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The Relationship between Self-Concept and Learning Interest of AL Washliyah 3 Medan High School Students

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Abstract
The purpose of this study was to analyze the relationship between self-concept and student's learning interests. Self-concept is an individual's perception of himself, which indudes cognitive, affective and behavioral aspects. Learning interest is the tendency of students to pay attention and be actively involved in the learning process. This study uses a quantitative approach with a correlational method. This population is all students of SMA AL Washliyah 3 Medan and the research sample consists of 25 grade XI students who were selected using a random technique. The results of the analysis showed that there was a fairly low relationship between self-concept and learning interest (r = 0,266). Thus, students with a positive self-concept tend to have a high interest in learning, while students with a negative self-concept tend to show low interest in learning.

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1. INTRODUCTION

Education according to Law no. 20 of 2003 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 morals and the necessary skills. Education will also go well if the individual has a good self-concept [1].

Self-concept is a person's response through factors that are inspired and formed through individual experiences in dealing with other individuals. In this interaction, each individual will receive a response, the response received will be used as a mirror for the individual to assess and view themselves [1]. According to Surbayana [2] when students have a positive self-concept, they will definitely dare to take responsibility for their actions, be independent, ensure that success or failure depends on the efforts made. Meanwhile, students who have a negative self-concept will definitely be afraid of failure, not dare to take risks, have low motivation to learn, and also lack the courage to take risks in the actions they take.

So, from the statement above it can be concluded that students who have a positive self-concept tend to have an attitude of responsibility, independence and the belief that success or failure depends on their efforts. They are braver in facing challenges and taking risks to achieve goals. On the other hand, students who have a negative self-concept are often afraid of failure, do not dare to take risks and have low motivation. Worries about failure make students less confident in acting. Therefore, the development of a positive self-concept is important to increase the courage to take risks in learning.

Interest is a strong inclination and enthusiasm towards something that can influence student performance and the quality of student learning outcomes in a field (Hidayah et al. 2017) [3]. Interests have a very important role in students' lives and have a big impact on attitudes and behavior [4]. Interest is also closely related to a person's efforts to do something. When someone

learns with low interest, they will most likely get bored and have no initiative in what they should learn [5]. Interest means a great inclination and desire or high enthusiasm for something. [6].

Interest is closely related to learning, learning without interest will feel boring. In reality, not all student learning is driven by the interests of teachers, friends and parents. Therefore, it is the school's obligation and responsibility to provide situations and conditions that can stimulate students' interest in learning. In other words, interest in learning depends on a person's (student's) internal factors such as attention, willingness and need for learning which are demonstrated through enthusiasm, participation and activeness in learning [7]. Interest in learning is a driver for students in learning which is based on interest or enjoyment and the student's desire to learn [8].

In this research, problem solving focuses on self-concept which involves students' assessments and beliefs about themselves which can increase or hinder their interest in learning. A positive self-concept is often associated with good learning motivation, because students tend to be more confident and braver in facing challenges. On the other hand, students with a negative self-concept may feel doubtful and less motivated, so that their interest in learning decreases. Therefore, this research aims to identify the relationship between self-concept and interest in learning in order to help design more effective educational strategies to increase students' interest in learning, such as through an intrinsic motivation approach or learning that is relevant to students' needs.

2. RESEARCH METHOD

This research uses a quantitative type of design correlational. Quantitative research is a method of collecting, interpreting and displaying data using numbers, tables, graphs, images or other displays to strengthen the position of the data analyzed by Arikunto in [9]. According to Rumengan (2013) (in Jihan Anggraini 2022) quantitative research emphasizes testing theory through measuring research variables with numbers and analyzing data using statistical procedures. correlational aims to determine the relationship between one variable and other variables. The research subjects were class XI students at SMA Al Washliyah 3 Medan with a focus on students who had the problem of lack of interest in learning. The population of this study was all class XI students and the sample was taken as many as 25 people using random sampling techniques.

