

SELF-CONCEPT ANALYSIS OF CLASS VIII JUNIOR HIGH SCHOOL STUDENTS

STATE 23 PADANG

Dita Fitriani¹⁾, Fazri Zuzano¹⁾, Listy Vermana¹⁾

¹Program Studi Pendidikan Matematika

Fakultas Keguruan dan Ilmu Pendidikan

Universitas Bung Hatta

e-mail: fitriandita3@gmail.com

ABSTRACT

The background that underlies the conduct of this research is because students often feel insecure when working on questions, especially when the teacher is asked to do them on the board. This insecurity causes students to give up easily when there is a problem they consider difficult. Self-concept in junior high school students about mathematics is low so that it causes students to feel insecure about mathematics lessons which are called mathematical self-concepts. The method used in this research is a mix method research method or a combination research method. The instrument in this study was a questionnaire obtained from a mathematical self-concept questionnaire and interview guidelines. The subjects in this study were students of class VIII SMP Negeri 23 Padang, totaling 30 students. This study shows that the results of students' mathematical self-concept are divided into 3 levels, namely (1) high as many as 5 students (16%), (2) moderate as many as 20 students (67%) and, (3) low as many as 5 students (17%) For the level of the mathematical self-concept indicator, the highest indicator is indicator 4 with the number of questionnaire results, namely 423, and the lowest is indicator 5 with the number of questionnaire results, namely 385.

Keywords: mathematical self-concept, mathematical self-concept factors

PRELIMINARY

The learning experience of students can be assessed from their learning achievement. Because it is necessary to have a self-concept of the lesson in accordance with what is actually there in students. So far, parents and the general public only pay attention to children's development in terms of children's cognitive aspects. This also applies to formal educational institutions where schools provide material / lessons that prioritize students' cognitive development. However, in addition to cognitive abilities, aspects of affective abilities also play an important role in improving student learning success, especially student success in mathematics lessons. Mathematics learning aims to make students have the following abilities: Having an attitude of appreciating the usefulness of mathematics in studying problems, as well as being resilient and confident in problem

solving. This suggests that learning mathematics also emphasizes self-concept.

Low student self-concept mathematics can be seen, when the teacher asks students to answer their homework on the board, no student wants to progress. Students also said that sometimes with their social status they were not confident in learning. In relation to fellow friends, there is still a mocking attitude when one of his friends makes a mistake in answering the questions, so that this has a negative effect on the students who are teased, namely insecurity.

Self-concept is one way to understand someone and their behavior. According to Seifert and Hoffnung, self-concept is an understanding of self or ideas about oneself (in Desmita: 2010, p.163), according to Symonds, it explains that the concept of the concept in the term self-concept contains four aspects, namely 1) a view of himself. 2) thoughts about himself 3) judgments about himself 4) actions about his progress (in Hall and Lindzy: 1978, p.102).

Factors that influence self-concept, Hurlock (1978) states in detail that there are 13 factors that influence self-concept, including: physical, physical disabilities, body condition, body kelenjer production, nickname clothes, intelligence, aspiration level, pattern. culture, school, social status and family.

METHOD

In this study, the authors used a mixed method sequential explanatory model research method. The mixed method sequential explanatory model method is a combination research method that combines two methods, namely quantitative and qualitative research methods sequentially. In the implementation of this research, the research procedure was divided into three stages, namely the preparation stage, the implementation stage, and the completion stage. In this study, the instruments used were questionnaires and interview guidelines.

RESULTS AND DISCUSSION

From the data analysis of the mathematical self-concept questionnaire and student interviews, the results show that students who have a high level of self-concept are seen from each indicator on average the student is at a high level as well as on each indicator when being interviewed the student fulfills all factors affecting students' mathematical self-concept. Likewise, for students who have a level of mathematical self-concept and student interviews, the results show that students who have a moderate level of self-concept are on average the students are at a moderate level on each of their indicators when being interviewed fulfills all the factors that influence it. . Data analysis of the mathematical self-concept questionnaire and student interviews results show that students who have a low level of self-concept are, on average, at a low level on each of the indicators. Students who have low self-concept when interviewed only meet several factors that affect self-concept.

CONCLUSIONS AND SUGGESTIONS

The results of students' mathematical self-concept are divided into 3 levels, namely (1) high as many as 5 students (16%), (2) moderate as many as 20 students (67%) and, (3) low as many as 5 students (17 %). For

the level of the mathematical self-concept indicator, the highest indicator is indicator 4 with the number of questionnaire results that is 423, and the lowest is indicator 5 with the number of questionnaire results, namely 385. Factors that affect students' mathematical self-concept are 1) Physical condition and assessment of others regarding body shape, body condition and gender regarding mathematics learning 2) Shows intelligence, aspiration level, emotional names and nicknames in mathematics learning 3) The views of parents' attitudes, sibling attitudes, the status of children in the family and the socioeconomic status of families in learning mathematics 4) The views of other students towards themselves in mathematics learning. 5) Self-confidence in their abilities and successfully recognizing their own strengths and weaknesses towards social status in learning mathematics.

Based on the above conclusions, the following suggestions can be provided. Special treatment is needed from subject teachers to students who have low self-concept so as not to have a bad influence on these students.

BIBLIOGRAPHY

- [1] Desmita. 2010. *Psikologi Perkembangan Peserta Didik: Panduan Bagi Orang Tua dan Guru dalam Memahami Psikologi Anak Usia SD, SMP, dan SMA*. Bandung: Remaja Rosdakarya
- [2] Hall, Calvin S., Gardner Lindsey. 1978. *Psikologi Kepribadian 1 Teori-Teori Psikodinamik (Klinis)*. Diterjemahkan oleh Drs. Yustinus MSc. OFM. Disunting oleh Dr. A Supratiknya. 1993. Jogjakarta : Kanisius
- [3] Hurlock, E. B. 1978. *Development Psychology*. Edisi 4. New Delhi: Tata Mc Graw Hill
- [4] Permendiknas nomor 20 tahun 2006 Tentang Standar Isi Pendidikan Dasar dan Menengah