



What is the Relationship Between Self-Awareness and Learning Achievement students?

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Article Info	Abstract
Article History Received: 2024-11-11 Revised: 2024-12-23 Published: 2025-01-05 Keywords: <i>Self-Awareness; Academic Performance; Akidah Akhlak; Madrasah Education; Learning Strategies.</i>	<p>This research examines the relationship between Self-Awareness and learning outcomes in the Akidah Akhlak subject at MTs Daarul Ma'arif Tegineneng. This study was motivated by pre-research data which showed an understanding of students' Self-Awareness, with several aspects such as independent attitudes (4%), skills in expressing thoughts (14%), and the ability to recognize feelings (14%) which still require development. The research used a quantitative approach with an ex-post facto design, involving a population of 144 class VIII students used in four parallel classes. The research sample was determined using the Slovin formula with a margin of error of 10%, resulting in 59 respondents selected using a simple random sampling technique. Data were analyzed using normality tests, linearity tests, and hypothesis tests including T tests, F tests, and coefficient of determination. The research results show that although Self-Awareness has a significant effect on learning outcomes (significance value 0.001), its contribution is relatively small, only 1.1%. Other factors that were not researched, such as motivation and learning methods, are more dominant in influencing student learning outcomes. Nevertheless, Self-Awareness still plays an important role in supporting learning outcomes, and therefore, it is recommended that schools develop programs to increase students' Self-Awareness as part of efforts to support their learning success. Further research needs to be carried out to explore other factors that influence student learning outcomes.</p>
Artikel Info	Abstrak
Sejarah Artikel Diterima: 2024-11-11 Direvisi: 2024-12-23 Dipublikasi: 2025-01-05 Kata kunci: <i>Kesadaran Diri; Hasil Belajar; Akidah Akhlak; Pendidikan Madrasah; Strategi Pembelajaran.</i>	<p>Penelitian ini mengkaji hubungan antara Self-Awareness dan hasil belajar pada mata pelajaran Akidah Akhlak di MTs Daarul Ma'arif Tegineneng. Studi ini dilatarbelakangi oleh data pra-penelitian yang menunjukkan adanya kesenjangan dalam Self-Awareness siswa, dengan beberapa aspek seperti sikap mandiri (4%), keterampilan mengungkapkan pikiran (14%), dan kemampuan mengenali perasaan (14%) yang masih memerlukan pengembangan. Penelitian menggunakan pendekatan kuantitatif dengan desain ex-post facto, melibatkan populasi 144 siswa kelas VIII yang tersebar dalam empat kelas paralel. Sampel penelitian ditentukan menggunakan rumus Slovin dengan margin error 10%, menghasilkan 59 responden yang dipilih melalui teknik simple random sampling. Data dianalisis menggunakan uji normalitas, uji linearitas, dan uji hipotesis termasuk uji T, uji F, dan koefisien determinasi. Hasil penelitian menunjukkan bahwa meskipun Self-Awareness berpengaruh signifikan terhadap hasil belajar (nilai signifikansi 0,001), kontribusinya relatif kecil, hanya sebesar 1,1%. Faktor lain yang tidak diteliti, seperti motivasi dan metode belajar, lebih dominan dalam memengaruhi hasil belajar siswa. Meskipun demikian, Self-Awareness tetap berperan penting dalam mendukung hasil belajar, dan oleh karena itu, disarankan agar sekolah mengembangkan program untuk meningkatkan Self-Awareness siswa sebagai bagian dari upaya mendukung keberhasilan belajar mereka. Penelitian lebih lanjut perlu dilakukan untuk menggali faktor-faktor lain yang memengaruhi hasil belajar siswa.</p>

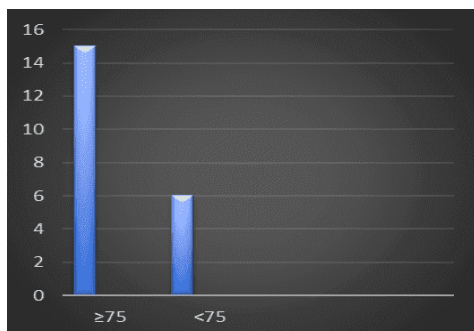
I. INTRODUCTION

Learning is an active process in which individuals acquire knowledge, skills, understanding, or attitudes through experience, instruction, reflection, and interaction with their environment. In learning, one needs fundamental skills that support lifelong learning, including the ability to think critically, analyze information,

and master various new knowledge. In this context, learning is not limited to the classroom; instead, it continues throughout an individual's life, making it easier to adapt to changes and new challenges. This learning process can occur without the presence of a teacher or formal teaching and learning activities. However, learning can take place anywhere and at any

time, without being bound by the formalities of an educational institution.