The tool used for data collection is a questionnaire. According to Sugiyono (2019) [10] a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents. The statements in a set of questionnaires are about indicators of the concept. A questionnaire is a data collection technique efficient if the researcher knows exactly the variables to be measured and knows what to expect from the respondent [11]. In this study, the questionnaire used was a closed questionnaire, where respondents only needed to mark the answer that was appropriate to their situation. This instrument aims to facilitate the research process and produce data that is more structured, systematic and easy to process.

The data obtained was analyzed using technique statistics. Data analysis involves grouping and ordering data. The techniques used include a normality test to ensure data distribution, a linearity test to determine whether the relationship between self-concept variables and interest in learning is linear and a linearity test. correlation to find out the relationship between these two variables.

According to Sugiyono (2019) an indicator is showing or stating something that is a guide to the sub-variable or dimension itself. So, indicators according to Brooks and Emmert are divided into two, namely positive self-concept and negative self-concept (Andriani & Ni'matuzahroh, 2013) [12]. Indicators regarding interest in learning according to Brown in (Zebua, 2021)

Table 1. Self-Concept Questionnaire Grid

Variable	Indicator	Descriptor	Item Number		Amount
			Positive (+)	Negative (-)	
Draft Self	Draft Self Positive	Confident in your ability to solve problems	1	5	2
		Feel equal to others	9	14	2
		Accept compliments without shame	18	2	2
		Realize that everyone has different feelings	16	10	2
		Able to improve myself	3	17	2
	Draft Negative Self	Sensitive to criticism	6	20	2
		Responsive to praise	11	4	2
		Hypocritical attitude	8	12	2
		Tends to feel disliked by others	19	15	2
		Be pessimistic about competition	13	7	2
				Total	**20**

Table 2. Learning Interest Questionnaire Grid

Variable	Indicator	Item Number		Amount
		Positive (+)	Negative (-)	
Interest Study	Feelings of joy	1	3	2
	Interest	5	8	2
	Attention	10	6	2
	Engagement in learning	12	2	2
	Be diligent in studying and doing assignments	4	14	2
	Diligence and discipline in learning	7	11	2
	Have a study schedule	13	9	2
			Total	**14**

3. RESEARCH RESULTS AND DISCUSSION (12 Pt)

3.1.Research result

1. Descriptive Statistics

The following is a graph of the average value on self-concept or variable x:

