors that affect the student's self-concept. Self-concept is formed and developed from a variety of social experiences and interactions that start in the family, school environment, and society. In other words, positive or negative self-concept in a person cannot be separated from the factors that affect the formation and development of self-concept in the student to commit various types of violations in school. If the student's self-concept is good then it will also be a student's learning discipline, so this will help students in good learning motivation by maximizing learning time until the fulfillment of the student's goals.

Based on the problems that have been described above, research is needed to find out the relationship between self-concept and learning discipline, and student learning motivation at MTs NU Gondanglegi Malang Regency. So, researchers are interested in researching "The Relationship Between Self-Concept With Learning Discipline and Student Learning Motivation in MTs NU Gondanglegi Malang Regency.

This research aims to find out the relationship between self-concept and student learning disciplines in MTs at NU Gondanglegi Malang Regency. To find out the relationship between self-concept and student learning motivation at MTs NU Gondanglegi Malang Regency

METHODS

The methods in this research use this type of quantitative research. This method is a scientific method or scientific because it has fulfilled scientific rules that are concrete or empirical, objective, measurable, rational, and systematic. This method also developed a variety of new science and technology. This method is called the quantitative method because research data is in the form of numbers and analysis using statistics. This study is a correlation study. Where correlation research is research that is intended to know the relationship between two or more variables (Sugiyono, 2015).

The data collection techniques used in this study are divided into two, namely primary data and secondary data. Primary data is data obtained by researchers directly (from the first hand), while secondary data is data obtained by researchers from existing sources, among others:

1. Primary Data

The questionnaire is a method of data collection that is done by giving a set of questions or written statements to respondents to answer.

2. Secondary Data

Interviews are data collection techniques conducted through face-to-face and Q&A between researchers and sources. Along with the development of technology, interview methods can also be done through certain media, such as apps applications and other communication tools. Observation is a complex method of data collection because it involves a variety of factors in it.

This observational data collection technique aims to study the subject, the learning process or school activities, and the research subject environment. Interviews and observations are conducted to retrieve preliminary data as described in the background of the problem.

RESULTS AND DISCUSSION

1. Relationship Between Self-Concept and Student Learning Discipline in MTs NU Gondanglegi Malang Regency

Based on the results of the product-moment correlation analysis proves that the research hypothesis, namely "there is a significant relationship between self-concept variables and student learning discipline variables in MTs NU Gondanglegi Malang Regency" was accepted. This research was conducted on 77 students at MTs NU Gondanglegi Malang Regency. This result is known based on the value of r calculated self-concept variables and learning discipline variables are 0.595 numbers this indicates there is a significant relationship between self-concept variables and student learning discipline variables in MTs NU Gondanglegi Malang Regency. Thus it can be said that a high self-concept indicates the high discipline of learning students, or vice versa.

The results above were also reinforced by the statement of the principal on August 7, 2019, when researchers interviewed at the time of the dissemination of the second research instrument, that the concept of students here was quite good because there began to be special lessons related to school rules, good attitudes in school and guidance related to problems that affect the indiscipline of student learning by guidance and counseling teachers.

A significant relationship between self-concept and learning discipline shows that the dominant presence that affects the learning discipline of students in MTs NU Gondanglegi Malang Regency is self-concept. A person who has a good self-concept means that the individual can know himself and how he should act in an environment Positive self-concept indicates self-acceptance where individuals with a positive self-concept know themselves very well.

Positive self-concepts are stable and varied. Individuals who have a positive self-concept can understand and accept several facts that are so diverse about themselves that the evaluation of themselves becomes positive and can accept themselves for who he is (Calhoun and Acocella, 1990).

The results of the above research are strengthened by robiatul adawiyah research (2018), the higher the student's self-concept, the higher the level of student discipline, and vice versa. The lower the student's self-concept, the lower the level of discipline. In another study by Ihzan (2018) the results of the analysis found a significant positive role of self-concept towards discipline.

The higher the self-concept score, the higher the discipline. On the contrary, the lower the self-concept, the lower the discipline.

