

## THE ROLE OF SELF CONCEPTS ON ACHIEVING MOTIVATION IN RSBI STUDENTS AND REGULAR STUDENTS

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**Abstract.** *Not quarantee RSBI students have good achievement in academic and be success people if they do not have motivation in it. Achievement motivation is one factor to hold academic achievement that can be influenced by student self concept. The purpose of this study was to examine the relation between self concept and achievement motivation. How percentage self concept role emerge achievement motivation.*

*The result of this study is founded significant correlation between self concept and achievement motivation. 13,3% self concept play role in RSBI students' achievement motivation and 35,4% in Regular students' achievement motivation. In other, there is differences between RSBI students' self concept and Regular students' self concept. Despite there is no differences achievement motivation between RSBI and regular students.*

*Keywords: students, motivation, correlation*

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### A. INTRODUCTION

Confidence in yourself is one element of creating a good self concept. The concept of self is a view of yourself. The self concept that is owned by students indirectly will form an attitude that is close to the truth of his view. Students who believe in their ability to do a task, tend to be successful in performing the task, whereas students who are not sure of themselves tend to fail. Likewise, if the student believes in or justifies what the community perceives of him, then indirectly he will realize actions that are considered to be the community (self fulfilling prophecy)

The General Hypothesis says that students who have good academic achievement start from a

good self-concept. Positive views involving students will lead students to have good learning. Confidence in reaping school achievements in SBI will be felt useless if students themselves do not have good motivation. No one is capable of his abilities and always looks at him negatively.

The difficulty of the existing conditions for a school to achieve SBI status is that there is no school labeled SBI in the city of Metro. Only found a number of eligible and eligible schools labeled RSBI (International Standard Pilot School), namely; Senior High School I for senior high school and junior high school 4 and junior high school I for junior high school.

RSBI schools are schools that have academic achievement that are relatively better than other schools. For example in 2010 SMP 4 has an average grade of school 8.4. Even though the figure that reflects the target target is 8.5. This still shows that the school has good academic achievements. In general, SMP 4 is a school that has a high level of achievement.

In this situation, normally SMPN 4 has students whose achievements are good, but there are students who are smarter, namely students with low achievement. Enter heterogeneity, especially the psychological conditions that have different characters, none of which RSBI has good achievements.

Likewise, vice versa, low motivation triggers laziness in learning. Students do not have the desire to achieve. In addition, lack of health problems, class conditions that are not conducive, and also not possible with self-ability and help in reducing student motivation. Confidence in yourself to be able to take action determines individual abilities.

All good psychological forms will be a positive predictor of psychological development in the next phase. A good view of oneself becomes a driving force for constructive words in students. Students can see even negative positives towards him. Psychologists believe that if people have been able to regulate themselves and have a good self-concept, then in the next development period it will be easy to achieve.

Armed with different backgrounds, different from the others. The child's self concept is the result of initial social experience, but the environment supports children's efforts to realize their capacity. School experience influences students in academic abilities that affect school performance, motivation for academic assignments, career orientation, and future dimensions. In addition, the feelings experienced by students while at school also play a role in the development of their concepts. Negative feelings about people that make students not confident. Make students about positive things in themselves that form a good self-concept. RSBI students or regular students who have the ability, height and ability both academically and socially.

Judging from the motivation of students with RSBI status, they do not always have good achievement motivation. This fact is supported by the ability of students who are not ready to study in the classroom, there are no assignments given by the teacher, unable or unresponsive, and often ignore assignments.

**MAKE, MAKE A CONSERVATION THAT CAN BE USED TO MAKE GOOD CONSERVATIONS.**

This applies to people who are confident, and confident in the ability to achieve achievement. Students are also very grateful for their abilities.

The problem in this study is that good self-concept is not always followed by good achievement. The purpose of this study is to see and know whether students' self-concept provides a role in forming achievement motivation? And do RSBI students and regular students have differences in achievement motivation and self-concept?

## **B. THEORY FRAMEWORK**

### **Achievement motivation**

According to Ormrod motivation is something that can provide certain energy, direction and persistence, making students able to move, directed at the actions they have taken. In line with that Santrock said that motivation is a process that gives enthusiasm, direction, and persistence of behavior. Before going any further, the motivation intended in this study is achievement motivation in learning and achieving high scores.

Understanding motivation can be done based on several psychological perspectives, namely behavioral perspective, humanistic perspective, cognitive perspective, and social perspective. The behavioral perspective emphasizes the relationship between stimulus and response. The action that appears is a response to the stimulus, can be either punishment or reward. According to Emmer (in Santrock), one that is included in the reward is incentives. According to him an incentive is an event or a positive or negative stimulus that can motivate students' behavior.<sup>3</sup> Generally incentives used in schools are giving praise to good work, giving awards and recognition, announcing student achievement and other things that can give pleasure to students . With this condition, students can be motivated to do an action repeatedly.

