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The Influence of Self-Concept on The Learning Achievement of Children Aged 5-6 Years at RA Perwanida Bendunganjati Pacet

Ina Maria Muhammadiyah[1*], Dwi Bhakti Indri M[2]

[1] Institut Pesantren KH. Abdul Chalim, Mojokerto, Indonesia
*Email : inamariamuhammadiyah@gmail.com

[2] Institut Pesantren KH. Abdul Chalim, Mojokerto, Indonesia
Email : indrimdwibhakti@gmail.com

Keywords	Abstract
Self-Concept, Learning Achievement, Early Childhood	Learning achievement of early childhood indicates how much a child can fulfill his developmental assignment according to the child's age stage. Therefore, a child's learning achievement must be maximized so that this golden age does not pass unnoticed. Various factors influence a child's level of achievement, one of which is the self-concept. Field data indicate that some behaviors indicate a negative self-concept. On the other side, a child's learning level has not been evenly distributed. This study aims to know: 1) profile of self-concept of aged 5-6 years old children; 2) Profile of learning achievement of 5-6 years old children; and 3) the effect of self-concept on the learning achievement of 5-6 years old children in RA Perwanida Bendunganjati Pacet. This study used the correlational quantitative research method. The population in this study was 5-6 years old children at RA Perwanida Bendunganjati with 23 children sample specified by purposive sampling technique. The results showed an effect of self-concept on the learning achievement of 5-6 years old children in RA Perwanida Bendunganjati Pacet positively and significantly. This can be seen from the result of a simple linear regression equation that amounted to $Y = 190,631 + 1.376X$. The positive validity regression coefficient showed its positive direction of the variable effects X to Y, meaning the higher the value of the variable X, it will be higher the value of the Y variable. The percentage of the effects of self-concept on learning achievement is 36.2%.

Kata Kunci	Abstrak
Konsep Diri, Prestasi Belajar, Anak Usia Dini	*Prestasi belajar pada anak usia dini menunjukkan sejauh mana anak mampu memenuhi tugas perkembangannya sesuai dengan tahapan usia anak. Oleh karena itu, capaian prestasi belajar anak harus dimaksimalkan agar masa keemasan ini tidak terlewatkan begitu saja. Terdapat berbagai faktor yang memengaruhi tingkat prestasi belajar anak, salah satunya adalah konsep diri. Data lapangan menunjukkan bahwa terdapat beberapa perilaku yang mengindikasikan konsep diri negatif, di sisi lain tingkat prestasi belajar anak belum merata. Penelitian ini bertujuan untuk mengetahui: 1) profil konsep diri anak usia 5-6 tahun; 2) profil prestasi belajar anak usia 5-6 tahun; dan 3) pengaruh konsep diri terhadap prestasi belajar anak usia 5-6 tahun di RA Perwanida Bendunganjati Pacet. Penelitian ini menggunakan metode penelitian kuantitatif korelasional. Populasi dalam penelitian ini adalah anak usia 5-6 tahun di RA Perwanida Bendunganjati dengan sampel sebanyak 23 anak yang*

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ditentukan dengan Teknik purposive sampling. Teknik pengumpulan data menggunakan metode kuesioner dan dokumentasi. Selanjutnya data diolah dengan analisis regresi sederhana untuk mengetahui pengaruh konsep diri terhadap prestasi belajar anak. Hasil penelitian menunjukkan bahwa terdapat pengaruh konsep diri terhadap prestasi belajar anak usia 5-6 tahun di RA Perwanida Bendunganjati Pacet secara positif dan signifikan. Hal ini dapat dilihat dari hasil penghitungan persamaan regresi linear sederhana sebesar: Y = 190,631 + 1,376X. Koefisien regresi yang bernilai positif menunjukkan positifnya arah pengaruh variabel X terhadap Y, artinya semakin tinggi nilai variabel X maka akan semakin tinggi pula nilai variabel Y. Adapun persentase pengaruh konsep diri terhadap prestasi belajar adalah sebesar 36,2%. belajar adalah sebesar 36,2%.

