Association Amid Self-Concept And Motivation In Learning Outcomes, 11th Grade Student At General Secondary School Of Railaco Ermera Of Timor-Leste (2024).

Carlos Boavida Tilman, Jimmi Bruno de Oliveira, Nélia Joana Gusmão, Rosita dos Santos Guterres, Raimundo de Paulo Sarmento Seran, Alexandre Gentil Corte Real Araújo.

Correspondence: Carlos Boavida Tilman

Citation: Carlos Boavida Tilman. Association Amid Self-Concept And Motivation In Learning Outcomes, 11th Grade Student At General Secondary School Of Railaco Ermera Of Timor-Leste (2024). AJMCRR 2024; 3(6): 1-9.

ABSTRACT

Introduction: Self-concept is a comprehensive view of oneself, which includes the abilities possessed, the feelings experienced, the physical condition of oneself, and one's immediate environment. Motivation for learning is, as a whole, a mobilizing force within the student that engenders, ensures the continuity and guides learning activities, so that it is expected that the objectives can be achieved. Learning outcomes are students' skills obtained after learning activities.

Research of Objectives: To know about the association amid self-concept and motivation in learning outcomes, 11th grade student at the General Secondary School of Railaco Ermera.

Research of Methodology: This research design uses quantitative analytical. The sample of this study consisted of 100 respondents with Probability sampling. The data of this research were obtained through standard questionnaires that were tested for their validity and reliability, namely the Tennessee Self Concept Scale and the adaptation of questionnaires of motivation for learning. The analysis technique used in this study is multiple linear regression.

Research of Results: The results showed that most of the interviewees had a positive self-concept (51.8%), good motivation to learnings (58.2%) and had good results during the learning process. The results of the statistical analysis of the multiple linear regression test of the study showed that there was a relationship between the self-concept and the motivation to learn of 11th grade students at the General Secondary School of Railaco Ermera of Timor-Leste, at the meeting point learning is very good second according the results of study cited by (Tilman CB., 2024).

Conclusion: This shows that the more positive the respondent's self-concept, the better the motivation to learn and the higher their performance in the learning process.

Key words: Self-concept, Motivation and Learning Outcome.

INTRODUCTION

Self-concept is filters and mechanisms that color everyday experiences. Students who show a low or negative concept of did, will see the world negative surroundings. On the other hand, students who have a high self-concept or positive self-concept tend to perceive the surrounding environment positively. Thus, it has become a general consensus that self-concept is positive and become an important factor in various psychological and educational situations. (Djamarah, 2020). Motivation is a change of energy in a person's personality that is characterized by the emergence of affectives (feelings) and reactions to achieve goals (Ogami, R., & Yosef, 2021). Motivation derives from the words motive which can be interpreted as the driving force that exists within a person to perform certain activities in order to achieve a goal. Basically, motivation is a psychological condition that encourages someone to do something in learning activities. According to the World Health Organization (WHO, 2021), physical self-concept is known as a relevant health commodity during adolescence, as a weak physical self-concept is a predictor of psychological health problems, such as low self-esteem and dissatisfaction with life with 67.5%. (WHO, 2020).

According to BPS (Central Bureau of Statistics, 2022), the number of students dropping out of school in Indonesia at the secondary school level increases by 1.06% in 2022. In addition to poverty, one of the factors that lead students to drop out of school in Indonesia is the low academic self-concept and low motivation of students in the learning of the student in school. In Indonesia the students in secondary bank are more percentage mazumenos 30% are those who are young old. In adulthood, especially in adolescent girls who like their appearance low to 56%. In addition, there are about 7 million adolescent girls and adult women who have eating disorders, there are other results up to 20% are female students suffer from bulimia. In addition, that 3 high school teenagers consider themselves overweight, and 60% always try to reduce weight. (*Journal Writing Improves Self Esteem, 2022*).

