

**Research Article**

**Self-Concept in Student Learning and Motivation Truant :  
Descriptive-Correlation Studies**

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**Abstract:** This research is aimed to describe the learning motivation and self-concept of students who truant. This study used a descriptive quantitative method. The research conducted by the students of SMAN 5 Padangsidempuan in the period of 2015/2016 with the total of the population was 420 students. Amount of research sample was 36 students and had been chosen by using purposive sampling technique. An instrument employed in this study was a Likert-scaled questionnaire. Data were analyzed by using percentage technique and the relationship between the two variables was analyzed by using nonparametric statistic, that is Spearman's Coefficient of Rank Correlation. Results of this research are just like the following: 1) participants' level of achievement on self-concept of students who truant is about 69,8%, 2) participants' level of achievement on learning motivation of students who truant is about 69,2%, and 3) correlation coefficient of self-concept and learning motivation of students who truant is about 0,581. Therefore, it can be concluded that students who truancy have very low self-concept and learning motivation, and there is a significant relationship between self-concept and learning motivation. The implication in guidance counseling services is to create a service program which can increase self-concept and be learning motivation of students who truant.

**Keywords:** self-concept; learning Motivation; truancy students

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## INTRODUCTION

Education is a strategic effort in the context of national life and to improve human dignity. Ansyar (2006) states that education is a process to actualize all the potential of the child to form a personality, therefore, the purpose of education to equip students with the knowledge, values, and skills. Thus it can be said between education, and human beings can not be separated because education by and for the people so that he can live life effectively and efficiently. Sardiman in states that learning will be more stable and effective, when driven by motivation, especially strong motivation / basic needs or awareness or intrinsic motivation. Students who have high motivation to learn to be successful in their education and less likely to have problems in school. According to Uno (2008: 23) indicators of motivation to learn can be classified as follows: 1) the desire and work, 2) lack of motivation and needs in learning, 3) their hopes and ideals of the future, 4) lack of respect in the study, 5) the desire of interest in learning and 6) the existence of a conducive learning environment, allowing someone students can learn both high motivations to learn which makes students feel more at home, diligent, and not ditch in the course. While Iskandar (2009: 181) states the motivation to learn can be the driving power of the individual to perform activities of learning, gaining knowledge, skills, and experience One of the indicators shown by the students who have high motivation to learn is his diligence in learning.

Furthermore, according to Combs (in Hidayat, 2007: 69) affective factors, such as the concept of self (self-concept), challenge/threat, value, feel cared to determine the success of teaching and learning. Lutfi (in Ali, 2008: 107) states that the lack of good study habits, namely: non-durable learning and just learn once before the exam, ditching, cheat and look for a leaked review. Another study habits of students do not have nice lesson notes, annoy your friends in learning and out of the classroom. One study habits enough to affect the success of teaching and learning in school is truant. Students who are truant can be expected to have a low learning motivation and a negative self-concept, Students do not have the urge/desire to learn, the view that learning is not a lot of benefits, learning is a boring

activity, there is no point sitting in class when the teacher did not pay attention to them and other negative judgments about him. According to Eastman G, et al. (2007: 2) things into the causes of truant students, including the individual, family, school, and community in which they live. While stating the causes from within the individual, include: low learning motivation, poor self-concept, low academic, social isolation, felt less control over life, is not involved in extracurricular activities, depression, fear of the teacher, the traumatic experience, the splendor of student misbehavior in school and other things. Further explained that the concept of self as a view or to the overall self-confidence, both concerning the advantages and disadvantages of self, to have a considerable influence on the overall behavior displayed by teenagers. Backed by the research results showed a highly significant relationship between self-concept and motivation to learn the behavior of truant students. The lower the self-concept of students the students' motivation tends to be low.

Based on observations and interviews of teachers and educators picket BK SMAN 5 Padangsidempuan January to March 2015, it is known in one class there are more than two (2) students are often absent, especially students of class X and XI. In general, students who are truant are those who have previously skipped. Almost every day in school counseling teacher was calling minimal (one) missing students and their parents. In the guest book BK teacher from January to March 2015 note that ten students of class X were called the parent/guardian to the school for truant cases, 16 students of class XI called the parent/guardian to the school due to a case of ditching. Students who are truant do not feel guilty when he is absent. It is clear from the attitude of students mediocre if asked about it truant. Students respond with ease when asked by teachers and parents reason they skip school. In fact, there are students who pretended not to notice when meeting with a teacher lesson. Students do not realize what their obligations as students and the next generation, who do not realize the importance of learning. At SMAN 5 Padangsidempuan ditching regulations included into the breach was, but this does not mean do not need follow-up. Based on observations and data to support

as well as research that has been described above, researchers interested in studying more about the concept of self and truant students' motivation and their implications for counseling and guidance services.

