

## ABSTRAK

Listiani, Mela. 2021. Hubungan Konsep Diri dengan Kemandirian Belajar Peserta Didik Kelas XI IPS di SMA Negeri 4 Metro Tahun Pelajaran 2020/2021. Skripsi. Jurusan pendidikan Program Studi Pendidikan Bimbingan dan Konseling. FKIP. Universitas Muhammadiyah Metro. Pembimbing (I) Prof. Dr. H. Marzuki Noor, M.S., dan Pembimbing (II) Rio Septora, M.Pd.

Kata kunci: Konsep Diri, Kemandirian Belajar.

Rumusan masalah dalam penelitian ini yaitu: (1) bagaimana deskripsi konsep diri peserta didik kelas XI IPS di SMA Negeri 4 Metro? (2) bagaimana deskripsi kemandirian belajar peserta didik kelas XI IPS di SMA Negeri 4 Metro (3) bagaimana hubungan antara variabel dan berapa besar tingkat korelasi antara variabel?. Tujuan dalam penelitian ini ialah: (1) Untuk mengetahui bagaimana deskripsi konsep diri peserta didik kelas XI IPS di SMA Negeri 4 Metro (2) Untuk mengetahui bagaimana deskripsi kemandirian belajar peserta didik kelas XI IPS di SMA Negeri 4 Metro (3) Untuk mengetahui hubungan antara variabel dan signifikansi hubungan.

Hasil prasurvei secara daring pada tanggal 20–21 Agustus 2020 ditemukan peserta didik kelas XI yang berinisial C, VPA, dan ADP, bahwasannya diketahui peserta didik bergantung dengan temannya saat mengerjakan tugas dan saat ujian, dalam memahami materi pelajaran bergantung dengan orang lain, tidak mencari sumber belajarnya, ragu dalam membuat keputusan dalam belajar, tidak menggunakan waktu luang untuk belajar, dan tidak yakin dengan jawaban sendiri dalam mengerjakan tugas.

Teori yang menjadi dasar adalah Nylor (dalam Desmita, 2014: 171) meneladani: peserta didik yang mempunyai konsep diri positif dapat menentukan tujuan prestasi belajar yang nyata dan mengatasi kecemasan dalam bidang akademik dengan cara belajar bersungguh-sungguh dan tekun serta kegiatan peserta didik selalu mengarah kepada kegiatan akademis.

Penelitian yang dilakukan memakai pendekatan rumus kuantitatif dengan jenis korelasi atau hubungan. Populasi berjumlah 118 peserta didik. Sampel yang digunakan berjumlah 30 peserta didik. Teknik pengambilan sampel yaitu *cluster random sampling*. Alat yang dipakai untuk mengumpulkan data menggunakan skala likert konsep diri dan kemandirian belajar. Instrumen skala sebelum disebarluaskan, sudah diuji validitasnya kepada dosen ahli, dan sudah uji validitas dan reliabilitas menggunakan bantuan program SPSS versi 2.5. Setelah mendapatkan data, selanjutnya data dihitung uji normalitas rumus *Shapiro-Wilk* dan uji hipotesis rumus *Pearson Product Moment* menggunakan SPSS 2.5.

Kesimpulan dalam penelitian ini yaitu: (1) Hasil perhitungan analisis konsep diri (X) pada 30 peserta didik kelas XI IPS di SMA Negeri 4 Metro diketahui rata-rata skor konsep diri sebesar 93,5. Nilai rata-rata ini melihatkan bahwa konsep diri berada pada kategori sedang, konsep diri positif yang berada pada kategori sedang dapat diartikan bahwa peserta didik tidak sepenuhnya menerima dan tidak sepenuhnya menolak keadaan dirinya baik fisik, sosial, psikologis, dan etika serta moral. (2) Hasil perhitungan analisis kemandirian belajar (Y) diketahui rata-rata skor kemandirian belajar sebesar 74,9. Nilai rata-rata ini menunjukkan bahwa kemandirian belajar berada pada kategori sedang, Kemandirian belajar yang berada pada kategori sedang diartikan bahwa peserta didik tidak sepenuhnya mandiri dan tidak sepenuhnya tidak mandiri dalam kegiatan belajarnya. (3) Berdasarkan hasil perhitungan SPSS 2.5 *Pearson Product Moment*, nilai sig. (2-tailed) antara konsep diri dan kemandirian belajar

