ACADEMIC SELF CONCEPT: THE IMPORTANCE TO JUNIOR HIGH SCHOOL STUDENT

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ABSTRACT

Education is the important thing which is needed by human being. That is why, it also took our big attention in case of achieving the best outcome from its nowadays. The succes of educational field can be measured from the academic achievement. One point of view which is used as the predictor of student’s achievement is academic self concept. Self concept is a personal perception of self that influence their social interaction. It can positively impact on the student’s achievement. Students who have less of self concept tend to loss their motivation and interest. In which, it could equally impact on their academic achievement. Furthermore, investigating the importance of academic self concept and its role for the student’s performance will be the best decision to be conducted. This was being a great role for the counsellor to take part in the school context in case of developing student’s academic self concept. Finally, those reasons are used to investigate the implementation of giving the guidance and counseling in order to help the students enhance their academic achievement.

Key Words: Academic achievement, academic self concept, guidance and counseling.

INTRODUCTION: Education is one of the important aspect for the nation development. It can be used as the measurement for the development of its. Besides, the national education will be used as the tool to help or achieve the national education’s goal to have good attitude and increase the human resources ability. Furthermore, the national education also has its main goal for certain country, as cited from Depdiknas (2003) that,

“Pendidikan nasional juga bertujuan untuk mengembangkan potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga Negara yang demokratis serta bertanggung jawab.”

As for the institution of a formal education, school has it important role for handling the success of educational’s goal. But in fact, there are some obstacles faced in the field of formal education through the effort of achieving the educational’s goal. Those came from both school and the students. One point of view from the students’ side which discussed in this article was academic self concept.
Academic self concept is part of the self concept which related to the academic point of view. Generally, there was no specific definition of academic self concept, but as cited from Strein (in Byrne, 1997) whereas academic self concept must have three basic characteristics as the supporting for its development, those are descriptive, evaluative side, and scolastics competence. If only the students positively expect about their academic ability, it is possible for them to be motivated in case of holding their great academic achievement. On the other hand, when they negatively expect that they have low academic ability, it also possible for them to have less of motivation and lack of achievement.

A student basically must have their basic academic self concept. It came from their perception about their own ability in case of school subjects. One of the predictor which built the students’ academic self concept came from the school field. The important thing were teacher’s and others’ appraisal about their ability and achievement and teacher’s and pairs’ point of view. In short, students’ academic self concept literary as predictor which can be used as the parametric of students’ academic self concept level and their academic achievement.

The success of educational program could not be separated from students’ achievement. In this case, both of academic self concept and academic achievement have their reciprocal effect. This argument proposed by Kuang Chen, et, al., (2012) that the former model proposes that academic achievement and self concept reciprocally influence each other. In line with this, Marsh dan Martin (2011) state that the academic selfconcept has significant positive reciprocal associations with grades in school and educational attainment. Meanwhile, Marsh dan O’Mara (2007) state that academic self-concept and achievement are both a cause and an effect of each other. Basically, the function of academic self concept related to academic achievement stated by Ahmavaara & Houston (2007) and Marsh (1991) that as a measure of students’ confidence in their academic abilities, their academic self-concept informs their perception about not only their current tasks and school-related activities but also their future goals and academic ambitions. In line with this Pehlivan dan Koseoglu (2012) also state hat academic self concept is helpfull for leading the students in relation to cognitive and social emotional competence.

Based on the research result which conducted by Lone dan Lone (2016), there were some characteristics of students having high academic self concept, they are; (1) students tend to highly appreciate their own competence, high risk taking, eager to try, and inovative (Pehlivan dan Koseoglu, 2012); (2) students tend to use their most of time to study (Hau Jen dan Lun Chieng, 2008); (3) higher academic self concept students pretend to be more realistic for making decision (Baran dan Maskan, 2011); (4) Some examples of the behavioral implications of having higher academic self-concept include a reduction in test anxiety (e.g., Zeidner & Schleyer, 1999); (5) taking advanced course work (e.g., Marsh, 1993; Marsh & Yeung, 1998) and as shown in the present investigation, higher levels of long-term educational attainment.

On the other hand, as cited in Wilson, dkk. (2014), students who have low level of academic self concept have some characteristics, they are; In general, students with low academic self-concept may select academic and career paths that are less rigorous or challenging, creating a potential
loss of skills and advancement for both the individual and society (Ahmavaara & Houston, 2007; Marsh, 1991).

This research came from the phenomena which occur in the field. There were some students who have low academic self concept faced by the researcher, they usually came with their learning problem especially unsatisfied academic performance. Most of them tend to avoid and escape to do their better effort, easy to regret, feel hard to have learning process, and have less of motivation. Thus made them getting worst result of their academic performance.