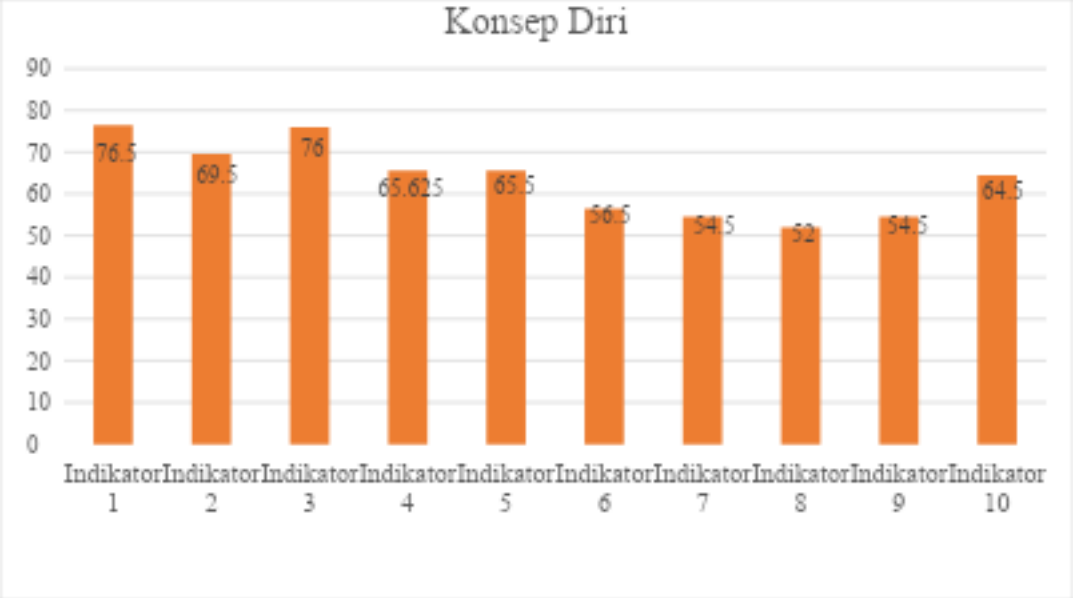

Figure 1. Graph of the Average Value of Self Concept

Information:
Indicator 1: confident in ability to overcome problems (76.5%)
Indicator 2: feeling equal to other people (69.5%)
Indicator 3: accept compliments without shame (76%)
Indicator 4: realizing that everyone has various feelings (65.62%)
Indicator 5: able to improve oneself (65.5%)
Indicator 6: sensitive to criticism (56.5%)
Indicator 7: responsive towards praise (54.5%)
Indicator 8: attitude hypocrite (52%)
Indicator 9: tends to feel disliked by others (54.5%)
Indicator 10: pessimistic about competence (64.5%)

Based on the graph above, it can be seen that indicators 1 (confident in ability to overcome problems) and 3 (accept praise without embarrassment) received the highest scores of 76% and 76.5%. We can see that these two aspects are very influential in the formation of a person's self-concept. The lowest aspect is indicator 8 (attitude hypocrite) with a value of 52%. Even so, each indicator has an important role in the formation of an individual's self-concept.

Below is a graph of the average value of interest in learning or the y variable:

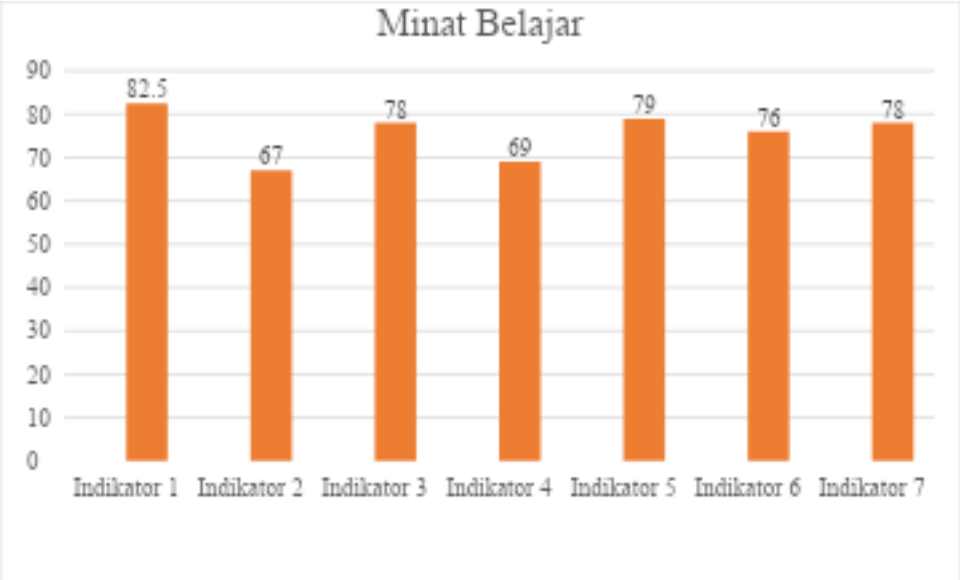

Figure 2. Average Learning Interest Graph

Information:
Indicator 1: feeling happy (82.5%)
Indicator 2: interest (67%)
Indicator 3: attention (78%)
Indicator 4: engagement in learning (69%)
Indicator 5: diligent in studying and doing assignments (79%)
Indicator 6: diligent and disciplined in studying (76%)
Indicator 7: have a study schedule (78%)

From the data above we can see that the highest score is in indicator 5 (diligent in studying and doing assignments) with a score of 79%. All of these indicators are quite important in increasing interest in learning because the indicators are closely related to each other in increasing students' interest in learning.