Based analysis research data from the Tilman CB et. al (2022) diss that, the majority with categorical learning motivation is often good (84.5%) is compared with sufficient motivation for learning catechism (14.1%) and motivation for learning less (1.4%) of the outcome of the research and study outcomes during the learning process at the General Secondary School in Timor-Leste. The majority of students with study performance are good (85.9%) compared to sufficient (8.5%) and inferior (5.6%) in the outcome of the research interpretation. According to Sadirman, A (2021) one of the factors that influence the motivation to learn is self-concept. If a person has a negative self-concept, then that person has a pessimistic attitude towards competition, as they are reluctant to compete with others for achievement. Self-concept is a self-representation that includes self-identity, namely personal characteristics, experiences, roles, and social status.

The quality of education is a major problem in the country of Timor-Leste because it has not met the needs of all people and national goals. The results of the quality of education are still minimal because there are many problems and all the problems have not been solved because the capacity of the Government is still weak to make decisions for education in Timor-Leste. According to the report of census houses in year 2015 shows that Percentage of adult literacy according to the countries of Southeast Asia (Soultheast Asia) year 2015 have 120.0%, of the following countries, Singapore 97.0%, Fillipina 96.4%, Brune Darussalam 96.1%, Indonesia 95.0%, Viet Nam 93.5%, Malaysia 93.1%, Thailand 92.9%, Myanmar 76.0%, Cambodia 73.9% and Timor Leste 64.4%. (Timor-Leste Government, 2022).

According to the 2015 census of houses report shows that, Percentage aged 15 and over with a high level of complete education, no schooling with percentage 33.3% and secondary education 9.9%. And the percentage of the population aged 17 and over with a national level is in the Municipality of Ermera 2.9% men and 2.1% women in 2015. Percentage of trends in the literacy rate, progress scores in the age group of 15 to 19 years, in 2010 it presented a percentage of 80% and in 2015 it was 85.8% and in Railaco Administrative Post they have a percentage of 52.0%. (Timor-Leste Government, 2022) According to the news ideas of People Timor-Leste (2021) stated that the quality of education in Timor-Leste is still very minimal because it is greatly affected by the process of transformation of the country with good sociability. Because the quality of a good education will measure from a good education "product" there is intelligence (*good knowledge*), good skills (*good skills*), good ethical and moral values (*good val-ues*), and good attitude (*good attitudes*). In the learning process, motivation is very necessary, because those who do not have the motivation to learn will not be able to carry out learning activities is very fundamentally cited by (Tilman CB., 2024).

Research Objective: To know about the association among self-concept and motivation in learning outcomes, 11th grade student at General Secondary School Railaco of Ermera 2024.

THEORETICAL FRAMEWORK

Self-concept is an understanding of oneself that arises as a result of interacting with other people. Self-concept is a determining factor (determinant) in our communication with others (Riswandi, 2020: 64). According to Deaux et.al (Sarwono & Meinarno, 2018, p. 53), self-concept is a set of feelings and beliefs about and for oneself. Meanwhile, according to Brooks (Putra 2017, p. 7), self-concept is an individual's view and feelings about themselves and as a person that others expect. Self-concept is not something that is generated from a person's person, but is caused by their interaction with others (social process). As Riswandi (Widiarti, 2017, p. 137) expresses, this self-concept is an understanding of oneself that arises due to interaction with others. According to William D Brooks in Jalaludin Rahmat (2019:98) self-concept is a view and feelings about ourselves. Perceptions about these personnel can be psychological, social, and physical. Meanwhile, according to Gunarsa, D. S (2021) self-concept is an opinion we have about ourselves and such the concept of self also only exists in someone's mind and not in concrete reality. Self-concept consists of two components, namely, the concept of the true self which is self-image and the ideal self-concept (ideal self)

which is the individual image of the personality which are desired.

