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THE INFLUENCE BETWEEN SELF-CONCEPT AND SOSIOECONOMIC STATUS ON LEARNING OUTCOME STUDENT OF CLASS IX IN SMPN 1 LARANGAN PAMEKASAN REGENCY

THESIS

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MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY
MALANG
2021

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THESIS

Presented to Tarbiyah and Teaching Faculty
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MALANG
2021

APRROVAL SHEET

THE INFLUENCE BETWEEN SELF-CONCEPT AND

SOSIOECONOMIC STATUS ON LEARNING OUTCOME

STUDENT OF CLASS IX IN SMPN 1 LARANGAN PAMEKASAN
REGENCY

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LEGITIMATION SHEET

THE INFLUENCE BETWEEN SELF-CONCEPT AND SOCIOECONOMIC STATUS ON LEARNING OUTCOME STUDENT OF CLAS IX IN SMPN 1 LARANGAN PAMEKASAN REGENCY

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Graduated

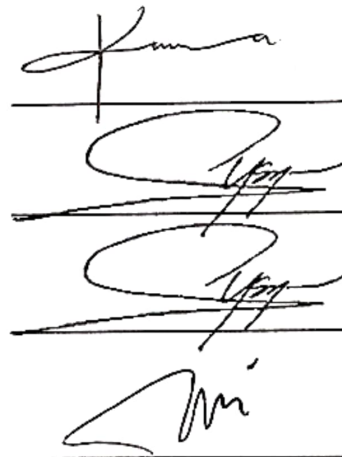| The Board Examiner	Signature
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DEDICATION

This study is dedicated to:

Allah SWT,
because of his almighty and mercy that always blessed for his creation

Prophet Muhammad SAW,
The best man and figure for his follower

My Beloved Father and Mother

My Beloved Brother, Sister, and Family

All of My Teacher and lecturer

All of My Friend, Especially My Social Science Classmate ICP 2016

Thanks For All the Supports

MOTTO

فَاِنْ تَوَلَّوْا فَقُلْ حَسْبِيَ اللّٰهُ لَآ اِلٰهَ اِلَّا هُوَ عَلَيْهِ تَوَكَّلْتُ وَهُوَ رَبُّ الْعَرْشِ الْعَظِيْمِ

But if they turn away, [O Muhammad], say, "Sufficient for me is Allah; there is no deity except Him. On Him I have relied, and He is the Lord of the Great Throne." [At-Tawbah:129]

وَخَيْرُ النَّاسِ أَنْفَعُهُمْ لِلنَّاسِ

"And the best of people is those who are most beneficial to people."

Mokhammad Yahya, Ph.D.

Education and Teaching Faculty

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THESIS ADVISOR STATEMENT   **Malang, July 11th 2021**

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To Whom It May Concern,

Dean of Education and Teaching Faculty

Maulana Malik Ibrahim State Islamic University Malang

in

        Malang

Assalamu'alaikum Wr. Wb.

After do several times consultation, both in terms of content, language, and writing techniques, and after read the thesis of the student below:

        Name   : Achmad Fajar Ferdiansyah

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        Department   : Social Sciences Education

        Tittle of Thesis: The Influence Between Self-Concept and Socioeconomic Status on Learning Outcome Student of Class IX in SMPN 1 Larangan Pamekasan Regency

As an advisor, we judge that the thesis is worthy to be submitted for testing.

Wassalamu'alaikum Wr. Wb.

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                              Mokhammad Yahya, Ph. D
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CERTIFICATE OF THESIS AUTHORSHIP

I certify that thesis is originally written by Achmad Fajar Ferdiansyah, student of Social Science Education Department (P.IPS) as a requirement for degree of Sarjana Pendidikan (S.Pd). This research writing does not incorporate any material previously written or published by another person, except those which are indicated in the notes, quotation, and bibliography. Therefore, I'm the only person who is responsible for the thesis if there is any objection or claim from others.

Malang, July 11th 2021

Author

Achmad Fajar Ferdiansyah
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PREFACE

Praise and gratitude, Alhamdulillah, the writer prays to Allah SWT for all the blessings to complete this thesis. Shalawat and greetings may always be eternal and delivered to Prophet Muhammad SAW, his family, friends, and followers who have shown guidance, to all mankind, whom we hope for intercession in the hereafter.

This thesis is one of the tasks that must be taken by students, as one of the final studies at the State Islamic University of Maulana Malik Ibrahim Malang, Faculty of Tarbiyah and Teacher Training, Department of Social Sciences Education.

This thesis proposal was prepared with very limited knowledge and very far from perfection so that without the help, guidance, and direction of various parties, it would be difficult for the author to complete it. Therefore, with all humility and full of gratitude, the author would like to thank:
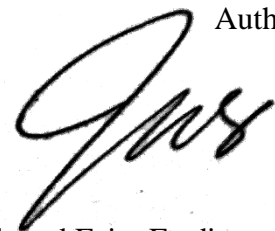
1. The Chancellor of UIN Malang, Prof. Dr. H.M. Zainuddin, MA., and all the assistant rectors who provide facilities at the State Islamic University of Maulana Malik Ibrahim Malang.

2. Dr. H. Nur Ali, M.Pd as Dean of Tarbiyah and Teaching Faculty, Maulana Malik Ibrahim State Islamic University Malang

3. Dr. Alfiana Yuli Efiyanti, MA as Head of the Department of Social Science Education, Maulana Malik Ibrahim State Islamic University Malang.

4. Mokhammad Yahya, Ph.D. As a supervisor who has guided and directed me in completing the preparation of this thesis proposal.

5. Mr. and Mrs. Lecturers of Social Science Education department, Faculty of Tarbiyah and Teacher Training, who have given knowledge to the author since was in college.

6. Thank you to my parents, who have given encouragement and educated me with patience so I can become a person who is firm in principles, and thank you very much for always praying for me so that the thesis is completed.

7. Thank you to my friends who have given me time to share stories, share information, and struggle to deal with problems.

May Allah SWT present His mercy and bounty for all of us. The author is fully aware that in this world nothing is perfect. Likewise with the writing of this thesis, which is not free from weaknesses and mistakes. The author presents this work to all readers, with the hope that there will be suggestions and constructive criticism for improvement. Hopefully this work is useful and helpful for benefit in this world and the hereafter. Amen.

Malang, 24th August 2021

Author

Achmad Fajar Ferdiansyah

TRANSLITERATION GUIDELINE

The writing of Arabic-Latin transliteration in this thesis uses standard transliteration guidelines based on a common decision of the Minister Religion of the Republic Indonesia with the Minister Education and Culture of the Republic Indonesia No. 158 of 1987 and No. 0543 b/U/1987 which in general can be explained as follows:

A. Alphabet

ا	= A	ر	= R	غ	= gh		
ب	= B	ز	= Z	ف	= f		
ت	= T	س	= S	ق	= q		
ث	= TS	ش	= Sy	ك	= k		
ج	= J	ص	= Sh	ل	= l		
ح	= H	ض	= dl	م	= m		
خ	= Kh	ط	= th	ن	= n		
د	= D	ظ	= dh	و	= w		
ذ	= Dz	ع	= '(Comma facing up)	ه	= h		
				ي	= y		

B. Long Vocal

Long vocal (a) = â

Long vocal (i) = î

Long vocal (u) = û

C. Diphthong Vocal

أوْ = aw

أيْ = ay

أوْ = uu

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ABSTRAK

Ferdiansyah, Achmad Fajar, 2021. *Pengaruh Antara Konsep Diri dan Status Sosial Ekonomi Dengan Hasil Belajar Siswa Kelas IX di SMPN 1 Larangan Kabupaten Pamekasan.* Skripsi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Pembimbing Skripsi: Mokhammad Yahya, Ph.D

Kata Kunci: Konsep Diri, Status Sosial Ekonomi, Hasil Belajar

Fenomena ketimpangan hasil belajar yang terjadi di berbagai daerah Indonesia menjadi pekerjaan bersama untuk segera diselesaikan. Banyak faktor yang mempengaruhinya, sehingga permasalahan tersebut harus segera diatasi sebagai upaya dalam meningkatkan mutu Pendidikan di Indonesia. Hasil belajar adalah salah satu betuk output yang dapat dijadikan acuan standart kesuksesan sebuah pembelajaran dengan melihat perubahan tingkah laku yang dialami untuk menilai kompetensi pengetahuan, sikap, maupun keterampilan siswa. Terdapat banyak faktor yang dapat mempengaruhi siswa dalam belajar, akan tetapi dalam penelitian ini hanya memfokuskan terhadap dua faktor saja yakni konsep diri dan status sosial ekonomi.

Penelitian ini bertujuan untuk memperoleh hasil kajian lapangan perihal: (1) Mengetahui hubungan antara konsep diri dengan hasil belajar pada siswa kelas IX SMPN I Larangan, (2) Mengetahui hubungan antara status sosial ekonomi dengan hasil belajar pada siswa kelas IX SMPN I Larangan, dan (3) Mengetahui hubungan antara konsep diri dan status sosial ekonomi dengan hasil belajar pada siswa kelas IX SMPN I Larangan.

Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian *explanatory* yakni penelitian yang bertujuan menjelaskan kedudukan dan hubungan antar variabel. Penelitian dilaksanakan di SMPN I Larangan Pamekasan dengan responden sejumlah 100 orang siswa kelas XI pada tahun ajaran 2020/2021. Instumen pengumpulan data yang digunakan adalah angket dan nilai rapot siswa. Angket digunakan untuk memperoleh data variabel bebas kosep diri (X_1) dan status sosial ekonomi (X_2) sedangkan angket digunakan untuk varibel terikat hasil belajar.

Hasil pengolahan data yang telah terkumpul dalam penelitian ini dapat disimpulkan bahwa terdapat pengaruh secara pada variabel konsep diri dengan hasil belajar sedangkan tidak ditemukan pengaruh pada variabel status sosial ekonomi terhadap hasil belajar. Akan tetapi secara simultan kedua variabel bebas mempengaruhi variabel dependen dengan nilai determinasi (R^2) sebesar 0,069. Artinya hubungan kedua variabel bebas tersebut terhadap hasil belajar sebesar 6,9%.

ABSTRACT

Ferdiansyah, Achmad Fajar, 2021. *Influence Between Self-Concept and Socio-Economic Status with Learning Outcomes of Class IX Students at SMPN 1 Larangan, Pamekasan Regency.* Thesis, Social Sciences Education Department, Education and Teaching Faculty, Maulana Malik Ibrahim State Islamic University Malang. Thesis Supervisor: Mokhammad Yahya, Ph.D

Keywords: Self-Concept, Socioeconomic Status, Learning Outcome

The phenomenon of inequality in learning outcomes that occurs in various regions of Indonesia is a joint work to be resolved immediately. Many factors influence it, so these problems must be addressed immediately in an effort to improve the quality of education in Indonesia. Learning outcomes are one kind of output that can be used as a standard reference for learning success by looking at changes in behaviour experienced to assess the competence of students' knowledge, attitudes, and skills. There are many factors that can influence students' learning outcomes, but this study only focuses on two factors, there are self-concept and socioeconomic status.

This study aims to obtain the results of field research regarding (1) Knowing the relationship between self-concept and learning outcomes in class IX students of SMPN I Larangan, (2) Knowing the relationship between socioeconomic status and learning outcomes in class IX students of SMPN I Larangan, and (3) Knowing the relationship between self-concept and socioeconomic status with learning outcomes in class IX students of SMPN I Larangan.

This research uses a quantitative approach with the type of explanatory research, specifically research that aims to explain the position and relationship between variables. The research was held out at SMPN I Larangan Pamekasan with 100 respondents from class XI in the 2020/2021 school year. The data collection instruments used were questionnaires and student report cards. The questionnaire was used to obtain data on the independent variables of self-concept (X_1) and socioeconomic status (X_2), while the questionnaire was used for the dependent variable of learning outcomes.

The data processing result that has been collected in this study can be concluded there is an influence on the self-concept variable with learning outcomes. But there is no influence of the socio-economic status variable on learning outcomes. However, simultaneously the two independent variables are affected to the dependent variable with a determination value (R^2) of 0.069. This means that the relationship between the two independent variables on learning outcomes is 6.9%.

ملخص البحث

فيرديانشاه، احمد فجر 2021. العلاقة بين مفهوم الذات و الوضع الاجتماعي و الاقتصادي مع مخرجات تعلم طلاب الصف التاسع في مدرسة الثانوية الحكومية 1 لاراعان، باميكاسان. البحث العلمي، قسم تعليم العلوم الاجتماعية، كلية التربية و تدريب المعلمين، جامعة الإسلامية الحكومية مولانا مالك إبراهيم مالانج. مشرف البحث: محمد يحيى

الكلمات المفتاحية: مفهوم الذات، الوضع الاجتماعي الاقتصادي، مخرجات التعلم

ظاهرة عدم المساواة في نتائج التعلم التي تحدث في مناطق مختلفة من إندونيسيا هي عمل مشترك يجب حله على الفور. هناك العديد من العوامل التي تؤثر عليه، لذلك يجب معالجة هذه المشكلات على الفور كمحاولة لتحسين جودة التعليم في إندونيسيا. مخرجات التعلم هي شكل من أشكال المخرجات التي يمكن استخدامها كمرجع معياري لنجاح التعلم من خلال النظر في التغييرات في السلوك من ذوي الخبرة لتقويم كفاءة معرفة الطلاب و مواقفهم و مهاراتهم. العوامل التي تؤثر عليه هي مفهوم الذات والحالة الاجتماعية والاقتصادية التي يمتلكها الطلاب.

تهدف هذا البحث إلى الحصول على نتائج الدراسات الميدانية فيما يتعلق بما يلي: (1) معرفة العلاقة بين مفهوم الذات و نتائج التعلم في طلاب الصف التاسع في مدرسة الثانوية الحكومية 1 لاراعان، باميكاسان (2) معرفة العلاقة بين الحالة الاجتماعية و الاقتصادية و نتائج التعلم في طلاب الصف التاسع مدرسة الثانوية الحكومية 1 لاراعان، باميكاسان و (3) معرفة العلاقة بين مفهوم الذات و الحالة الاجتماعية و الاقتصادية مع نتائج التعلم في طلاب الصف التاسع في مدرسة الثانوية الحكومية 1 لاراعان، باميكاسان.

تستخدم هذا البحث المنهج الكمي مع نوع التوضيحي، أي البحث الذي يهدف إلى شرح الموقف و العلاقة بين المتغيرات. تم إجراء البحث في مدرسة الثانوية الحكومية 1 لاراعان، باميكاسان مع 100 مشارك من الفصل الحادي عشر في العام الدراسي 2020/2021. كانت أدوات جمع البيانات المستخدمة هي الاستبيانات و بطاقات تقرير الطلاب. تُستخدم الاستبيانات للحصول على بيانات عن المتغير المستقل المستقل (X_1) و الحالة الاجتماعية والاقتصادية (X_2)، بينما يستخدم الاستبيان لنتائج التعلم المرتبطة المتغيرة.

يمكن استنتاج نتيجة معالجة البيانات التي تم جمعها في هذه الدراسة أن هناك تأثيرًا على متغير مفهوم الذات مع نتائج التعلم. ولكن لا يوجد تأثير لمتغير الحالة الاجتماعية والاقتصادية على نتائج التعلم. ومع ذلك، يتأثر المتغيران المستقلان في نفس الوقت بالمتغير التابع بقيمة تحديد تبلغ 0.069. هذا يعني أن العلاقة بين المتغيرين المستقلين على نتائج التعلم هي 6.9٪ $(R2)$

CHAPTER I

INTRODUCTION

A. **Background of Research**

Since the industrial revolution broke out in Europe, the whole world is moving fast to develop. Activities to implement development strategies to improve economic sectors, such as processing and controlling natural resources. Development is carried out to improve the welfare and living standards of the people in a country. Humans have an important role as the subject and object of development activities. A development requires quality human resources to compete well. To fulfil qualified human resources in assisting the country's development, it is important to build skills and competencies through great quality education.

Meanwhile, in Indonesia. Development planning has been fully regulated in Law constitution of Indonesia No. 25 of 2004 concerning national development planning. The law stipulates what must carry out national development planning perfectly in long-term, medium-term, and annual time scales with the existence in a legal basis in the form of legislation, who can assume that national development is a general problem at all levels of government to be able to run well and compete with other countries[1].

There are many efforts and policies that the government has made to support the progress of national development growth. Such as improving the quality of

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[1] Perpres Nomor 18 Tahun 2020 Tentang Rencana Pembangunan Jangka Menengah Nasional Tahun 2020-2024 – JDIH BSSN, diakses 22 Maret 2021, https://jdih.bssn.go.id/arsip-hukum/perpres-nomor-18-tahun-2020-tentang-rencana-pembangunan-jangka-menengah-nasional-tahun-2020-2024.

underdeveloped regions by building supporting infrastructure, empowering domestic MSME products to be able to compete in the global market, building regional corridors to increase employment and bring out the potential of each region. However, all these efforts will be ineffective and inefficient when human resources are not optimal.

The quality of human resources in Indonesia itself is quite good and increases every year. It can be seen from the results of the Human Development Index (HDI)[2] statistic that our nation is ranked 101st and is included in the High Human Development group although not as good as Malaysia at 61, Thailand 77, Philippines 106. This index indicator is useful for seeing the grouping of a state and the influence of economic policies on the quality of life of its people. With the inclusion of Indonesia in this category, it can conclude that our country is a country with a sufficient level of economic welfare.

The improvement in the index is caused by various factors, one of the factors which is the change in the education model that continues to evolve following the change of globalization era. This is in line with the formulation of the National Education Goals contained in the Law constitution of the Republic Indonesia Number 20 of 2003, which is developing the potential of students to become human beings who are obedient to God, have a noble character, are healthy, knowledgeable, capable, creative, independent, and become good citizens. Democratic and responsible.

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[2] Human Development Data (1990-2018) | Human Development Reports, diakses 18 Maret 2020, http://hdr.undp.org/en/data.

In addition, this progress does not evade the spirit of noble struggle that has been embedded through Law constitution of Indonesia Number 2 of 1989 concerning the National Education System, namely that national education functions to educate society and improve the social quality and welfare of human life. The law clearly explained circumstances that the spirit of national education is to increase human resources so that they can support national development and compete in the next few years globally.

The fact is that not all the students can perform well. Not because our quality of education is low or below average, but there is still a gap in social status at schools that affects the Need for Achievement and psychological students. Bullying cases against students with low social status are still common. The Child Protection Commission (KPAI) noted that in the first 4 months of 2019, there were as many as 12 cases of psychological violence and bullying, a large number in the first quarter of 2019. Social pressure caused by bullying can disrupt the psychology of students, destroying their desire and their need for achievement[3].