2. Data analysis

a. Normality Test

The normality test is carried out to determine whether the data comes from a normally distributed population or is within a normal distribution (Mikha Agus Widiyanto, 2013). To calculate normality, the distribution of each group is used to test *Kolmogorov-Smirnov* with SPSS version 23 for windows.

The hypothesis form of this data normality test is as follows:

H_0 : Normal distribution data
H_1 : Data is not normally distributed

H_0 rejected if the significant P-Value < α (significant level). H_0 accepted if the significant P-Value > α (significant level).

The following is a table of normality test calculation results:

Table 3. Normality Test
One-Sample Kolmogorov-Smirnov Test

		Self-Concept	Interest in Learning
N		25	25
Normal Parameters[a,b]	Mean	50.60	42.36
	Std. Deviation	3.000	3.893
Most Extreme Differences	Absolute	.141	.125
	Positive	.080	.097
	Negative	-.141	-.125
Test Statistic		.141	.125
Asymp. Sig. (2-tailed)		.200[c,d]	.200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.

Based on normality test results *Kolmogorov-Smirnov Test* can know the value of *Asymp sig (2-tailed)* of the two variables, namely 0.200 > 0.05. Because the sig value is greater than 0.05, it can be concluded that the variables X and Y are normally distributed.

b. Linearity Test

According to Sugiyono (2020) the linearity test can be used to find out whether the dependent variable and the independent variable have a significant linear relationship or not. The linearity test aims to find out whether two variables have a linear relationship or not. Based on the calculation results, the distribution data has a linear effect, this is proven by (0.246 > 0.05).

The following table calculates the Linearity Test using *SPSS 23.0*.

Table 4. Linearity Test
ANOVA Table

			Sum of Squares	df	Mean Square	F	Say.
Interest in Learning * Self Concept	Between Groups	(Combined)	117.877	10	11.788	.671	.734
		Linearity	25.765	1	25.765	1.467	.246
		Deviation from Linearity	92.112	9	10.235	.583	.791
	Within Groups		245.883	14	17.563		
	Total		363.760	24			

Based on the results of the linearity test, it is known *Sig. Deviation from linearity* amounting to 0.791 > 0.05. So, it can be concluded that between the independent variable (Self-concept or X) and the dependent variable (Interest in learning or Y) there is a linear relationship.

Linearity test results by looking at F_{table} :
Known F $value_{count}$ 0,583 < F_{table} 2.65 so it can be concluded that there is a linear relationship between self-concept (X) and interest in learning (Y).

Next, the researcher used a correlation test. Correlation is an analysis in statistics that is used to find the relationship between two quantitative variables (Santika, 2015). The correlation test is carried out by calculating the correlation coefficient with the formula *Product Moment* variable Self-concept (X) with Interest in learning (Y).

Pearson Correlation Value

0.00-1.199 Very Low

0.20-0.399 Low
0.40-0.599 Medium
.60-.799 Strong
0.80-1,000 Very Strong

Table 5. Correlation Test

Correlations

		Self-Concept	Interest in Learning
Self-Concept	Pearson Correlation	1	.266
	Sig. (2-tailed)		.198
	N	25	25
Interest in Learning	Pearson Correlation	.266	1
	Sig. (2-tailed)	.198	

From the data above it can be seen that the correlation coefficient (r) is 0.266 with a significant value (p) of 0.198. These results say that there is a relationship between self-concept and students' interest in learning, but the level of relationship is relatively low. It can be seen in the Pearson correlation value that a value of 0.20 to 0.399 indicates a low level of relationship. The sig (p) value was 0.198 > 0.05, researchers found a relationship that was not statistically significant. This means that although there are indications of a relationship between self-concept and interest in learning, it can be seen that this is not strong enough to be declared a significant relationship in this research.