The humanistic perspective emphasizes the needs of the students themselves. It is no exaggeration to say that there are no students who do not want achievement by developing their potential.<sup>4</sup> Unlike the cognitive perspective, this perspective assumes that a student will determine himself (think) about his motivation. This shows that motivation is intentionally generated from within itself, this motivation is also called internal motivation. Individuals who will analyze the causes

of success and failure, especially perceptions of the effort made.

The social perspective views motivation as being controlled by the social environment. Every individual has a tendency to affiliate or connect with other people. This situation raises the motivation to connect with other people safely.

Based on the various theories described above, it can be concluded that achievement motivation is an encouragement to surpass, achieve achievement with all things that can support to get success. Highly motivated individuals are always task oriented and like challenges.

### **Characteristics of Individuals with High Achievement Motivation**

McClelland formulated the characteristics of people who have high achievement motivation can be seen from the following things:

1. Paying attention to matters relating to performance.
2. Response to challenges
3. Diligent
4. Responsible for performance
5. Need feedback
6. Innovative and efficient

### **Factors Affecting Achievement Motivation**

Fernald and Fernald revealed that achievement motivation can be influenced by 4 factors, namely family and culture, self-concept, gender role and recognition of achievement.

1. Family and culture (Family and culture)
2. Self Concept
3. Role of Gender
4. Recognition and achievements

In line with the above, according to Papalia et. al. several factors that can influence motivation and lead to achievement are beliefs in self-skills, parenting from parents, socio-economic status, teacher expectations, and education system.

1. Confidence in self skills
2. Parenting from parents
3. Socio-economic status
4. Teacher expectations
5. Education system

### **Self Concept**

According to Santrock, self-concept is a term of self-concept used to describe a person's evaluation of him specifically. Spencer and Spencer (in Hamzah) said that one of the characteristics of competence in carrying out an action is self-concept. Self-concept, namely attitudes, values, and a person's self-image, such as self-confidence.

Self-concept is assumptions about personal qualities which include physical appearance (tall, fat, white, short, heavy, etc.) and psychological conditions (shy, confident, anxious, etc.). In line with that, Branden said that self-concept is who and what individuals think about themselves both consciously and unconsciously, including physical and psychological traits and their advantages and disadvantages. Harter also explained that self-concept is a cognitive construction that describes and evaluates oneself. Self-concept is obtained from learning outcomes, therefore self-concepts are usually settled and consistent. Perception about self directs someone's behavior, and individual will behave according to that perception. Furthermore Hurlock states that self-concept is a picture that someone has about him. This self concept is a combination of beliefs that people have about themselves, physical, psychological, social and emotional characteristics, aspirations, and achievements. The physical picture of the self is based on the physical appearance of the child, while the psychological picture of the self is based on thoughts, feelings, and emotions.

The description of some of the theories above leads to the conclusion that self-concept is an individual image of itself, both physical, social and psychological in nature through its interaction with the environment or other people.

### **Self Concept Component**

According to Hurlock, self-concept has three components, namely;

1. Perceptual component, this component is also called the physical component, that is, someone's image about the physical appearance and impression that is displayed on others.
2. Conceptual components, namely the views of a person about the specific characteristics he possesses both his abilities and disabilities, his background and future. This component consists of several qualities of self-adjustment, such as honesty, confidence,

independence, firm stance or vice versa. This component is also called the psychological component

Components of Attitude, namely a person's feelings about his self, attitudes towards his current status and possibilities in the future, attitudes towards himself and his own views.

**Relationship of Self Concept with Achievement Motivation**

School achievement is the main goal for students. Motivation for achievement is an important thing in achieving achievement. The growth of achievement motivation is not as easy as imagining it. Many factors can influence motivation. In the theory of bioecology, all environments that surround students will have a certain impact on children. The characteristics of students' lives from family to what happens in the classroom including the message and experience received will affect how well their performance in school.

Many factors can influence achievement motivation as already explained, including views on self-ability or self-concept. Experience while in school as well as messages received from students' views of themselves. A good or positive view will give a high effect of self-confidence, so that achievement motivation will tend to be high. As stated by Schenchez, F. J. P and Roda, positive self-concept is a predictor of achievement motivation, whereas negative self-concept leads students to have low achievement motivation.

The description above shows that students' positive self-concept plays an important role in generating achievement motivation. Positive self-concept will shape confidence and confidence in students' abilities.

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**C. RESEARCH RESULTS AND DISCUSSION**

Research with RSBI student subjects showed that there was a significant relationship between self-concept and achievement motivation. 13.3% of students' achievement motivation is influenced by their self-concept. The remaining 16.7% is influenced by other factors that are not the focus of this study. In regular students, the relationship between self-concept and student achievement motivation is significant. 35.4% of students' achievement motivation is influenced by their self-concept. The remaining 64.6% is influenced by other factors.

Furthermore, based on testing the differences in achievement motivation in RSBI students and Regular students, it was concluded that there was no difference between achievement motivation of RSBI students and achievement motivation of regular students. Conclusion testing of self-concept differences shows there are differences in self-concept in RSBI students and regular students in the 95% confidence level. A summary of the findings of the above research can be seen in the following table:

Table 1.  
Percentage of Role of Self-Concept towards Emergence Achievement motivation

Status	Peran Konsep Diri terhadap Munculnya Motivasi
RSBI	13.3 %
Reguler	35,4%

Table 2.  
Differences in Self-Concept and Motivation for achievement

Variabel Psikologis	Antara RSBI dan Reguler
Konsep diri	Berbeda
Motivasi berprestasi	Tidak berbeda

## **Discussion**

Motivation is the process in which the activities of achieving goals are seriously pursued and maintained.