A. Introduction

Children as buds, potentials, and the younger generation to succeed the nation's ideals must receive good care, protection, and education. Thus, children's education plays a very important role in forming quality human resources and is ready to build the nation (KPPPA, 2019). One of the stages of development that is very important and must be owned by every child in early childhood. According to the Law on the National Education System, article 1 number 20 of 2003 paragraph 14, early childhood is children in the age range of 0-6 years. In this age range, children experience very rapid growth and development process and will not be replaced in the future, so that this period is referred to as the golden age. This golden age period is very influential on the next stage of growth and development. This period also only lasts once in the lifetime of each individual (Trianto, 2011).

Law No. 20 of 2003 concerning the National Education System states that "Early Childhood Education (PAUD) is a coaching effort aimed at children from birth to the age of six years which is carried out through the provision of educational stimuli to help growth and physical, mental, and spiritually development so that children have the readiness to enter further education." Early Childhood Education is one of the educations that children need so that they can develop their full potential well. In this golden age, almost all children's potential begins to be formed, both intelligence, emotion, spirituality, attitude, physical toughness, skills, and so on. So that, a systematic and sustainable strategy, method, and program are needed. In Early Childhood Education, children get the initial foundation to optimize the process of growth and development and the formation of their character so that they are ready to enter the next stage of life (Kemendikbud, 2018). Simply put, Early Childhood Education aims to guide children to be ready to go to school at the next level of education.

For early childhood, learning is playing; play is learning. Play activities for early childhood are a means of socialization, an opportunity to explore, express feelings, be creative, and a means of fun learning. In addition, playing activities are also a means of introducing oneself and their environment. Learning in Early Childhood Education is holistic and integrated, developing all aspects of child development. Learning is carried out in an integrated manner, not separating fields of study. In one activity, children can learn various things and develop several aspects of their development at once. Teachers should plan learning activities as well as possible so that they are fun and children are interested in doing them without being forced (Mulyasa, 2017).

In every learning process, of course, there are learning achievement standards that every child must achieve. The level of learning achievement achieved by students is one of the benchmarks for the success or failure of the learning process that has been carried out. According to Winkel, learning achievement is evidence of a child's success or ability in learning activities according to the weight he has achieved (Susanti, 2019). According to

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Nurkencana, learning achievement is the level of ability achieved by students after participating in the teaching and learning process within a certain time either in the form of changes in behavior, skills, or knowledge which will then be measured and assessed and manifested in the form of numbers or statements (Mualimin, 2013). At the Early Childhood Education level, there is a learning achievement reference called STPPA. According to the Regulation of the Minister of Education and Culture number 137 of 2014 concerning National Standards for Early Childhood Education, article 1 paragraph 2 states that the Standards for Achievement of Early Childhood Development, hereinafter abbreviated as STPPA, are criteria regarding the abilities achieved by children in all aspects of development and growth, including aspects of religious and moral values, physical-motor, cognitive, language, socio-emotional, and art. STPPA is a reference in assessing the extent to which the learning outcomes achieved by children are following the level of development at their age. Based on this description, it can be concluded that learning achievement in early childhood is an ability that a child can achieve in all aspects of its development. As a result, a child's level of learning achievement determines its amount of development success. Various factors influence children's learning achievement. These factors are internal (from within the child) and external (from outside the child). Self-concept is one of the internal factors that influence children's learning achievement.

Every child will have a different self-concept. The quality of this self-concept determines the form of the quality of his personality. A positive self-concept will encourage children to behave positively. Conversely, if the child's self-concept is negative, it will also encourage negative behavior. The characteristics of a child's self-concept do not always remain positive or negative because the self-concept will develop along with the individual's experience with the environment (Sustikasari, 2018). Calhoun & Acocella revealed that a child's positive self-concept is a provision for him to manage the future optimistically. When children get new information from their environment, they will not perceive it as a threat that worries them. Children with a positive self-concept are very likely to be able to appear in front of the class freely, act boldly, and treat others in a friendly manner. Thus the child will feel that his life is fun, full of surprises, and brings significant rewards (Sustikasari, 2018). Therefore, the self-concept is one of the important aspects that must be considered and developed properly by parents and teachers, especially at an early age. Because this early age is the most effective time to cultivate a positive self-concept for each individual. If, at this time, efforts to cultivate a positive self-concept are not optimal, it can still be pursued until the age of 12 years. After the age of 12 years, an individual's personality has settled. However, it can still be improved by means of improvements tailored to the individual's age and condition (Widiatmoko, 2014).