Knowledge is also acquired through a systematic effort to understand and address various challenges or questions that arise before us. This process involves gathering information, analysis, and reflection to gain a better understanding of the world around us. Learning outcomes refer to the results achieved by students in mastering various information and concepts taught. In other words, it reflects how well students understand and retain the subject matter. This achievement can be measured through tests, exams, or other assessments to determine the extent to which students have mastered the knowledge provided. Learning outcomes are also the actual abilities that result from the interaction of various factors influencing both internal and external aspects of an individual's learning process. Furthermore, learning outcomes serve as indicators of student success in understanding and mastering the subject matter in educational institutions, typically expressed in the form of numerical scores derived from evaluations or tests in specific subjects.



Based on pre-research data, it shows that there are 15 students who scored above the Minimum Passing Criteria (KKM), and 6 students who scored below the KKM. This indicates that the learning outcomes of the eighth-grade students at MTs Daarul Maarif are quite good. Furthermore, based on an interview with Mr. Muhammad Haryono, M.Pd, a teacher at MTs Daarul Maarif, on May 15, 2024, he revealed several issues related to Self-Awareness that emerged in the Aqidah Akhlak lessons. Some of the problems identified include: (1) Low understanding of Self-Awareness, (2) Low student awareness, (3) The influence of social and emotional environments, (4) Lack of education about Self-Awareness, (5) Lack of self-reflection. However, the Self-Awareness results observed by the author in relation to the

students' learning outcomes revealed a significant gap, as many students still struggle with Self-Awareness.



In the diagram of the pre-research results on self-awareness, we can observe the percentage of the students' self-awareness levels. This diagram is divided into six categories based on the indicators of self-awareness itself: evaluating oneself has increased by 20%, being skilled in expressing thoughts is at 14%, making decisions accurately has increased by 22%, having an independent attitude is low at only 4%, recognizing one's strengths and weaknesses has increased by 22%, and recognizing one's feelings and behaviors is at 14%. This shows that there are still aspects of self-awareness among the students that have not been fully developed. Some areas have not been achieved, such as the low level of independence, the low recognition of feelings, and the low ability to express thoughts, feelings, opinions, and beliefs. However, it is worth noting that many students already have sufficient self-awareness, although some still lack it.

Students' learning outcomes can be influenced by several contributing factors, one of which is self-awareness, also known as Self-Awareness. Self-Awareness is the ability to recognize and understand one's emotions, thoughts, motivations, strengths, weaknesses, and behaviors. Students can use their understanding of Self-Awareness to regulate their emotions, make decisions, and solve problems effectively. Self-Awareness, in the context of goal achievement, helps individuals pursue specific objectives. Each student has a unique level of Self-Awareness, meaning that the level of self-awareness varies from one student to another.

Many studies have previously shown or proven that Self-Awareness has a positive influence on students. The results from research conducted by several experts, such as Arina Septianingtias, Melani Tasya Putri, Lolang Maria Masi can be summarized to indicate a

relationship between students' Self-Awareness and various aspects of their learning, such as learning outcomes. High Self-Awareness in students helps them better understand their strengths and weaknesses, which in turn can improve their learning outcomes, classroom engagement, and academic performance. Existing research on the relationship between self-awareness and learning outcomes has typically focused on general subjects and various levels of education. However, there has been little research examining how self-awareness affects learning outcomes in Aqidah Akhlak subjects at MTs. Therefore, it is important to understand the relationship between self-awareness and learning outcomes in the context of Islamic education.

