

ANALYSIS OF GRADE VII STUDENTS' SELF-CONCEPT IN LEARNING MATHEMATICS

Devina Dewi Dermawanti¹, Rina Marlina^{2*}

^{1,2} Singaperbangsa University of Karawang, Karawang, Indonesia

* Corresponding author. Telukjambe Timur, 41361, Karawang, Indonesia

E-mail: 2110631050056@student.unsika.ac.id¹
rinamarlina@fkip.unsika.ac.id²

Received 28 November 2024; Received in revised form 03 January 2025; Accepted 04 March 2025

ABSTRACT

The purpose of this study is to determine the mathematical Self-Concept of seventh grade students involved in mathematics learning at SMP Negeri 4 Cibitung. Self-Concept plays an important role in the learning process, especially in mathematics, because it is closely related to students' confidence in their analytical abilities. This study used a qualitative approach with descriptive method, consisting of 36 students. Data were collected using non-test instruments in the form of a questionnaire that included several indicators of self-concept, such as self-acceptance, attitude towards teachers, motivation to learn, and belief in the usefulness of mathematics in everyday life. The results showed that the majority of students demonstrated a good self-concept in mathematics, which positively affected their motivation and academic achievement. This research is expected to provide insights to educators on how to improve students' self-concept, particularly in the context of mathematics learning.

Keywords: mathematics, motivation to learn, student perception, self-concept.

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui Self-Concept matematis siswa kelas VII yang terlibat dalam pembelajaran matematika di SMP Negeri 4 Cibitung. Self-Concept memainkan peran penting dalam proses pembelajaran, khususnya dalam matematika, karena terkait erat dengan kepercayaan diri siswa terhadap kemampuan analisis mereka. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif, yang terdiri dari 36 siswa. Data dikumpulkan dengan menggunakan instrumen non-tes dalam bentuk kuesioner yang mencakup beberapa indikator konsep diri, seperti penerimaan diri, sikap terhadap guru, motivasi belajar, dan keyakinan akan kegunaan matematika dalam kehidupan sehari-hari. Hasil penelitian menunjukkan bahwa mayoritas siswa menunjukkan konsep diri yang baik dalam matematika, yang secara positif mempengaruhi motivasi dan prestasi akademik mereka. Penelitian ini diharapkan dapat memberikan wawasan kepada para pendidik tentang cara meningkatkan konsep diri siswa, khususnya dalam konteks pembelajaran matematika.

Kata kunci : matematika, motivasi belajar, persepsi siswa, self-concept.



This is an open access article under the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

Introduction

Education is all learning knowledge that occurs throughout life in all places and situations that have a positive influence on the growth of every individual being Pristiwanti et al., (2023). The educational process is considered a systematic process in which knowledge, skills, values, and social norms are transferred from one generation to the next. This occurs through the

development of all aspects of individual empowerment, including knowledge, skills, character, and moral formation. In line with the perspective put forward by Khakima et al., (2021), education is a process that can foster students' capacity to face challenges in their lives. The government also provides formal education in schools to facilitate this process. Mathematics is one of the subjects taught at school.

Mathematics is a fundamental component of the education curriculum. Monalisa et.al., (2022) have shown that mathematics is often used as a tool to classify requirements for continuing education. In this context, mathematics is a compulsory subject at all levels of education and is also used as a tool to assess students' abilities. Hasan et al., (2021) stated that mathematics learning can be conceptualized as an active construction of mathematical knowledge by students. As stated by Saputra (2024), one of the goals of learning mathematics is to facilitate the development of students' cognitive processes, so that they can effectively navigate the problems encountered in everyday life. This illustrates the need to emphasize mathematics learning in terms of mathematical dispositions, including self-concept.