The influence of discipline on self-concept is so great that it is necessary to condition to grow and develop a disciplined attitude toward the pattern of student life. If a student has a disciplined attitude in his learning activities, then his obedience and learning perseverance will continue to increase to make his self-concept increase as well. This is also expressed by Tu'u (2008) who stated that the discipline of learning will have a positive impact on students' lives, encouraging them to learn concretely in the practice of life in school and be able to adapt.

The results of the above research were strengthened by the study by Juli Maini Sitepu & Irwan Bahri (2018) showed the results that the Hypothesis in this study is that self-concept has a positive relationship with the discipline of learning students.

2. Relationship Between Self-Concept and Student Learning Motivation at MTs NU Gondanglegi Malang Regency

Based on the results of the product-moment correlation analysis proves that the research hypothesis, namely "there is a significant relationship between self-concept variables and student learning motivation variables in MTs NU Gondanglegi Malang Regency" is accepted. This research was conducted on 77 students at MTs NU Gondanglegi Malang Regency. These results are known based on r count. The self-concept variable and the learning motivation variable is 0.465 this figure

shows there is a significant relationship between the self-concept variable and the student learning motivation variable at MTs NU Gondanglegi Malang Regency. Thus it can be said that a high self-concept indicates the high motivation of learning students or vice versa.

The results above are also reinforced by the statement of guidance and counseling teachers on August 7, 2019, when researchers conducted interviews at the time of the dissemination of the second research instrument, it was found that the student's self-concept here was quite good, even starting to gradually recover from the previous generation year. This is seen when guidance and counseling teachers provide subject matter to students, they are very enthusiastic and orderly.

A significant relationship between self-concept and learning motivation shows that the dominant presence that affects the learning discipline of students in MTs NU Gondanglegi Malang Regency is self-concept. Learning motivation is one of the factors that also determine effectiveness in learning. A student will learn well if there is a motivating factor, namely motivation to learn. Students will study seriously if they have high motivation to learn. Learning motivation is the driving force in students that give rise to learning activities that ensure the continuity of learning activities that provide direction to learning activities so that the desired goals of the learning subject can be achieved (Sardiman, 2007).

If the self-concept is good then the student's learning motivation will follow well too, AW. Bernard provides an understanding of motivation as a phenomenon involved in the fight against actions towards certain goals. Motivation is the effort to enlarge or make movements to achieve certain goals. (Prawira, 2012).

This is to research conducted by Ali Musthofa (2018) which resulted in that the motivation or learning drive of the individual is influenced from within a person, the more it has a good self-concept then the urge to learn can be fulfilled. Heru Sriyono & Sabrina Zahrin (2018) produced research findings that there is a significant relationship between self-concept and student learning motivation. This means that self-concept greatly contributes to students' learning motivation.

CONCLUSION

Based on the results of the above research can be concluded that there is a positive and significant relationship between Self-Concept and Student Learning Discipline in MTs NU Gondanglegi Malang Regency. The results of this study showed a positive relationship between Self-Concept and Student Learning Discipline in MTs NU Gondanglegi Malang Regency and the moderate category, this is known based on product-moment correlation analysis obtained the valuer calculated is 0.595, while the value of r table with $N = 77$ is 0.220. So this figure shows there is a positive and significant relationship. So it can be said that the high level of self-concept indicates the high level of student learning discipline at MTs NU Gondanglegi Malang Regency.

There is a positive and significant relationship between Self-Concept and Student Learning Motivation at MTs NU Gondanglegi Malang Regency. The results of this study showed a positive relationship between Self-Concept and Student Learning Motivation in MTs NU Gondanglegi Malang Regency and the moderate category, this is known based on product-moment correlation analysis obtained the valuer calculated is 0.465, while the value of r table with $N = 77$ is 0.220, this figure shows there is a positive and significant relationship. So it can be said that the high level of self-concept indicates the high level of student learning motivation at MTs NU Gondanglegi Malang Regency.

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