Roger (Feist, 2021) the concept is the encompassing all aspects of the inner existence and experience that the individual knows. Self-concept is not identical to one's organismic self. Parts of oneself are organismic beyond one's consciousness or one's non-property. When humans have formed a concept of themselves, they will find it difficult to accept change and important learning. Self-concept is an image of someone's judgments, perceptions, and expectations about their quality both physically, psychologically, and socially. According to Djaali (2017:99), self-concept is a factor that affects learning performance. According to Nur Prima Septiana (2014), there is a positive relationship, a significant relationship between self-concept and motivation for achievement. The capacity for self-concept is all on which success depends on the way individuals view the quality of their abilities. Visualizing and a negative athetude regarding the quality of the skills possessed result the individual perceives the whole task as something difficult to do solved, so it is very important for a student to understand self-concept. A person's self-concept is expressed through their attitude, which is actualization of the person. Humans as organisms that have a developing impulse.

There are three reasons that may explain the role of self-concept in determining student behavior. First, self-concept plays a role in maintaining inner harmony (inner consistency). This reason stems from the opinion that basically individuals seek to maintain their inner harmony. If unbalanced or conflicting feelings, thoughts, and perceptions arise, an unpleasant psychological situation will occur. To eliminate this dissonance, individuals will change their behavior. (Maknunatin, 2010). According to Fitts (Agustiani, 2006: 139) a person's self-concept is influenced by several factors, namely:

a. Experiences, especially provoking interpersonal experiences positive feelings acquired in life, because self-concept is the result of an individual interaction with the environment, so interpersonal experience is a more important factor in the development of a person's self-concept.

b. Competence in an area valued by the individual and others. Competence referred to in a particular field, relating to the ability of an individual shown in such a way as to obtain a prize or recognition from others.

c. Self-realization, or implementation, or implementation and realization of one's own personal potential in truth. And how physical and psychological potentials exist in the individual to achieve their goals.

Learning motivation makes a good or bad determinant in determining the goals to be achieved. Conceptually, motivation is the process of giving encouragement, direction, and persistence of behavior (Santrock, 2010). According to (Clerehan, et.al.2014, Purwandari, 2015), said that motivation is an individual effort to act in order to achieve the goals of an institution, this effort also has to do with the fulfillment of individual needs. Motivated individuals will act calmly and strive to produce good results. Motivation in individuals comes from intrinsic and extrinsic factors. Intrinsic motivation that comes from the joyful arts of the students who do, feel a responsibility for their studies with personal competence. In addition, extrinsic motivation comes from a favorable environment.

The motivation to learn according to Wahab (2015: Pg.127) is all impulses, desires, needs, and similar

forces that drive one's behavior. In a broader sense, motivation is defined as the influence of energy and direction on behavior that includes: needs, interests, attitudes, desires, and stimuli. According to Winkel (Wahab, 2015) motivation is a motive that has become active at a particular time, while motive is the driving force within an individual to do certain activities in order to achieve a certain purpose. Thus, the motive is the impetus for behavior while the motivation drives. According to Mc. Donald (Kompri, 2016:) who says that motivation is something energetic changes in a person's personality marked by the emergence of affectives (feelings) and reactions to achieve goals. Changing the energy in a person can be in the form of an actual physical activity. Because a person has a goal in his activity, then someone has a strong motivation to achieve it with all the effort he can put in applications for students cited by (Tilman CB., 2024).

According to Susana (in Sutrisno, 2021:22) he states that learning outcomes are the result of the learning process through measurement tools in the form of tests organized in a planned manner, such as written tests, oral tests, and action tests. Meanwhile, according to Suprijono (in Theobroma & Mustafa, 2011:22) learning outcomes are patterns of action, values, understandings, attitudes, appreciation, and skills. Correspondingly, learning outcomes are a series of experiences obtained by students spanning cognitive, affective, and psychomotor domains (Rosmana, 2017:129). Based on the above opinion, it can be concluded that learning outcomes is the maximum result of students as measured by the results of learning tests in a given subject. After the learning process is over, the participants. Students will get a learning outcome. Learning outcomes are used to find out how well students can understand the material. In order to know the learning outcomes, it is necessary to carry out measurements or evaluations carried out periodically. The purpose of the assessment is to see the results learn quantitatively or numbers obtained by the students, is fundamental to the learning process cited by (Tilman CB., 2024).