Self-concept is an individual's understanding of their identity that emerges through interactions with others and includes various aspects such as physical, psychological, social, emotional, aspirational, and achievement-related elements (Widodo et al., 2021). Self-concept involves an awareness of one's strengths and weaknesses, an understanding of how others view oneself, and a cognitive evaluation of one's attributes (Rini Sugiarti et al., 2022). As revealed by Iki & Hastuti (2024) self-concept includes not only internal representations of oneself, but also judgments that influence how individuals think, feel, act, and interact with their environment. Asuro & Fitri, (2020) stated that self-concept is an aspect of psychology that is needed in understanding mathematical concepts to the success of students in completing tasks well. Students who show a low or negative self-concept, will view the surrounding world negatively. Thus, self-concept is formed through personal experience and evaluation of oneself, which significantly influences an individual's vision, mission, and behavior in life.

Based on the definition of experts, self-concept can be understood as an individual's experience of the surrounding environment. A person is interconnected by providing evaluation, reinforcement, and distribution of behavior within themselves (Arum & Khoirunnisa, 2021) . Based on the opinions of various experts, it can be stated that self-concept is a perception of oneself in the form of beliefs, views, experiences, and assessments of personal and environmental identities and characteristics.

In addition to this definition, there are several factors that can influence a person's behavior. One factor that has been identified as influencing individual behavior is self-concept. This concept, as stated by (Zharifa et al., 2023), suggests that negative behavior is a manifestation of interference in efforts to achieve self-concept. Conversely, the achievement of self-concept is related to positive behavior. Selajan with Sumartini, (2015) which mentions a positive self-concept, among others: pride in one's achievements, independent behavior, responsibility, tolerance for frustration, enthusiasm for challenging tasks, and the ability to influence others. Negative self-concept is also discussed, including avoidance of

anxiety-provoking situations, underestimation of one's own abilities, perceptions that others do not appreciate them, attribution of weaknesses to others, influence of others, vulnerability to frustration, and experiences of inadequacy.

Laksono, (2021) states that students have a positive self-concept if they show complete self-concept indicators, namely 1) Can receive praise without pretending to be humble, 2) Can receive awards without feeling inferior, 3) Observing the teacher's attitude during the teaching and learning process, 4) Showing confidence in following every stage of the mathematics learning process, 5) Showing self-confidence in his ability to solve math problems, 6) Showing high motivation in learning mathematics, 7) Show a strong tendency to solve math problems, 8) Students believe that math is useful in their daily lives and future lives. In mathematics learning activities in the classroom, students should have a positive self-concept. However, in reality today most students think that math is difficult (Susilawati et al., 2020). So students need to have a mathematical self-concept. Mathematical self-concept can be a perception of the mathematical competence they have and confidence in their abilities related to the success of learning in the field of mathematics (Sari & Pujiastuti, 2020).

A study conducted by Hadi Yusuf et al., (2020) in a public junior high school in Banjarmasin City showed a positive correlation between self-concept and self-learning activities with students' math learning outcomes. This finding shows that when self-concept and self-learning activities increase, math learning outcomes also increase. As shown by Magfirah et al., (2015) self-concept influences the mathematics learning outcomes of grade VIII students at SMPN 6 Bontomatene, Selayar Islands. Furthermore, research Listanti & Imami, (2023) at SMPN 3 East Karawang showed that mathematics self-concept is positively correlated with mathematics learning outcomes. In other words, students who have self-confidence and positive self-perception tend to show better math learning outcomes.

Based on previous research, a conducive attitude in learning mathematics can foster students' self-concept. Therefore, the researcher was encouraged to carry out a study with the title "Analysis of *Self-Concept of Grade VII Students in Mathematics Learning at SMP Negeri 4 Cibitung*". The results of this study are expected to provide insight into the nature of students' mathematical self-concept, motivating educators to foster a positive self-concept in their students.

Research Methods

The method used in this research is a qualitative approach with a descriptive method that aims to analyze the mathematical self-concept of seventh grade students in mathematics learning. The research was conducted on seventh grade students at SMP Negeri 4 Cibitung with the number of research subjects as many as 36 students. This study used a research instrument in the form of a *non-test instrument* mathematical *self-concept* questionnaire as the data collection technique used. The questionnaire consists of 26 statements related to mathematical self-concept.