Students with low academic self concept tend to avoid the advance task and regard they will be failed with that. This kind of students merely had no aspiration and commitment to achieve their learning goal. When they faced such kind of reluctant task, they almost use their time only to think about their weaknesses, their problem, and the the worst result of them. Furthermore, students with low academic self concept will decrease their effort and easy to give up.

The other phenomenas found from the field were the students’ anxiety, afraidness, temper, and unsecure. The negative thought such as a killing teacher, uneasy explanation, and the strength teacher for scoring came from the students who have low academic self concept. This kind of students, who have negative thought, tend to be students who will easy to depress and get tempered. It is possible for them for dropping out of school. On the other hand, students who constantly have their positive thought will be more easy to have their learning activity, have high risk taking, and have higher academic self concept.

Based on the result of the interview, conducted to the junior high school students in Kediri, there were some findings which reflected the negative side of the students’ behavior. Those were the possibility of breaking the school rule such as did not attend the class meeting and making trouble inside the classroom while teaching learning process. Those kind of problem caused by students’ unawareness of the material, students’ expectation of difficult object like Mathematics and English, and students’ boredom because of uninteresting teaching method and material. In short, those kind of obstacles made the students loss their concentration and decrease their academic achievement. Besides, students less of confidence about their ability was indicating their low academic self concept. As stated by Marsh (1990) the low self confidence of learner can be indicated their low academic self concept.

Finally, based on that background of the study, researcher thought that is needed to conduct a research about the role of serving guidance and counselling to enhance students’ academic self concept. All those background of the study will be strengthen by using previous research result and relevant theory.

REVIEW OF RELATED LITERATURE:

Self Concept: Self concept viewed as the outlook of one-self. Based on Santrock (2005) self concept is individual beliefs of one ability and who he or she is. In line with this, Rogers (1961) defines that self concept is the way how people perceive their individual characteristics, human and social relationship, values, experience, and positive or negative goal of their life ambition. In addition, William D.Brooks (in Rahmat, 2007:99-100) defines that those psychical, social and
psychological perceptions of ourself that we have derived from experiences and our interaction with other. So, it can be concluded that by understanding and analyzing self concept we can automatically assume and know about values and self-determination. Self concept basically described about the aspects of social, physical, and psychological. Those were not only about descriptive outlook but also human values, and what is thought and felt by people which is psychological aspect.

Moreover, based on Hurlock (in Dayakisni, 2003:65) defines that self concept is individual’s beliefs of their attributes and characteristics. Self concept as likes personal’s outlook or image which is shaped by experiences, social interaction, and familial relationship. But, the most important thing is notions of one-self which is closely with how others perceive us. In order to provide which is self concept separated or not from people feeling and experience, Mulyana (2001:70) shows that,

“Menyebutkan konsep diri merupakan pandangan kita mengenai diri kita dan itu hanya dapat kita peroleh melalui informasi yang diberikan orang lain kepada kita melalui komunikasi dengan orang lain. Kita belajar bukan saja mengenai siapa kita tetapi juha bagaimana kita merasakan siapa kita. Kita mencintai diri kita bila kita telah dicintai orang lain dan kita percaya diri kita telah dipercaya orang lain.”

In line with this, Kartini Kartono (in Dayakisni dan Hudaniyah, 2003:65) define that konsep diri merupakan keseluruhan yang dirasa dan diyakini oleh seseorang mengenai dirinya sebagai individu, ego dan hal-hal yang dilibatkan didalamnya. In addition, Brehm and Kassin (1993) propose that self concept is individual beliefs of attributes, goals or ambition, knowledge, and characteristics. From the explanation above, it can be concluded that self concept was not an innate but, it is achieved by doing process and learning from the experiences. Those process and experiences mutually shape the future personal’s behavior.

**Academic Self Concept:** Academic self concept is defined as the individual’s perception about his or her ability to learn in the school context, it can be said that academic self concept related to academic field. Marsh et, al., (2003) define that academic self concept as an individual’s perception of his or herself in relation with the academic realm. In addition Mercer (2011:15) says that academic self concept is a personal’s perception of his or herself in round of academic purposes. That is why, a positive academic self concept should be achieved in order to give their best effort for their academic goals Gage & Berliner (1990). It is also supported by Skaalvik (1990) who defines that academic self concept as the degree of an individual’s of his or her own proficiency in academic subjects.

Hattie (in Kavale & Mostert, 2004) define academic self concept as an individual’s assessment about their academic competence. Those assessment include capacity to join in the learning process, have a good academic as individual, and actively participate in the classroom teaching.
and learning process. In addition, Byrne (in Marsh, 2003), academic self concept is one of individual’s beliefs to enhance the academic achievement. It can be said that academic self concept able to make a person being more confidence about their ability.