Disturbance of the desire for student achievement is ultimately fatal to student learning outcomes. Students who are become victims of bullying will experience excessive stress due to bullying that occurs to them. So that students become mentally disturbed and cannot maximize their abilities to learn and get brilliant learning outcomes.

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[3] Catatan KPAI di Hardiknas: Kasus Anak Bully Guru Meningkat Drastis | Komisi Perlindungan Anak Indonesia (KPAI), diakses 18 Maret 2020, https://www.kpai.go.id/berita/catatan-kpai-di-hardiknas-kasus-anak-bully-guru-meningkat-drastis.

But, the psychological influence of children is also an important factor that affects the spirit of learning and student achievement. Understanding self-concept is a condition of a person in assessing and seeing his whole person physically, intellectually, emotionally, and so on. In addition, self-concept also concerns the perception or assessment of other individuals on the nature and potential of the social interactions that occur. Through this understanding, it can be interpreted that self-concept greatly affects the spirit of students and can cause a mental disorder. And of course, these little things can affect the output of education to control the circulation of national development massively.

The influence of self-concept as the one of many external factors that has an impact on students can be strengthened by several research results that have been carried out. As the results of Widyawati's research on self-concept analysis, it was revealed that there was a positive influence between students' self-concept and learning motivation[4]. From the results of this study, it can be interpreted that the more positive the self-concept that students have, the more they will be directly proportional to their learning motivation and vice versa.

Meanwhile, David McClelland's theory is explained in his book 'The Achieving Society' that a child's growth period is very influential in developing a kid's achievement motivation. Which will have a macro sustainable impact on the development of a country. His research also mentioned that countries with

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[4] Widyawati, *Analisis Konsep Diri Terhadap Pengaruh Motivasi Belajar Mahasiswa,* Jurnal Manajemen, Hal. 1-11

human resources that have high achievement motivation will be more advanced and can compete in the country's development process.

The need for Achievement is an intuition that serves to encourage someone to achieve the desired goal or the target planned before. In the results of McClelland's research in developed countries, the development and growth of its development are supported by people who have ambitions of high achievement needs. While these traits do not form by themselves, there are many factors that affect the average value of a person's motivation, such as social interactions that happen, social status owned until an understanding of the abilities and traits possessed.

Of course, with its various policies, the Indonesian government has made related efforts to advance its human resources, especially in the formation of student character outcomes at various levels of education. One of them is the application of the new K-13 curriculum, which aims to make individuals more productive, innovative, creative, and effective[5]. Of course, this spirit will be perfect with the high achievement motivation of students have. All these forms of effort have one goal, namely for the advancement of national development.

The formation of high achievement motivation in students can greatly affect the success of ongoing learning. This can be used to compare and measure the level of student learning outcomes in the future. In addition to playing an important role in the spirit of national development, achievement motivation can

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[5] Liputan6.com, "Tujuan Kurikulum 2013 di Balik Pro Kontra Penerapannya," liputan6.com, 20 Januari 2019, https://www.liputan6.com/citizen6/read/3875318/tujuan-kurikulum-2013-di-balik-pro-kontra-penerapannya.

also play an important role in student learning outcomes. So, achievement motivation should not be underestimated. The formation must always be monitored with factors that influence it earliest, such as students' self-concept and understanding of their social status.

The concentration in this study will be executed on grade IX students. It is based on the theory of child development quoted by Dariyo from the idea of Papalia, etc.[6]. The theory explains that when a child enters adolescence period will be encounter a very unstable development due to the change from childhood to adolescence and is accompanied by the maturity of the growth of physical organs and thoughts.

From some of the explanations before, researchers are interested in conducting a study on student learning outcomes that are influenced by parents' social status and self-concept. Because in the learning process, learning outcomes become the main indicator to see the success and achievement of curriculum goals. Through Need for Achievement, which has been formed early on and can finally produce qualified human resources in terms of competence and skills for development progress. Mental and psychic learners, especially the understanding of high self-concept, implicitly have a relationship in shaping the need for achievement. This influence can be an internal disturbance and can interfere with the formation of student achievement needs. Therefore, the researcher summarizes this research with the title "The Influence of Self-

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[6] Agoes Dariyo, *Psikologi Perkembangan,* (Bandung: PT. Refika Aditama, 2007), Hal 39-40.

Concept, Socio-Economic Status with learning outcomes in class IX students of SMPN I Larangan Pamekasan Regency."

B. Questions of Research

Based on the background that has been explained, the formulation of the problem from this research is as follows:

1. Is there an influence between self-concept and learning outcomes for IX students of SMPN I Larangan?

2. Is there an influence between socioeconomic status and learning outcomes for IX students of SMPN I Larangan?

3. Is there an influence between self-concept and socioeconomic status with learning outcomes for IX students of SMPN I Larangan?

C. Objectives of Research

Based on the background of the problem, the research objectives are as follows:

1. To analyse the influence between self-concept and learning outcomes in IX students of SMPN I Larangan.

2. To analyse the influence between socioeconomic status and learning outcomes in IX students of SMPN I Larangan.

3. To analyse the influence between self-concept and socioeconomic status with learning outcomes in IX students of SMPN I Larangan.

D. Significances of Research

Based on the formulation of the problem before, the benefits that can be obtained from this research are:

1. For Researchers

    a. Researchers can understand the relationship between self-concept and learning outcomes.

    b. Researchers can understand the relationship between socioeconomic status and learning outcomes.

    c. This research can be used as study material for similar studies in the future.

2. For Teacher

    a. For new knowledge in discussing and improving Learning Outcomes.

    b. This research can be used to address students' self-concept problems that can affect learning outcomes.

    c. This research can be used to address problems related to the socioeconomic status of students that can affect learning outcomes.

3. For School

    a. As input for schools to improve the quality of learning and development for a better school curriculum.

    b. This research can be used as material for consideration in making new policies related to school progress and as a consideration for counselling students.

E. Hypothesis of Research

After the researcher makes a problem formulation that will be the focus of the research, the next step is to create a hypothesis. The hypothesis is a temporary answer to the research problem formulation, where the research problem formulation has been mentioned in the form of a question sentence. It can be temporary because the answers given are only based on relevant theories and not yet based on empirical facts obtained through data collection[7]. From this understanding, the researcher finally drew a temporary conclusion from the relationship between self-concept variables, socioeconomic status, and learning outcomes in IX students of SMPN I Larangan.

The hypothesis in this study is divided into two types, the first is the null hypothesis (H_0), and the second is the alternative hypothesis (H_a). Drs. Subana et al., in their book Education Statistics, interpret the Zero Hypothesis or null hypothesis (H_0) as a comparison of the alternative hypotheses (H_a) to be tested and researched. This hypothesis is usually in the form of a statement that there is no connection between the variables researched. While the Alternative Hypothesis (H_a) is the researcher's initial formulation of the research that will be tested for the truth. Usually, this hypothesis is stated by the statement that there is a relationship between the variables researched[8].

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[7] Sugiyono, Metode Penelitian Pendidikan *(Pendekatan Kuantitatif, Kualitatif dan R&D)*, (Bandung, ALFABETA, 2010) hal. 96.
[8] Subana dkk, Statistik Pendidikan, (Bandung, Pustaka Setia, 2000) hal. 113

Based on the explanation about hypothesis above, this is the hypothesis of this research are:

1. Zero/Null Hypothesis (H_0)

   a. There is no influence between self-concept and learning outcomes for IX students of SMPN I Larangan.

   b. There is no influence between socioeconomic status and learning outcomes for IX students of SMPN I Larangan.

   c. There is no influence between self-concept and socioeconomic status with learning outcomes in IX students of SMPN I Larangan.

2. Alternative Hypothesis (H_a)

   a. There is an influence between self-concept and learning outcomes for IX students of SMPN I Larangan.

   b. There is an influence between socioeconomic status and learning outcomes for IX students of SMPN I Larangan.

   c. There is an influence between self-concept and socioeconomic status with learning outcomes in IX students of SMPN I Larangan.

 F. **Scope of Research**

To achieve the actual research targets and optimal results, it is necessary to have a research scope limitation. This limitation focuses on the research variables as well as the research sample and population. The sample and population of the study focused on class XI students of SMPN I Larangan. Researchers used three variables, namely X_1, X_2, and Y, with the following details:

Table 1.1

Description of Variables, Sub Variables, and Indicators of Research

Variables

No.	Variable	Sub Variable	Indicator	Instrument	Data Source
1.	Self-Concept (X_1) William H. Fitts (1971:3)	Identity-Self	- How do students give labels/symbols attached to themselves?	Questioner	
		Behavioural-Self	- How students perceive behaviour and how to act		
		Physical-Self	- How do students' label/symbol their physical condition in a social context		
		Personal-Self	- How do students value themselves as social beings		
		Family-Self	- How do students rate as family members		
		Academic-Self	- How students assess academic ability		
		Social-Self	- How do students assess community social interactions		
2.	Socioeconomic Status (X_2) Soekanto (2010)	Education	- The last level of education taken	Questioner	
		Income	- Economic Income		
		Profession	- Strata and type of work owned		
		Ownership/Wealth	- Assets or assets stored		

No		Position or social status in society			
3.	Learning Outcome	General Final Semester Examination Results.			Document

G. Previous Research

Researchers will present some of the results of previous studies that have similarities and differences with the research to be studied. Because in research, researchers usually have previous research ideas that are used as patterns and clues. Researchers found four previous research titles, including:

Table 1.2

Previous Research

No	Name of Researcher, Title, Type (Thesis/Journal/etc.), Publisher, dan Year of Research.	Similarity	Difference	Originality of Research
1.	Boyke Mulyana, Hubungan Konsep Diri, Komitmen, dan Kebutuhan berprestasi dengan Prestasi Renang Gaya Bebas, Jurnal, *Cakarawala Pendidikan UPI No.3,* November 2013	- Research about self-concept - Research about need achievement	Have more 2 independent variables	The researcher only has two X variables and the dependent variable is focused on students' academic achievement
2.	Syarifudin Musthofa, Pengaruh Self Concept dan Self Esteem Terhadap Minat Serta Prestasi Belajar Pendidikan Agama Islam (PAI) Siswa Kelas Alfiyyah 2 Pondok Pesantren Al Luqmaniyyah, Tesis,	- Researching self-concept	The study was combined with the variable self-esteem	The research was conducted on the results and achievements in social studies learning

	UIN Sunan Kalijaga Yogyakarta, 2017			
3.	Aviani Vitri Aningsih dan Ady Soejoto, Pengaruh Status Sosial Ekonomi Orang Tua dan Hasil Belajar Mahasiswa Terhadap Tingkat Literasi Ekonomi Mahasiswa, Jurnal, JPEKA-UNESA Vol. 02 No. 1 Hal. 11-18, Mei 2018	- Research socio-economi	Identify the effect of socioeconomic status on student economic literacy	Conduct research on the relationship of socioeconomic status to the achievement needs of junior high school students
4.	Dina Ramadhani, Pengaruh Status Sosial Ekonomi Orang Tua Terhadap Sikap Kewirausahaan, Jurnal, STRATEGIC-UPI Vol. 11 No. 20, Desember 2016	- Influence socioeconomic research	Finding the influence on entrepreneurial attitudes from the economic status of parents There is only one X variable that affects One Y variable	Looking for the relationship of achievement needs from two independent variables, namely socio-economic and self-concept

H. Operational Definitions

In order to get a clear insight regarding thesis writing and its variables, the researcher will explain several operational definitions related to and mentioned in this research:

1. Self-Concept

Self-concept is a personal reflection that a person has and is not formed by itself. The formation occurs because of the interaction of the internal dimensions, which include: self-identity, self as an appraiser, and self as an actor. In addition, there are also external dimensions that influence

such as the physical self, personal self, family self, social self, and academic self.

2. **Socioeconomic Status**

Socio-economic status clarifies high and low levels of the position a person or group in society based on material ownership, an academic level that passed, income, and work that is recognized by the community and the social environment on a massive scale.

3. **Learning Outcomes**

Learning outcomes are the result of students carrying out learning activities within a certain period. In general, learning outcomes can be measured based on the value of report sheets in one period. In this research, the learning outcomes used were end-semester exam report sheets in even semesters.

I. **Systematic Discussion**

In order to obtain a clear and comprehensive understanding of the discussion of this thesis. So generally, the researchers describe the systematics of this discussion as follows:

CHAPTER I: It is an introductory discussion containing the background of the problem, problem formulation, research objectives, research benefits, research hypotheses, scope, research originality, operational definitions, and systematic discussion.

CHAPTER II: It contains a literature review that presents discussions and explanations of the contents of the variables analysed as a form of reinforcement for the variables. This chapter describes the theory of self-concept and some of its content, the theory of family socioeconomic status, and finally, the relationship and its influence on learning outcomes in junior high school students.

CHAPTER III This chapter will explain the research method, which contains the approach and type of research, the presence of researchers, research locations, data and data sources, data collection techniques, data analysis, research procedures and temporary literature, research instruments, and validity and reliability tests.

CHAPTER IV This chapter will explain the exposure to data and research results which contain descriptions of the research object, research variables, and research results described in a decomposed manner according to the data obtained during the study.

CHAPTER V This chapter will explain the discussion of the research that will answer the various problems found during the research and also evaluate the various findings found during the research time.

CHAPTER VI This chapter will contain the closing statement, which contains the conclusions obtained from the research analysis and also explains constructive suggestions, which are also expected by the research for future improvements and developments.

CHAPTER II

LITERATURE RELATED REVIEW

A. **Self-Concept**

1. **Definition of Self-Concept**

The term self-concept in the big Indonesian dictionary has the meaning of all the elements that make a person have a view of himself[9]. This view is used to evaluate oneself and shape one's character. In addition, according to the American Psychological Association (APA),[10] the definition of self-concept is a form of describing and evaluating a person's self, which includes psychological characteristics, physical characteristics, qualities, skills, and so on. So, it can be interpreted that self-concept is part of a person's personal evaluation and description, which is formed from various elements around him from time to time.

According to Elizabeth B. Hurlock in her book, self-concept is described as a person's picture of oneself, which includes physical self-images and psychological self-images.[11]. The form of individual self-concept varies according to how well they can evaluate themselves. From the quote above, self-concept arises because the assessment of physical self-images related to the form of physical appearance against the assumptions of others and psychological self-images, namely

[9] KBBI Daring, diakses 16 April 2020, https://kbbi.kemdikbud.go.id/.

[10] APA Dictionary of Psychology, diakses 16 April 2020, https://dictionary.apa.org/self-concept.

[11] Elizabeth Hurlock, *Child Development*, (New York: McGraw-Hill, 1898) Hal. 520

assessments related to thoughts about oneself, feelings, and all things that affect one's quality of life.

Fitts argues that self-concept has a powerful influence on a person's behaviours[12]. By understanding the motivation for forming a person's self-concept, we can predict easily his characteristics and his behaviour. Because individual behaviour is always related to the individual's perception or opinion of himself. Suppose the individual perceives himself as a person full of responsibility, smart, and diligent person. Then the behaviours that appears in the person is the same as what was previously perceived because self-concept is a form of actualization of a person towards himself through the characteristics and attitudes that arise.

Islam has also explained and emphasized the importance of having a strong and explicit self-concept. This is explained in the Quran Surah Adz-dzariyat verse 20-21 and Ar-Rum verse 8.

وَفِى الْاَرْضِ اٰيٰتٌ لِّلْمُوْقِنِيْنَ ۙ ۝ وَفِيْٓ اَنْفُسِكُمْ ۚ اَفَلَا تُبْصِرُوْنَ ۝

Translation: And on the earth are signs for the certain [in faith] And in yourselves. Then will you not, see?

اَوَلَمْ يَتَفَكَّرُوْا فِيْ اَنْفُسِهِمْ ۗ مَا خَلَقَ اللّٰهُ السَّمٰوٰتِ وَالْاَرْضَ وَمَا بَيْنَهُمَآ

اِلَّا بِالْحَقِّ وَاَجَلٍ مُّسَمًّى ۗ وَاِنَّ كَثِيْرًا مِّنَ النَّاسِ بِلِقَآئِ رَبِّهِمْ لَكٰفِرُوْنَ ۞

Translation: Do they not contemplate within themselves? Allah has not created the heavens and the earth and what is between them except in truth and for a specified term. And indeed, many of the people, in [the matter of] the meeting with their Lord, are disbelievers.

From these two verses, it is explained that Allah SWT commands humans as His creations to analyse and reflect on all the signs of His power that exist in themselves and are also spread throughout nature. Because humans are created differently and various, which makes each of them unique, that needs to be understood. Therefore, it is important to build a strong self-concept character to be able to make an explicit contribution and create a harmonious relationship between humans and the creator.

2. Self-concept influence factor

Everyone's self-concept is different. It all depends on the factors and circumstances that influence it. Therefore, everyone will not have the same self-concept as each other. This affects a person's personality to shape his character during the growth period. Even in one family, each child can have their own self-concept. Because in addition to external factors, the child's understanding of himself also makes the difference in self-concept.

Hurlock stated that there are 4 basic aspects that influence the formation of self-concept since childhood[13]. The factors are as follows:

a. *Sex Differences*

This factor includes one's awareness of gender differences. At this point, a person begins to recognize gender differences earlier from the age of 3-4 years. The influence of gender differences affects appearance, concern for differences in interests, achievements, developing talents when entering school. This factor continues to develop until entering puberty, characterized by emotional awareness of the social attitudes of men and women.

b. *Sex Roles*

The aspect when a child begins can identify behaviours and things that are gender-appropriate. This activity is obtained from looking at the behaviour of parents and the learning presented by parents. This continues to develop and the expansion of social attitudes with society, culture, emotional self, etc. After the child can understand gender differences, the child can distinguish between activities that are allowed and not allowed according to their respective gender roles.

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[13]

c. *Racial Differences*

Since childhood, a person can distinguish the races around them. Introduction to race can occur on its own through social interactions that occur and also with the guidance of both parents. Gradually they learn about certain social attitudes, cultures, values, and racial norms, eventually building their self-concept. The self-concept that is formed will help children to appreciate every norm and value created by these racial differences.

d. *Sosial-Class Differences*

When a child gets older, his awareness of his social status or social class will increase. Of course, this will affect the self-concept that will be formed. Social labels about rich and poor, upper class and lower class, will have a big impact on this, and children will compare their social status more with their friends with pride. If this is not supervised by parents, there will be an excess of self-concept that has negative connotations such as demeaning others and affecting the person's self-concept.

Hurlock also emphasized are the factors that influence self-concept formation are not fixed on the above aspects. Variations in the behavior and culture of the community that occurs as a result of social interaction more or less also have an influence on a person's self-concept.

Therefore, the above factors can at least be a minimal reference in seeing the development of one's self-concept.

