

## The Relationship Between Self-Concept and Academic Achievement of 5th Semester Students at Stikes Hamzar East Lombok

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### ABSTRACT

**Background & Objective:** Student academic achievement is one of the things that characterizes the quality of students. Academic achievement is a change in behavioral skills or abilities that can increase over time that is not caused by the growth process, but through learning situations. Relationship between self-concept and academic achievement of 5th semester students of STIKes Hamzar East Lombok. **Method:** The type of research used is quantitative research with a cross sectional approach. The sampling technique in this study used total sampling with a total sample size of 56 samples. **Result:** This study shows that most (58.9%) students' self-concept in the Moderate category as many as 33 people, students' academic achievement shows that most (83.9%) are categorized as very satisfying as many as 47 people. This study shows the results of statistical tests using Spearman rank on the Self-Concept variable with academic achievement with a p-value of  $0.01 < 0.05$ , which means that there is a significant relationship between student self-concept and academic achievement. **Conclusion:** This study can be concluded that there is a relationship between student self-concept and academic achievement at STIKes Hamzar East Lombok.

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### Introduction

Educational activities place the institution as a place where the educational process takes place, has a measure and standardization in assessing the extent of knowledge and skills achieved by students. Students in relation to the world of education are a substance that needs attention, because students are agents of change related to the dynamics of science that occur today in various parts of the world in

other words students as a source that can solve various problems, especially in the field of science (Junianto, W. 2016).

Students are subjects and have the potential to develop their life patterns, and at the same time are objects in the form of their activities and creativity, so that they are expected to be able to show the quality of their abilities (Hayati, 2021). Student academic achievement is one of the things that characterizes the quality of students. Academic achievement is a change in behavioral skills or abilities that can increase over time which is not caused by the growth process, but through learning situations. This is seen as evidence of the effort obtained by students (Harlanu, M. et al, 2022).

Student academic achievement is influenced by internal and external factors. The internal factor that affects student academic achievement is self-concept. Self-concept is the overall perception that a person has about himself. Self-concept grows from a person's interactions with other people who are influential in his life, usually parents, teachers, and friends (Dewi, F. N. R. 2021).

There are two self-concepts, some are positive and some are negative. Individuals who have a negative self-concept view themselves as weak, unable to act, incompetent, failed, unattractive, disliked, and lose their attractiveness to individuals. Individuals will tend to be pessimistic about life and the opportunities they face. Conversely, individuals with a positive self-concept will be able to appreciate themselves and see the positive things they can do for success and achievement (Mz, I. 2018).

Research conducted by Hanifah, H., & Abadi, A. P. (2019) on the Relationship between Self-Concept and Student Academic Achievement states that there is a relationship between self-concept and student academic achievement, then research conducted by Yanizon, A., & Syarwendah, R. (2018) states that 5 students around 62.5% have low self-concept and poor learning achievement. These students can be seen from the average cumulative grade point average (GPA) obtained below 2.75. and the remaining 3 students or around 37.5% have a good self-concept, and good learning achievement is indicated by a GPA above 3.00.

Based on preliminary studies, the number of students in the nursing science study program in the 2021/2022 batch was 56 people. From the results of interviews with 5th semester Stikes Hamzar students, the results of interviews with several students stated that of the 13 people interviewed, 6 of them stated that they just came to college and then went home and did not prioritize too much related to their grades or learning achievements, while 2 people stated that they always wanted to be able to get good grades by actively studying in class. 2 people stated that they wanted to develop their achievements not by actively studying in class, 2 people stated that they wanted to develop their achievements not only in the academic field but also non-academic fields such as joining organizations, besides that 3 more people stated that the problems that often arise in the learning process are lack of confidence when discussing, expressing opinions, and the fear of being blamed when answering questions.

Differences in the views of fifth semester students at STIKes Hamzar regarding the learning process and different academic achievements could be due to their age factor, which is currently averaging 21 years old. According to Rickwood, et al (2005) in Setyanto (2023) revealed that this age category, or young adulthood, is a critical stage for mental health because in this period most mental health problems and mental disorders reach their peak incidence, seen in terms of GPA of the 13 students,

the results obtained by 8 people got a satisfactory predicate (2.76-3.30) and 5 people with a predicate with praise (3.51-4.00).

Based on the above phenomenon, the researcher is interested in conducting research on "The relationship between self-concept and academic achievement of 5th semester students of STIKes Hamzar Lombok Timur.

### Objective

Relationship between self-concept and academic achievement of 5th semester students of STIKes Hamzar East Lombok.

### Method

This type of research is quantitative correlation with cross sectional design. in this research is S1 Nursing Science Semester V students totaling 56 people, using total sampling technique, bivariate test used in this study is spreaman rank test.