A study conducted by Shavelson, Hubner, and Stanton in Spain showed that a positive self-concept determines academic achievement in general. That is, the better the self-concept of a child, the better his achievements (Widiatmoko, 2014). In addition, Nylor also revealed that many studies have shown that there is a strong positive relationship between self-concept and learning achievement in school. Students with positive self-concepts show good performance in school, or students who excel in school have high self-assessments and show positive interpersonal relationships as well. Students with good self-concept will determine realistic learning achievement targets, overcome academic anxiety by diligently studying, carrying out educational activities, and not depending on teachers (Desmita, 2016). Although not the only factor that affects the level of children's learning outcomes, this self-concept has a significant influence on student learning outcomes. Several research results have shown that

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there is a positive correlation between self-concept and various aspects of child development, such as moral behavior (Yunika, Novianti, & N, 2019), independence (Wiyana, 2015), social skills (Agustriana, 2013), emotional intelligence (Yunita, Surbakti, & Hasanuddin, 2019), and early childhood speech skills (Pane & Siagian, 2014).

The results of an unstructured interview with the Head of RA Perwanida Bendunganjati Pacet on Thursday, December 3, 2020 show that several behaviors indicate a negative self-concept in children aged 5-6 years. These behaviors include there are still children who lack discipline, lack confidence when appearing in front of the class, and children who avoid certain subject areas (Widiatmoko, 2014). RA Perwanida uses STPPA from the Ministry of Education and Culture to measure student achievement as a reference. Where the assessments carried out, include daily assessments, monthly assessments, and semester assessments as outlined in the child's learning outcomes report. Based on the results of the interview, the learning achievement of children aged 5-6 years at RA Perwanida has not been evenly distributed, there are children whose learning achievements are according to the minimum standard, some are above the minimum standard, some are below the minimum standard (Kulsum, 2020).

Based on various research references that have been carried out previously and the field data that has been presented, researchers are interested in focusing on research studies on the influence of self-concept on overall learning achievement in early childhood. It is hoped that the research results conducted by the researchers can contribute to the advancement of science, especially in the realm of early childhood education. Therefore, researchers are interested in researching further about 'The Influence of Self-Concept on Learning Achievement of Children aged 5-6 Years at RA Perwanida Bendunganjati'.

B. Methodology

Based on the problem formulation and research objectives that have been prepared, the research method used in this study is a quantitative research method with a correlational approach. According to Yusuf, correlational research is a type of research that is used to see whether there is a relationship between two or more variables and how big and how the direction of the relationship is. In this study, the researcher did not take any action to influence the relationship between variables (Yusuf, 2019).

This study was conducted to determine whether or not there is an influence of self-concept owned by children aged 5-6 years on the level of learning achievement. Researchers will collect data on the self-concept and learning achievement of children aged 5-6 years at RA Perwanida, which will then be analyzed to find out whether there is an influence between the two variables or not. For more details, see the following research design:

Figure 1. Research Design
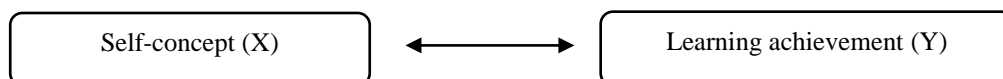
This research was conducted at RA Perwanida, located in Bendunganjati Village, Pacet District, Mojokerto Regency, East Java Province. The population in this study were children aged 5-6 years at RA Perwanida Bendunganjati Pacet for the academic year 2020-2021, totaling 35 people. In this study, the researcher used the purposive sampling method. Purposive sampling is a method of determining samples based on certain criteria (Siregar, 2017). The researcher's criteria are the level of achievement possessed by the child. Data related to children who have outstanding learning achievements in class are obtained directly

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from their homeroom teachers. Then obtained a sample of 23 children. This study has two variables: the independent variable (Self-Concept) and the dependent variable (Learning Achievement).