In contrast to Hurlock, Fitts divides aspects that influence self-concept into two dimensions, namely internal dimensions and external dimensions. The internal dimension includes the object and the result of the process. This means that the object is the part that performs an active role in thinking, understanding, and observing what is happening, while what is meant by the process is a person's activity that is used to perceive, think about himself. While what is meant by the external dimension is the interaction that happens outside the person and is free or unregulated. These interactions can be supportive or inhibiting the development of self-concept. From these two dimensions, Fitts divides each dimension into several indicators as follows:[14]:

    a. Internal Dimension

        1. *Identity Self*

            Since childhood, individuals are accustomed to labelling or judging others or themselves. So, identity self itself is a kind of individual understanding of 'who' himself. These understanding proceeds to increase as the individual gets older. A good identity self will affect the

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[14] Hendrianti Agustiani, *Psikologi Perkembangan: Pendekatan Ekologi Kaitannya dengan Konsep diri dan Penyesuaian Diri pada Remaja,* (Bandung: Refika Aditama, 2009), Hal. 139.

attitude of observation, perception, and placing oneself according to its function.

2. *Behavioural Self*

Behavioural self is an individual's perception of how he should act and what action is being carried out by thinking about the consequences that will be faced. Consequences determine whether the behaviour should be maintained or not. This is strongly related to identity self. Because individuals with good self-concept will have harmony between the two, all actions will always be considered with consciousness to do or not.

3. *Judging Self*

Judging self is a combination of the results of the interaction between the identity self and the behavioral self. This indicator serves as a standard-setter, an individual self-evaluation of all the considerations that have been made previously. This assessment is more instrumental in determining the reaction to the action that will be displayed. The assessment is given to what the individual does as a behavioral self as an adequate self and an understanding and description of the individual self as an identity self.

b. External Dimension

1. *Physical Self*

   Aspects of individual perception relating to the state or physical condition, health, body, and appearance possessed.

2. *Family Self*

   It is an aspect related to the individual's perception of the individual's harmony as a family member and understanding of his position in the family.

3. *Personal Self*

   Aspects of individual perceptions related to their adequacy as humans regardless of personal and physical values they have and their relationships with other people.

4. *Social Self*

   Perceptions are related to the harmony of individuals in social interaction and social environment.

5. *Academic Self*

   It is a personal perception of the knowledge possessed and his perception of achieving an academic achievement.

B. Socioeconomic Status

1. Definition of Socioeconomic Status

Social status is a person's position in a hierarchical structure or in relation to other people.[15]. In comparison, the economy means the use of money, energy, time, and other valuable things.[16]. From the two meanings of the term above, socioeconomic status can be interpreted as a level of a person's class in society which is grouped according to the distribution of money, energy, time, and other valuable things.

The definition of socio-economic status, according to Soerjono Soekanto, is a position in society related to participation, achievement, rights, and obligations in the context of resources[17]. This position is not made intentionally by someone in social stratification, and this status appears by itself along with the level of the economy owned. An example of an individual in the first year working as an employee, diligently working hard until finally being promoted to a higher position with a higher salary. So indirectly, the socio-economic status that is owned will change due to the increase in wealth and the fulfilment of living welfare.

The above definition is strengthened by the opinion of Thamrin Nasution in his book on socioeconomic status. He argues that socioeconomic status is a level of a person's ability to live from the

[15] KBBI Daring, diakses 15 Januari 2021, https://kbbi.kemdikbud.go.id/entri/ekonomi.
[16] KBBI Daring, diakses 15 Januari 2021, https://kbbi.kemdikbud.go.id/entri/status%20sosial.
[17] Soerjono Soekanto, *Sosiologi Suatu Pengantar,* (Jakarta:Raja Grafindo Persada, 1995), Hal. 97

income earned so that they can have a role in a society's structure[18]. The higher the income earned, the easier it is to fulfil daily needs. By itself, their social status will increase according to the increase in economic level. The explanation above describes that the economy is the dominant factor that influences the determination of social roles and status in society. However, it is realized that other factors can affect a person's social status.

2. Socioeconomic influence factors

Society is constructed from individuals who have different social backgrounds so that a heterogeneous society is formed. This heterogeneity can be distinguished from the social status and social role of the community according to the individual. Some act as individuals with high social status and have an important role in society, and there are also individuals with low social status and also alienated from social structure because it is a shortage.

There are various factors that influence the formation of social status, especially socioeconomic status in society. One of them was expressed by Soekanto; according to him, the components that affect socioeconomic status can be seen from aspects such as education, employment, income, and ownership of wealth.[19].

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[18] Thamrin Nasution, *Peranan Orang Tua dalam Meningkatkan Prestasi Belajar Anak*, (Jakarta:Gunung Mulia, 1986), Hal 34

[19] Soerjono Soekanto, *Sosiologi Suatu Pengantar,* (Jakarta:Raja Grafindo Persada, 1995), Hal. 87

In addition, another opinion was quoted from Sugihartono in a journal [20]. He argues the factors that influence socio-economic status include the education level of parents, parents' occupations, and parents' income. From this opinion above, the author can conclude that the factors that influence socioeconomic status in this research are as follows:

a. Eduaction

Education is an important part of social life. In addition, education is also often associated with preparation to provide for the future. With enough education, a person will have the knowledge and skills that can support his life next in society. This is in accordance with the definition of education as affirmed in Law constitution of Indonesia number 20 of 2003 concerning the national education system, specifically Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual strength, self-control. personality, intelligence, noble character, and skills needed by himself, society, nation, and country[21].

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[20] Lilis Nur Chotimah, Hety Mustika Ani, dan Joko Widodo, "PENGARUH STATUS SOSIAL EKONOMI ORANG TUA TERHADAP PRESTASI BELAJAR SISWA (Studi Kasus Siswa Kelas VIII SMP Negeri 1 Jember Tahun Ajaran 2016/2017)," *JURNAL PENDIDIKAN EKONOMI: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi dan Ilmu Sosial* 11, no. 1 (18 Juli 2017): 75, https://doi.org/10.19184/jpe.v11i1.5004.

[21] UU Nomor 20 Tahun 2003 Tentang Sistem Pendidikan Nasional – Referensi HAM, diakses 29 Mei 2020, https://referensi.elsam.or.id/2014/11/uu-nomor-20-tahun-2003-tentang-sistem-pendidikan-nasional/.

b. Profession

Pada umumnya jenis pekerjaan orang tua memberikan kesempatan untuk anaknya agar dapat menempuh Pendidikan setinggi mungkin. Dengan pekerjaan yang layak orang tua akan dapat memenuhi kebutuhan dan kesejahteraan ekonomi keluarganya secara finansial. Selain itu, referensi dan informasi minat dan profesi yang diperoleh anak dari orang tua mereka bisa menjadikan motivasi tersendiri untuk menempuh jenjang Pendidikan yang tinggi.

c. Income

As living beings, humans have various needs that must be fulfilled, either primary, secondary, or tertiary. By working, humans get wages that can be used as materials to meet their needs. The wages or results of work are referred to as income, the same as the understanding of the term income contained in the Big Indonesian Language Dictionary (KBBI). Income can be in the form of money or goods obtained from wages for offering goods or services.

d. Ownership/wealth

Another factor that affects socio-economic status is ownership/wealth of property or objects that have a high value which can be used as a separate wealth asset such as gold, securities, land, etc. With sufficient asset ownership, a person's

social status will rise by itself, and this happens because people consider themselves with more wealth automatically to be people with high social status.

C. Learning Outcomes

1. Definition of Learning Outcomes

Every person must have a desire to be able to shine and achiever, especially achievement in the scope of education. The need for achievement is motivated by several factors that affect the level of enthusiasm for achievement. The results of the achievement will return to play the spirit of the next activity. In the academic realm, learning outcomes can be an important variable to measure the level of student motivation. Learning outcomes are usually seen from the achievement of values obtained in a certain period in the form of such values as student report sheets.

Hamalik explained the meaning of learning outcomes is a change in the pattern of a person's behaviour that can be observed and measured through the knowledge, skills, and attitudes occupied. Changes that happen can be in the form of improvements or developments that are better than before[22]. From this explanation, learning outcomes can be interpreted as a result that has been achieved by a student from the teaching and learning process in a certain period. Learning outcomes

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[22] Omear Hamalik, *Proses Belajar Mengajar* (Jakarta:Bumi Aksara, 2007) Hal. 30

can be in the form of learning values or learning reports but can also be in the kind of modifications in attitudes, reasoning, skills, and others.

The statement is equal to Arikunto's opinion, which explains that learning outcomes are the final result or cumulative result after experiencing the learning process. In the end, there will be a change in actions that can be observed and measured.[23]. Measurements are carried out to evaluate the learning process whether it has been achieved according to the specified standard or not. As well as to see the developments that happen after the learning process is carried out. If there is no change going to be better than the learning results obtained, then an evaluation of the learning process that has been performed must be carried out.

Learning outcomes can point out students' abilities after experiencing the process of transferring knowledge. Of course, learning outcomes can be a standard reference to find out how much knowledge has been captured, understood in certain materials. The learning outcomes students obtained can be classified into five types, that is intellectual skills, verbal information, cognitive strategies, motoric skills, and attitudes[24]. The form of the output learning outcomes that students have varies depending on the understanding and application of the knowledge they have. Not a few students have advantages to more

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[23] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta:Rineka Cipta, 2009), hal 150

[24] Hamzah B. Uno, *Model Pembelajaran Menciptakan Proses Belajar Mengajar yang kreatif dan efektif,* (Jakarta:Bumi Aksara, 2011) hal.210

than one output, such as a student can have intellectually and verbally skilled at the same time. So that he gains skills in assimilating knowledge and can also have good public speaking skills.

From all the explanations above, it can be concluded that learning outcomes are changes in a person's behaviour after experiencing the learning process. Changes in behaviour occur due to increased understanding and knowledge possessed. Later the learning outcomes will be an output that can be useful as a form of skills that can be used, and of course, each student has a different output of learning outcomes.

Motivation has become one of the factors that greatly influence student learning outcomes. Students with high motivation will be more active in learning and pushed to get maximal learning outcomes. Because motivation is an intrinsic impulse that arises in a person consciously or unconsciously to achieve certain goals[25].

One of the most well-known motivational ideas is the theory of need for achievement, which was conceived by David McClelland in his book The Achieving Society. In his book, McClelland says there is a mental virus that does very useful and harmless to transmit to others, namely nAch or need for achievement. He continued that if this mental virus developed properly, the virus can help someone to achieve the desired achievement or something easily.[26]

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[25] KBBI Daring Motivasi, diakses 13 Juni 2021, https://kbbi.kemdikbud.go.id/entri/motivasi.
[26] David McClelland, *The Achieving Society,* (New York: Irvington Publisher, 1976), Hal. 90

In addition, according to David McClelland's opinion in his book, the achieving society, the need for achievement is the characteristic of someone who has high hopes to avoid the opportunity to fail and focuses on success in achieving something in the form of achievement. Therefore, people with a high need for achievement usually prefer to reduce the risk of failure and choose a high chance of success in achieving achievement. Someone with a high need to achieve the target will think more about high efficiency by minimizing the form of failure that will occur later.

The theory of need for achievement was triggered and popularized by David McClelland through his book, The Achieving Society. In his book, McClelland explained there are three kinds of need motives that have a fundamental influence on a person's motivation. The three kinds of motives are the need for affiliation, the need for power, and the need for achievement. These are motives that appear and develop along with social interactions that happened with their environment. The following is an explanation of the three motives of the motivational dimensions mentioned above.[27]:

a) *Need for affiliation*

This is a motivational motive related to the individual's relationship with another person. Usually, the need for affiliation

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[27] Sutarto Wijono, *Psikologi Industri dan Organisasi Edisi Revisi,* (Jakarta: Kencana Prenada, 2012), hal. 39-40

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can be in the shape of a close, cooperative attitude and an attitude of respect for friendship or relationships with other individuals. So people with high levels of affiliation will be delighted to work together in groups and tend to be successful in jobs that require high social interaction.

b) *Need for power*

Need for power (Npow) is a model of motivational dimension that encourages a person to be able to influence others according to his will. According to McClelland, this motive dimension is closely correlated to a person's ambition to gain more power and actualize himself in front of others. The characteristics of people with a high need for power have a strong character with various strategies to win in every competition.

c) *Need for achievement*

The motif dimension of need for achievementis in the form of an individual urge to outperform, compete and struggle to obtain achievement. With a high need for achievement, an individual will be very persistent in achieving the desired achievement goals. According to David McClelland's statement in his book The Achieving Society, the need for achievement is the characteristic of someone who has high expectations to withdraw the opportunity to fail and focuses on success in

achieving something in the form of achievement[28]. Therefore, people with a high need for achievement usually prefer to reduce the risk of failure and choose a high chance of success in reaching achievement. Someone with a high need for achievement in reaching the desired target will always think more about high efficiency by minimizing the form of failure that will happen later.

The theory of motivational needs was introduced in 1966 by David McClelland with a focus on research that drives the modernization and economic development of a country[29]. This theory departs from the question that arises about the economic growth of a country can accelerate, and others do not or even experience an economic downturn. This case study emerged during the development of the industrialization era in Europe. McClelland questioned the reasons behind the differences in economic progress in western countries with eastern countries and Africa.

After conducting observations and research, McClelland argues that the economic growth of a country and its modernization is influenced by a mental 'virus' called the need for achievement. These variables make people more active in working. In the results of his thesis, a society that mostly has a high n-Ach level will produce more enthusiastic

[28] David McClelland, *The Achieving Society,* (New York: Irvington Publisher, 1976), Hal. 118
[29] Rochajat Harun, *Komunikasi Pembangunan dan Perubahan Sosial,* (Jakarta: Rajagrafindo Persada, 2011) hal. 102

entrepreneurs, businessmen and in the end will have an impact on faster economic growth for development.[30].

Likewise, in terms of academic achievement, students with high achievement need motivation will be more active and diligent in achieving the desired achievement targets. With the achievements that have been achieved will maintain the achievement behaviours. This also applies to the achievement of student learning outcomes.

Indeed, the stimulus to continue to excel has been mentioned in the Qur'an Surah Al-Baqarah verse 148

$$وَلِكُلٍّ وِجْهَةٌ هُوَ مُوَلِّيْهَا فَاسْتَبِقُوا الْخَيْرٰتِ ۗ اَيْنَ مَا تَكُوْنُوْا يَأْتِ بِكُمُ اللّٰهُ جَمِيْعًا ۗ اِنَّ اللّٰهَ عَلٰى كُلِّ شَيْءٍ قَدِيْرٌ ﴿١٤٨﴾$$

Translation: For each [religious following] is a direction toward which it faces. So, race to [all that is] good. Wherever you may be, Allah will bring you forth [for judgment] all together. Indeed, Allah is above all things competent.

In this verse, Allah SWT gives an order to every human being to continue and always competing in goodness. This means that the verse directly states how important it is to have high achievement motivation so that it can continue to be able to achieve and make kindness.

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[30] Francis Abraham, *Modernisasi di Dunia Ketiga Suatu Teori Umum Pembangunan,* (Yogyakarta: Tiara Wacana, 1991) Hal. 75

D. Research Framework

The framework of thinking is a concept that describes a common thread about the impact path of one variable and another variable to be studied. This study explains the influence of the independent variables in the form of self-concept (X_1) and socioeconomic status (X_2) to the dependent variable, namely Learning Outcomes (Y). The flow pattern can be described by the following figure:

Research Framework
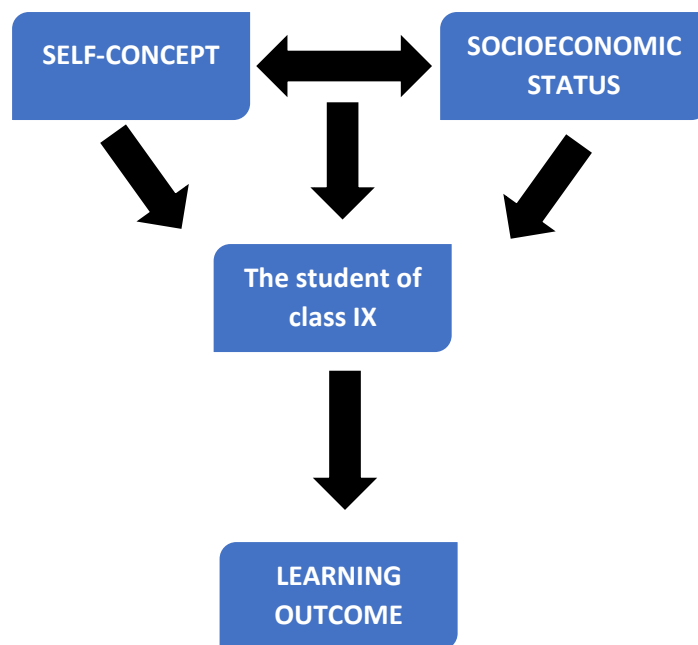
CHAPTER III

RESEARCH METHOD

A. **Research Location**

This research was organized at SMPN I Larangan, which is located on Jl Raya Talang Larangan, Montok, Larangan District, Pamekasan Regency, Madura Province, East Java.

B. **Approach and Research Types**

The research approach used in this research is the quantitative approach research. Suyitno explained in his book that a quantitative approach is a kind of research that focuses on presenting data that consist of numbers (scoring) using statistics[31]. From this definition, it can be interpreted that this kind of research approach processes data from the results of analysing the independent variable with the dependent variable. The data is used to test the hypothesis that is adapted to the theory or concept that has been presented.

While the type of research used in this thesis is explanatory research with a quantitative approach, which is the type of research that analyses and explains the connection of the independent variable to the dependent variable in the research. Sugiyono explained that explanatory research is a research method that proposes to explain the position of the variables studied and their influence on these variables[32]. Therefore, the reason this method was taken is to find a reciprocal influence between the variables researched and to find out how far the

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[31] Suyitno, *Dasar-dasar Penelitian Kuantitatif,* (Surabaya: Lembaga Kajian Agama dan Filsafat (eLKAF), 2006. Hal: 45
[32] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,* (Jakarta: Alfabeta, 2010), Hlm. 202

influence of the attachment of the research variables. The results of the analysis were then continued to test the proposed hypothesis in order to explain the relationship and influence of the independent variables (self-concept and socioeconomic status) on the dependent variable of learning outcomes.

C. Research Variables

In etymology, the word variable originates from the English language, namely 'variable,' which has to mean a fixed factor; it can change. Then the vocabulary words are absorbed into Indonesian, namely variable means something that can change, factors or elements that determine change[33]. This means that the language variable can be interpreted as a factor or social element that has the power to determine changes in the phenomenon of social life.

While the understanding of the research variable itself is everything that is the object of observation by the researcher and contains variant values that can be tested [34]. There are two variables tested in this research, the independent variable and the dependent variable. The independent variable is the variable that affects, while the dependent variable is the variable that is influenced by the independent variable. These are variables were identified and analysed in the study as follows:

1. Self-Concept (X_1)

2. Socioeconomic Status (X_2)

3. Learning Outcome (Y)

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[33] KBBI Daring Variabel, diakses 13 Januari 2021, https://kbbi.kemdikbud.go.id/entri/variabel.