This questionnaire measures several indicators summarized by Laksono, (2021) including: self-acceptance, appreciation without inferiority, attitude towards the teacher during the learning process, confidence in following the

learning stages, motivation in solving mathematical problems, and belief in the usefulness of mathematics in everyday life and the future. The statement consists of positive and negative statement items. Based on Table 1. is a questionnaire lattice for *self-concept*:

Table 1. *Self-concept* questionnaire grid

No	Ability Indicator	Item Numbe	
		(+)	(-)
1.	Can accept compliments without pretending to be humble	14	24
	Can accept rewards without feeling inferior	13	-
2.	Looking at the teacher's attitude during the teaching and learning process.	9, 16	7, 20
3.	Confident in following every stage of the math learning process.	1, 3, 5	2, 4
4.	Have confidence in their ability to solve math problems.	25	12, 15
	Highly motivated in learning math	11	19
5	Highly motivated to solve problems math.	21	17
	Convinced that math is useful in everyday activities.	23	8,10,26
6	Convinced that mathematics is useful in their present and future lives.	6, 18	22

The collected data is processed by calculating the percentage of answers to each indicator to determine the level of student *self-concept* with the following scoring guidelines for the Mathematical *Self-Concept* questionnaire are presented in Table 2.

Table 2. Scoring Guidelines for *Self-Concept* Questionnaire

Scale	Score	
	Positive	Negative
SS (Very Suitable)	4	1
S (Appropriate)	3	2
TS (Not Suitable)	2	3
STS (Strongly Disagree)	1	4

Results and Discussion

Based on a questionnaire containing 26 statement items given to 36 students in one class, namely Class VII at SMP Negeri 4 Cibitung, the results of the student self-concept questionnaire on mathematics learning obtained will then be categorized into percentage level criteria. Then modeled based on the criteria Samsudin & Effendi (2023). The analysis criteria are shown in the following Table 3.

Table 3. Descriptive Analysis Criteria (+)

Percentage	Criteria
76% - 100%	Very good
51% - 75%	Good
26% - 50%	Good enough
1% - 25%	Less Good

Table 4. Descriptive Analysis Criteria (-)

Percentage	Criteria
1% - 25%	Very good
26% - 50%	Good
51% - 75%	Good enough
76% - 100%	Less Good

Based on the data Table 4, obtained from the questionnaire results of students' self- concept in learning mathematics class VII, the percentage criteria will then be presented using a table in which there are indicators and student responses.

1. *Can accept compliments without pretending to be humble*

Table 5. Questionnaire Results Data Per Statement Item on Indicator 1

No	Statement	Number of Respondents							
		SS	%	S	%	TS	%	STS	%
1.	If I get a good grade in math, I try to hide it (+).	3	8%	6	17%	14	39%	13	36%
2.	Winning a prize in math makes me shy and uncomfortable in class. (-)	3	8%	6	17%	12	33%	15	42%

Based on Table 5, the self-concept on the indicator "Can accept praise without pretending to be humble" with a percentage of criteria is in very good criteria with the percentage of students who agree and strongly agree by 17% and 8% on positive statements, so that when summed up the results reach 25%. The percentage of students who disagree and strongly disagree is 33% and 42% on negative statements, so when summed up the results reach 76%. This means that almost half of the students in the class prefer to receive praise from those around them without pretending to be humble. Students who get good grades in math class will be more confident when asked by other friends. Then, if the student gets a prize from the results he has obtained, the student will not feel embarrassed and uncomfortable, but the student should be proud of himself for the results he has obtained. This is in line with the opinion of Magfirah et al., (2015) that one of the signs of an individual who has a positive self-concept is someone who accepts praise without shame.

2. *Can accept rewards without feeling inferior*

Table 6. Questionnaire Results Data Per Statement Item on Indicator 2

Statement	Number of Respondents							
	SS	%	S	%	TS	%	STS	%
I would be happy if I could win a prize in math (+)	14	39%	16	44%	4	11%	2	6%

Based on Table 6, the self-concept with the indicator "Can accept awards without feeling inferior" with a percentage of criteria is in very good criteria with the percentage of students who agree and strongly agree to positive statements of 44% and 39%, so that when summed up the results reach 83%. This means

that it can be said that almost half of the students in the class are able to receive awards without feeling humiliated. Students who are able to win awards in math class feel happy with their achievements. This is in line with the opinion of Rahman, (2012) which says that self-concept is a person's feeling about himself. Looking at the teacher's attitude during the teaching and learning process.