Data collection techniques used in this study were questionnaires and documentation methods. The questionnaire used is closed and aims to collect data related to the child's self-concept variables. This data collection was carried out with the teacher's assistant at the research location, where the teacher was asked to fill out a questionnaire that had been provided. Then, the documentation method is used to collect data related to the child's learning achievement variables which will be taken from the learning assessment results document for the second semester of the 2020/2021 academic year.

A questionnaire guide (questionnaire) was applied for the self-concept variable, and for the self-achievement variable, documentation instructions were used. The self-concept test and the learning accomplishment scale for children aged 5-6 years were both applied in this study. A Likert scale was employed as the assessment method in this study instrument. Each indicator item will have 4 alternative answers that can be chosen.

The self-concept research instrument used in this study is an instrument developed from the theory proposed by Hurlock. According to Hurlock, self-concept is a picture that a person has about himself, which combines his beliefs about himself in various characteristics and consists of three main components, namely perceptual, conceptual, and attitude (Hurlock, 1978). At the same time, the research instrument for children's learning achievement used in this study is the Standard for Child Development Achievement Level (STPPA), which is listed in the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 137 of 2014 concerning National Standards for Early Childhood Education. This instrument was developed from the developmental aspects of children aged 5-6 years contained in the STPPA, namely aspects of religious and moral values, physical-motor, cognitive, language, socio-emotional, and art.

After all the data has been collected from the source, the next step is to analyze the data. The entire series of data analyses in this study was carried out using the help of IBM SPSS Statistics 22 for Windows. The data analysis techniques used in this study are 1) descriptive analysis to describe the profile of self-concept and children's learning achievement 2) prerequisite test which includes linearity test and normality test; and 3) simple linear regression test to test whether there is an effect of self-concept on learning achievement.

C. Result and Discussion

Result

Self-Concept Profile of Children Age 5-6 at RA Perwanida Bendunganjati Pacet

The child's self-concept profile is obtained from the analysis of the questionnaire results, which are filled out directly by the child's homeroom teacher. Scoring in the self-concept questionnaire uses a Likert scale which is then categorized into scoring criteria (High, Medium, or Low). Based on the results of the validation tests that have been carried out on 37 statement items related to the child's self-concept, 2 items fall out, meaning that these 2 statement items have an r_{count} value that is smaller than the r_{table} value (0.396). In contrast, the other 35 statement items were declared valid. Then the results of the Cronbach Alpha reliability test showed that the self-concept instrument tested was declared reliable. This means that the reliability coefficient (r11) value is more than 0.6, which is 0.962. The following table explains.

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Table 1 Reliability Test Results of Self-Concept Variables

Reliability Statistics	
Cronbach's Alpha	N of Items
,962	35

The self-concept variable data was collected using a questionnaire which was filled out directly by the homeroom teacher of the children who were the research sample. This questionnaire consists of 35 statement items with 4 answer choices. The following is the acquisition of the self-concept questionnaire scores.

Table 2 Obtaining Self-Concept Questionnaire Scores

Responden	Skor Total	Responden	Skor Total
1	129	13	123
2	125	14	124
3	127	15	88
4	120	16	82
5	120	17	115
6	122	18	107
7	112	19	115
8	112	20	109
9	98	21	122
10	94	22	124
11	98	23	104
12	122		

Furthermore, the results of the data acquisition will be analyzed using descriptive statistical analysis. Descriptive analysis aims to provide an overview of the self-concept profile of the research sample. Descriptive analysis of the variables was carried out with the help of the IBM SPSS Statistics 22 application for windows, along with the results of descriptive analysis of the self-concept variable.

