

## ABSTRAC

Ridho, Mohammad Ali. 2012. **Self-concept Relationship with Achievement Motivation in Learners in the Foundation Orphanage Akhlakul Karimah Malang**. Advisor: Iin Tri Rahayu, M.Si, Psi

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Improved student achievement can not be separated from an increasing role in students' achievement motivation. One of the factors that influence achievement motivation is self-concept. This is because, if the student sees itself with the positive, the students will think that he's capable of, making it possible to be motivated achievement. While the concept itself is also influenced by the environment, especially the family. So the loss of the family especially the parents as primary caregivers for children will give effect to the concept of self. The impacts of losing a parent, thus making the children grew up outside the original family can be both positive and negative. It can be seen in children who live outside the original family environment, for example in a care institutions such as orphanages. The purpose of this study was to determine the self-concept on students in Malang Karimah Akhlakul Foundation, to determine the students' achievement motivation in Malang Karimah Akhlakul Foundation, and to determine the relationship self-concept and achievement motivation in students in Malang Karimah Akhlakul Foundation.

The study was compiled using quantitative methods. Methods of data collection used a questionnaire with the concept of independent variables and the dependent variable is self-motivated achievers. The number of samples in this study was 17 respondents. Research conducted at the Orphanage Foundation Akhlakul Karimah Malang. To test the validity and reliability used SPSS 15 for windows. Similarly, the product moment correlation analysis and regression liner, were analyzed using SPSS 15 for windows.

The results showed the students at the Orphanage Foundation Akhlakul Karimah Malang as much as 12% have a higher self-concept and category, the category was 76% and 12% with the low category. It can be concluded students tend to have positive self-concept. As for the results of research on achievement motivation variable results obtained 6% of respondents had high achievement motivation, and 6% also have low achievement motivation. While 88% are motivated by achievement in the medium category. These results indicate that achievement motivation is owned by the majority of respondents tend to intrinsic motivation. For the correlation test results are known there is a significant relationship between self-concept and achievement motivation, the students at the orphanage YAK. Influence self-concept of achievement motivation by 28%. While the remainder by 72%, achievement motivation is influenced by other factors.