3. *Confident in following every stage of the math learning process*

Table 7. Questionnaire Results Data Per Statement Item on Indicator 3

No	Statement	Number of Respondents							
		SS	%	S	%	TS	%	STS	%
1.	My teacher thinks I will not be able to complete the assignment even if given extra time (-)	4	11%	14	39%	16	44%	2	6%
2.	My teacher is interested in my progress in math (+)	6	17%	11	31%	17	47%	2	6%
3.	My teacher is interested in my progress in math (+)	2	6%	18	50%	14	39%	2	6%
4.	I discuss with my math teacher about jobs that use math (+)	2	6%	13	36%	18	50%	3	8%

Based on Table 7, the self-concept on the indicator "Observing the teacher's attitude during the teaching and learning process" with a percentage of fairly good criteria. The percentage of students who agreed and strongly agreed on positive question number 2 was 31% and 17%, then on positive statement number 3 was 50% and 6%, so that when summed up the results reached 48% and 56%. The percentage of students who disagreed and strongly disagreed on negative statement number 1 was 44% and 6%, and on negative statement number 4 was 50% and 8%, so that if you add up the results reach 50% and 58%. This means that students already have a view of the teacher's attitude during the teaching and learning process is quite good, because 44% of students indicate that almost half of the students in the class disagree if the teacher is said to consider students unable to complete the assigned tasks. Then 47% disagreed that teachers were interested in students' progress in math. And 50% said that students often argue with their math teachers and think that teachers are always serious when it is said that students are interested in working in the world of science and math. This is in line with Widiarti, (2017) which states that self-concept has a strong influence on one's behavior. By knowing a person's self-concept, it will be easier to predict and understand that person's behavior.

4. *Highly motivated in learning math*

Table 8. Questionnaire Results Data Per Statement Item on Indicator 4

No.	Statement	Number of Respondents							
		SS	%	S	%	TS	%	STS	%
1.	I am happy to be recognized as a smart student in mathematics (+)	11	31%	17	47%	7	19%	1	3%
2.	No matter how hard I study, I can't get good grades on math tests (-)	10	28%	11	31%	11	31%	4	11%

No.	Statement	Number of Respondents							
		SS	%	S	%	TS	%	STS	%
3.	I'm happy to get the top rank in math (+)	12	33%	24	67%	0	0%	0	0%
4.	I think math problems are boring (-)	7	19%	13	36%	10	28%	6	17%
5.	I enjoy math lessons (+)	6	17%	12	33%	17	47%	1	3%

Based on Table 8, the self-concept on the indicator "Confident in following every stage of the mathematics learning process" with a percentage of criteria is in the good enough criteria. The percentage of students who agreed and strongly agreed on positive question number 1 was 47% and 31%, then on positive statement number 3 was 67% and 33%, and on positive statement number 5 was 33% and 17%, so that when summed up the results reached 78%, 100%, and 50%. The percentage of students who disagreed and strongly disagreed in negative statement number 2 was 31% and 11% and in negative statement number 4 was 28% and 17%, so that if you add up the results reach 42% and 45%. This means that students are confident in following every stage of the mathematics learning process. Because students feel happy when they are recognized as smart students and get the top rank. Table 6 also shows the same results between agreeing and disagreeing that no matter how hard students study, they will not get good grades. These results are 11 people with a percentage of 31%. There are 13 people with a percentage of 36% of students who think that math problems are boring. According to Maslow, self-confidence is the basic capital for the development of self-actualization. With self-confidence, people will be able to recognize and understand themselves (Sholiha & Aulia, 2020). Have confidence in their ability to solve math problems.