Table 3 Descriptive Statistics of Self-Concept Variables

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Konsep Diri	23	47	82	129	2592	112,70	13,172
Valid N (listwise)	23						

Then, the results of the questionnaire data analysis are presented in the following frequency distribution table:

Table 4 Frequency Distribution of Self-Concept

Kelas	Interval	Frekuensi	Persentase
1	82-90	2	8,7%
2	91 – 98	3	13%
3	99 – 106	1	4,4%
4	107 – 114	4	17,4%
5	115 – 122	7	30,4%
6	123 – 130	6	26,1%
Jumlah		**23**	**100%**

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Then, based on the frequency distribution table, the following scoring criteria are made:

Table 5 Self-Concept Scoring Criteria

Interval Skor	Kategori	f	Persentase
X > 121	Tinggi	9	39,15%
$104 \leq X \leq 121$	Sedang	9	39,15%
X < 104	Rendah	5	21,7%
Jumlah		**23**	**100%**

From the frequency distribution table above, it can be seen that the samples have different levels of self-concept. The percentage of samples with high self-concept is the same as the percentage of samples with moderate self-concept, which is 39.15%. While the rest (21.7%) are samples with low self-concept.

Profile of Learning Achievement of Children aged 5-6 at RA Perwanida Bendunganjati Pacet

The child's learning achievement profile is obtained from the analysis of the student development assessment results for the 2nd semester of the 2020/2021 academic year. Learning achievement variable data was collected using the documentation method. The researcher analyzed the sample learning outcomes report using a checklist consisting of 105 statement items with a rating scale of 1-4. This learning outcome report is adjusted to the STPPA of the Ministry of Education and Culture. The instrument used to collect data on children's learning achievement is in the form of a checklist that has been adjusted to the STPPA of the Ministry of Education and Culture, so there is no need to test the validity and reliability again.

The following is data on the acquisition of learning achievement scores collected through a checklist that has been compiled.

Table 6 Obtaining Learning Achievement Scores

Responden	Skor Total	Responden	Skor Total
1	333	13	396
2	338	14	384
3	333	15	293
4	344	16	295
5	361	17	315
6	340	18	320
7	347	19	365
8	337	20	381
9	326	21	373
10	303	22	382
11	330	23	384
12	371		

Furthermore, the results of the data acquisition will be analyzed using descriptive statistical analysis. Descriptive analysis aims to provide an overview of the learning achievement profile of the research sample. The following is a descriptive statistical table of self-concept variables obtained through the help of the IBM SPSS Statistics 22 application for windows:

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Table 7 Descriptive Statistics of Learning Achievement Variables
Descriptive Statistics

	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Prestasi Belajar	23	103	293	396	7951	345,70	30,093
Valid N (listwise)	23						

Then, the results of the questionnaire data are presented in the following frequency distribution table:

Table 8 Distribution of Learning Achievement Frequency

Kelas	Interval	f	Persentase
1	293 – 311	3	13%
2	312 – 328	3	13%
3	329 – 345	7	30,5%
4	346 – 362	2	8,7%
5	363 – 379	3	13%
6	380 – 396	5	21,8%
Jumlah		**23**	**100%**

Then, based on the frequency distribution table, the following scoring criteria are made:

Table 9 Criteria for Scoring Learning Achievement

Interval Skor	Kategori	f	Persentase
X > 365	Tinggi	7	30,4%
326 ≤ X ≤ 365	Sedang	11	47,8%
X < 326	Rendah	5	21,8%
Jumlah		**23**	**100%**

From table 4.9, it can be seen that the samples have different levels of learning achievement. The percentage of children with high learning achievement is 30.4%, the percentage of children with moderate learning achievement is 47.8%, and the percentage of children with low self-concept is 21.8%.

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Regression analysis was performed to determine whether there is an effect of variable X (self-concept) on variable Y (learning achievement). This regression analysis includes prerequisite tests and hypothesis testing conducted through the IBM SPSS Statistics 22 application for windows. The prerequisite test includes the normality test and linearity test. The normality test was conducted to determine whether the research data samples were normally distributed or not. The calculation of the normality test in this study used the Kolmogorov-Smirnov test with the help of the IBM SPSS Statistics 22 application for windows. The value of Sig determines the normality of the data. They were contained in the Kolmogorov-Smirnov calculation results, namely if the value of Sig. > 0.05 means that the data to be tested is normally distributed, while if the value of Sig. <0.05 means that the data to be tested is not normally distributed. The results of the calculation of the normality test are as follows:

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Table 10 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		23
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	24,02318364
Most Extreme Differences	Absolute	,108
	Positive	,108
	Negative	-,072
Test Statistic		,108
Asymp. Sig. (2-tailed)		,200[c,d]
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

Based on the table of normality test results above, it can be concluded that the residual value of the data in this study is normally distributed. This can be seen from the value of Sig. $0.2 > 0.05$.