[34] Hendrik Rawambaku, *Metodologi Penelitian Pendidikan,* (Jakarta: Penerbit Libri, 2015), hal. 41

D. Population and Sample

The population is the object or subject of research that is in some area boundary and fulfils the requirements correlated to the research problem[35]. Determination of the population is usually done when the research will be carried out; normally, a researcher will designate a certain place or group to be used as a population. The population used in this research was grade IX students at SMPN I Larangan, Pamekasan Regency. Where class IX amounted to 136 students who will be the population in this study.

After determining the population, the research sample is determined from that population. The research sample is a small part of the number and characteristics of the population. Although only a small part of the population, the data obtained must describe the circumstance of the population[36]. Data sampling is usually based on several reasons such as the accuracy of the data and considerations of time, energy, and funding limitations. By using a sample to project general results, it is possible to avoid these limitations.

Taking the sample measurement in this research using the Slovin formula with an error tolerance level 5% off and the number of known populations as many as 136 people and then results of the sample that will be used is 100 samples. The sample results calculation is as follows:

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[35] Syofian Siregar, *Statistik Parametrik untuk Penelitian Kuantitatif,* (Jakarta: Bumi Aksara, 2014), hal. 15

[36] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,* (Jakarta: Alfabeta, 2010), Hal. 120

$$n = \frac{N}{1 + Ne^2}$$

$$n = \frac{136}{1 + 136(0,05)^2}$$

$$n = \frac{136}{1 + 136(0,0025)}$$

$$n = \frac{136}{1,34}$$

$$n = 100$$

Information:

n: number of samples

N: number of populations

e: fault-tolerance limitation

E. Data dan Data Source

Data is a piece of information about an object of research obtained at the research location[37]. The data obtained is a kind of quantitative data. This data is usually served in numbers that can be analysed statistically. The quantitative form of data can be obtained in the form of questionnaire results, student report sheets, amount of student achievements, and others.

To get the data to be processed and analysed, a data source is needed. There are two types of data sources that used in this study as follows:

1. Primer Data

   Primary data is a source of data that is directly obtained from the first source of data generated[38]. The source of this data can be in the form of respondents or resource persons who are used as objects of research to obtain information. The primary data in this study were obtained by

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[37] Burhan Bungin, *Metodologi Peneltian Kuantitatif,* (Jakarta: Kencana, 2017) hal. 129

[38] *Ibid 132*

filling out a questionnaire by respondents who were selected in class IX

of SMPN I Larangan Pamekasan

2. Secondary Data

    Secondary data is the source of data collected from the second source of

    the data we need [39]. This data source functions as supporting data and is

    expected to help provide additional information that has not been

    revealed from the previous primary data. The secondary data in this

    study included student achievement that was collected from student

    reports of class IX students of SMPN I Larangan Pamekasan.

F. Research Instrument

The type of instrument used in this study is in the have shape of an inquiry

or questionnaire made by the researcher. The questionnaire method is a

combination of questions that are systematically arranged, then distributed to be

filled out by respondents and returned back to be processed by researchers[40]. The

items of the instrument are arranged on predetermined variables and applied to

systematic questions. The questions were taken by obtaining values of each

independent variable arranged before.

According to Sugiyono, to do measurement the value of variables, a research

scale is needed in each instrument so that measurements can produce accurate

data[41]. So, the scale used in this study is the Likert scale. The Likert scale

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[39] Burhan Bungin, *Metodologi Peneltian Kuantitatif,* (Jakarta: Kencana, 2017) hal. 132
[40] *Ibid 133*
[41] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,* (Jakarta: Alfabeta, 2010), Hal.
133

requires respondents to answer several questions with predetermined answers to measure attitudes, perceptions, and opinions about the phenomenon in question.

And then, respondents were asked to choose an answer according to the instructions listed in the instrument. Every answer has a different level; the start ranges from positive to negative, from the little score until bigger. After collecting all the answers, then the researcher analyzed them quantitatively with a predetermined level of proportion. This is following the proportion of the answers and the research instrument grid table:

Table 3.1

Distribution of Questionnaire Item values

Point	Score
SS: Sangat setuju	5
S: Setuju	4
N: Netral	3
TS: Tidak setuju	2
STS: Sangat tidak setuju	1

Table 3.2

Research Instrument

No	Variable	Indicator	Question Item
1	Self-Concept (X_1)	Identity-Self	1,2,3
		Behavioural-Self	4,5
		Physical-Self	6,7
		Personal-Self	8,9
		Family-Self	10,11,12
		Academic-Self	13,14
		Social-Self	15,16
2	Socioeconomic Status (X_2)	Education	1,2
		Occupation	3,4
		Income	5,6
		Ownership/Wealth	7,8,9

3	Learning Outcomes (Y)	Final Exam Result	Documentation

G. Data Collection Technique

To get data that fulfil the standards, researchers must understand the data collection technique that will be used. Because if there is a mistake in using data collection techniques, the information or data collected will be irrelevant to the variables analysed. These are the following data collection techniques used in quantitative data-based research:

1. Questionary Method

   Etymologically, a survey or questionnaire originally came from the English language called a questionnaire, which means a list of questions. The definition of a survey or questionnaire is a data collection instrument used in indirect communication techniques, meaning that respondents indirectly answer a list of written questions shared through certain media[42]. This method is very effective and efficient for searching quantitative data with predetermined variables. That questions are made sequentially according to the research variables and used obvious and concise sentences so that they are easily understood by the relevant respondents.

2. Documentation Method

   The description of documentation method, according to Sugiyono statement, is the method used by searching for data through books,

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[42] Subana, *Statistik Pendidikan,* (Bandung: Pusaka Setia, 2000) hal 30

documents, archives, or writings that can support research [43]. The documentation method used to accomplish the data in this research is the score of report sheets and achievements of class IX students of SMPN I Larangan Pamekasan.

H. Validity and Reliability Test

1. Validity Test

Before starting research activities and data collection, researchers must be running tests on the research instrument before it is distributed to respondents. These tests are carried out to guarantee accuracy and validity. This form of instrument testing is called a validity test.

Sugiyono explained that a validity test is a kind of testing used to measure the accuracy between the data that happens in the research object and data that can be reported by researchers. So that the data is categorized to be valid if there is no founded difference between the reported data by the researcher and the real data that happen or is found in the object of research[44].

To run a test of the validity, each score contained in the items must be correlated with the total score. The test uses the product-moment correlation formula with a rough number model. After obtaining the validity index of each item, it can be knowing each item is categorized

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[43] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,* (Jakarta: Alfabeta, 2010), Hal. 200
[44] *Ibid.* Hal. 145

as valid data and not. This is the following product-moment correlation

formula that will be used to test the validity:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma X) - (\Sigma Y)}{\sqrt{\{N\Sigma X^2 - (\Sigma X^2)\}\{N\Sigma Y^2 - (\Sigma Y^2)\}}}$$

Information:

r_{xy}: coefficient of correlation

n: sample amount

X: each item score

Y: amount item score

Hasil pengujian tergolongkan sebagai variabel yang valid apabila

koefisien korelasi r > 0,50. Selain itu, pengujian dapat diukur juga

apabila $r_{count} > r_{table}$ dengan taraf signifikansi table korelasi product

moment sebesar 0,05 atau 5%. Berikut adalah hasil pengujian validitas

terhadap variabel self-concept and socioeconomic status:

a. Self-Concept Validity Test (X_1)

Table 3.3
Self-Concept Validity Test Result

No.	r_{count} Score	r_{table} Score	Info
1.	0,360	0,279	Valid
2.	0,422	0,279	Valid
3.	0,474	0,279	Valid
4.	0,575	0,279	Valid
5.	0,552	0,279	Valid
6.	0,596	0,279	Valid
7.	0,649	0,279	Valid
8.	0,411	0,279	Valid
9.	0,486	0,279	Valid
10.	0,532	0,279	Valid
11.	0,443	0,279	Valid
12.	0,498	0,279	Valid

13.	0,337	0,279	Valid
14.	0,543	0,279	Valid
15.	0,486	0,279	Valid
16.	0,592	0,279	Valid

Based on the table, it can be concluded that the results of the validity test of the self-concept variable (X_1) are valid for each item of the instrument as many as 16 items. This can be seen from the value of $r_{count} > r_{table}$ with a significant level of 0.05 or 5%.

b. Socioeconomic Validity Test (X_2)

Table 3.4

Socioeconomic Validity Test Result

No.	r_{count} Score	r_{table} Score	Info
1.	0,627	0,279	Valid
2.	0,505	0,279	Valid
3.	0,685	0,279	Valid
4.	0,523	0,279	Valid
5.	0,750	0,279	Valid
6.	0,547	0,279	Valid
7.	0,293	0,279	Valid
8.	0,327	0,279	Valid
9.	0,472	0,279	Valid

Based on the table, it can be concluded that the results of the validity test of the socioeconomic status variable (X_2) are valid for each item of the instrument as many as 9 items. This can be seen from the value of $r_{count} > r_{table}$ with a significant level of 0.05 or 5%.

2. Reliability Test

A reliability test is a method of testing to measure the accuracy and precision of the measuring instrument in the measurement procedure. Reliability itself comes from the word reliability which means trustworthy. According to Sugiyono, a reliable instrument is an instrument that is used several times to measure the same object and will have a result the same data.[45] This study uses the Cronbach alpha technique by supporting the SPSS program processing data application.

$$\alpha = \left(\frac{k}{k-1}\right)\left(1 - \frac{\Sigma a^2 b}{\Sigma a^2}\right)$$

Information:

α: alpha reliability coeficient

k: item amount

$\Sigma a^2 b$: respondent variant for item 1

$\Sigma a^2 1$: variant amount of total score

This is a result of the reliability test of the variables of self-concept and socio-economic status of the family are as follows:

Table 3.5

Self-Concept and Socioeconomic Reliability Test Result

No.	Variable	Cronbach's Alpha	Explanation
1.	Self-concept	0,603	Reliable
2.	Socioeconomic Status	0,678	Reliable

From the results of the reliability test of the variables above, it can be concluded that the two variables are reliable. It can be seen the results

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[45] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D,* (Jakarta: Alfabeta, 2010), Hal. 173

of these calculations can be seen from the results of Cronbach's alpha exceeding 0.6, so these the variable are reliable and can be used for research data collection.

I. Data Analysis

Data analysis is a process of data interpretation and processing activities to obtain answers to formulated research problems. The process of data analysis activities in this research uses multiple linear regression quantitative techniques using the SPSS program. Before testing started with the multiple linear regression method, there is a pre-test that must be done, and the following is a pre-test of multiple regression analysis:

1. Normality Test

    A normality test is a model of testing used to determine the population and distribution of the data collected are normally distributed or not. The data is supposed to be normal if the results of the normality test are focused on the average and median value intervals. Even though the results of the normality test will reveal that the data is not normal, the research will continue because there are other nonparametric statistical test facilities that can be used.[46].

    In this research, the distribution graph normality test method was used with statistical analysis, that is comparing the significant results with the Kolmogorov-Smirnov table. The collected data is categorized as normally distributed if the significance value is > 0.05 at the 5% level

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[46] Subana, *Statistik Pendidikan,* (Bandung:Pusaka Setia, 2000) hal 123

and is said to be abnormal if the significance value is <0.05 at the same level.[47].

2. Heteroskedasticity Test

Heteroscedasticity test is implemented to determine whether the regression model has variance inequality from residual observations to other observations[48]. From this definition, this test aims to find differences and dissimilarities in the remains of the results of field observation data. There are 3 types of heteroscedasticity tests, that is the Scatterplot test, Park test, and White test.

The heteroscedasticity test used in this study is the scatterplot test. The conclusion of observations in the scatterplot test is that is if the test data spread between the two sides of the curve, the result does not occur heteroscedasticity and vice versa.

3. Multicollinearity Test

The multicollinearity test aims to test the connection between independent variables or free variables in the regression research model. A good regression research model should not have multicollinearity or no connection between the independent variables. To measure this connection, a multicollinearity test was carried out by looking at the tolerance value and Variance Inflating Factor (VIF) between variables.

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[47] Imam Ghazali, *Aplikasi Analisis Multivariate dengan SPSS,* (Semarang:UNDIP, 2005) hal. 160
[48] Ghazali, *Op.cit,* hal 139

4. Autocorrelation Test

The autocorrelation test is a test that aims to find the correlation of confounding errors in the multiple regression research model from period t to the previous period t, if there is a correlation then the results of the t-test are declared as autocorrelation problems. Autocorrelation arises because the research or observation is sequential and the same at all times.

5. T-Test

According to Sugiyono, the t-test or partial test is used to test the significance of the relationship between the X and Y variables and to find the effect of the independent variable on the dependent variable. The results can be seen if $t_{count} < t_{table}$ then Ho, which means there is no influence between each variable X and Y. However, if $t_{table} > t_{count}$ with a significance level of 0.05 or 5% then there is a relationship between variables X and Y.

6. F Test

The f test is a test used to determine the effect of the independent variable on the dependent variable simultaneously by comparing the results of the calculation of f_{count} with f_{table}. Here is the formula:

$$F = \frac{R^2(k-1)}{(1-R^2)(n-k)}$$

After finding the results of the analysis, then the next step is to compare the significance value with a level of 0.05 or 5%. So, it can be concluded that H_o can be rejected or accepted.

J. Research Prosedure

1. Preparation Phase

    The first step is to find the problem under research to formulate the problem and determine the variables that are adjusted to the relevant theories. After that, then determine the object and place for research.

2. Implementation Phase

    The researcher started the research process at SMPN I Larangan by choosing the approach and type of approach used in this research model. Then identify the research variables and make instruments according to the research variables. The instrument is then included in the questionnaire items, which are then distributed to the respondents. For supporting data, researchers conduct searches and collect data through related documents.

3. Data Processing Phase

    After the necessary data is collected, then the researcher scoring the answers by the respondent's questionnaire. Then doing a recapitulation of the data collected in the form of data and analysed with the help of statistical applications, namely SPSS. Data analysis used multiple linear regression analysis with the stages of the prerequisite test, classical assumption test, t-test, and F test. After the processing was completed, conclusions were drawn on the data results.

CHAPTER IV

RESEARCH RESULT

A. **Research Object Description**

1. **The Profile of SMP Negeri 1 Larangan**

SMP Negeri 1 Larangan is one of the leading and excellent Adhiwiyata schools located in Pamekasan Regency, Madura, especially on Jalan Raya Sumenep-Pamekasan, Larangan Luar Village, Larangan District, Pamekasan Regency. Access to the school must enter a small alley that exists next to the Larangan traditional market and is more or less about 100-meters from the highway. The school building is located some distance far enough behind the Larangan traditional market and also closed by the Larangan sub-district office.

Established since 1979 and legalized by an Operational Permit decree number 117/PP/PMU dated August 6, 1977, SMP Negeri 1 Larangan has experienced many rapid developments, both in supporting facilities and the number of students entering this school. It was recorded that in the even academic year 2020/2021, there were 438 students with 46 teachers. The total surface area owned is about $3m^2$ with several school facilities such as offices, study rooms, laboratories, libraries, and other supporting facilities.

2. **Vision**

SMP Negeri 1 Larangan has a vision that is "Excellent in the quality of education armed with faith and god-fearing and cultured environment."

3. **Mission**

a. Improving student achievement between academic and non-academic sector.

b. Implemented CTL learning and PAKEM (Active, Creative, Effective, Fun Learning).

c. Develop and implement the adiwiyata program in schools

d. Building students with good character.

e. Developing prevention programs, pollution & environmental damage.

f. Realizing organic and inorganic waste management programs.

g. Preserving and utilizing biodiversity in the school environment.

h. Implementing designated school-based management with autonomy, partnership, participation, and openness.

i. Raise the spirit of 7k.

j. Implementing counselling guidance optimally.

k. o build teacher and education personnel who have personality and are able to complete their duties well.

l. Executing an objective and authentic assessment.