### Results

Characteristics of 5th Semester Students of Stikes Hamzar East Lombok

**TABLE 1.**

No	characteristics	Category	Frequency	Percentage %
1	Age	21	29	51.6
		22	20	35.7
		23	7	11.9
<b>Total</b>			<b>56</b>	<b>100</b>
2	Gender	Male	33	55.9
		Female	26	44.1
		<b>Total</b>	<b>56</b>	<b>100</b>

The highest number of students with age characteristics was in the 21-year-old category as many as 29 people (51.6%), the highest number of students based on gender was in the male category as many as 33 people (55.9%).

Self-Concept of 5th Semester Students

**TABLE 2.**

Self-Concept	Frequency	Percentage %
Good	20	35.7
Fair	33	58.9
Lack	3	5.4
<b>Total</b>	<b>56</b>	<b>100</b>

Based on table 2. shows that most (58.9%) of the self-concept of students in the Sufficient category as many as 33 people and the least in the less category with a percentage (5.4%) of 3 people.

Academic Achievement

**TABLE 3.**

<u>Academic Achievement</u>	<u>Frequency</u>	<u>Percentage %</u>
With Honors	5	8.9
Very Satisfactory	47	83.9
Satisfactory	4	7.1
<b>Total</b>	<b>56</b>	<b>100</b>

Based on table 3, it shows that most (83.9%) students' academic achievement is in the very satisfying category of 47 people, and the lowest is in the category with praise (7.1%) as many as 4 people.

Analysis of the Relationship between Student Self-Concept and Academic Achievement of 5th Semester Students

TABLE 4.

		Academic Achievement						P value	I
		With Honors		Very Satisfactory		Satisfactory			
		f	%	f	%	f	%		
Self-Concept	Good	4	7,14	15	26,7	1	1,78	0,010	0.518
	Fair	1	7,78	31	55,35	1	7,78		
	Lack	0	0	1	1,78	2	3,57		
Total		5	8,9	47	84	4	7.1		

Most of the respondents were in the category of sufficient self-concept with very satisfying academic achievement (55.35%) as many as 31 people, from the results of the correlation test using the spearman rank obtained a p-value of  $0.01 < 0.05$ , which means that there is a significant relationship between student self-concept and academic achievement, seen from the strength of the weak relationship, the r value is 0.518 which indicates a positive relationship between the two variables with moderate relationship strength.

## Discussion

Characteristics of students at STIKes Hamzar

The results showed that the highest number of students with age characteristics were in the 21-year-old category as many as 29 people (51.6%),

According to the Big Indonesian Dictionary (KBBI) age is the length of time lived or existed (since being born or held). Age is a limit or level of life size that affects a person's physical condition (Iswantoro & Anastasia, 2013). The more mature a person's age, the wiser their decision-making behavior will be because the elderly are more careful and do not want to overspend because it will make a burden on them (Wijaya & Cholid, 2018).

The results showed that most students were 21 years old, At the age of 21, a person is generally at a significant transitional stage in their life, student characteristics that often arise at this age such as the desire to explore themselves, independence, start thinking about education and career, have courage and begin to adapt to social and political conditions (Awaliyah, 2017).

The results also showed that students based on gender were mostly in the male category as many as 33 people (55.9%). Gender is a grammatical classification of words and other words related to it which is broadly related to the existence of two sexes or neutrality. Gender is also related to the differentiation of roles, functions and responsibilities of men and women as a result of agreement or the results of community formation. Gender is also a cultural construction that is open to all changes. Male students sometimes show more explorative tendencies when it comes to physical activity and sports. They may prefer competition and outdoor activities. Approaches to study and work are often more pragmatic, and they can be more likely to approach problems with logic and analysis. Female students often show a greater inclination towards social and collaborative activities. They may focus more on details

and communication in study and work. Their approach often involves empathy and attention to interpersonal relationships (Maryam, 2019).

### Student Self-Concept

The results of this study indicate that most (58.9%) of the self-concept of students in the Sufficient category as many as 33 people and the least in the less category with a percentage (5.4%) of 3 people, the results of this study are in line with research conducted by I Made Devin Satriya Paramtapa (2022), whose results good self-concept amounted to

16 people (9.0%), and the self-concept is enough 144 people (81.4%). and the self-concept is less amounting to 17 people (9.6%).

Ayu (2020) argues that self-concept is a person's expectations about himself that determine how a person acts.