5. *Highly motivated to solve math problems*

Table 9. Questionnaire Results Data Per Statement Item on Indicator 5

No.	Statement	Number of Respondents							
		SS	%	S	%	TS	%	STS	%
1.	I find it difficult to do math problems (-)	9	25%	19	53%	5	14%	3	8%
2.	Math tests are scary for me (-)	5	14%	16	44%	14	39%	1	3%
3.	I am challenged to solve math problems that I do not understand (+)	5	14%	22	61%	7	19%	2	6%

Based on Table 9, the self-concept on the indicator "Having confidence in his ability to solve math problems" with a percentage of criteria is in the good enough criteria. The percentage of students who agreed and strongly agreed on positive questions was 61% and 14%, so that if you add up the results are 75%. Then the percentage of students who disagreed and strongly disagreed on negative statement number 1 was 14% and 8%, and on negative statement number 2 was 39% and 3%, so that if you add up the results reach 22% and 42%. This means that students do not have confidence in their ability to solve math problems. However, 61% of students felt challenged to solve problems that they did not understand. This means that when students are able to see math tasks as meaningful and useful, they tend to be confident in their ability to find answers to challenging math

problems. This is in line with the opinion of Andinny (2015) which states that a self-concept is a point on oneself such as one's beliefs, views, and evaluations of oneself.

6. *Convinced that mathematics is useful in every daily activity*

Table 10. Questionnaire Results Data Per Statement Item on Indicator 6

No.	Statement	Number of Respondents							
		SS	%	S	%	TS	%	STS	%
1.	I believe I can get good grades in math if I study hard (+)	26	72%	9	25%	1	3%	0	0%
2.	I rarely study math (-)	11	31%	10	28%	11	31%	4	11%

Based on Table 10, the self-concept on the indicator "having high motivation in learning mathematics" is in very good criteria with a percentage of criteria. The percentage of students who agreed and strongly agreed was 25% and 72% on positive statements, so that when summed up the results reached 97%. The percentage of students who disagreed and strongly disagreed was 31% and 11% on negative statements, so that if you add up the results reach 42%. This means that students are very motivated to learn math. Judging from the 31% of students who disagreed when they were told that they rarely study math. This means that 31% of these students have a high motivation to learn math. Meanwhile, with the same number of students, 11 people strongly agreed that students rarely study math. It can be said that 31% of students who often study math do so because they are curious about math, and the other 31% of students study math out of compulsion. This is in line with the opinion of Asy'ari et al., (2014) which states, "Most students learn because there is an element of compulsion from parents. Students do not know themselves deeply, so that the self-concept formed is not optimal.

7. *Convinced that mathematics is useful in every daily activity*

Table 11. Questionnaire Results Data Per Statement Item on Indicator 7

No.	Statement	Number of Respondents							
		SS	%	S	%	TS	%	STS	%
1.	I would rather have a friend give me the answer to a difficult math problem than have to solve it myself (-)	7	19%	9	25%	13	36%	7	19%
2.	I can handle more difficult math problems (+)	3	8%	4	11%	24	67%	5	14%

Based on Table 11, it shows that the self-concept indicator "Having high motivation to solve math problems" is in the category of unfavorable criteria. The proportion of students who agreed or strongly agreed with the positive statements was 11% and 8% respectively. As a result, the total percentage of students who agreed or strongly agreed with these statements was 19%. The percentage of students who disagreed or strongly disagreed was 36% and 19% respectively on the negative statements. If these numbers are added up, the total reaches 55%. This shows that some students have shown a high level of motivation to solve math problems, as they tend to feel more comfortable when

working on challenging tasks independently. In other situations, 24 students (or 67%) could not fully handle difficult math problems. As a result, despite their inability to solve challenging math problems independently, students did not show any tendency to seek help from their peers. This is in line with the statement put forward by Asy'ari et al., (2014) which states that students are obliged to learn and have the motivation to compete with their peers.