This study makes an important contribution to education by highlighting the significance of Self-Awareness in enhancing students' learning outcomes. By exploring the relationship between Self-Awareness and students' learning outcomes, this research provides new insights into how internal factors influence academic performance. The findings from this study can be utilized by educators and education policymakers to design more holistic learning strategies that not only strengthen students' academic competencies but also develop essential skills needed to face real-world challenges. Therefore, this research not only deepens our understanding of the importance of Self-Awareness in the context of learning outcomes but also holds the potential to shape more effective and relevant teaching practices for the future of education. Its value lies in providing broader and fresh perspectives for educators and policymakers to enhance the effectiveness of Aqidah Akhlak teaching. Moreover, this research is expected to contribute to the development of Self-Awareness in the field of Islamic education, particularly in addressing the factors that influence learning outcomes.

II. METHOD

This study aims to examine the relationship between self-awareness and academic performance during the first semester of the 2024/2025 academic year at MTs Daarul Ma'arif Tegineneng, located on Jln. Trans Sumatra No. 65, Banjar Negeri, Natar District, South Lampung Regency. The research employs a quantitative approach with an ex-post facto design. The quantitative approach is chosen because it focuses on collecting and analyzing numerical data to explain phenomena and test hypotheses.

Meanwhile, the ex-post facto design is utilized as the study involves variables that have already occurred, without any intervention being applied to these variables. The population of this study consists of all 144 eighth-grade students at MTs Daarul Ma'arif Tegineneng.

size is 59 participants. Data collection methods in this study involve test and non-test instruments, consisting of Likert-scale questionnaires and test questions. Validity and reliability tests were conducted on the instruments for both variables, resulting in 8 valid items for the questionnaire and 9 valid test items out of 15 questionnaire items and 18 total test items. Subsequently, prerequisite tests were performed, including normality, homogeneity, and linearity tests, along with hypothesis testing such as heteroscedasticity test, t-test, F-test, and determination coefficient test to examine the correlation between variable X and variable Y. Data analysis in this study was conducted using IBM SPSS Statistics 23, chosen for its suitability and ease of use. The data analysis process included descriptive statistics, data quality tests, classical assumption tests, and hypothesis testing using regression analysis.

III. RESULT AND DISCUSSION

A. Result

The study began with the validation of the questionnaire by experts, followed by a pilot test conducted in one trial class, specifically the advanced class. After obtaining the results, the questionnaire underwent validity and reliability tests. Once validated, the questionnaire was distributed outside the trial class to the entire population of 144 students. The Slovin formula was then applied to determine the sample size, resulting in 59 participants. This research employed the simple random sampling method. Simple random sampling was chosen because the population is highly homogeneous, allowing each member to have an equal chance of being randomly selected to participate in the study.

The indicators used to measure self-awareness include six aspects: 1) recognizing one's own feelings and behaviors, 2) identifying personal strengths and weaknesses, 3) demonstrating independence, 4) making accurate decisions, 5) effectively expressing thoughts, feelings, opinions, and beliefs, and 6) self-evaluation. Meanwhile, the indicators for academic performance encompass the

cognitive levels: remembering (C1), understanding (C2), applying (C3), analyzing (C4), evaluating (C5), and creating (C6). After undergoing a process of testing and refinement, the questionnaire was distributed to all respondents. The data analysis results obtained from the questionnaire are as follows:

1. Uji Prasayarat

a) Normality Tes

The normality test is used to determine whether the collected data is normally distributed. Data is considered to be normally distributed if the significance value (sig.) is greater than 0.05.

Table 1. Deskripsi Hasil Uji Normality Test

Tests of Normality							
kelompok	Kolmogorov-Smirnov ^a				Shapiro-Wilk		
	Statistic	df	Sig.		Statistic	df	Sig.
data	1.00	.187	.59	<.001	.936	59	.004
	2.00	.203	.59	<.001	.926	59	.001

a. Lilliefors Significance Correction

Based on the results of the normality test using the Shapiro-Wilk method, as shown in the figure above, the data indicate that the significance value (Sig.) for the self-awareness variable is 0.004, suggesting that it is not normally distributed. Similarly, the learning outcomes variable shows a significance value of 0.001, indicating a non-normal distribution. Therefore, a non-parametric analysis was conducted using the Mann-Whitney Test, as follows.

Figure 2. Deskripsi Hasil Uji Mann-Whitney Test

Test Statistics ^a				data
Mann-Whitney U				.000
Wilcoxon W				1770.000
Z				-9.406
Asymp. Sig. (2-tailed)				<.001
Monte Carlo Sig. (2-tailed)	Sig.			.000 ^b
	99% Confidence Interval	Lower Bound		.000
		Upper Bound		.000
Monte Carlo Sig. (1-tailed)	Sig.			.000 ^b
	99% Confidence Interval	Lower Bound		.000
		Upper Bound		.000

a. Grouping Variable: kelompok

b. Based on 10000 sampled tables with starting seed 299883525.