The determination of success in the learning process can be determined by students' learning abilities. In the learning process, there are factors that influence it. This was mentioned by Djaali (2020:101), as follows:

a. Motivation, conditions, or circumstances that exist within an individual that encourage them to undertake activities to achieve goals.

b. Attitude, a mental readiness in various types of action in certain situations appropriate.

c. Interest, feeling of interest in something without any coercion on the part anywhere.

d. Study habits, methods obtained from repeated learning

e. Self-concept, the view a person has of themselves in relation to what matters what is known and felt about their behavior, the content of their thoughts and feelings, and how their behavior affects other people in their quality of life cited by (Tilman CB., 2024).

RESEARCH METHODOLOGY.

The research method is quantitative, descriptive, probability sampling technique, *of* the technical type*, simple random sampling*, with simple random method. The population is made up of 80 samples of general secondary school students. Technical data collection is the instrument of questionnaires. We used to collect with the questionnaire and analyze the SPSS (*Statistical Package for the Social Sciences*) computer program

version 22 with the univariate analysis test and bi-variant analysis.

FINDINGS

Characteristics of Respondents

Table 1. Distribution of the quantity's persons and percentage of ages in study.

Age	Quantities (Person's)	Percentage (%)
15 Years	11	13,75
16 Years	31	38,75
17 Years	24	30
18 Years	9	11,25
19 Years	3	3.75
20 Years	2	2,5
Total	80 persons'	100

Table 1. Above shows that students aged 15 are 11 people or 13.75%, aged 16 are 31 people or 38.75%, aged 17 are 24 people or 30%, aged 18 are 9 people or 11.25%, aged 19 there are 3 people or 3.75%, and finally aged 20 there is 2 person or 2.5%. Students aged 16 years are dominant.

Table 2. Distribution of the peoples and percentage of gender in study.

Gender	Quantities (people's)	Percentages (%)
Masculine	37	46,25
Feminine	43	53,75
Total	80	100

Table 2. Shows that there is gender equality of the respondents in this survey because the total male and female respondents are 37 people or 46.25%.

Table 3. Distributions and descriptive statistics Standard deviation analysis.

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Autoconnection	80	38	62	Age	Quantity (Persons)
Percentage (%)	15 Years	11	13,75	16 Years	31
38,75	17 Years	24	30	18 Years	9
11,25	19 years				

Table 4. Distribution Pearson Correlation quantity person in motivation of study.

2,5				
		80 people	100	Motivation (X2)
Pearson Correlation	Results of learning (Y)	Gender	Quantity (persons)	Percentage (%)
	37	46,25	Female	43
	Total	80	100	1.000
Sig. (1-tailed)	Results of learning (Y)		0.444	N
	Maximum	Mean		Autoconnection
	38	62	48.70	
Motivation	80	44	66	54.48
	Learning Outcomes	80	1	5
	0.990	Valid N (listwise)	80	80

The results presented in Table 4, conclude that the correlation amid X1 and Y is 0.016 at the significance level of 0.444, that is, that there is a "very weak" correlation amid self-concept and learning outcomes. The correlation value among X2 and Y is 0.235 at the significance level of 0.018, this means there is a "Weak" correlation between motivation and learning outcomes, and the correlation value between X1 and X2 is 0.287 at the significance level of 0.005, this means that there is a "weak" correlation among self-concept and motiva-

tion.

a. Variable Dependent: The results are of students

Coefficients					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Correlations
	Learning Outcomes (Y)	Self-concept (X)	Motivation (x2)		
1 . 0 0 0	0.016	0.235	1.716		0.016	1.000
	Auto concepts	Motivation (x2)	0.235	0.287	1.000	Sig. (1-tailed)
	Motivational	0.444	0.018	0.251	Self-Concept (X1)	0.444
a. Dependent Variable: Results_of_students					

Based on the result of the table above, we can see the value of the double linear regression in the following: $Y = 1.456 + -0.012\ X1 + 0.065\ X2$ which we can interpret as:

a. The constant value = 1.456, if the value of X1 and X2 = 0 then the value of Y = 1.456.