8. *Convinced that mathematics is useful in his/her present and future life.*

Table 12. Questionnaire Results Data Per Statement Item on Indicator 8

No	Statement	Number of Respondents							
		SS	%	S	%	TS	%	STS	%
1.	I think I will rarely use math in my daily life when I grow up (-)	2	6%	8	22%	21	58%	5	14%
2.	Math has nothing to do with my daily life (-)	5	14%	2	6%	18	50%	11	31%
3.	I will use math in everything in my daily life (+)	8	22%	17	47%	9	25%	2	6%
4.	I rarely use math in my daily life (-)	3	8%	10	28%	20	56%	3	8%

Table 12 shows that the self-concept indicator "Convinced that math is useful in every daily activity" shows a positive trend. The percentage of students who agreed or strongly agreed with the positive question was 47% and 22%. If these numbers are combined, the total reaches 69%. The percentage of students who disagreed or strongly disagreed with negative statement number one was 58% and 14%. This figure decreased to 50% and 31% for negative statement number two and 56% and 8% for negative statement number four. If these percentages are summed up, they total 72%, 81%, and 64%. This indicates that students who find math useful in all aspects of daily life tend to have the opposite view when math is not integrated into daily activities. In contrast, 17 students stated that they often use math concepts in their daily lives. This finding is in line with Baumeister's (2015) conceptualization of self-concept which defines self-concept as individuals' beliefs about themselves, which include self-attributes, identity, and self-perception.

9. *Believes that mathematics is useful in his/her present and future life.*

Table 13. Questionnaire Results Data Per Statement Item on Indicator 9

No.	Statement	Number of Respondents							
		SS	%	S	%	TS	%	STS	%
1.	I study math because I know how important it is in my future life (+)	20	56%	14	39%	2	6%	0	0%
2.	Understanding math will help me make a living in the future (+)	12	33%	19	53%	4	11%	1	3%
3.	I don't think it's important to be a mathematician when I grow up (-)	3	8%	7	19%	22	61%	4	11%

Table 13 shows that the self-concept indicator "Convinced that

mathematics is useful in present and future life" shows a high level of positive affirmation, with the percentage of criteria included in the excellent range. The percentage of students who agreed or strongly agreed with positive question number one was 39% and 56%. Similarly, the percentage of students who indicated agreement or very strong agreement with positive statement number two was 53% and 33%. When these numbers are summed up, they total 95% and 86%. As a result, the percentage of students who expressed disagreement or strong disagreement with the negative statements were 61% and 11% respectively. When these numbers are summed up, the total comes to 72%. This shows that students who perceive the value of mathematics in their current and future lives show a positive attitude towards the subject. Most students (56%) strongly agreed that learning math is very important for their future lives. In addition, 53% of students agreed that a strong understanding of math will benefit them in the future. As for the 61% of students who disagree that pursuing a career in mathematics is not a viable option for them in the future, this view is supported by the opinion of Suminar & Meiyuntari (2015) which states that self-concept is a belief about the attributes inherent in an individual obtained through a process of self-perception, reflection, or social comparison.

The results are consistent with previous studies that highlight the importance of self-concept in learning. However, the limitations in the quantitative aspect and comparative analysis are weaknesses that need to be considered. This study contributes to analyzing the relationship between students' self-concept and mathematics academic achievement, strengthening the literature on the importance of affective factors in mathematics education. Results show the majority of students have a positive self-concept which increases motivation and achievement. This research provides insights for educators on the importance of fostering a positive self-concept to improve students' learning achievement. The findings can serve as a basis for developing more inclusive teaching strategies. Based on previous research, this study supports studies by Hadi et al. (2020) and Maghfirah et al. (2015) which show that self-concept is positively correlated with learning outcomes. However, this study adds the specific context of student perceptions at SMP Negeri 4 Cibitung.

Data analysis found research findings on seventh grade students of SMPN 4 Cibitung, consisting of 36 respondents, showed an average score of mathematical self-concept of 70%. With most students able to accept praise and appreciation without feeling. As well as students having a belief in the importance of mathematics in everyday life. This indicates that about half of the seventh-grade students were able to meet the criteria of mathematical self-concept. This evidence reinforces the assertion that mathematical self-concept has a beneficial impact on mathematics learning. In other words, students who have self-confidence, a positive perception of themselves, and a favorable outlook towards learning mathematics tend to show greater academic success. Therefore, it is very important for students to recognize and appreciate the value of all aspects of their lives. In addition, it is imperative for external factors, including educators, administrators, parents and the wider community, to foster a supportive environment that encourages students to develop a positive self-concept.