Based on the results shown in Figure 2, the Mann-Whitney Test value is .000, and the significance value (Sig.) is <

0.001. This significance value is greater than 0.05.

b) Uji linieritas

The linearity test is a statistical procedure used to determine whether the relationship between two variables (independent and dependent) is linear. In other words, this test aims to assess whether the relationship between the two variables can be represented by a straight line. Data is considered to exhibit a linear relationship if the significance value (Sig.) is greater than 0.05.

Table 3. Uji Linearitas

ANOVA Table						
		Sum of Squares	df	Mean Square	F	Sig.
PRESTASIBELAJAR * SELF AWARENESS	Between Groups (Combined)	41.752	14	2.982	1.430	.180
	Linearity	1.482	1	1.482	.710	.404
	Deviation from Linearity	40.270	13	3.098	1.485	.161
	Within Groups	91.774	44	2.086		
	Total	133.525	58			

Based on the significance value (sig) from the output above, the deviation from linearity sig value is 0.161, which is greater than 0.05. Therefore, it can be concluded that there is a significant linear relationship between the self-awareness variable (X) and academic performance (Y).

2. Uji hipotesis

a) Uji T

In this hypothesis test, the test conducted is the T-test. The T-test aims to determine whether the independent variable has an effect on the dependent variable, while the correlation test is used to assess the relationship between the two variables.

Table 4. Uji T

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	5.510	1.432		3.848	<.001
	SELF AWARENESS	.046	.057	.105	.800	.427

a. Dependent Variable: PRESTASIBELAJAR

Based on the tested output, it is known that the significance value (Sig.) is 0.001, which is smaller than the probability of 0.05. Therefore, it can be concluded that H0 is rejected and Ha is accepted, meaning that "There is an

effect of self-awareness (X) on students' academic performance (Y)."

b) Uji F

The simultaneous hypothesis test, also known as the F-test, is used in regression analysis to determine whether all independent variables collectively have a significant effect on the dependent variable. In other words, this test aims to assess whether the constructed regression model is capable of explaining the variation in the dependent variable.

Table 5. Uji Linearitas

ANOVA ^a					
Model		Sum of Squares	df	Mean Square	F
1	Regression	1.482	1	1.482	.640
	Residual	132.044	57	2.317	
	Total	133.525	58		

a. Dependent Variable: PRESTASIBELAJAR

b. Predictors: (Constant), SELFAWARENESS

Since the significance value (Sig.) is 0.427, which is greater than 0.05, it can be concluded that self-awareness does not have a significant effect on academic performance. This indicates that self-awareness does not significantly improve academic outcomes.

3. Uji koefisien determinasi

Uji koefisien determinasi (R-squared) adalah salah satu uji statistik yang digunakan dalam analisis regresi untuk mengukur seberapa besar variasi atau perubahan pada variabel dependen (variabel terikat) dapat dijelaskan oleh variabel independen (variabel bebas) dalam suatu model regresi.

Table 6. Uji koefisien determinitas

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.105 ^a	.011	-.006	1.52202

a. Predictors: (Constant), SELFAWARENESS

b. Dependent Variable: PRESTASIBELAJAR

Based on the SPSS output table "Model Summary" above, the coefficient of determination, or R square, is 0.011. This R square value of 0.011 is derived from squaring the correlation coefficient (R), which is $0.105 \times 0.105 = 0.011$. The coefficient of determination (R square)

value of 0.011 means that the Self-Awareness (X) variable has an impact on the academic performance (Y) variable of 1.1%. The remaining 98.9% (100% - 1.1%) is influenced by other variables outside this regression model or variables that were not examined.

4. Uji Heterokedastisitas

The homogeneity test is used to determine whether the variances of the data distributions are the same (homogeneous) or different (heterogeneous). Data is considered homogeneous if the significance value (Sig.) is greater than 0.05.