## METHOD

This study uses quantitative methods with descriptive correlation analysis approach aims to describe and determine the relationship between the study variables. This study consisted of two variables, namely: self-concept (X) is the independent variable, and truant students' motivation (Y) is the dependent variable. Sources of data in this study were all students of class X and XI ever ditching as many as 36 students who enter the category of ditching more than three days without reason and description

This study aims to reveal how the contribution of self-concept and students' motivation truant. The instrument used to measure the relationship of self-concept and motivation to learn the behavior of ditching is questionnaire using Likert scale models. Instruments for truant students' self-concept drawn from the theory of self-concept put forward by Hurlock (1976: 22) in which includes perceptual, conceptual, altitudinal. While the truant student's motivation is derived from the theory of motivation to learn from Uno. B (2007: 23). The indicators used to measure the level of student motivation in this research is the responsibility of learning, the desire to succeed and happy with a challenging task. While the category is students, who are truant more than three days without reason and description.

## RESULT AND DISCUSSION

### Self Concept Students Ditching

Based on the results of data processing is known how the quality of students' self-concept ditching that is, to the level of student achievement as much as 13.9% are of high quality. 69.4% were of medium quality, 16.7% are in low quality. The largest percentage is at medium quality. No visible results six truant students have the low self-concept, it needs to

get the attention of the teacher guidance and counseling (BK) to have a high-quality self-concept, so expect all students have a self-concept and high quality. From the above data, it can be concluded that self-concept truant students are at medium quality.

### Student Motivation Ditching

Results of research on truant students' motivation can be seen from the air like aspects, namely: responsibility of students, the desire for success and fun with the challenging task found that the quality of students' motivation ditching as many as 15.5% are in the high quality of 69.2% at medium quality, and 15.5% are in quality low. The percentages are in the same medium and great quality at high quality and low, thereby truant student motivation mostly at medium quality. The percentages are in the same medium and great quality at the high and low quality. Thus the achievement level of students' motivation ditching mostly at medium quality. There are six people found truant students who on average have lower quality learning motivation, and it needs to get the attention of the tutor so that students have a high motivation to learn, so expect all students in the school have a high motivation to learn. From the above data, it can be concluded that the truant student motivation is at medium quality.

Hypothesis testing is done by using data analysis techniques Spearman (Spearman's Coefficient of Rank Correlation). Calculation of the correlation coefficient Spearman did with the data analysis by using SPSS 15.00.

Table 1: Results

		KD	MB
Spearman's Rho	KD	1.000	.581(**)
	Correlation coefisient	.	.000
	Sig (2 tailed)	36	36
	N		
MB	MB	.581(**)	1.000
	Correlation coefisient	.000	.
	Sig (2 tailed)	36	36
	N		

\*\* Correlation is significant at the 0:01 level (2-tailed).

Table 1 above it can be seen that the correlation coefficient between self-concept and students' motivation ditching of 0.581 (oxy = 0.581) with a confidence level of 99%, then the hypothesis that there is a significant relationship between self-concept and the truant student truant student motivation accepted. Thus it can be concluded that there is a positive relationship, a significant between self-concept and motivation to learn. The lower the self-concept of students ditching the lower the students' motivation truant.

From the results of the study revealed that most truant student self-concept is at medium quality with a percentage of 69.8% and a little on the high quality with a percentage of 15.1%, and lower quality with a percentage of 15.1%. This shows that most of the concepts the students are at the medium level. Ideally, all students in the school have the higher self-concept, considering the person's view of his influence on learning activities at school. In the perceptual aspect was 69.4% in the most moderate this shows featuring students of physical and appeal alone, as well as the statement of the students feel teachers care about her, friends have a positive view of my most students expressed "very appropriate." This shows that most students have a positive view of teachers and peers. Students who have a positive view of him was a sign of the students have a positive self-concept. According to James FC in (Maria & Nuryoto, 2007) that a positive self-concept is an individual view about him, that is positive, where individuals receive about the pros and cons. In the attitudinal aspect, as much as 8.3% have a negative self-concept. In the statement of my friends would be happy if I was in class most of the students stated: "not appropriate." This shows that students feel confident in her ability (Muniriyanto & Suharnan, 2014), Of the problems truant students thought that the image of the self, knowledge, and understanding and assessment of a person about himself so low that influence the individual learning activities. This happens because the concept itself affects the behavior of individuals. Students who are truant during school hours by reason of the invite a friend or to problems parents had not yet had a positive self-concept, so they can not engage properly on learning activities at school ( "Irena, and

Irena," ), In such conditions the students who play truant should be given to strengthening that basically, they have positive things to be discovered and developed. Based on the data and the above discussion, it is understood that the concept of self and truant students' motivation, it is important enhanced through improving related knowledge, hope, and self-assessment, for all students in the school, especially students who are truant.