Next is the linearity test. This test aims to determine whether there is a linear relationship between the variables studied. To perform a simple linear regression analysis, the relationship between the variables X and Y must be linear. The following are the results of the linearity test in this study which was carried out using the help of the IBM SPSS Statistics 22 application for windows:

Table 11 Linearity Test Results
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Prestasi Belajar * Konsep Diri	Between Groups	(Combined)	17783,703	15	1185,580	3,880	,039
		Linearity	7226,376	1	7226,376	23,647	,002
		Deviation from Linearity	10557,327	14	754,095	2,468	,116
	Within Groups		2139,167	7	305,595		
	Total		19922,870	22			

Based on the SPSS output table above, it is known that the Deviation from the Linearity value is $0.116 > 0.05$. This indicates that there is a significant linear relationship between the X variable (self-concept) and the Y variable (learning achievement). Thus, the prerequisites for regression analysis have been met so that it can be continued at the hypothesis testing stage.

To find out whether or not the self-concept variable influences the learning achievement variable, a hypothesis test is carried out using simple linear regression data analysis. This data analysis determines the value of the correlation coefficient, the coefficient of determination, and a simple linear regression test.

The value of the correlation coefficient indicates whether there is a relationship and the direction of the relationship between the variables X and Y. This correlation coefficient

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can be found through the Pearson Product Moment correlation test. The following table shows the results of the Pearson correlation test.

Table 12 Pearson Correlation Test Results

Correlations		Konsep Diri	Prestasi Belajar
Konsep Diri	Pearson Correlation	1	,602**
	Sig. (2-tailed)		,002
	N	23	23
Prestasi Belajar	Pearson Correlation	,602**	1
	Sig. (2-tailed)	,002	
	N	23	23
**. Correlation is significant at the 0.01 level (2-tailed).			

From the table above, it can be seen that the correlation coefficient (r) between the variables of self-concept and learning achievement is 0.602. The value of this correlation coefficient indicates a relationship between the variables of self-concept and learning achievement with the level of correlation included in the strong category. Then, the value of the positive correlation coefficient indicates that the relationship between self-concept and learning achievement is a unidirectional relationship. This means that if the self-concept variable increases, the learning achievement variable will also increase.

The correlation coefficient value is then tested for significance through the t test. The following t test formula will be used (Qomussudin, 2019):

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Where:

t = value tcount

r = correlation coefficient value

n = number of samples

The following is the calculation of the t test of the correlation coefficient above:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,602\sqrt{23-2}}{\sqrt{1-(0,602)^2}}$$

$$t = \frac{0,602\sqrt{21}}{\sqrt{1-(0,362)}}$$

$$t = \frac{2,758}{0,798}$$

$$t = 3,456$$

If it is consulted with the value of t_{table} = 1.721, with a significance level of 5%, df = n-2 = 23-2 = 21, it can be concluded if t_{count} > t_{table}; 3,456 > 1,721 then Ha is accepted and Ho is rejected. This means that there is a significant relationship between the variables of self-concept and learning achievement.

The coefficient of determination is used to determine how big the contribution of the self-concept variable (X) to the learning achievement variable (Y) is, the coefficient of determination formula is used as follows:

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$$KD = r^2 \text{ x } 100 \text{ \%}$$
$$KD = (0,602)^2 \text{ x } 100 \text{ \%} = 0,362 \text{ x } 100\% = 36,2\%$$

Based on the results of these calculations, it can be concluded that self-concept contributes 36.2% to learning achievement, while the remaining 63.8% is determined by other factors.

After the correlation coefficient and determination are known, then to predict how high the change in the value of the Y variable will be if the X variable is manipulated (changed), the regression equation will be calculated. The calculation of the regression equation in this study uses the help of the IBM SPSS Statistics 22 application for windows. Here are the results of these calculations.