B. Research Variable Description

This study has two focus independent variables to be studied, and there are self-concept (X_1) and socioeconomic status (X_2). This segment will explain the results of the questionnaire from the independent variables collected from the respondents who have been determining before. The respondents were 100 students of class IX SMP Negeri 1 Larangan Pamekasan. This is following the characteristics of respondents categorized by gender:

Tabel 4.1

Respondent Characteristic Based on Gender

No.	Gender	Frequency	Percentage
1	Male	46	46%
2	Female	54	54%
	Total	100	100%

1. Self-Concept Variable (X_1)

The research focus on self-concept variables can be seen using seven predetermined indicators. and then Each indicator is interpreted into 16-point statements using the Likert scale assessment method. The data that was collected from the respondents were 100 students; from the quantitative analysis, the highest score reached 80 points, and the lowest score was reached 43 points. The analysis result of the collected data are described as follows:

Tabel 4.2

Self-Concept Frequency Distribution

No.	Interval Class	Criteria	Frequency	Percentage
1.	41 – 48	Very low	3	3%
2.	49 – 56	Low	33	33%
3.	57 – 64	Medium	43	43%
4.	65 – 72	High	19	19%
5.	73 - 80	Very high	2	2%
Total			100	100%

The frequency distribution table quantitatively shows the diversity of self-concept variable values owned by 100 respondents. This can be seen from the percentage and distribution of frequencies that have been classified according to their categories. From these data, it can be seen that grade IX students of SMP Negeri 1 Larangan who have very low self-concept criteria are 3%, low criteria are 43%, and moderate criteria are 33%. As for the high criteria, the percentage score was 19%, and the very high criteria were 2%. To make it easier to see the variation in the data, it can be seen in the following diagram:

Picture 4.1

Self-Concept Variable Diagram

■ Sangat rendah ■ Rendah ■ Sedang ■ Tinggi ■ Sangat tinggi
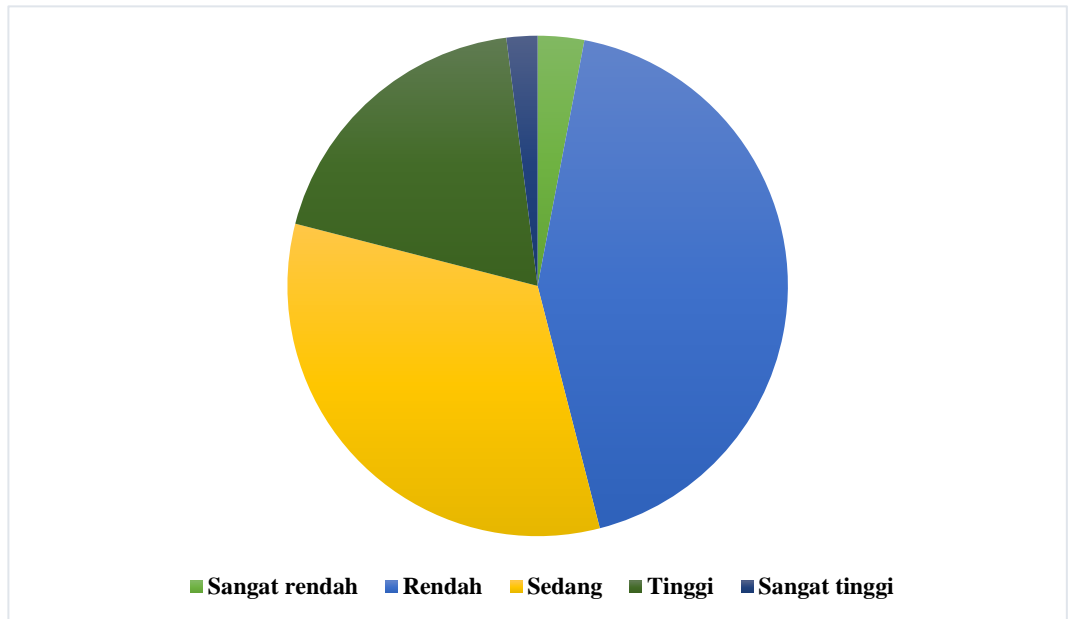
2. Socioeconomic Status Variables (X_2)

While on the socio-economic status variable, data collection was obtained from five predetermined indicators. The indicators are then translated into 9 statement items which are then distributed to 100 students as respondents. The statement model in this variable uses multiple-choice techniques with a score of 1 to 5. The highest score obtained is 40 points and the lowest score is 18 points. The following are the results of the frequency analysis of the collected data:

Tabel 4.3

Socioeconomic Frequency Distribution

No.	Kelas Interval	Kriteria	Frekuensi	Persentase
1.	16 – 20	Very low	13	13%
2.	21 – 25	Low	46	46%
3.	26 – 30	Medium	22	22%

4.	31 – 35	High	13	13%
5.	36 - 40	Very high	6	6%
Total			100	100%

The frequency distribution table quantitatively shows the diversity of self-concept variable values owned by 100 respondents. This can be seen from the percentage and distribution of frequencies that have been classified according to their categories. From these data, it can be seen that the grade IX students of SMP Negeri 1 Larangan who have very low socioeconomic status criteria are 13%, low criteria are 46%, and moderate criteria are 22%. As for the high criteria, the percentage score was 13%, and the very high criteria were 6%. To make it easier to see the variation in the data, it can be seen in the following diagram:

Picture 4.2

Socioeconomic Status Variable Diagram
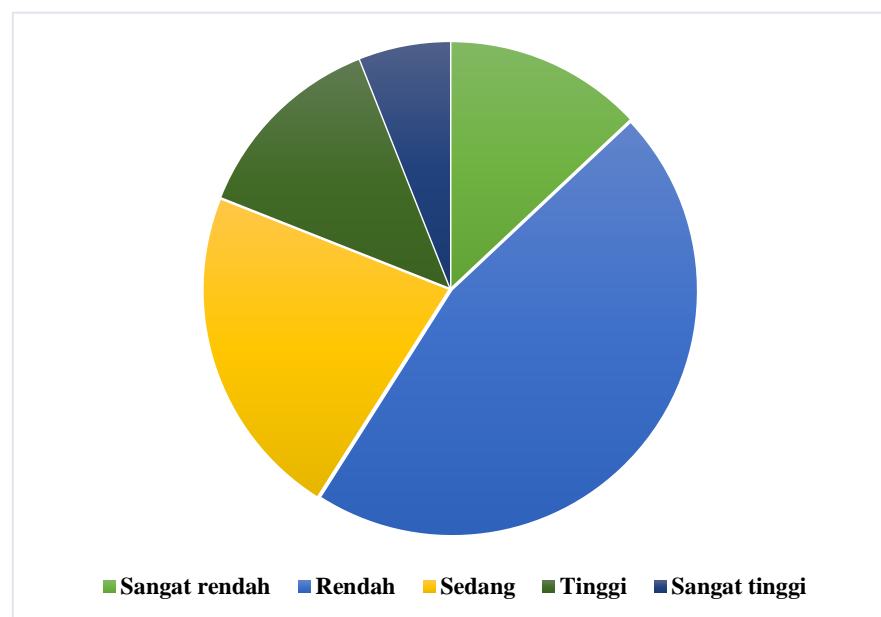
3. Learning Outcome (Y)

    Variable learning outcomes in this study were measured by indicators of the results of student report cards and rankings obtained in semester 1 of SMP Negeri 1 Larangan Pamekasan. The data is sourced from student report sheets and taken as many as 100 students according to the population and sample that have been determined. The results of the analysis then obtained the highest and lowest values, which were then grouped in the following table:

Table 4.4

Learning Outcome Frequency Distribution

No.	Interval Class	Criteria	Frequency	Percentage
1.	74 – 77	Very low	7	7%
2.	78 – 81	Low	13	13%
3.	82 – 85	Medium	20	20%
4.	86 – 89	High	30	30%
5.	90 – 93	Very High	30	30%
Total			100	100%

    The frequency distribution table quantitatively shows the diversity of self-concept variable values owned by 100 respondents. This can be seen from the percentage and distribution of frequencies that have been classified according to their categories. From these data, it can be seen that grade IX students of SMP Negeri 1 Larangan have very low achievement motivation criteria as much as 0%, low criteria 13%, and moderate criteria as much as 23%. As for the high criteria, the percentage score was 34%, and the very high criteria were 30%. To make it easier to see the variation in the data, it can be seen in the following diagram:

Picture 4.3

Learning Outcome Diagram

■ Sangat Rendah ■ Rendah ■ Sedang ■ Tinggi ■ Sangat Tinggi
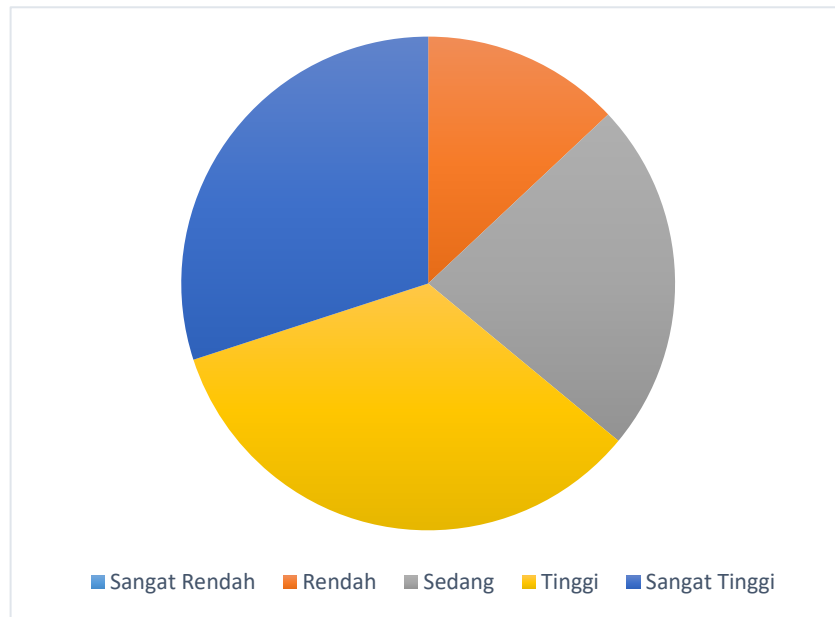
C. Research Result

1. Classic Assumption Test

a. Normality Test

Normality test is a testing technique that aims to assess the distribution of data on a variable that has been normally distributed or not. The normality test was carried out by observing the results of the Sig table analysis. on the Kolmogrov-Smirnov table. A variable is classified as normally distributed if the significance value is > 0.05 at a significance level of 5% ($\alpha = 0.05$) and is not normally distributed if the significance level is <0.05. From the data processing results, the value of Sig. is 0.305 means the data is normally distributed.

Table 4.5

Normality Test Result

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		100
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	4,26859417
Most Extreme Differences	Absolute	,097
	Positive	,097
	Negative	-,075
Kolmogorov-Smirnov Z		,969
Asymp. Sig. (2-tailed)		,305

a. Test distribution is Normal.

b. Calculated from data.

b. Heteroscedasticity Test

A heteroscedasticity test was conducted to test in a regression model of research variables whether there was an inequality of variance and residuals in one observation or with other observations. Heteroscedasticity testing in this research was carried out using the Scatterplot method as follows:

Picture 4.4
Scatterplot
Heteroscedasticity Test Result

Dependent Variable: Motivasi Berprestasi
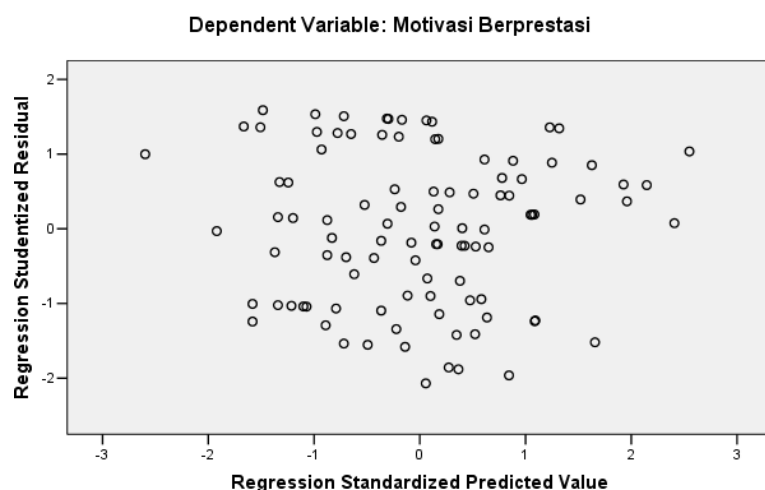
Based on the picture, it can be recognized that the data points are spread evenly above and below or around the number 0, and the points do not form a certain pattern. That is, the data does not occur heteroscedasticity.

c. Multicollinearity Test

Multicollinearity test is a form of testing carried out to ensure the occurrence of intercorrelation between independent variables in a regression model. This test is carried out by looking at the Tolerance and Variance Inflating Factor (VIF) values through the SPSS analysis table. If the Tolerance value is greater than 0.10, then the variable does not occur multicollinearity, and if the value is less than 0.10, then multicollinearity occurs. Meanwhile, when viewed from the value of Variance Inflating Factor (VIF), if <10.00, then there is no multicollinearity, and if the value is> 10.00, then multicollinearity occurs. The following are the results of processing multicollinearity test data:

Table 4.6

Multicollinearity Test Result

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	78,138	4,190		18,650	,000		
	x1	,080	,061	,146	1,311	,194	,997	1,003
	x2	,102	,075	,151	1,364	,177	,997	1,003

a. Dependent Variable: y

Based on the table above, it is known that the tolerance value for self-concept and socioeconomic status is 0.997 > 0.1, and the

VIF value is 1.003 < 10, meaning that it can be concluded that there is no multicollinearity between independent variables.

2. **Hypothesis Test**

a. T Test (Partial)

The t-test was used to examine the truth and influence of each independent variable, namely self-concept (X_1) nd socioeconomic status (X_2) on the dependent variable, namely achievement motivation. The following is a table of the results of the t-test analysis carried out in SPSS.

Table 4.7

t-Test Result

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	61,489	7,973		7,712	,000
	Konsep diri x1	,205	,098	,205	2,090	,039
	sosioekonomi x2	,314	,183	,168	1,719	,089

a. Dependent Variable: nAch y

1) The influence of self-concept on learning outcomes

Based on the SPSS table, the t_{count} value is 2.090, and the Sig value is obtained. Of 0.039. It means that the value of t_{count} is greater than the value of t_{table} of 1.994, while the value of Sig. Smaller than 0.05. It can be concluded that H_0 is rejected and Ha is accepted. This means that the self-concept variable (X_1) has a positive and partially significant influence on the dependent variable of learning outcomes.

2) The influence of socioeconomic status on learning outcomes

From the results of the analysis in the SPSS table above, it is known that the t_{count} value is 1,719 and the Sig value. Of 0.89. This means that the value of t_{count} is smaller than the value of t_{table} of 1,994, while the value of Sig. Greater than 0.05, which means H0 is accepted, and Ha is rejected. It can be concluded that the socio-economic status variable (X_2) does not have a positive and significant effect partially with the dependent variable learning outcomes.

b. F Test (simultaneous)

After doing the test of variables partially, the independent variable is tested simultaneously or called the F test. This test is used to see whether all the independent variables have a joint influence on the dependent variable. These test criteria can be viewed in two ways:

1) H_a is categorized to be accepted if the value of Sig. < 0.05, and if the value of Sig is actually smaller than 0.05, then H_0 is accepted.

2) If the value of $F_{hitung} > F_{tabel}$ then H_a is accepted and if the value of $F_{hitung} < F_{tabel}$ so can be concluded H_0 is accepted.

The following are the results of the F Test carried out with the SPSS application:

Table 4.8

F Test Result

ANOVAᵇ

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	506,940	2	253,470	3,586	,031ᵃ
	Residual	6856,850	97	70,689		
	Total	7363,790	99			

a. Predictors: (Constant), sosioekonomi x2, Konsep diri x1

b. Dependent Variable: nAch y

Based on the table, the score of Sig. obtained in the amount of 0.031 is smaller than 0.05, and the F_{count} value of 3.586 is greater than the F_{table} value of 3.09. It can be concluded from the results of the F test that H_a is accepted, which means that there is a significant influence between self-concept and socio-economic status simultaneously on student learning outcomes.

3. Multiple Linear Regression

Multiple linear regression analysis is used if there are two independent variables affecting one dependent variable. In this research, there are two independent variables, that are self-concept and socioeconomic status, that affect the dependent variable learning outcomes. Below are the results of multiple linear regression analysis with SPSS

Table 4.9

Multiple Linear Regression Test Result

Coefficientsᵃ

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	78,138	4,190		18,650	,000
	x1	,080	,061	,146	1,311	,194
	x2	,102	,075	,151	1,364	,177

a. Dependent Variable: y

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Here is the following multiple linear regression equation models obtained based on the table above:

$$Y = \alpha + \beta 1 X1 + \beta 2 X2$$

$$Y = 78.138 + 0{,}080 X1 + 0{,}102 X2$$

From the results of these equations formula, it can be concluded that:

- Received a constant value of 78.138, which means the value of the variable learning outcomes will remain and will not change if it is not influenced by the variables of self-concept and socio-economic status.

- The beta score of the self-concept variable is 0.08, which is positive. It means that if the self-concept variable score increased by 1%, the learning outcomes will affect an increasing effect in the direction of 0.08 and vice versa.

- Socio-economic status has a beta score of 0.102, and it means positive. If the socio-economic status has increased by 1%, then the learning outcomes will be increased in the same direction by 0.102 and vice versa.

After finding the results of the multiple linear regression test, the next step is to test the coefficient of determination ($R2$). This test is used to measure how much the ability of the independent variable affects the dependent variable. This is following the result of processing the coefficient of determination test with SPSS.

Table 4.10

Determination Coefficient Test Result

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,262[a]	,069	,050	8,408

a. Predictors: (Constant), sosioekonomi x2, Konsep diri x1

b. Dependent Variable: nAch y

The results of the table reached the R square score is 0.069. It can

be concluded that the contribution of the self-concept variable (X_1) and

socioeconomic status (X_2) affect to learning outcome variable (Y) is

6.9%, while the other 93.1% are influenced by other factors.

CHAPTER V

DISCUSSION

A. Influence of Self-Concept on Learning Outcome

Based on the results of the self-concept variable analysis that has been carried out, with a partial significance test or called the t-test, the results of testing the learning outcome variable (Y) are partially affected by self-concept as an independent variable. This is evidenced by the result that t_{count} is greater than t_{table} and the significance value is less than 0.05, which means Ho is rejected, and H_a is accepted. It means that self-concept partially affects the learning outcomes of class IX students of SMPN 1 Larangan.

If you look at the results of several previous studies, the results of this study have a similar effect between self-concepts on achievement motivation. One of them is a research journal written by Eko Sujadi[49]. The result is that there is a positive influence on the formation of student achievement motivation with an average level of self-concept that is owned moderately. The results of the study are the same as the theory expressed by Fernald in a study conducted by Fasti Rola that self-concept is one of the factors that influence a person's achievement motivation.[50].

This opinion is in accordance with Pudjijogoyanti's opinion, which states that self-concept plays a role in directing student behaviour. This role is evidenced by the students' efforts in gaining self-balance, learning from

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[49] Eko Sudaji, *Pengaruh Konsep Diri dan Locus of Control Terhadap Motivasi Berprestasi,* (Educational Guidance and Counseling Development Journal Vol 1, 2018), hal.32-51
[50] Fasti Rola, *Hubungan Konsep Diri dengan Motivasi Berprestasi Pada Remaja,* (Universitas Sumatera Utara, 2006), hal. 24

experience, and being filled with enthusiasm for achievement[51]. Students with a positive self-concept personality will be filled with enthusiasm and encourage them to be more active in trying to reach their maximum potential.

Forming self-concept early is very important, especially during the growth period of learning. With a good self-concept from an early age, students will more easily understand their abilities and shortcomings that need to be avoided in the future. To form a positive self-concept, it is necessary to know the dimensions that must be developed for students. The dimensions that influence it are the focus of this research which are taken from Willliam H. Fitts' theory, namely identity self, behavioural self, psychological self, personal self, family self, academic self, and social self.

Based on the description above, it can be concluded that the self-concept has a significant partial effect on the learning outcomes of class IX students of SMPN 1 Larangan. The results of this study are also strengthened by the theory, which states that a positive self-concept can encourage the growth of student achievement motivation so that it can motivate students to be able to obtain maximum learning outcomes. In addition, this finding is also corroborated by previous research.

B. Influence of Socioeconomic status on Learning Outcome

The results of the analysis on the regression of socio-economic status variables on learning outcomes with the SPSS application, it was found that the socio-economic status variable had no partial significant influence on the

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[51] Pudjijogoyanti. C.R, *Konsep Diri dalam Pendidikan.* (Jakarta: Arcan, 1995), hal. 81

learning outcomes of SMPN 1 Larangan students. This is evidenced by the t_{count} value of 1.719, which is smaller than the t_{table} value of 1.994 with a significance of 0.089, which is greater than 0.05. So, it means that H_0 is accepted and Ha partially rejected has no effect on the dependent variable or there is have negative influence between socioeconomic status and student learning outcome.

This finding is calculated differently from previous research conducted by Indri Febriyani, which stated that there was a significant influence between socioeconomic status and achievement motivation. Differences in the findings of this study are very likely to occur due to differences in research backgrounds. Where the subjects studied were 60% of junior high school students with lower middle socioeconomic status backgrounds who had internal limitations so as to reduce the influence on student achievement motivation.