Conclusion and Suggestion

This study addresses the objective of analyzing students' mathematical self-concept. Broadly speaking, students have a positive self-concept which contributes to their mathematics motivation and achievement. This finding confirms the importance of a holistic approach in mathematics teaching to improve students' confidence and motivation. The mean scores of students' self-concepts are in the positive range, indicating that positive self-perceptions facilitate students' ability to overcome challenges in learning mathematics. This suggests that educators should continue to encourage the development of a positive self-concept in students, which can ultimately improve their learning outcomes and interest in mathematics.

Suggestions for future researchers can explore the influence of family and peers on students' mathematical self-concept. And combining quantitative and qualitative analysis will provide more comprehensive results.

Reference

- Andinny, Y. (2015). Pengaruh Konsep Diri dan Berpikir Positif Terhadap Prestasi Belajar Matematika Siswa. *Jurnal Formatif*, 3(2), 126–135. <https://doi.org/10.30998/formatif.v3i2.119>
- Arum, A. R., & Khoirunnisa, R. N. (2021). Hubungan antara Regulasi Diri dengan Penyesuaian Diri Mahasiswa Baru Psikologi. *Jurnal Penelitian Psikolog*, 8(8), 187–198. <https://doi.org/10.35974/jsk.v8i1.2799>
- Asuro, N., & Fitri, I. (2020). Analisis Kemampuan Komunikasi Matematis Ditinjau dari Self Concept Siswa SMA/MA Nur. *Suska Journal of Mathematics Education*, 6(1), 33–46. <http://dx.doi.org/10.24014/sjme.v6i1.10031>
- Asy'ari, M., Ekayati, I. N., & Matulesy, A. (2014). Konsep Diri, Kecerdasan Emosi dan Motivasi Belajar Siswa. *Persona: Jurnal Psikologi Indonesia*, 3(01), 83–89. <https://doi.org/10.30996/persona.v3i01.372>
- Hadi Yusuf, V., Sutiarto, S., & Hastuti Noer, S. (2020). Pengaruh Model Pembelajaran Kooperatif Tipe Two Stay Two Stray (TSTS) Terhadap Pemahaman Konsep Matematis Siswa. <http://jurnal.fkip.unila.ac.id/index.php/MTK>
- Hasan, U. R., Nur, F., Rahman, U., Suharti, S., & Damayanti, E. (2021). Self Regulation, Self Esteem, dan Self Concept Berpengaruh Terhadap Prestasi Belajar Matematika Peserta Didik. *ANARGYA: Jurnal Ilmiah Pendidikan Matematika*, 4(1), 38–45. <https://doi.org/10.24176/anargya.v4i1.5715>
- Iki, V., & Hastuti, M. S. (2024). Konsep Diri Siswa SMP Santo Aloysius Turi Yogyakarta yang Tinggal di Asrama ditinjau dari Kondisi Keluarga Kandung. 1(3), 313–328. <https://doi.org/10.62383/hardik.v1i3.579>
- Khakima, L. N., Zahra, S. F. A., Marlina, L., & Abdullah, Z. (2021). Penerapan Literasi Numerasi dalam Pembelajaran Siswa MI/SD. *Prosiding Seminar Nasional PGMI*, 1(1), 775–791. <http://proceeding.iainpekalongan.ac.id/index.php/semair-775->
- Laksono, D. (2021). Kemampuan Berpikir Kreatif Matematis Ditinjau Dari Self Concept Peserta Didik. *Sustainability (Switzerland)*, 11(1), 1–14. <https://doi.org/10.54604/tdb.v11i1.16>
- Listanti, F., & Imami, A. I. (2023). Analisis Self-Concept Matematis Siswa SMP Terhadap Hasil Pembelajaran Matematika Analysis of the Mathematical Self-