Table 13 Simple Linear Regression Test Results

Coefficients[a]					
	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
Model	B	Std. Error	Beta		
1 (Constant)	190,631	45,144		4,223	,000
Self-concept	1,376	,398	,602	3,457	,002
a. Dependent Variabel: Prestasi Belajar					

The constant value and coefficient of the simple linear regression equation are obtained from column B. The constant value (a) is 190.631, and the regression coefficient (b) is 1.376 so that the following equation is obtained:

$$Y = 190{,}631 + 1{,}376X$$

If the self-concept is added by 1%, the learning achievement value will increase by 1.376. The positive regression coefficient indicates the positive direction of the influence of the variable X on Y, meaning that the higher the value of the variable X, the higher the value of the variable Y. The table also shows the value of Sig. and the value of t_{count} used to test the significant value of the regression coefficient. Value of Sig. 0.002 <0.05 and $t_{count} = 3{,}457 > t_{table} = 2{,}080$.

Discussion

Based on a simple linear regression analysis that has been carried out using the help of the IBM SPSS Statistics for Windows application, it produces a Pearson correlation coefficient of 0.602, which is positive. This means that there is a significant relationship with the direction of the positive (unidirectional) relationship. Children with a positive self-concept will have high self-confidence, are optimistic, and are not afraid to try new things in the learning process at school, and vice versa. Therefore, self-concept contributes in determining children's learning achievement.

The contribution of self-concept to learning achievement is indicated by the value of the coefficient of determination, which is 36.2%. This means that self-concept determines learning achievement as much as 36.2%, while other factors determine the remaining 63.8%. This is in line with Muhibbin Syah's opinion, which states that the factors that influence learning achievement are broadly divided into internal factors (physiological and psychological of children), internal factors (social and non-social), and factors of learning approach. Therefore, self-concept is not the only factor determining the level of children's learning achievement.

From the calculation results of the simple linear regression equation obtained the equation: Y = 190.631 + 1.376X. This means that if the value of the variable X (self-concept)

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is added by 1%, then the value of the variable Y (learning achievement) will increase by 1.376. From the results of this calculation also obtained the value of Sig. of 0.002 and t_{count} value of 3,457 when consulted with the value of t_{table} = 2,080, at a significance level of 5% with df = n-2 = 23-2 = 21, it can be concluded that $t_{count} > t_{table}$. This proves that Ha is accepted and Ho is rejected. That is, self-concept has a significant effect on children's learning achievement.

The results of this study are relevant to the results of previous studies that examined the relationship or influence of self-concept on several aspects of child development. Research conducted by Wiyana shows that there is a strong relationship between self-concept and children's independence. Where self-concept contributes as much as 44.35% to kindergarten children's independence (Wiyana, 2015). Then the results of research conducted by Rahayu showed that there was a relationship between self-concept and social skills. However, the level of the relationship was low, which was only 14.74%. Furthermore, the results of research conducted by Nurheliza Yunika, Ria Novianti, and Zulkifli N showed that there was a relationship between self-concept and early childhood moral behavior. Where self-concept contributes to moral behavior by 70% (Yunika, Novianti, & N, 2019).

Research conducted by Eli Tohonan Pane and Sahat Siagian also shows that children with positive self-concepts have better speaking skills than children with negative self-concepts (Pane & Siagian, 2014). Likewise, the research results conducted by E. Yunita, A. Surbakti, and Hasanuddin show that the emotional intelligence of children who have a positive self-concept is higher than children who have a negative self-concept (Yunita, Surbakti, & Hasanuddin, 2019).

D. Conclusion

The results showed that self-concept significantly affected the learning achievement of children aged 5-6 years at RA Perwanida Bendunganjati. The percentage of the influence of self-concept on children's learning achievement is 36.2%. Self-concept and learning achievement are two very important things for children's lives. Therefore they should be developed to the fullest. Parents and teachers play an important role in the process of maximizing children's self-concept and learning achievement. Parents and teachers are expected to understand the right stimulation in maximizing these two things well.

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