Even Though in theory, according to Hamalik, it is said that families who have sufficient or higher incomes will find it easier to meet all educational and other needs. In contrast, families with relatively low incomes will find it difficult to meet educational and other needs. This condition will be an important factor that can interfere with or facilitate learning and achievement[52]. When learning support needs are difficult to fulfil, certainly it will affect the process of student development which will have an impact on the growth of the spirit of student achievement motivation and ultimately affect the learning outcomes reached. If the needs are fulfilled properly, the students will be facilitated to be well

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[52]Alfikholisnah, Skripsi: Pengaruh Intensitas Belajar dan Status Sosial Ekonomi Orang Tua Terhadap Hasil Belajar Mata Pelajaran IPS Kelas X dan XI SMK Islam Kalipare Malang, (UIN Malang, 2018), hal. 134.

supervised and comfortable and can form the character of high achievement motivation so that they can obtain high learning outcomes as well.

This opinion is strengthened by James M. Muola's research result, which states that achievement motivation can increase along with the socioeconomic status of the family. Furthermore, achievement motivation will appear to be higher in the middle socioeconomic status group than in families with low socioeconomic status[53]. With the high socioeconomic status they have, parents' attitudes will be more stringent in supervising their children's academic development. It will be directly involved in consulting the problems encountered by children.

From the explanation of these opinions, it can be concluded that the socio-economic status theoretically and look at some previous studies reference have an influence on student learning outcomes by looking at their achievement motivation. However, the findings of this research indicate that partially socioeconomic status has no effect on learning outcomes. In theory, the statistical findings in this study are assumed to have a negative influence on the dependent variable of learning outcomes. This means that if a student has a high social status, it may not necessarily achieve good learning outcomes and vice versa. This phenomenon can happen because each study has a variety of social backgrounds that occur and can affect the results of the study. So that socioeconomic status can affect learning outcomes, these variables cannot stand

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[53] James M. Muola, *A Study of the Relationship Between Academic Achievement Motivation and Home Environment Among Standard Eight Pupils,* (Educational Research and Review, 2010)*, hal.213-217

alone. There must be other supporting factors in order to influence and increase student achievement motivation to obtain good learning outcomes.

C. Influence of Self-Concept and socioeconomic status on Learning Outcome

Learning outcomes are something that students get after doing business regarding learning. These results can be in the form of behavioural changes in terms of cognitive, affective, or psychomotor that students have. These changes can then be assessed as learning outcomes that will be used to evaluate subsequent student development activities.

To make it easier to analyse learning variables, this study uses the theory of achievement motivation popularized by McClelland. Achievement motivation itself is an impulse that arises within oneself to achieve the success that you want to get. By having high achievement motivation, someone will try hard and do their best in achieving these goals. In the context of education, it is useful to increase students' enthusiasm in learning so that students can achieve maximum learning outcomes as a form of achievement to be achieved.

Based on the results of simultaneous data analysis by testing the F test hypothesis, F_{count} is 3.586 with F_{table} 3.09, which means the F_{count} value is greater than F_{table} and the significance value is 0.031 less than 0.05. This means that there is a simultaneous relationship and influence between self-concept (X_1) and socioeconomic status (X_2) on learning outcomes (Y) of class IX students of SMPN 1 Larangan. With the calculation results that have a positive value, it

means that if the self-concept and socio-economic status improve, the better the learning outcomes of students.

The result findings are in line with Santrock's statement in his book about the factors that influence achievement motivation. According to Santrock, in general, there are two factors that influence achievement motivation:

1. Internal Factor

As the findings in this research, the forming process of positive achievement motivation is very complex. Factors that can influence one of them arise from within the student's own personality called internal factors. According to Santrock, several internal factors that can affect the formation of achievement motivation are such as self-concept, expectations, and other values possessed by students[54]. It was explained that self-concept can help students easier to set goals or ideals chosen. After having a goal, students will have expectations and planning about how to achieve that goal and actually affect the size of the effort in achieving the chosen achievement. All of these attitudes are related to students' assessment of themselves or are called self-concepts.

2. External Factor

External factors are factors that come from outside the student's personal self. The kind factors such as social environment, family status, and social patterns of students' daily life [55]. The family environment

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[54] John W. Santrock, *Perkembangan Anak Jilid 1 Edisi Kesebelas,* (Jakarta:PT Erlangga, 2007), hal.183

[55] Ibid. 183

factor is the first factor and is very influential in the process of forming the basis for student achievement motivation. With full attention and support will increase student achievement motivation and make it easier to achieve goals.

This has equality with the hadith of the prophet Muhammad SAW which says that mothers are the first school for their children. This means that the social status of the family is very important externally to the growth of student achievement motivation. This opinion is reinforced by the results of research conducted by Wanadya in his journal, which states that achievement motivation grows high in parents with middle and upper socioeconomic status. The more educated parents are, the more involved they will be in supervising their children's education[56].

The student's characteristics with high achievement motivation can be seen from the kind of effort and learning actions that tend to be effective and maximize their learning potential. The higher the student's achievement motivation, than easier it is for students to achieve goals and achieve academically and vice versa. Students with low achievement motivation tendencies will notice it difficult to understand the goals to be achieved and tend to find it difficult to obtain academic achievements[57].

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[56] Wanadya AyuKrishna, *Etnisitas, Dukungan dan Status Sosial Orangtua Terhadap Motivasi Berprestasi Siswa Keturunan Tionghoa dan Jawa,* (PSIKOLOGIKA Volume 21, 2016), hal. 149-166

[57] Sugiyanto, *Pentingnya Motivasi Berprestasi Dalam Mencapai Keberhasilan Akademik Siswa,* (UNY: Yogyakarta, 2012) Hal. 14

Students with high achievement motivation characteristics can have unique characteristics from other students. In his book, McClelland mentions there are six characteristics that can be seen and developed by teachers[58]:

1. Have a strong feeling to achieve goals and can complete them well.

2. Responsible for every decision that is determined by himself

3. Always evaluative in determining every action by studying previous failures in order to achieve achievement.

4. Always consider the risk according to the capabilities possessed in each action.

5. Be creative and innovative in every opportunity and opportunity that arises.

6. Likes every activity that is challenging and can stimulate its competitive and achievement nature.

Through a number of explanations and research results, it can be concluded that the findings of the research together (simultaneously) self-concept and socioeconomic status have a positive and significant influence on students' learning outcome. Therefore, if you want to overcome students by overcoming students with low achievement motivation, what needs to be improved is the self-concept to understand the abilities they have with good family social status between students and parents. That way students are able to increase their achievement motivation and last impacted to their learning outcome.

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[58] David McClelland, *The Achieving Society,* (New York: Irvington Publisher, 1976), Hal. 77

CHAPTER VI

CONCLUSION

A. Conclusion

Based on the research result and discussion mentioned above, the following conclusions can be drawn:

1. Partially, self-concept shows significant results and has an effect on student learning outcomes of SMPN 1 Larangan with the results that H_0 is rejected and Ha is accepted. This means that self-concept is one of the factors that can affect student learning outcomes. If students have a high self-concept, they will have high achievement motivation as well. This will later affect efforts that are more effective and optimal in achieving their achievement targets

2. The research result partially showed that there is no significant socio-economic status on student learning outcomes at SMPN 1 Larangan. With the results of hypothesis testing H_0 and H_a are rejected. It means that socioeconomic status is not one of the main factors that greatly influence learning outcomes. Of course, there are other factors that can influence student learning outcomes, such as the community environment, school environment, interests, talents, and so on.

3. From the research results simultaneously self-concept and socioeconomic status showed significant results with Ho

rejected and Ha accepted. This means that jointly self-concept and socioeconomic status affect student learning outcomes at SMPN 1 Larangan. So if students have a high self-concept and high socioeconomic status, the results will be high learning outcomes.

B. Suggestion

After conducting this research, there are some suggestions that researchers can convey, as follows:

1. For Parent

   Because the family, especially parents, is an important component of the development of children. It is expected that they will be able to participate directly in controlling the adequate learning needs of children and carry out regular supervision of their personality. So that the growth of achievement motivation can be monitored properly for good learning outcomes as well.

2. For School

   It is necessary to do good counselling and supervision of students who have personality traits with low achievement motivation. Because with a low level of motivation will affect student learning outcomes. The approach can be done by increasing students' understanding of their potential and can provide guidance to optimize that potential.

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APPENDIXS

Appendix 1 Letter of Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.jd

Nomor	: 818/Un.03.1/TL.00.1/01/2021	12 Maret 2021
Sifat	: Penting	
Lampiran	: -	
Hal	: **Izin Penelitian**	

Kepada
Yth. Kepala Sekolah SMP Negeri 1 Larangan Pamekasan
di
    Jalan Raya Larangan Desa Larangan Luar Kecamatan Larangan
Kabupaten Pamekasan Madura

Assalamu'alaikum Wr. Wb.

Dengan hormat, dalam rangka menyelesaikan tugas akhir berupa penyusunan Skripsi mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama	:	Achmad Fajar Ferdiansyah
NIM	:	16130140
Jurusan	:	Pendidikan Ilmu Pengetahuan Sosial - S1
Semester - Tahun Akademik	:	Genap - 2020/2021
Judul Skripsi	:	**Korelasi Antara Konsep Diri Dan Status Sosial Ekonomi Dengan Need for Achievement (nAch) Siswa Kelas IX SMPN I Larangan Pamekasan**
Lama Penelitian	:	**Maret 2021** sampai dengan **Mei 2021**

diberi izin untuk melakukan penelitian di lembaga/instansi yang menjadi wewenang Bapak/Ibu.

Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

Dekan,

Dr. H. Agus Maimun, M.Pd
NIP. 19650817 199803 1 003

Tembusan :
1. Yth. Ketua Jurusan Pendidikan Ilmu Pengetahuan Sosial - S1
2. Arsip

Appendix 2 Evidence Consultation

EVIDANCE OF CONSULTATION

Name   : Achmad Fajar Ferdiansyah

NIM   : 16130140

Department   : Social Sciences Education

Advisor   : Mokhammad Yahya, Ph.D.

Title of Thesis : The Influence Between Self-Concept and Socioeconomic
Status on Learning Outcome Student of Class IX in SMPN 1
Larangan

No	Date of consultation	Consultation material	Signature
1.	March, 3th 2021	Research Instrument	
2.	March, 4th 2021	Revision Chapter I-III	
3.	April, 5th 2021	Research Result	
4.	April, 16th 2021	Revision Chapter IV	
5.	June, 7th June 2021	Chapter V	
6.	June, 30th 2021	Revision Chapter V	
7.	July, 3rd 2021	Chapter I-VI	
8.	July, 11th 2021	ACC	

Acknowledge by,

Chief of social sciences education

Alfiana Yuli Efiyanti, MA
NIP. 19710701 200604 2 001

ANGKET INSTRUMEN PENELITIAN

KONSEP DIRI DAN STATUS SOSIAL EKONOMI SISWA

A. Identitas Responden

Nama　　　　:

Kelas　　　　:

Jenis Kelamin :

Pekerjaan Ayah　　:

Pekerjaan Ibu :

B. Petunjuk Pengisian

1. Kuisioner ini digunakan untuk memperoleh data dari variabel yang diteliti yakni Pengaruh Antara Konsep Diri dan Status Sosial Ekonomi Dengan Need for Achievement di SMPN 1 Larangan Kabupaten Pamekasan.

2. Bacalah pernyataan-pernyataan berikut dengan seksama dan teliti!

3. Pilihlah jawaban yang tersedia sesuai pendapat dan keseharian anda dengan memberikan tanda centang (✓) pada kolom yang tersedia.

   Keterangan

SS	**Sangat Setuju,** yakni anda sangat setuju dengan pernyataan tersebut.
S	**Setuju,** yakni anda setuju dengan pernyataan tersebut.
N	**Netral,** yakni anda antara setuju atau tidak dengan pernyataan tersebut.
TS	**Tidak Setuju,** yakni anda tidak setuju dengan pernyataan tersebut.

| | **Sangat Tidak Setuju,** yakni anda sangat tidak setuju dengan |
| STS | pernyataan tersebut. |

4. Kerahasiaan jawaban anda akan sangat terjamin dan angket ini sama sekali tidak menyangkut terhadap penilaian kegiatan pembelajaran anda.

5. Lembar angket harap dikembalikan kembali! Saya ucapkan terimakasih atas waktu dan partisipasinya.

C. Angket

Konsep Diri (X₁)

No.	Pernyataan	Jawaban				
		SS	S	N	TS	STS
1.	Saya adalah seorang yang memiliki semangat tinggi					
2.	Saya bukanlah orang yang percaya diri					
3.	Saya sangat memahami kelemahan dan kelebihan yang dimiliki					
4.	Seringkali saya menunda-nunda pekerjaan yang harus dilakukan					
5.	Saya selalu berusaha sebaik mungkin pada setiap pekerjaan yang saya lakukan					
6.	Saya rajin merawat dan menjaga penampilan tubuh saya					
7.	Saya selalu menjaga kesehatan tubuh					
8.	Sulit bagi saya untuk bisa akrab dan berbicara dengan orang yang belum saya kenal					
9.	Saya berusaha untuk memahami dan mengerti pandangan orang lain yang berbeda dengan saya					
10.	Keluarga saya selalu membantu untuk menyelesaikan permasalahan saya					

11.	Saya tidak pernah mengeluh saat dimintai bantuan oleh orang tua saya
12.	Terkadang saya tidak menghiraukan nasehat atau masukan dari orang tua saya
13.	Terkadang saya lebih senang menghabiskan waktu kosong untuk belajar hal baru
14.	Saya selalu mengerjakan dan mengumpulkan tugas sekolah tepat waktu
15.	Saya termasuk orang yang mudah bersosialisasi dan beradaptasi di lingkungan baru
16.	Saya selalu menolong teman saya untuk menyelesaikan masalah yang dihadapi

Status Sosial Ekonomi (X_2)

1. Pendidikan terakhir Ayah saya adalah….

   5   Sarjana/Diploma

   4   SMA/SMK/MA/Sederajat

   3   SMP/MTs/Sederajat

   2   SD/MI/Sederajat

   1   Tidak Sekolah

2. Pendidikan terakhir Ibu saya adalah….

   5   Sarjana/Diploma

   4   SMA/SMK/MA/Sederajat

   3   SMP/MTs/Sederajat

   2   SD/MI/Sederajat

   1   Tidak Sekolah

3. Jenis pekerjaan Ayah saya adalah….

   5   Guru/Dosen/Ustadz

   4   Pegawai Negeri/Swasta (non-guru/dosen/ustadz)

   3   Pengusaha/Wiraswasta

   2   Buruh/Petani

   1   Tidak Bekerja

4. Jenis pekerjaan Ibu saya adalah….

   5   Guru/Dosen/Ustadz

   4   Pegawai Negeri/Swasta (non-guru/dosen/ustadz)

   3   Pengusaha/Wiraswasta

   2   Buruh/Petani

   1   Tidak Bekerja

5. Berkaitan dengan penghasilan, jumlah penghasilan tiap bulan Ayah saya berkisar antara

   5   Lebih dari 3.000.000

   4   2.000.000-3.000.000

   3   1.000.000-2.000.000

   2   500.000-1.000.000

   1   Kurang dari 500.000

6. Berkaitan dengan penghasilan, jumlah penghasilan tiap bulan Ibu saya berkisar antara

   5   Lebih dari 3.000.000

   4   2.000.000-3.000.000

3   1.000.000-2.000.000

2   500.000-1.000.000

1   Kurang dari 500.000

7. Moda transportasi yang digunakan orang tua saya bekerja adalah….

5   Sepeda

4   Sepeda Motor

3   Mobil Pribadi

2   Angkutan Umum

1   Kendaraan Kantor

8. Apakah status kepemilikan rumah yang ditempati keluarga saya saat ini?

5   Milik Pribadi

4   Milik Kakek/Nenek

3   Milik Saudara

2   Rumah Dinas

1   Rumah Kontrak

9. Kedudukan sosial Ayah/Ibu saya adalah

5   Perangkat Desa

4   Pengurus RT/RW

3   Pemuka Agama

2   Tokoh Masyarakat

1   Masyarakat Biasa

Appendix 4 IX Grade Student Respondent and Learning Outcome Data

NO	NAMA	KELAS	NILAI UTS
1	NADIA SAFITRI	IX 5	93
2	PENTA AKBAR MAULANA	IX 5	93
3	DWI NURUL AISYAH	IX 5	93
4	DINDA PUTRI HARIZAH	IX 5	93
5	NANDA KHOIRUN NISA'	IX 5	93
6	ANITA SUKMAWATI HIDAYAT	IX 5	93
7	FAI'ATUS SAKINAH	IX 5	93
8	FUTROTUR ROZIQOH	IX 5	93
9	DEVI NOR HOLIZHOH	IX 5	93
10	NURUL FITRIYA	IX 5	93
11	RENDY FEBRIAN ALANNURI	IX 5	92
12	CAHYANA DEWI SAFITRI	IX 5	92
13	POPPY VENTIKA MEGA SARI	IX 5	92
14	WINDA YULIANTI	IX 5	92
15	TIFFANI RAMADANI AINUR ROCHIM	IX 5	92
16	KHAIRUN NISA'	IX 5	92
17	ARINI RAHMANIA FADILAH	IX 5	92
18	MUHAMMAD ZAKY RIZQULLAH	IX 5	92
19	BELLA ADELIA ANANTA	IX 5	92
20	DIAN AFRIATIN NISYAK	IX 5	92
21	CANDRAWATI SELMA TALITHA	IX 5	91
22	FACHIROTIN NAJWA	IX 5	91
23	NOVA NOVIAWATI	IX 5	91
24	ANGGER DIKI DWI LAKSYAWAL	IX 5	91
25	DARISTA WARDHANI	IX 5	90
26	BASID FIRMAN SYAH	IX 5	90
27	NOVITA WULANDARI	IX 4	89
28	NUR HALISA LAILA HALIL	IX 4	89
29	WAHDI ALFARISI KURNIAWAN	IX 4	89
30	MELLY EDIAN APRILIA	IX 4	89
31	FINA AZIZAH	IX 4	88
32	MOH HAERUS SHOLEH	IX 4	88
33	MELLYSA NUR ALIFAH	IX 4	87