3.2.Discussion

The results of the research conducted show that there is a significant relationship between self-concept and interest in learning in Al-Washliyah 3 Medan Class XI High School students. This can be seen from the significance value between the two variables, namely 0.198 (p>0.05). The calculation results produce a rxy value of 0.266. The determined value of 0.266 does not have a negative sign, this shows that there is a unidirectional relationship between the self-concept variable (x) and the learning interest variable (y). correlation positive between the two variables. Apart from that, the rxy value obtained is 0.266, which is included in the category correlation low. Therefore, it can be interpreted that although there is a positive relationship between the self-concept variable (x) and the learning interest variable (y), the relationship obtained is quite weak. This means that there is a fairly weak relationship between self-concept and students' interest in learning at SMA Al-Washliyah 3 Medan Class XI.

Based on the results above, it shows that there is a significant relationship between self-concept and students' interest in learning at SMA Al-Washliyah 3 Medan Class XI. Students with a positive self-concept tend to be confident in their ability to understand learning material, complete assignments and achieve academic goals. This can create motivation intrinsic to the strong and push students to actively participate in learning activities. On the other hand, students who have a negative self-concept often doubt their abilities, resulting in decreased self-confidence and interest in learning.

Apart from that, self-concept is also influenced by the social environment, such as interactions with peers, teachers and family members. Teachers who value student efforts and a supportive home environment help students develop a more positive self-concept. For example, when teachers provide positive feedback and encourage active participation, students feel valued and their self-concept is strengthened. The result is that students are more interested and enthusiastic in learning.

According to Pratiwi (2017:51) in (Habibi, Sumaryoto, & Hapsari, 2024) self-concept is an understanding of oneself that arises as a result of interactions with other people. Self-

concept is related to understanding one's own soul and the souls of others, giving rise to self-concept and understanding oneself.

According to Slameto (2010) in (Ratnasari, 2017) Interest in learning is a feeling of preference and interest in a thing or activity without anyone telling you to. Interest in learning has a big influence on a person. With interest, a person will do something that will produce something for that person. Teachers must try to arouse students' interest in learning to master the knowledge contained in their field of study in more or less the same way as tips for building a positive attitude. Feelings of joy will give rise to interest in learning which is strengthened by a positive attitude, whereas feelings of displeasure hinder learning because they do not give rise to a positive attitude and do not support interest in learning.

According to Taufani (2008:38) in (Johana & Hts, 2023) there are three factors that influence interest in learning, namely:

a. The internal encouragement factor is encouragement from the individual himself so that interest arises in carrying out certain activities or actions to fulfill it.
b. Social motivation factors are factors for carrying out an activity so that it can be accepted and recognized by the environment. This interest is a kind of compromise between the individual and his social environment.
c. Emotional factors, namely interest, are closely related to emotions Because Emotional factors always accompany a person in relationships with the object of his interest. A person's success in the activity gives rise to feelings of liking or satisfaction, while failure will give rise to feelings of displeasure or reduce a person's interest in the activity in question.

Self-concept is influenced by three factors, namely, Fitts (Farah et al., 2019)

a. Experiences, especially individual interpersonal experiences that give rise to positive feelings and feelings of worth,
b. Competence or ability in an area that is valued by the individual and others,
c. Self-actualization or implementation and realization of one's true personal potential.

Teachers and the social environment have an important role in building self-concept and students' interest in learning. Teachers can arouse interest in learning through approaches that foster feelings of joy. such as providing appreciation, support and positive feedback. A positive family environment also helps strengthen students' self-concept, so they are more enthusiastic about learning. Therefore, a positive self-concept is an important basis for students' interest in learning. So, attention is needed to the factors that influence both, both from personal, social and educational environmental aspects. This will help create conditions conducive to students' emotional academic development.

4. CONCLUSION

The results of this study indicate that there is a low relationship between self-concept and interest in studying in class XI at SMA Al-Washliyah 3 Medan, with a correlation of 0.266. Although this relationship is significant, the level of influence is relatively low. This identifies that self-concept is one of the factors that influences interest in learning, but not the main factor. Therefore, developing self-concept needs to be done to increase students' interest in learning, but it must be balanced with other factors.

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