- Concept of Junior High School Students on Mathematics Learning Outcomes. *Prosiding Seminar Nasional Matematika Dan Pendidikan Matematika*, 2(1), 399–407.
- Magfirah, I., Rahman, U., & Sulasteri, S. (2015). Pengaruh Konsep Diri dan Kebiasaan Belajar Terhadap Hasil Belajar Matematika Siswa Kelas VIII SMP Negeri 6 Bontomatene Kepulauan Selayar. *MaPan: Jurnal Matematika Dan Pembelajaran*, 3(1), 103–116. <https://doi.org/10.30863/ekspose.v17i2.118>
- Monalisa, A., Methalia, E., Yanti, Y. A., Syahrial, & Noviyanti, S. (2022). Analisis Kesulitan Belajar Muatan Matematika Kelas IV Sekolah Dasar. *Jurnal Pendidikan Dan Konseling*, 4(1), 4093–4096. <https://journal.universitaspahlawan.ac.id/index.php/jpdk/article/view/4323/2931>
- Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2023). Pengertian Pendidikan. *Jurnal Pendidikan Dan Konseling*, 4(6), 337–347. <https://doi.org/10.33387/bioedu.v6i2.7305>
- Rahman, R. (2012). Hubungan Antara Self-Concept Terhadap Matematika Dengan Kemampuan Berpikir Kreatif Matematik Siswa. *Infinity Journal*, 1(1), 19–30. <https://doi.org/10.22460/infinity.v1i1.4>
- Rini Sugiarti, Erlangga, E., & Sri Widayawati. (2022). Peningkatan Pemahaman Konsep Diri Dalam Mengembangkan Kompetensi Sosial Siswa Cerdas Istimewa. *J-ABDI: Jurnal Pengabdian Kepada Masyarakat*, 1(10), 2635–2644. <https://doi.org/10.53625/jabdi.v1i10.1602>
- Saputra, H. (2024). Perkembangan Berpikir Matematis Pada Anak Usia Sekolah Dasar. *JEMARI: Jurnal Edukasi Madrasah Ibtidaiyah*, 6(2), 53–64.
- Sari, S. M., & Pujiastuti, H. (2020). Analisis Kemampuan Komunikasi Matematis Siswa ditinjau dari Self-Concept. *Kreano, Jurnal Matematika Kreatif-Inovatif*, 11(1), 71–77. <https://doi.org/10.15294/kreano.v11i1.22717>
- Sholihah, S., & Aulia, L. A.-A. (2020). Hubungan Self Concept dan Self Confidence. *Jurnal Psikologi*, 7(1), 41–55. <https://doi.org/10.35891/jip.v7i1.1954>
- Sumartini, T. S. (2015). Mengembangkan Self Concept Siswa Melalui Model Pembelajaran Concept Attainment. *Mosharafa: Jurnal Pendidikan Matematika*, 4(2), 48–57. <https://doi.org/10.31980/mosharafa.v4i2.328>
- Suminar, E., & Meiyuntari, T. (2015). Konsep Diri, Konformitas dan Perilaku Konsumtif pada Remaja. *Persona, Jurnal Psikologi Indonesia*, 4(02), 145–152. <https://doi.org/10.30996/persona.v4i02.556>
- Susilawati, S., Pujiastuti, H., & Sukirwan. (2020). Analisis Kemampuan Berpikir Kreatif Matematis. *Jurnal Islamika Granada*, 4(2), 512–525. <https://doi.org/10.51849/ig.v2i1.19>
- Widiarti, P. W. (2017). Konsep Diri (Self Concept) Dan Komunikasi Interpersonal. *INFORMASI Kajian Ilmu Komunikasi Volume*, 47(3), 135–148. <https://doi.org/10.21831/informasi.v47i1.15035>
- Widodo, A., Muhajir, Rahmad, A., & Anantama, A. (2021). *Jurnal at-taghyir*. 3, 187–214. <https://doi.org/10.24952/taghyir.v3i2.3973>
- Zharifa, F. S., Magistravia, E. G. R., Febrianti, R. A., Jati, R. P. K. A., & Maharani, S. D. (2023). Dynamics of Quarter Life Crisis in the Perspective of Kawruh Jiwa Ki Ageng Suryomentaram. *Jurnal Filsafat Indonesia*, 6(3), 328–336. <https://doi.org/10.23887/jfi.v6i3.52079>