### **Implication Guidance and Counseling Services.**

Implications of the results of research on the concept of self and motivation to learn on truant students can be pursued BK teachers through guidance and counseling services in schools as follows:

#### **Organizing information services**

This service aims to equip students with a range of knowledge and understanding of a variety of useful things to know ourselves, to plan and develop a pattern of life as students, family members, and the community. In the provision of information, services can be given guidance and counseling teachers (BK) such as: providing information to students about the importance of responsibility in learning, obligations as a student at the school and the benefits of doing their jobs.

Counseling services that support the BK teachers can do to improve the quality of learning of students in the school who eventually avoid truant students. In the classroom teachers are expected to give a lecture BK between 15-20 minutes about various things that harm the students, for instance regarding the association outside the school, a good relationship with the opposite sex based on religious norms, the dangers of drugs, the dangers of smoking, the influence of TV and video porn fill your free time with useful activities. Each teacher BK finished the lecture, the teacher invites students BK discussion led by a smart student, the teacher only as a facilitator if a student asks.

#### **Conducting individual counseling**

The purpose of this service is that students can Teren task problems. Besides, the other goal is for the student's independence, both in the know and understand themselves

and the environment to know objectively and dynamic, able to accept themselves positively, want to make their own decisions appropriately, able to direct yourself and realize themselves optimally. Efforts to do so that students have the ideals of a clear future, it is necessary to get the attention of BK teacher at the school. The description of the ideals of being owned by all students is expected to motivate them to learn better and do not play truant. All this is done solely to enable students to successfully pursue their education. BK teacher can give it to the type of counseling services that exist through a variety of formats. BK teachers can carry out individual counseling services for students who are truant, and BK teachers give their views the importance of school, the role of students as learners. Ideally, students come to counseling teacher to discuss anything that might harm him, personal problems, learning difficulties in a particular subject, threats against her group and so on. Preventively if the issues discussed with the BK teacher students will maintain a student of the current difficulties and come. Threats against her group and so on. Preventively if the issues discussed with the teacher BK students will maintain a student of the current difficulties and come. Threats against her group and so on. Preventively if the issues discussed with the teacher BK students will maintain a student of the current difficulties and come.

### **Implementation of group counseling**

Service group counseling is a form of assistance given to the group by utilizing group dynamics. The purpose of this service is that group members can discuss topics existing problems within the group and be able to apply them in everyday life. Group counseling to students who are not troubled or problematic students. BK teachers can follow up on these conditions, students who have a good self-concept, self-concept they remain good even increased, while students who have a low self-concept to having a good self-concept. This can be done by the teacher BK through guidance and counseling services such as: through group counseling activities with the topic of positive self-concept,

### **Implementation of group counseling services**

BK teachers can take advantage of group counseling services to students who threatened to drop out. Ditching result of the student may be declining school learning achievement. Additionally, BK teachers can take advantage of counseling services by lifting materials related to students' problems today with the aim to correct the wrong behavior.

Carrying out home visits and also invite parents to come to room BK. The main objective is the home Tujunga activity counseling teacher should give an understanding to parents to the importance of considering the development of students, as well as parents, are willing to take the time to come to the school, in coordination with the BK teachers in alleviating the problem of students that are expected to reduce the truant behavior for the sake of the future success of students.

### **CONCLUSION**

Based on the findings and discussion of the research results, it can put forward the following conclusions: (1) In general, self-concept picture truant students are at moderate with a percentage of 69.4%. It is seen that students mostly have self-concepts that are not said to be good despite the fact that just a quite appropriate able to appear confident with clothes neat and complete, students feel the teachers love him, some students feel that they have the potential to be developed, some students feel the goal is achieved. (2) In general overview, truant student motivation in middle category with the percentage obtained was 66.6%. It is seen from that sometimes students do the assignment of teachers, some students want to invite friends to discuss with friends about ideas or school, some students glad to have the additional task of the teacher. This can be enhanced through the guidance of parents and teachers BK. (3) There is a significant relationship between students' self-concept with truant missing student motivation with a correlation coefficient of 0.581. This means that the better self-concept of students ditching the higher the learning motivation. Vice versa, the lower the self-concept of ditching the lower the students also learning motivation. (4)

Implications of the findings of the counseling service are the importance of programming services that can improve self-concept and motivation truant student learning, especially regarding service content.

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