b. However, the coefficient value of X1 = -0.012, in this case the coefficient value is negative. Therefore, the influence of self-concept (X1) on learning outcomes (Y) in one direction or negative, means that it decreases self-concept and can further decrease learning outcome.

c. The coefficient value of X2 = 0.065, in this case the coefficient value is positive. That is why the influence of motivation (X2) on learning outcomes (Y) in one direction or positive, means that motivation increases, automatically learning outcomes also increase.

d. Predictor: (Constant), Motivation, Self-Concept.

In the table above, as the result of the SPSS output, it mentions that the value of count = 2,369. In the distribution table F α = 100% with high (df = n-k) $df_2 = 80-0 = 80$). We can say that Fcontagem with a value of 2,369, and we conclude that:

Ha: Accepted, means that there is no connection amid the independent variable and the dependent variable.

Hn: Rejects, it means that there is an affiliation between the independent variable and the dependent variable. Therefore, the acceptance of $H_{a\ and}$ the rejection of Hn means that the dependent variable self-concept and motivation have no relationship between the variable Learning outcomes.

0.005					
Model	Motivation (x2)	0.018	0.005	F	N
Learning Outcomes (Y)	80	80	80	2.243	Self-Concept (X1)	80
	80	72.902		80	Motivation (x2)	
Total	77.388	79			
Model					
Unstandardized Coefficients					

b. Dependent Variable: Learning Outcomes (Y).

Standardized Coefficients				
T	Sig.	R Square	B	Std. Error
Beta	.235[a]	0.055	1	(Constant)
1.456), Auto concepts (X1), Motivations X2)				
1.716				

Through the result of the analysis data in the table above, note that if the correlation coefficient (R) value with quantity 0.235, R Quare value (R2) 0.055 as the determinant coefficient value that is used to determine the quantity of the independent variables that do not have the relation to the dependent variable. Through the SPSS output results, the R Quare value (R2) = 0.055 or 5.5%, means that the learning outcomes in Public General Secondary School Railaco Ermera of Timor-Leste, was related by self-concept and motivation and 4.3% were influenced by the other factors is fundamentally cited by (Tilman CB., 2024).

DISCUSSION

The result of the research that was carried out in the General Secondary School Railaco Ermera of Timor-Leste, on the self-concept and motivation to the student's learning outcomes that was analyzed with SPSS program version 22.0, in its output it is indicated that proof validity of the instruments of each item of the 80 respondents to the 2 independent variables and 1 dependent variable are all valid and their proof reliability are all reliable. The correlation coefficient amid X1 and Y correlation values are 0.016 at the significance level of 0.444, correlation values among X2 and Y are 0.235 at the significance level of 0.018, this correlation means "Weak" amid variable X1, X2 and Y.

The value of the double linear regression analysis is Y = 1.456 + (-0.012) X1 + 0.065 X2 which can say that self-concept and motivation is a non-successive factor of students' learning outcomes, so improvement or not of students' learning outcome does not depend on the improvement of self-concept and motivation. The value of the hypothesis F test of F = 2.369 i.e., we accept Ha and reject Hn, that is, the dependent variables of self-concept and motivation are not related to the learning outcomes variables. The result of the analysis of the degree df = n-k = 80 with a certainty level of 100% and an error level of 0% shows that the value of the probability of self-concept count X1 = 0.485 and the value of motivation count X2 = 2.172. This means that self-concept and motivation do not have the relationship amid learning outcomes of 11th grade students in Public General Secondary School Railaco of Ermera, (Tilman CB., et al,2024).

Through the SPSS output results, the value R *Square* (R2) = 0.055 or 5.5%, means that the learning outcome in the General Secondary School Railaco Ermera Timor-Leste, 2024, was related by self-concept and motivation 4.3% was related by the other factors. That's why I remember some experts saying "the best results of the learning process depend on strong motivation", (Sugyano, 2018; Tilman CB., 2022). Because the students and future of the nation and if while the teacher always have good motivation and good personality then the students will have more happiness to follow the classes at any time and it will improve their learning outcomes to give a motivational response to all the students input and public opinions cited by (Tilman CB., 2024).