Motivation is a psychological construction that can emit energy and will direct it to a specific goal. Motivation can be interpreted as a driving force for students in achieving the desired learning achievement. Achievement motivation is shown to be a predictor of student success and can be made and raised in various ways. As an excuse to bring up achievement motivation, it is necessary to know in advance what factors can influence it. Many research results show the influence of psychological variables that influence achievement motivation. For example, self-regulation, self-concept, perception of tasks, creative attitude and much more.

The concept of self is the way a person perceives himself as physically and psychologically. In this study the two types of perspectives were revealed in one self-concept scale. The concept of self becomes an important capital in meeting the psychic needs of students if it is positive. Instead a negative self-concept will lead students to be pessimistic in acting. The problem of self-concept often becomes a trivial issue in its role in forming children to become achievers. Even though by cultivating self-concept from an early age, it will foster the confidence of students to achieve. This is consistent with Hurlock's statement that a good self-concept in youth will provide success in the future.

Harter also states that self-concept is a cognitive construction that describes and evaluates oneself.<sup>18</sup> Self-concept is derived from learning outcomes, therefore self-concept is usually settled and consistent. Perception about self directs someone's behavior, and individual will behave according to that perception.

The results of data analysis through statistical testing, it was found that self-concept is very related and influences student achievement motivation. Although not too large, which is only 13.3% in RSBI students and 35.4% in regular students, self-concept still contributes to influencing achievement motivation. This percentage shows there are still many other factors that can influence the emergence of motivation such as self-regulation, self-esteem, self-confidence, psychological environment, social support, emotional support and competitive situations.

Motivation of RSBI students is fairly high, this can be seen in the results of the regression equation which proves that although there is no self concept, achievement motivation of RSBI students still shows a high number of 64,408. Each self-concept increases, the achievement motivation increases by 0.553. Thus the high self-concept in each of the different groups of students will increase achievement motivation.

In general, the description of the community's perception of RSBI students and regular students is indeed not the same. RSBI students are considered as students who have positive stereotypes academically and socially. Smart, confident, highly motivated and successful are labels that are always attached to RSBI students, while regular students are considered unable to match RSBI students. This view is not entirely true, because researchers found something different from that perception.

Researchers prove that there is no difference in achievement motivation in both student school statuses. Both of these groups of students share high aspirations and wish to achieve them. Businesses carried out tend to be related to things that can support the achievement of learning achievements, such as doing homework well, always learning, recording the material received and repeating lessons.

Both RSBI students and regular students are not affected by different statuses. The same facilities make these two groups compete with each other in achieving high scores. Different status does not make regular students become insecure and not enthusiastic in learning. Judging from the average value, the two groups of students have the same value.

In contrast to achievement motivation, the self-concept possessed by RSBI students and regular students was found to be different. Based on data analysis, the mean value obtained for RSBI students is 65.1 while the average student score is 57.13. This proves that RSBI students have a better self concept than regular students.

This can be understood, students with higher social status tend to be more confident. The social status that is owned produces confidence in doing anything. Other people's positive assumptions about themselves form positive assumptions also from and for themselves. In addition, tests carried out by RSBI schools at the time of new student admissions created a competitive atmosphere. Only students who truly meet the RSBI standard requirements can enter the RSBI school. This situation increasingly makes RSBI students feel that they are selected

students where many other students want the situation.

The positive characteristics of RSBI students formed by the community lead to the acceptance and pleasure of the community towards themselves. According to Sullivan, if an individual is accepted by another person, respected, and liked because of his circumstances, then the individual tends to behave and respect himself. This was confirmed again by Dayakisni and Hudaniah who said that interaction with others would shape experiences which eventually formed self-concepts.

How the results of individual interactions with other people produce conclusions from others about him. Based on these conclusions, individuals will form self-concepts like what others perceive to them.

On the other hand, regular students show a lower self concept compared to RSBI students. Regular students often feel insecure when competing with RSBI students. The status of different students but going to school at the same school and enjoying the same facilities causes a comparison by itself. The performance and performance shown by RSBI students will automatically be compared to the performance and performance of regular students.

#### D. CONCLUSION

Based on the data analysis and discussion above, some conclusions can be drawn.

- 1) The concept of self has a positive relationship to achievement motivation. The higher the student's self concept, the higher the student's achievement motivation
- 2) Self-concept plays a role in the formation of achievement motivation in both RSBI students and regular students. In RSBI students, self-concept plays a role in the formation of motivation by 13.3% and for regular students by 35.4%.
- 3) Motivation for achievement in RSBI students and regular students is no different.
- 4) There are differences in self-concept in RSBI students and regular students. The self-concept of RSBI students is higher than the self-concept of regular students.

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