Academic self concept handled an important role to determine the quality nd quantity of the students’ academic achievement. Based on Calsyn & Kenny (dalam Marsh, 2003) academic self concept positively impact on the development of educational object and regard as the predictor or supporter for the academic achievement.

Basically, self concept can be divided into academic self concept and non- academic self concept. In this case (Marsh, Guay, Boivin, 2003) proposed a concept of academic self concept by defining academic self concept was how students do their assignment or feel about themselves as learners. Academic self concept includes all the academic activities, teacher, and school field and on the other hand non- academic self concept includes the individual’s perception of non-academic activity including physical activity, parental relationship, peers, and social. From those explanation, it can be concluded that academic self concept can be used as the measurement of one-self about their ability, knowledge, future hope, as their self assesment of the thing that they have been achieved. It was because academic self concept is individual perception of attitudes, beliefs, and self-determination.

**Factors of Academic Self Concept:** Self concept is personal perception about one-self likes individual outlook and values. The different social context brought the different impact about self concept. As state by Schmidt dan Cagram (2008) that the openess of others about personal behavior affects on individual perception of self-determination and the entire. The needs of individual perception to the development of a learner had been proved by Santrock (2008), he define that self concept can be both enhanced or distracted someone’s cognitive and workout system. The students’ hope of their ability will also effect their motivation in their daily activity. Furthermore, Tang (2011) says that school self-concept seems to be impacted by the teacher, parents, peers, and with others in case of social context.

According to (2003), there were some external factors of academic self concept. They are: (1) familial condition; he said that there was a positive corelation between parents and children beliefs about their children ability; (2) classroom environment; based on Hoge (in Graham, 2002), a positive academic self concept mostly came from the students who tend to have a sense of working together than competitive environment; (3) teacher; the autonomous students tend to have more positive academic self concept. It because of their free thought (in Graham, 2002).4; (4)peers; individual’s perception of self also can be influenced by their peers (in Huitt, 2004).

Furthermore, Burnett, et.al. (1998) propose the internal factors of academic self concept. Those factors were beliefs, personal competition, and personal success for the academic subjects. Actually between academic self concept and academic achievement have reciprocal relationship in which both of them give the impact of each other. Besides, thewe also some factors of individual’s academic self concept such as;
a. Familial Communications
For adolescents, the relationship among family members seems to be more constant and give further positive impact to academic self concept (Kaur, Rana, Kaur, 2009). But, in spite of giving positive impact, the uniqueness of family is also possible to bring a distraction for the development of adolescents’ academic self concept. It is related to Henderson, Dakof, Schwartz, and Liddle (2006) in which the changing or decreasing of family role to the students’ academic self concept can be caused by the intensity of peers relationship.

b. Peers Communication
The main factor of peers seems to contribute the biggest impact to the adolescents’ values of self. It means that peers percievement of themselves significantly effect to the students’ academic self concept. As stated by Amad, Ghazali, and Hasan (2011) in the period of teenager stage, students at the adolescents phase usually do some activity in case of of getting others attention or from their peers.

c. Guru di Sekolah
Schmidt and Cagram (2008) state that teacher’s contribution took the important role for the development of students’ academic self concept. The interaction between the profesor and students bring the positive impact on the fluctuation of academic self concept.

d. Adolescents
The adolescents is the phase whereas students develop their mental and physical aspect. This phase can be called as the critical period for them, but on the other hand this phase also the right time for the adolescents to explore their attitudes, interests, and beliefs or ideology. It was their chance to get the answer about “who they are” and” where should I go for my right future” Hagger, Biddle, and Wang (2005). In addition, Henderson, Dakof, Schwartz, & Lidle (2006) add that at the early until the mid of twentieth will be the right time to develop their consistent sense of self.

Bimbingan dan Konseling (Counselling and Guidance): The presence of Guidance and Counselling (BK) seems increasingly needed for the academic subjects. It is important to give the best solution and problem solving for every problem which is faced by the students, related to the teaching learning process and their psychological aspect. The department of Guidance and Counselling (BK) at the first time only focus on the students’ problem in teaching learning process but, after the time goes by, the role of the department of Guidance and Counselling (BK) not only limited on that responsibility but also the problem of porn attack, teenager destroyer, parents and children relationship problem etc.. That is why the contribution of the department of Guidance and Counselling (BK) automatically needed by the student start from the grade of elementary, junior high, senior high, and vocational school. It is possible also for parents and the school to.