ialah  $0,000 < 0,05$ , diartikan terdapat korelasi yang signifikan antara variabel. Didapatkan nilai  $r$  hitung sebesar 0,781 dan  $r$  tabel 0,361. Karena nilai  $r$  hitung  $>$   $r$  tabel, maka ada korelasi antara variabel konsep diri dengan variabel kemandirian belajar. Nilai *correlation* dalam penelitian ini bernilai positif yang artinya jika variabel konsep diri meningkat maka variabel kemandirian belajar akan meningkat pula. Maka  $H_0$  ditolak dan  $H_a$  diterima. Terdapat tanda bintang dua (\*\*) yang diberikan SPSS pada nilai *pearson correlation*, maka dapat diambil keputusan bahwa terjadi korelasi dan menunjukkan korelasi pada signifikansi 5%.

## ABSTRACT

Listiani, Mela. 2021. Relationship of Self Concept with Self-Reliance of Students of Class XI IPS at SMA Negeri 4 Metro Year 2020/2021. Thesis. Education Department of Education Program Guidance and Counseling. FKIP. Muhammadiyah University of Metro. Advisor (I) Prof. Dr. H. Marzuki Noor, M.S., and Supervisor (II) Rio Septora, M.Pd.

Keywords: Self-Concept, Self-reliance of learning

The problem formulation in this study is: (1) how is the description of the concept of students of class XI IPS at SMA Negeri 4 Metro? (2) how is the description of the students' self-reliance of learning of grade XI IPS at SMA Negeri 4 Metro (3) how is the relationship between variables and how much is the correlation rate between variables? The purpose in this study is:(1) To know how the description of the concept of students of class XI IPS at SMA Negeri 4 Metro (2) To know how the description of the students' self-reliance of learning of class XI IPS in SMA Negeri 4 Metro (3) To know the relationship between variables and to know the significance of relationships between variables.

Based on the results of online pre-survey on August 20–21, 2020, it was found that class XI students with the initials C, VPA, and ADP, that they are known to be students who depend on their friends when doing assignments and during exams, in understanding the subject matter depending on others, not looking for their learning resources, hesitant in making decisions in learning, not using free time to study, and unsure of their own answers in doing the task.

The theory that became the basis is Nylor (in Desmita, 2014:171) exemplify:students who have a positive self-concept can determine the purpose of real learning achievement and overcome anxiety in the academic field by learning earnestly and diligently and the activities of learners are always directed at academic activities.

This research was conducted in the approach of quantitative formula with the type of correlation or relationship. The population of 118 students with sample used in the study amounted to 30 students. Teknik sampling is *cluster random sampling*. The tool used to collect data using the Likert scale of self-concept and Likert scale of self-reliance learning. Scale instruments before being deployed, have been tested for validity by expert lecturers, and have tested validity and reliability using the help of SPSS program version 2.5. After obtaining the data, the data is then calculated by the *Shapiro-Wilk* formula normality test and the *Pearson Product Moment* formula hypothesis test using SPSS 2.5.

The conclusions in this study are: (1) The results of self-concept analysis calculation (X) on 30 students of grade XI IPS at SMA Negeri 4 Metro are known to average self-concept score of 93.5. This average value indicates that the self-concept is in the moderate category. Positive self-concept that is in the moderate category can be interpreted that the learner does not fully accept and does not completely reject his or her physical, social, psychological, and ethical and moral state. (2) The results of the calculation of self-reliance of learning analysis (Y) in 30 students of grade XI IPS at SMA Negeri 4 Metro are known to average a self-reliance of learning score of 74.9. This average value indicates that the independence of learning is in the moderate category. Self-reliance of learning that is in the moderate category can be interpreted that learners are not fully independent and not completely independent in their learning activities. (3) Based on the calculation result of SPSS 2.5 *Pearson Product Moment*, known sig value. (2-tailed) between self-concept and self-reliance of learning is 0.000 <

0.05, which means there is a significant correlation between variables. Obtained calculated r value of 0.781 and table r 0.361. Since the value of r counts > r table, it can be concluded that there is a relationship or correlation between self - concept variables and learning independence variables. Nilai *correlation* in this study is positive which means that if the self-concept variable increases then the learning independence variable will increase as well. It can then be concluded that  $H_0$  was rejected and  $H_a$  accepted. There is a two-star sign (\*\*) that SPSS gives to the pearson *correlation* value, so it can be decided that there is a correlation and shows a correlation at the significance of 5% or 0.05.