The category of sufficient self-concept in STIKes Hamzar students is 71.5% of respondents, this is due to age factors that can affect a person's self-concept. as seen in table 4.1 the average age of students is 21 years with a percentage of 51.6 where this phase is called late adolescence, at this stage adolescents begin to play a role and adapt to the environment, these results are in line with research (Daulay, 2020) which states that at this time, a person's self-concept is stable because the concept of self that he forms is relatively settled and stable. Late adolescents basically have a more stable self-concept than early adolescents.

### Academic Achievement

The results of this study indicate that most (83.9%) students' academic achievement is categorized as very satisfying as many as 47 people, and the lowest is in the category with praise (7.1%) as many as 4 people. the results of this study are in line with research conducted by Mayasari (2016), the results of which are the highest number of GPAs in the range of 2.75-4.00 as many as 62 respondents (58.5%) and the least number in the GPA range <2.00 as many as 15 respondents (14.2%).

Supangat (2018) argues that academic achievement is an achievement produced by individuals in pursuing education. The academic achievement of each individual is different, this is possible due to several factors from within and outside the individual.

Determination of student academic achievement standards can be measured through the academic achievement index (GPA). Grade Point Average or commonly referred to as GPA is the overall value of the courses taken by students (the result of multiplying the grade level) divided by the total credits that have been completed. GPA is quantitative with a maximum scale of 4. For diploma and undergraduate students, there are three graduation predicates, namely satisfactory (GPA 2.76-3.00), very satisfactory (GPA 3.01-3.50), and praise (GPA more than 3.50). GPA is the main factor in determining one's academic achievement. In the 5th semester, nursing students at STIKES Hamzar have 19 credits consisting of 6 courses, namely Al-Islam II, Mental Health Nursing II, near-death and palliative nursing, medical-surgical nursing III, pediatric nursing II and Community Nursing I. The role will be controlled by generation Z in the future.

This role will be controlled by generation Z in college as a generation that will contribute to the world of work, this is in accordance with Hanum's research (2018) that in doing assignments 62% of generation Z students look for information on the

internet, in the library 26%, bookstores 8% and to friends 4%. The various conveniences to connect virtually with many people cause generation Z to have a global mindset, researchers assume that the ease of accessing the internet is one of the factors that encourages students to have a self-concept that is relatively more active in activities compared to previous generations.

From the description above, the researcher concludes that most students have a sufficient self-concept, this result is influenced by several factors, one of which is the age of students, most of whom are currently 21 years old, which is the phase of late adolescence or also known as generation Z.

### Analysis of the Relationship between Student Self-Concept and Student Academic Achievement.

The results of this study showed that most of the respondents were in the category of sufficient self-concept with very satisfying academic achievement (55.35%) as many as 31 people, from the results of the correlation test using the spearman rank obtained a p-value of  $0.01 < 0.05$  which means that there is a significant relationship between student self-concept and academic achievement, the results of this study are in line with research conducted by Nuraini (2023) whose results show a significant relationship between self-concept and academic achievement in students of S1 Nursing Study Program Semester VIII Faculty of Health Sciences Pahlawan Tuanku Tambusai University.

Academic self-concept is a perception of thoughts, feelings, and individual assessments of their academic abilities (Harjanti, 2024). The adverse impact of poor academic performance of students at the lecture level is one of the factors that can lead to self-concept problems and cause students to have a negative self-concept (Nuraini, 2019).

Self-concept becomes a factor from within the individual and becomes an important foundation in determining one's success, one of which is in the academic field (Siallagan, 2019).

The results of this study are also supported by research conducted by Perceka et al, 2021 on students of the Karsa Husada Garut College of Health Sciences, which shows a relationship between self-concept and student academic achievement with a p-value = 0.006.

The results of this study indicate that most of the respondents were in the sufficient self-concept category with very satisfactory academic achievement (55.35%) as many as 31 people, the researcher assumes that the better a person's self-concept is directly proportional to the increase in student academic achievement, this assumption is in line with research conducted by Perceka (2021), the results of which respondents with good self-concept the majority had very satisfactory academic achievement, namely 73.3% (11 respondents). Respondents with sufficient self-concept the majority have very satisfactory academic achievement, namely 51.3% (20 respondents). Respondents with a poor self-concept the majority had satisfactory academic achievement, namely 100% (11 respondents).

### **Conclusion**

The characteristics of respondents based on age are mostly in the age category of 21 years as many as 29 people (51.6%), based on gender most are in the male category as many as 33 people (55.9%).

Most students' self-concept is in the moderate category, as many as 42 people (71.5%). Most students' academic achievement is in the very satisfying category, namely 48 people (81.4%).

There is a relationship between self-concept and academic achievement of 5th semester students at Stikes Hamzar Lombok Timur with a p value of 0.000

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