The circle of guidance and counselling (BK) have become wider nowadays. It subject not only stuck on solving students’ problem in their study but also their internal problem and developing their academic self concept. By this chance, the researcher shares about the scopes of guidance
and counselling (BK) at school. Those scopes are *layanan pembelajaran* (learning counselling), *layanan orientasi* (orientation counselling), *layanan mediasi* (mediation counselling), *layanan informasi* (information sharing and counselling), *layanan penempatan dan penyaluran* (placement and career counselling), *layanan bimbingan kelompok* (group discussion counselling), *layanan konseling kelompok* (Group counselling), and *layanan konseling individu* (individual counselling).

The guidance by the counsellor can be given by individually or into the group. There are also some methods that can be used as the approach to give the guidance. Those methods are observation, lecturing, discussion, and giving assignment. Then, the next phase of guidance is giving information and advice, especially in case of building academic self concept.

**DISCUSSION:**

Academic achievement is one of the criteria of the success and development of the educational goals. It can be used to measure the students’ academic performance. Study is literary define as the process of maturity. Academic achievement reflects the scoring number as the description of the assignment, material acquirement, and task accomplishment. The success of educational goals can be seen from students’ academic achievement. Academic self concept defines as one of the predictor on the success of students learning. Academic self concept comes to be important to discuss, because of its impact to the students’ success and their school performance. In short, it will not much to say that counsellors have the responsibility to investigate and help the students to develop their academic self concept. That is why academic self concept is important for us, in case of academic field.

In relation of self and social understanding, communication among individu becomes more important. Since the self concept not innate, but it develops and shapes from the childhood, there are two sides of self concept. They are positive and negative self concept. Students with positive self concept will pull their best effort to achieve better performance and they can face challenges confidently while in the process of teaching learning. On the other hand, negative self concept relates to the low attitude of students. They tend to have lack of confidence and being reluctant to adapt with others or even the social environment.

Some of the experts on educational psychology argue that achievement has close relationship with one’s beliefs of ability. They propose that higher level of students’ academic self concept has equally impact on better academic achievement. Students who have high academic self concept usually have high curiosity, active, and like to have discussion and argumentation. Dayakinsni (2003:65) state that *konsep diri sangat erat kaitannya dengan diri individu. Konsep diri adalah keyakinan yang dimiliki individu tentang atribut (ciri-ciriatau sifat-sifat) yang dimilikinya.* It closely relates to individual’s perception of ability, social and peers interaction, values, experiences, and the objects. Some of relevant research result about academic self concept such as conduct by Sanchez and Roda (2003) reveals that academic self concept is one of the psychological factor that influences students’ academic achievement. From those explanation, it
can be concluded that academic self concept positively in relationship with academic self concept as the significant predictor.

On the other hand, Kaur, Rana and Kaur (2009) reveal that there is no significant corelation between academic self concept and academic achievement. In line with this, Othman and Leng (2011) add that academic self concept did not positively impact on academic achievement. The reason of those research result is because of the “significant others” aspects. They are parents’ background of occupation, high expectation of the teacher, and teacher’s expectation to others or comparation. The existance of diferent research results of academic self concept and academic achievement corelation still need a further research. Another research result by Sanchez and Roda (2003) reveals the positive corelation while Kaur, Rana and Kaur (2009) and Othman & Leng (2011) reveals the negative corelation between academic self concept and academic achievement. The result of the interview and observation to the sample, the researcher knows that some students often make a trouble in the classroom. They usually make a noise, disturb other classmates, have hard argumentation, ignore the teacher, and have higher temper. An individu who can not control and push their emotional will possibly has less of emotional quotion. Related to the development of academic self concept. Self concept occurs based on the development of human’s life. It is a factor which studied and came after a lot of experiences with others and social environment. The source of information for academic self concept basicaly inspires from people arround of us such as human-human interaction, parental relationship, peers, and other people. Finaly, it can be concluded that self concept is not an innate but, it must be developed and increased. Self concept will develop and grow better if only we, ourself, want to make good relationship and learn from others and the experience.

CONCLUSION
At last, after discusing and explaining some explanations about academic self concept, academic achievement, self concept, and guidance and councelling (BK), it can be concluded that academic self concept has a positive corelation and impact to the academic achievement. It means that academic self concept is important for junior high school students. The reason of the importance of academic self concept for junior high school students is because this phase acts as the stepping stone or transition time for further educatioanl stages. That is why the contribution of an counsellor and counselling is needed. Educational guidance such as gudance and counselling should be balanced by using hard work and good relationship among students, students and teachers, and the most important thing is students and parents. By applying that kind of relationship, it is possible for us to have a better educationa field.
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