34	MOHAMAD BAHFID NASRULLAH	IX 4	87
35	ACH. ALFANI SYAUQI	IX 4	87
36	NAILA ALVI SYAHRIN	IX 4	86
37	AMLI KUDSI	IX 4	86
38	AYNANI AGUSTIN	IX 4	86
39	FEBRIAN MAULANA	IX 4	85
40	ISMI DWITA WULANDARI	IX 4	85
41	HAIRUL MUFID	IX 4	83
42	AKBAR MAULANA HERMANSYAH E	IX 4	82
43	AHMAD KUSNADI	IX 4	82
44	AMIRUL HAKIKY	IX 4	82
45	IMRON HOZAIRI	IX 4	80
46	ANDRIAN DWI GUNAWAN	IX 4	79
47	SITI HARIROH	IX 3	90
48	NATASYA BALQIS	IX 3	89
49	PUTRI NADIYA HANANI	IX 3	89
50	ULFA DWI TOHIRIYA	IX 3	88
51	VELY DWI SASMITA	IX 3	88
52	NABILA ALMANOVA	IX 3	87
53	SITI NURHALIMAH	IX 3	87
54	BADHIYATUL RAHMANIYAH	IX 3	86
55	AMANDA EGI DWI SEPTIAN	IX 3	86
56	BILLY WAHYU PRATAMA	IX 3	86
57	M. SIRAJUL MUNIR	IX 3	86
58	AINA FAHMILIA	IX 3	85
59	ALAUDIN WIDAD ROMADHONI	IX 3	83
60	ZAINUL ARIFIN	IX 3	82
61	AMIRUDDIN	IX 3	82
62	M ALIF R.A.	IX 3	81
63	SALDY HIDAYAT	IX 3	80
64	ANDRI AFRILIAN MAULANA	IX 3	78
65	FITRIA RHOMADINA	IX 2	90
66	MITASARI	IX 2	89
67	SAFITRI EMILIA	IX 2	89
68	SHALU AULIA WASABRINA	IX 2	88
69	ELVIN KHOIRINA	IX 2	87

70	OVI RUSLIYANA	IX 2	86
71	LAILA EKA SAFIRA	IX 2	85
72	NAZULA CITRA KURAINI	IX 2	85
73	ALDA TRIA NUR IMAMAH	IX 2	83
74	DODI ALFALAH	IX 2	82
75	YODIHAN HAUDY	IX 2	82
76	LINTANG SATRIA RUDYANTO	IX 2	82
77	SULTAN ALFIN DANIEL KUSNAWI	IX 2	81
78	FAJAR MAULIDI	IX 2	81
79	NOVAL UMAR YANTO	IX 2	81
80	YUDA BAYUAJI	IX 2	80
81	DIAN HADI KUSUMA	IX 2	79
82	AGUNG WIRAYUDHA	IX 2	79
83	FARAH DWI ARIANI	IX 1	91
84	EVITA AINUR ROFIQOH	IX 1	90
85	AMALIATUL ELMIH	IX 1	89
86	RINA YUNITA DEVI	IX 1	89
87	ANIYATUR RIZKIYAH	IX 1	88
88	MILHATIN JAMILAH	IX 1	88
89	MAULIYDHATUL MUSYARROFAH	IX 1	87
90	ISTIADATIR ROHMAH	IX 1	86
91	MOHAMMAD ANAS KHUTHAMI	IX 1	86
92	RAFLI RISKIYANDI	IX 1	84
93	ACH. IQBAL MAULANA	IX 1	84
94	ACHMAD ROMEO RAFAEL	IX 1	84
95	MOH ROIHAN ALI	IX 1	83
96	MOH.THORIQUL HAQ	IX 1	82
97	MOH IQBAL SARIFUDIN R	IX 1	82
98	ALEXANDER AGUNG NUGROHO	IX 1	82
99	FIRMANDANI YOSI DIMAS PUTRA	IX 1	81
100	IBNU MAULIDI	IX 1	81

Appendix 5 Self-Concept Validity Test Result

Correlations

		item1	item2	item3	item4	item5	item6	item7	item8	item9	item10	item11	item12	item13	item14	item15	item16	total
item1	Pearson Correlation	1	-,084	,236	-,048	,210	,242	,436**	-,007	,119	,124	-,057	,202	,022	,173	,442**	,200	,360*
	Sig. (2-tailed)		,564	,098	,738	,143	,091	,002	,964	,409	,391	,693	,160	,878	,230	,001	,164	,010
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
item2	Pearson Correlation	-,084	1	-,011	,407**	,071	,237	,187	,303*	,165	,052	,206	,207	-,055	,161	,045	,047	,422**
	Sig. (2-tailed)	,564		,938	,003	,625	,098	,193	,033	,252	,722	,151	,148	,706	,263	,756	,747	,002
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
item3	Pearson Correlation	,236	-,011	1	-,038	,162	,324*	,257	,042	,407**	,341*	,142	,247	,052	,426**	,254	,324*	,474**
	Sig. (2-tailed)	,098	,938		,793	,261	,022	,072	,770	,003	,015	,324	,084	,721	,002	,075	,022	,001
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
item4	Pearson Correlation	-,048	,407**	-,038	1	,252	,429**	,383**	,255	,065	,209	,301*	,378**	,231	,267	,014	,169	,575**
	Sig. (2-tailed)	,738	,003	,793		,078	,002	,006	,074	,651	,146	,034	,007	,106	,061	,924	,240	,000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
item5	Pearson Correlation	,210	,071	,162	,252	1	,316*	,402**	,133	,361*	,433**	,055	,188	,207	,073	,088	,598**	,552**
	Sig. (2-tailed)	,143	,625	,261	,078		,025	,004	,358	,010	,002	,707	,191	,149	,612	,543	,000	,000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
item6	Pearson Correlation	,242	,237	,324*	,429**	,316*	1	,574**	-,002	,450**	,164	,211	-,011	,235	,378**	,248	,243	,596**
	Sig. (2-tailed)	,091	,098	,022	,002	,025		,000	,988	,001	,254	,141	,942	,101	,007	,082	,089	,000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
item7	Pearson Correlation	,436**	,187	,257	,383**	,402**	,574**	1	,066	,154	,324*	,091	,213	,194	,191	,401**	,497**	,649**
	Sig. (2-tailed)	,002	,193	,072	,006	,004	,000		,648	,285	,022	,529	,137	,178	,184	,004	,000	,000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
item8	Pearson Correlation	-,007	,303*	,042	,255	,133	-,002	,066	1	-,083	,039	,369**	,273	,048	,101	,304*	,048	,411**
	Sig. (2-tailed)	,964	,033	,770	,074	,358	,988	,648		,569	,790	,008	,055	,742	,483	,032	,740	,003
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
item9	Pearson Correlation	,119	,165	,407**	,065	,361*	,450**	,154	-,083	1	,365**	,077	,056	,212	,266	,136	,400**	,486**
	Sig. (2-tailed)	,409	,252	,003	,651	,010	,001	,285	,569		,009	,594	,701	,139	,062	,346	,004	,000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
item10	Pearson Correlation	,124	,052	,341*	,209	,433**	,164	,324*	,039	,365**	1	,362**	,141	-,051	,229	,045	,654**	,532**
	Sig. (2-tailed)	,391	,722	,015	,146	,002	,254	,022	,790	,009		,010	,327	,727	,110	,756	,000	,000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
item11	Pearson Correlation	-,057	,206	,142	,301*	,055	,211	,091	,369**	,077	,362**	1	,081	-,032	,315*	,125	,200	,443**
	Sig. (2-tailed)	,693	,151	,324	,034	,707	,141	,529	,008	,594	,010		,577	,824	,026	,387	,164	,001
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
item12	Pearson Correlation	,202	,207	,247	,378**	,188	-,011	,213	,273	,056	,141	,081	1	,242	,209	,171	,068	,498**
	Sig. (2-tailed)	,160	,148	,084	,007	,191	,942	,137	,055	,701	,327	,577		,091	,145	,236	,638	,000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
item13	Pearson Correlation	,022	-,055	,052	,231	,207	,235	,194	,048	,212	-,051	-,032	,242	1	,214	,290*	,206	,377**
	Sig. (2-tailed)	,878	,706	,721	,106	,149	,101	,178	,742	,139	,727	,824	,091		,135	,041	,152	,007
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
item14	Pearson Correlation	,173	,161	,426**	,267	,073	,378**	,191	,101	,266	,229	,315*	,209	,214	1	,303*	,168	,543**
	Sig. (2-tailed)	,230	,263	,002	,061	,612	,007	,184	,483	,062	,110	,026	,145	,135		,032	,245	,000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
item15	Pearson Correlation	,442**	,045	,254	,014	,088	,248	,401**	,304*	,136	,045	,125	,171	,290*	,303*	1	,131	,486**
	Sig. (2-tailed)	,001	,756	,075	,924	,543	,082	,004	,032	,346	,756	,387	,236	,041	,032		,366	,000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
item16	Pearson Correlation	,200	,047	,324*	,169	,598**	,243	,497**	,048	,400**	,654**	,200	,068	,206	,168	,131	1	,592**
	Sig. (2-tailed)	,164	,747	,022	,240	,000	,089	,000	,740	,004	,000	,164	,638	,152	,245	,366		,000
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50
total	Pearson Correlation	,360*	,422**	,474**	,575**	,552**	,596**	,649**	,411**	,486**	,532**	,443**	,498**	,377**	,543**	,486**	,592**	1
	Sig. (2-tailed)	,010	,002	,001	,000	,000	,000	,000	,003	,000	,000	,001	,000	,007	,000	,000	,000	
	N	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 6 Socioeconomic Validity Test Result

Correlations

		item1	item2	item3	item4	item5	item6	item7	item8	item9	total
item1	Pearson Correlation	1	,592**	,474**	,093	,371**	-,020	,114	,227	,173	,627**
	Sig. (2-tailed)		,000	,001	,523	,008	,892	,429	,114	,230	,000
	N	50	50	50	50	50	50	50	50	50	50
item2	Pearson Correlation	,592**	1	,220	,211	,206	,040	,188	,210	,159	,505**
	Sig. (2-tailed)	,000		,125	,142	,151	,782	,191	,143	,269	,000
	N	50	50	50	50	50	50	50	50	50	50
item3	Pearson Correlation	,474**	,220	1	,250	,691**	,389**	,048	,324*	,184	,685**
	Sig. (2-tailed)	,001	,125		,080	,000	,005	,740	,022	,202	,000
	N	50	50	50	50	50	50	50	50	50	50
item4	Pearson Correlation	,093	,211	,250	1	,293*	,677**	,243	,064	,075	,523**
	Sig. (2-tailed)	,523	,142	,080		,039	,000	,089	,659	,604	,000
	N	50	50	50	50	50	50	50	50	50	50
item5	Pearson Correlation	,371**	,206	,691**	,293*	1	,528**	,208	,201	,152	,750**
	Sig. (2-tailed)	,008	,151	,000	,039		,000	,148	,161	,291	,000
	N	50	50	50	50	50	50	50	50	50	50
item6	Pearson Correlation	-,020	,040	,389**	,677**	,528**	1	,258	-,076	,181	,547**
	Sig. (2-tailed)	,892	,782	,005	,000	,000		,070	,599	,207	,000
	N	50	50	50	50	50	50	50	50	50	50
item7	Pearson Correlation	,114	,188	,048	,243	,208	,258	1	-,066	,108	,293*
	Sig. (2-tailed)	,429	,191	,740	,089	,148	,070		,648	,455	,039
	N	50	50	50	50	50	50	50	50	50	50
item8	Pearson Correlation	,227	,210	,324*	,064	,201	-,076	-,066	1	,357*	,327*
	Sig. (2-tailed)	,114	,143	,022	,659	,161	,599	,648		,011	,021
	N	50	50	50	50	50	50	50	50	50	50
item9	Pearson Correlation	,173	,159	,184	,075	,152	,181	,108	,357*	1	,472**
	Sig. (2-tailed)	,230	,269	,202	,604	,291	,207	,455	,011		,001
	N	50	50	50	50	50	50	50	50	50	50
total	Pearson Correlation	,627**	,505**	,685**	,523**	,750**	,547**	,293*	,327*	,472**	1
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000	,039	,021	,001	
	N	50	50	50	50	50	50	50	50	50	50

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Appendix 7 Self-Concept Questionnaire Data

No	Nama	x1.1	x1.2	x1.3	x1.4	x1.5	x1.6	x1.7	x1.8	x1.9	x1.10	x1.11	x1.12	x1.13	x1.14	x1.15	x1.16	Total
1	NADIA SAFITRI	5	5	5	2	4	4	4	3	4	4	4	4	2	4	3	4	61
2	PENTA AKBAR MAULANA	5	3	3	2	4	3	4	4	3	4	5	4	3	3	4	4	58
3	DWI NURUL AISYAH	5	3	4	3	4	4	4	2	3	3	4	2	3	3	4	4	55
4	DINDA PUTRI HARIZAH	4	4	4	4	4	4	4	2	4	4	5	5	4	3	4	4	63
5	NANDA KHOIRUN NISA'	5	2	4	1	5	4	4	2	4	3	4	2	4	4	3	3	54
6	ANITA SUKMAWATI H	5	1	4	3	5	5	5	2	4	4	3	3	5	3	4	4	60
7	FAI'ATUS SAKINAH	5	3	3	2	4	3	3	2	4	2	4	4	4	3	4	3	53
8	FUTROTUR ROZIQOH	5	2	4	2	4	3	4	2	5	5	3	2	2	3	4	4	54
9	DEVI NOR HOLIZHOH	5	4	4	4	5	5	5	4	4	4	5	4	4	3	5	4	69
10	NURUL FITRIYA	5	4	3	4	5	5	5	3	3	4	5	3	2	3	3	3	60
11	RENDY FEBRIAN ALANNURI	3	4	4	4	5	4	5	2	4	5	5	4	4	4	4	5	66
12	CAHYANA DEWI SAFITRI	4	4	4	4	4	4	4	4	4	3	5	4	4	3	4	3	62
13	POPPY VENTIKA MEGA SARI	4	4	4	4	5	5	5	3	5	4	4	2	3	4	3	5	64
14	WINDA YULIANTI	3	4	3	4	3	4	5	3	3	4	5	2	3	3	3	4	56
15	TIFFANI RAMADANI AINUR R	3	2	3	2	3	3	3	3	3	3	3	4	4	3	2	3	47
16	KHAIRUN NISA'	5	2	4	3	3	4	5	3	3	3	3	2	3	3	4	4	54
17	ARINI RAHMANIA FADILAH	5	1	5	2	4	5	5	2	4	3	4	3	3	4	5	3	58
18	MUHAMMAD ZAKY R	4	3	3	3	4	3	3	2	3	3	3	2	3	4	3	3	49
19	BELLA ADELIA ANANTA	4	1	4	1	4	4	4	2	4	4	4	2	4	4	4	4	54
20	DIAN AFRIATIN NISYAK	5	3	3	3	4	4	4	3	4	3	3	3	4	3	4	5	58
21	CANDRAWATI SELMA TALITHA	5	5	4	3	5	5	5	1	5	5	3	3	4	5	5	5	68
22	FACHIROTIN NAJWA	3	2	3	3	5	3	2	3	4	4	4	3	3	3	3	3	51

23	NOVA NOVIAWATI	4	2	4	3	5	5	4	3	3	4	5	2	3	3	3	5	58
24	ANGGER DIKI DWI LAKSYAWAL	5	4	3	4	4	4	4	3	3	4	4	3	4	4	3	3	59
25	DARISTA WARDHANI	3	3	4	1	3	3	3	3	3	3	3	2	2	2	3	2	43
26	BASID FIRMAN SYAH	5	4	5	4	5	5	5	5	5	5	5	4	5	5	4	5	76
27	NOVITA WULANDARI	5	3	4	1	5	3	4	2	4	5	4	1	3	2	4	5	55
28	NUR HALISA LAILA HALIL	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	80
29	WAHDI ALFARISI KURNIAWAN	5	4	5	4	5	5	5	1	5	5	5	4	2	4	2	5	66
30	MELLY EDIAN APRILIA	5	4	3	4	5	5	5	3	4	2	3	4	5	4	5	3	64
31	FINA AZIZAH	4	4	4	3	1	5	3	1	4	3	5	2	3	5	4	1	52
32	MOH HAERUS SHOLEH	5	4	3	3	4	4	5	3	2	4	4	3	3	3	5	3	58
33	MELLYSA NUR ALIFAH	5	4	3	3	4	4	5	2	4	4	4	4	3	3	3	4	59
34	MOHAMAD BAHFID N	4	3	4	2	4	3	4	1	4	3	3	3	4	3	3	4	52
35	ACH. ALFANI SYAUQI	5	2	4	3	5	5	5	2	5	5	4	3	3	4	5	5	65
36	NAILA ALVI SYAHRIN	4	3	3	4	4	4	3	1	4	4	3	3	3	2	1	3	49
37	AMLI KUDSI	5	2	5	3	5	5	5	1	5	4	2	5	5	3	4	4	63
38	AYNANI AGUSTIN	5	2	4	4	4	4	5	2	4	4	5	5	4	5	4	4	65
39	FEBRIAN MAULANA	4	3	4	3	5	4	4	1	3	4	3	4	3	4	2	4	55
40	ISMI DWITA WULANDARI	5	2	4	1	4	4	4	2	4	5	5	3	4	4	4	5	60
41	HAIRUL MUFID	5	2	4	4	5	4	4	4	4	5	5	4	2	5	4	4	65
42	AKBAR MAULANA HERMANSYAH E	4	4	4	3	4	5	4	2	4	3	4	1	4	5	4	4	59
43	AHMAD KUSNADI	4	4	3	3	5	5	5	2	4	3	4	1	3	3	3	4	56
44	AMIRUL HAKIKY	4	2	3	4	5	5	5	1	5	5	5	1	5	3	3	5	61
45	IMRON HOZAIRI	4	2	4	3	4	4	3	2	4	4	5	2	4	4	3	4	56