Table 7. Uji heterokedastisitas

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	.793	.845		.939
	SELFAWARENESS	.017	.034	.065	.624

a. Dependent Variable: COMPUTE ABS_Res=ABS(RES_1)

Based on the "Test of Homogeneity of Variances" output table, the significance value (Sig.) for the Self-Awareness and students' academic performance variables is 0.352. Since the Sig. value of 0.352 is greater than 0.05, following the decision rule for the homogeneity test, it can be concluded that the variances of the data on religious moderation and spiritual quotient of the students are the same, or homogeneous.

B. Discussion

This study aims to examine the relationship between self-awareness and students' academic performance at MTs Daarul Ma'Arif Tegineneng. Learning is an active process through which individuals acquire knowledge, skills, and understanding through experience and reflection. This process is not confined to the classroom but continues throughout life, providing individuals with the ability to adapt to changes and challenges. In learning, fundamental skills such as critical thinking, analyzing information, and learning new things are crucial. Academic performance indicates how well students understand the material taught, which can be measured through tests or evaluations. Factors such as self-awareness also influence students' academic performance, as self-awareness helps them manage emotions, make decisions, and solve problems.

Based on the prerequisite test results, the data for the self-awareness and academic performance variables do not follow a normal distribution, as the significance value is < 0.05 . Therefore, the analysis continued using the non-parametric Mann-Whitney Test. The results show a significant difference between the tested data, with a significance value of < 0.001 . A linearity test was conducted to determine whether the relationship between self-awareness (X) and academic performance (Y) is linear. The results indicate that the relationship between the two variables is linear, with a significance value of $0.180 (> 0.05)$. This means that the relationship between self-awareness and academic performance can be further analyzed using linear regression. The T-test results show that self-awareness has a significant impact on academic performance. With a significance value of $0.001 (< 0.05)$, it can be concluded that the higher the self-awareness, the better the students' academic performance. However, the F-test indicates that, overall, self-awareness does not have a strong effect on academic performance, with a significance value of $0.427 (> 0.05)$. The coefficient of determination (R^2) shows that self-awareness only explains 1.1% of the students' academic performance, while the remaining 98.9% is influenced by other factors. This suggests that although self-awareness is important, many other factors, such as motivation, learning methods, and environment, play a more dominant role in influencing students' academic outcomes.

Overall, this study found that self-awareness plays a role in supporting students' academic performance, although its contribution is small. Therefore, schools can develop programs aimed at enhancing students' self-awareness as one way to support their learning success. Additionally, further research is recommended to identify other factors that may have a greater impact on students' academic outcomes.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

This study aims to examine the relationship between self-awareness and students' academic performance at MTs Daarul Ma'Arif Tegineneng during the odd semester of the 2024/2025 academic year. Based on the data analysis results, it can be concluded that there

is a significant influence of self-awareness on students' academic performance. The T-test shows that the higher the level of self-awareness, the better the students' academic performance. However, despite this influence, the contribution of self-awareness to academic performance is only 1.1%, while other factors not investigated have a larger impact. The linearity test indicates a significant relationship between the two variables, and the F-test and coefficient of determination show that, although there is a linear relationship, the overall effect of self-awareness on academic performance is not particularly strong.

The results of this study indicate that self-awareness plays an important role in supporting academic performance, although its contribution is relatively small. Therefore, it is important for schools to develop programs that can enhance students' self-awareness as a step towards supporting their learning success. Further research is recommended to explore other factors that may have a more dominant influence on students' academic outcomes, such as motivation, learning methods, and the environment.

B. Suggestion

Based on the findings of this study, it is recommended that schools develop programs aimed at enhancing students' self-awareness. Such programs could include emotional management training, self-reflection workshops, and counseling sessions designed to help students recognize their emotions, strengths, and weaknesses. Additionally, a holistic approach that integrates self-awareness development with other essential skills, such as critical thinking, problem-solving, and time management, should be considered. Further research is suggested to explore other factors that significantly influence academic performance, such as motivation, learning styles, family support, and the school environment.

Qualitative approaches, such as interviews or case studies, could provide deeper insights into the relationship between self-awareness and academic outcomes. Teachers could also implement teaching methods that encourage self-reflection, such as the use of reflective journals and small group discussions, and utilize technology to provide personalized feedback to students. Moreover, involving

parents in the learning process could offer continuous support at home, helping students apply the skills they have learned at school. These measures are expected to optimize the contribution of self-awareness to students' academic success.

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