CONCLUSION

Based on the result of data analysis and discussion, the researcher wanted to conclude that, dependent variable, the results of learning (Y) was not related by the two independent variables self-design and motivation (X1 and X2) in Public General Secondary School Railaco of Ermera Timor-Leste, 2024 of where the correlation value X1 with Y are 0.016 at the significance level of 0.444, The correlation value amid X2 and Y is 0.235 at the significance

level of 0.018, this correlation is part of a "Weak" correlation among variables. While, the outcome value of X1 = -0.485 and X2 = 2.172, so the independent variable, self-concept (X1) and motivation (X2) are given has no relationship amid learning outcomes (Y) variables. On the other hand, the learning outcome in the General Secondary School Railaco of Ermera, was unrelated by self-concept and motivation because, the R Square value (R2) = 0.055 or 5.5%, and 4.3% was unrelated by the other factors. Therefore, it is important to continue to have the self-concept and motivation in school activities as fundamental as a learning model of applications cited by (Tilman CB., 2024).

REFERENCES:

1. Atzal, F.A. (2012) "Hubungan Konsep Diri Dengan Motivasi Belajar Siswa Kelas XI Di SMA Negeri 7 Padang Tahun 2012" Fakultas Keperawatan Universitas Mandalas.

2. Dâmaras, S.B, (2020), Psikologi Belajar, Jakarta: Rineka Cipta.

3. Desmita, (2014), Psikologi Perkembangan Peserta Didik, PT Remaja Rosdakarya, Bandung.

4. Filho, R.A. (2017). Self-concept of nature-loving students who are members of Universitas Riau.

5. Fonseca, C. M., & Galinha, S. M. G. A. (2017). SELF-CONCEPT AND MOTIVATION IN THE 3RD CYCLE OF BASIC EDUCATION The Self-Concept and Motivation in 3rd Basic Education.

6. Hidayat, K., Bashori, K. (2016). Social psychology. Jakarta: Erlangga.

7. McClelland, Notoatmodjo, (2019), Analysis of Various Factors Affecting the Job Satisfaction of Senior Public Prosecutorial Officials in Yogyakarta, JRBI Vol. 1 No. 1 January 2015

8. Nuraini, Dwi. (2018). The Influence of Self-Concept and Self-Control with Consumptive Behavior in Adolescents Gadget by SMAN 1 Tanah Grogol.

9. Putri, (2012) perbedaan motivasi belajar siswa ditinjau dari pola asuh orang tua di SMA Swasta Plus Al-Azar Medan. Skripsi Fakultas Psikologi Universitas Medan Area.

10. Veithzal Rivai & Syilviana Murni, (2020), Education Manajemen, Jakarta: PT. Spelling Persian.

11. Umboh, E.R. (2017). HUBUNGAN ANTARA MOTIVASI BELAJAR DENGAN PRESTASI AKADEMIK PADA MAHASISWA PROGRAM STUDI ILMU KEPERAWATAN FAKULTAS KEDOKTERAN. e-journal Keperawatan (e-Kp) Volume 5 Nomor 1, 1.

12. Sarwono, Sarlito W. and Eko A. Meinarno. (2018). Social psychology. Jakarta: Salemba Humanika Publishers.

13. Tilman CB., et al, (2022). The relationships between cariogenic food and dental status with caries in elementary school, children at Post Administrative Vera Cruz Dili Timor-Leste, in site https://www.ajmcrr.com

14. Tilman CB., et al (2022). The motivation of the student's semester VII Superior School of Nursing National University of Timor-Leste, https://www.ajmcrr.com

15. Widiarti, Pratiwi Wahyu. (2017). Self-concept and interpersonal communication in mentoring primary school students in Yogyakarta. Educational Horizons Magazine.