46	ANDRIAN DWI GUNAWAN	3	5	4	4	5	4	4	5	4	4	5	4	4	4	4	4	67
47	SITI HARIROH	4	4	4	4	5	4	5	2	4	5	4	4	4	4	3	5	65
48	NATASYA BALQIS	5	1	4	4	4	3	5	2	1	4	4	4	4	4	4	4	57
49	PUTRI NADIYA HANANI	4	2	4	3	4	4	3	2	4	4	5	2	4	4	3	4	56
50	ULFA DWI TOHIRIYA	4	3	3	4	4	4	4	2	3	3	3	3	4	3	3	3	53
51	VELY DWI SASMITA	4	3	3	4	4	4	4	2	3	3	3	3	4	3	4	3	54
52	NABILA ALMANOVA	4	5	4	2	3	3	4	3	4	5	3	2	2	1	3	5	53
53	SITI NURHALIMAH	4	3	3	3	3	3	4	2	4	4	4	5	4	4	3	3	56
54	BADHIYATUL RAHMANIYAH	4	3	3	4	4	4	4	3	3	3	3	3	4	3	3	3	54
55	AMANDA EGI DWI SEPTIAN	4	2	4	4	5	4	4	4	4	5	5	4	2	5	4	4	64
56	BILLY WAHYU PRATAMA	5	3	3	3	5	5	3	1	5	5	5	4	5	3	5	5	65
57	M. SIRAJUL MUNIR	5	4	5	2	4	5	5	2	4	5	4	2	4	4	4	4	63
58	AINA FAHMILIA	3	4	2	2	4	3	2	1	3	1	4	3	4	2	1	5	44
59	ALAUDIN WIDAD R	4	2	4	3	4	4	4	3	4	3	4	3	5	5	4	5	61
60	ZAINUL ARIFIN	5	3	4	3	4	4	4	3	4	3	4	3	4	5	4	5	62
61	AMIRUDDIN	4	3	3	3	4	3	4	2	3	4	3	4	3	4	3	3	53
62	M ALIF R.A.	3	3	4	3	5	4	4	3	3	3	3	3	4	3	4	5	57
63	SALDY HIDAYAT	5	4	3	3	4	5	5	2	3	4	3	5	4	3	2	3	58
64	ANDRI AFRILIAN MAULANA	3	3	4	4	4	3	5	2	4	5	5	4	4	5	3	4	62
65	FITRIA RHOMADINA	3	4	4	1	5	3	5	5	5	5	5	4	3	5	3	5	65
66	MITASARI	5	3	3	2	3	4	4	2	2	5	3	4	4	2	4	2	52
67	SAFITRI EMILIA	5	1	4	1	5	5	5	1	3	2	4	2	5	5	5	5	58
68	SHALU AULIA WASABRINA	5	4	2	4	5	5	5	1	5	5	5	1	5	5	5	5	67
69	ELVIN KHOIRINA	4	4	4	2	4	4	4	1	5	3	5	1	2	3	3	3	52
70	OVI RUSLIYANA	4	2	4	2	5	4	4	1	4	4	4	1	3	3	4	4	53

71	LAILA EKA SAFIRA	4	4	4	2	4	4	4	2	4	3	4	2	2	3	3	3	52
72	NAZULA CITRA KURAINI	4	2	2	4	4	4	4	4	2	4	4	4	2	4	4	4	56
73	ALDA TRIA NUR IMAMAH	4	2	4	2	5	4	4	2	4	4	4	5	4	4	4	3	59
74	DODI ALFALAH	4	1	4	2	4	4	4	2	4	4	4	2	4	2	4	4	53
75	YODIHAN HAUDY	4	3	4	2	4	3	3	2	3	3	3	3	5	5	3	4	54
76	LINTANG SATRIA RUDYANTO	2	2	2	4	4	4	4	4	4	4	4	4	2	2	2	4	52
77	SULTAN ALFIN DANIEL KUSNAWI	2	2	2	4	4	3	4	4	4	4	4	4	2	3	2	4	52
78	FAJAR MAULIDI	3	2	4	2	5	4	2	1	4	5	4	2	3	4	2	4	51
79	NOVAL UMAR YANTO	5	4	4	2	5	4	5	2	5	4	4	2	4	5	5	5	65
80	YUDA BAYUAJI	5	4	3	2	4	3	3	4	3	4	3	3	3	3	4	3	54
81	DIAN HADI KUSUMA	3	3	4	2	5	4	5	2	4	3	3	4	2	3	2	3	52
82	AGUNG WIRAYUDHA	4	1	3	2	4	4	4	3	4	5	3	4	3	4	4	4	56
83	FARAH DWI ARIANI	4	3	4	3	5	4	4	2	4	5	3	3	3	5	3	4	59
84	EVITA AINUR ROFIQOH	5	1	4	3	5	5	4	1	4	4	3	4	5	4	4	5	61
85	AMALIATUL ELMIH	4	2	5	3	5	5	5	1	5	5	5	5	4	4	3	5	66
86	RINA YUNITA DEVI	4	3	4	3	5	5	5	4	5	5	4	5	4	5	3	5	69
87	ANIYATUR RIZKIYAH	5	5	3	3	5	4	3	5	5	4	4	5	4	4	1	4	64
88	MILHATIN JAMILAH	5	4	4	4	5	4	4	1	5	5	4	2	5	5	3	3	63
89	MAULIYDHATUL MUSYARROFAH	4	3	3	3	4	4	4	3	3	4	3	4	3	4	4	3	56
90	ISTIADATIR ROHMAH	4	4	4	3	4	4	4	1	4	4	3	2	3	4	4	4	56
91	MOHAMMAD ANAS KHUTHAMI	4	3	3	3	4	4	4	3	3	4	3	4	3	4	4	3	56
92	RAFLI RISKIYANDI	5	3	3	2	4	4	3	3	4	4	3	3	4	4	3	4	56
93	ACH. IQBAL MAULANA	5	2	4	3	4	4	5	3	3	4	4	4	4	4	4	4	61

No	Name																	Total
94	ACHMAD ROMEO RAFAEL	5	5	3	2	5	4	5	5	4	4	3	3	4	4	5	5	66
95	MOH ROIHAN ALI	3	2	3	3	4	4	3	2	4	3	3	3	4	4	3	3	51
96	MOH.THORIQUL HAQ	4	4	4	4	5	4	4	4	4	4	4	5	4	4	4	4	66
97	MOH IQBAL SARIFUDIN R	3	3	4	2	3	4	4	3	4	4	2	2	4	3	3	4	52
98	ALEXANDER AGUNG NUGROHO	5	4	4	3	5	5	5	5	4	5	5	4	5	5	1	5	70
99	FIRMANDANI YOSI DIMAS P	5	4	4	3	4	3	5	3	3	5	5	5	4	5	4	4	66
100	IBNU MAULIDI	4	2	5	3	5	2	4	1	4	2	4	3	5	5	2	4	55

Appendix 8 Socioeconomic Questionnaire Data

No	Nama	Kelas	x1.1	x1.2	x1.3	x1.4	x1.5	x1.6	x1.7	x1.8	x1.9	Total
1	NADIA SAFITRI	IX	3	2	2	1	2	1	4	5	1	21
2	PENTA AKBAR MAULANA	IX	4	4	2	2	3	4	4	5	1	29
3	DWI NURUL AISYAH	IX	1	4	1	2	1	1	5	5	1	21
4	DINDA PUTRI HARIZAH	IX	5	2	4	1	5	1	4	5	5	32
5	NANDA KHOIRUN NISA'	IX	4	3	3	1	3	1	4	4	1	24
6	ANITA SUKMAWATI HIDAYAT	IX	2	3	3	3	2	2	2	5	1	23
7	FAI'ATUS SAKINAH	IX	4	4	5	1	2	1	4	5	5	31
8	FUTROTUR ROZIQOH	IX	3	3	3	1	2	2	2	1	1	18
9	DEVI NOR HOLIZHOH	IX	4	4	3	1	4	1	3	5	1	26
10	NURUL FITRIYA	IX	2	2	3	1	3	1	4	5	1	22
11	RENDY FEBRIAN ALANNURI	IX	4	4	4	4	5	5	3	5	5	39
12	CAHYANA DEWI SAFITRI	IX	2	2	2	2	1	1	5	5	1	21
13	POPPY VENTIKA MEGA SARI	IX	2	2	2	1	1	1	4	4	1	18
14	WINDA YULIANTI	IX	4	4	4	1	4	1	4	5	2	29
15	TIFFANI RAMADANI AINUR ROCHIM	IX	4	4	2	2	2	1	4	5	1	25
16	KHAIRUN NISA'	IX	4	4	4	2	1	1	4	5	5	30
17	ARINI RAHMANIA FADILAH	IX	4	4	2	1	1	1	4	5	1	23
18	MUHAMMAD ZAKY RIZQULLAH	IX	4	2	2	2	2	1	2	5	1	21
19	BELLA ADELIA ANANTA	IX	3	3	2	2	1	1	4	5	1	22
20	DIAN AFRIATIN NISYAK	IX	2	3	2	2	1	1	3	5	1	20
21	CANDRAWATI SELMA TALITHA	IX	5	5	4	1	5	1	4	4	1	30
22	FACHIROTIN NAJWA	IX	2	4	1	1	1	1	5	5	5	25

23	NOVA NOVIAWATI	IX	4	4	5	3	4	3	4	5	1	33
24	ANGGER DIKI DWI LAKSYAWAL	IX	5	4	5	3	5	2	4	5	1	34
25	DARISTA WARDHANI	IX	2	2	2	1	1	1	4	5	1	19
26	BASID FIRMAN SYAH	IX	3	4	3	1	5	1	4	5	1	27
27	NOVITA WULANDARI	IX	2	3	2	1	1	1	4	4	1	19
28	NUR HALISA LAILA HALIL	IX	3	2	2	2	2	1	4	5	1	22
29	WAHDI ALFARISI KURNIAWAN	IX	3	3	3	1	3	2	4	5	1	25
30	MELLY EDIAN APRILIA	IX	2	3	2	2	2	1	4	5	1	22
31	FINA AZIZAH	IX	2	2	4	3	5	5	4	3	2	30
32	MOH HAERUS SHOLEH	IX	4	4	2	1	1	1	4	4	1	22
33	MELLYSA NUR ALIFAH	IX	5	3	5	1	5	1	4	5	1	30
34	MOHAMAD BAHFID N	IX	4	4	4	1	5	1	4	5	1	29
35	ACH. ALFANI SYAUQI	IX	3	2	3	1	1	1	4	5	1	21
36	NAILA ALVI SYAHRIN	IX	3	2	2	1	1	1	4	5	1	20
37	AMLI KUDSI	IX	4	4	3	1	1	1	4	5	1	24
38	AYNANI AGUSTIN	IX	4	3	2	2	1	1	4	5	1	23
39	FEBRIAN MAULANA	IX	2	2	2	1	1	1	4	4	1	18
40	ISMI DWITA WULANDARI	IX	2	2	3	3	4	4	4	1	1	24
41	HAIRUL MUFID	IX	2	2	4	1	2	1	1	5	1	19
42	AKBAR MAULANA HERMANSYAH E	IX	2	3	1	2	1	1	4	5	1	20
43	AHMAD KUSNADI	IX	5	5	3	1	1	1	4	4	1	25
44	AMIRUL HAKIKY	IX	4	4	2	2	3	2	4	5	5	31
45	IMRON HOZAIRI	IX	4	4	3	1	2	1	4	4	1	24
46	ANDRIAN DWI GUNAWAN	IX	3	3	2	1	1	1	4	5	1	21

47	SITI HARIROH	IX	4	4	2	1	4	1	4	5	2	27
48	NATASYA BALQIS	IX	4	5	3	3	3	1	3	5	1	28
49	PUTRI NADIYA HANANI	IX	1	2	4	1	5	4	4	3	2	26
50	ULFA DWI TOHIRIYA	IX	5	5	5	5	5	5	4	5	1	40
51	VELY DWI SASMITA	IX	5	4	5	1	5	1	4	5	1	31
52	NABILA ALMANOVA	IX	2	2	2	2	1	1	4	5	1	20
53	SITI NURHALIMAH	IX	4	4	3	3	4	4	3	5	1	31
54	BADHIYATUL RAHMANIYAH	IX	5	4	2	2	5	1	4	5	1	29
55	AMANDA EGI DWI SEPTIAN	IX	2	2	2	2	2	2	4	5	1	22
56	BILLY WAHYU PRATAMA	IX	4	4	3	1	1	1	4	5	1	24
57	M. SIRAJUL MUNIR	IX	2	2	2	1	1	1	4	5	5	23
58	AINA FAHMILIA	IX	5	4	3	3	5	5	4	5	1	35
59	ALAUDIN WIDAD ROMADHONI	IX	5	2	5	1	5	1	4	4	1	28
60	ZAINUL ARIFIN	IX	3	3	3	2	3	1	4	4	1	24
61	AMIRUDDIN	IX	2	2	2	1	2	1	4	5	1	20
62	M ALIF R.A.	IX	2	2	2	1	3	1	4	4	1	20
63	SALDY HIDAYAT	IX	4	4	3	1	3	1	4	5	1	26
64	ANDRI AFRILIAN MAULANA	IX	2	3	2	2	2	2	4	5	1	23
65	FITRIA RHOMADINA	IX	5	5	4	5	4	1	4	5	1	34
66	MITASARI	IX	2	2	2	2	1	1	5	5	1	21
67	SAFITRI EMILIA	IX	5	5	4	4	5	5	4	5	1	38
68	SHALU AULIA WASABRINA	IX	5	5	2	5	5	5	4	5	1	37
69	ELVIN KHOIRINA	IX	4	2	2	2	1	1	4	5	1	22
70	OVI RUSLIYANA	IX	3	3	2	2	2	2	4	5	1	24

71	LAILA EKA SAFIRA	IX	5	4	4	1	4	1	4	4	1	28
72	NAZULA CITRA KURAINI	IX	4	4	2	2	1	1	1	5	1	21
73	ALDA TRIA NUR IMAMAH	IX	4	4	2	3	2	1	4	5	1	26
74	DODI ALFALAH	IX	3	2	2	2	2	1	4	4	1	21
75	YODIHAN HAUDY	IX	3	3	2	2	1	1	4	4	1	21
76	LINTANG SATRIA RUDYANTO	IX	2	3	3	1	2	1	4	5	1	22
77	SULTAN ALFIN DANIEL KUSNAWI	IX	2	2	2	1	1	1	4	5	1	19
78	FAJAR MAULIDI	IX	4	5	4	5	4	4	4	4	1	35
79	NOVAL UMAR YANTO	IX	2	4	3	1	2	1	5	5	1	24
80	YUDA BAYUAJI	IX	4	5	3	1	2	1	2	5	1	24
81	DIAN HADI KUSUMA	IX	5	5	4	4	5	5	4	5	1	38
82	AGUNG WIRAYUDHA	IX	5	4	4	1	5	1	4	5	1	30
83	FARAH DWI ARIANI	IX	5	4	5	1	4	1	4	5	1	30
84	EVITA AINUR ROFIQOH	IX	5	4	5	1	5	1	4	5	1	31
85	AMALIATUL ELMIH	IX	4	3	2	1	2	1	4	5	1	23
86	RINA YUNITA DEVI	IX	2	3	1	3	1	3	4	5	1	23
87	ANIYATUR RIZKIYAH	IX	4	4	2	4	3	3	4	5	1	30
88	MILHATIN JAMILAH	IX	4	4	3	3	4	3	3	5	1	30
89	MAULIYDHATUL MUSYARROFAH	IX	2	2	2	1	2	1	5	5	1	21
90	ISTIADATIR ROHMAH	IX	5	4	4	1	5	2	4	5	2	32
91	MOHAMMAD ANAS KHUTHAMI	IX	4	4	2	2	2	1	4	4	1	24
92	RAFLI RISKIYANDI	IX	2	3	3	1	3	1	4	5	1	23
93	ACH. IQBAL MAULANA	IX	4	4	2	1	2	1	4	5	1	24
94	ACHMAD ROMEO RAFAEL	IX	2	2	2	2	2	1	4	5	1	21

95	MOH ROIHAN ALI	IX	5	5	5	5	4	4	4	5	1	38
96	MOH.THORIQUL HAQ	IX	3	2	3	1	4	1	4	5	1	24
97	MOH IQBAL SARIFUDIN R	IX	3	3	2	1	3	1	4	5	1	23
98	ALEXANDER AGUNG N	IX	5	4	2	1	2	1	4	5	1	25
99	FIRMANDANI YOSI DIMAS P	IX	4	4	3	1	5	5	4	5	1	32
100	IBNU MAULIDI	IX	4	3	3	2	1	4	5	1	23	46

Appendix 9 Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		100
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	4,26859417
Most Extreme Differences	Absolute	,097
	Positive	,097
	Negative	-,075
Kolmogorov-Smirnov Z		,969
Asymp. Sig. (2-tailed)		,305

a. Test distribution is Normal.

b. Calculated from data.

Appendix 10 Heteroskedasticity Test

Scatterplot

Dependent Variable: Motivasi Berprestasi
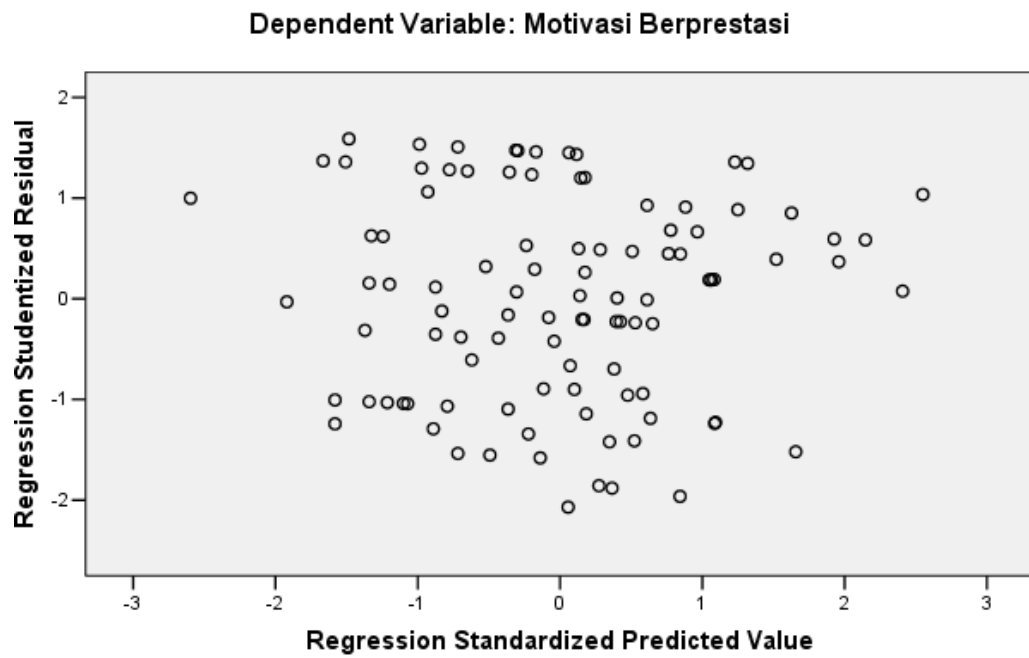
Appendix 11 Multicollinearity Test

<table>
<tr><td colspan="9" align="center">Coefficients^a</td></tr>
</table>

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	78,138	4,190		18,650	,000		
	x1	,080	,061	,146	1,311	,194	,997	1,003
	x2	,102	,075	,151	1,364	,177	,997	1,003

a. Dependent Variable: y

Appendix 12 t-Test and F-Test Result

t-Test Result

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	61,489	7,973		7,712	,000
	Konsep diri x1	,205	,098	,205	2,090	,039
	sosioekonomi x2	,314	,183	,168	1,719	,089

a. Dependent Variable: nAch y

F-Test Result

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	506,940	2	253,470	3,586	,031[a]
	Residual	6856,850	97	70,689		
	Total	7363,790	99			

a. Predictors: (Constant), sosioekonomi x2, Konsep diri x1

b. Dependent Variable: nAch y

Appendix 13 Curriculum Vitae

CURRICULUM VITAE

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Malang, September 2021
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