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THE INFLUENCE OF SELF AWARENESS ON MATHEMATICS LEARNING OUTCOMES OF CLASS VII STUDENTS OF SMP NEGERI 1 BUNTAO'

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ABSTRACT

One thing that influences learning outcomes is self-awareness. Self-Awareness (is an ability that allows students to adapt self with person other with increase control himself, can understand other people, and can learn to achieve a goal. The aim of this study to determine whether there is an influence of self-awareness on learning outcomes mathematics class VII students of SMP Negeri 1 Buntao'. The population of this study were students Class VII of SMP Negeri 1 Buntao'. Sampling used cluster techniques random sampling so class VII B was selected as a research sample. (1) Method collection data use questionnaire Which use scale Likert and documentation in the form of final semester exam scores. The analysis technique used is Analysis Statistics descriptive, analysis statistics inferential. (2) Test precondition analysis form test normality, test linearity and test hypothesis. Technique analysis and test precondition use program SPSS 21. (3) Results study show that there is Self-Awareness in learning mathematics with mathematics learning outcomes student class VII JUNIOR HIGH SCHOOL Country 1 Buntao'. Matter This proven with mark t count > t table (4,193 >2,056).

Keywords: Self-awareness, mathematics, students

INTRODUCTION

Mathematics is useful in helping students to understand other areas of study and to be able to think logically, analytical, systematic, critical, and creative. Mathematics is a subject that is closely related to the development of science and technology. The more advanced science and technology of a nation, the more advanced the state anyway. In addition, because science and technology have a very valuable contribution to economic development and prosperity of the nation, the advancement in science and technology will also determine the welfare of the nation. Nowadays many professions need mathematical analysis and expect mathematical skills in solving novel problems.

Nowadays, some students experience obstacles in learning mathematics and other subjects related to mathematical abilities (Sari, 2020:1364). They think that mathematics is a difficult subject so that it has an impact on student learning outcomes which are still low. Based on the assessment from PISA (Program for International Student Assessment) in 2018 for the mathematics category organized by the OECD (Organization for Economic Co-operation and Development) which was attended by 78 countries, it can be seen that Indonesia's average mathematics score is 379, with an average score of 379. the mathematical

average of 78 countries is 489. Indonesia is ranked 72nd of 78 countries, or 7th from the bottom (Schleicher, 2019:7). This shows that students' mathematics learning outcomes in Indonesia are still low compared to other countries.

According to Irwanti and Widodo (2018: 928) learning outcomes are a measure of students' success in understanding the material presented by the teacher. If student learning outcomes are high, it can be assumed that students have mastered the material being taught. Likewise, if a student's learning outcomes are low, it can be assumed that the student has not mastered the material being taught. Meanwhile, according to Warti (2018: 180), learning outcomes are changes in student behavior from not knowing to knowing and from not being able to becoming able. Changes in student behavior can take the form of changes in attitudes or changes in academic abilities. These changes occur gradually and show an increase in potential in students. This marks an increase in student learning outcomes.

There are two factors that influence student learning outcomes, namely internal factors, and external factors (Nurwahid, 2021:1129). Internal factors are factors that come from within the student. These internal factors include physiological and psychological. The external factors are factors that come from outside the student. These external factors include the social environment, non-social environment, and learning approaches. One of these psychological factors is self-awareness.

Goleman (Dariyo, 2016:257) says that self-awareness is a person's self-awareness of his ability to understand, accept and manage all potential for future life development. With self-awareness, a person tries to know all aspects of life related to his strengths and weaknesses. A person is said to have self-awareness if he is capable of it understand the emotions that are being felt, be critical of information about oneself, and be aware of oneself in a real way (Mudana, et al, 2014: 3).

Self-awareness is needed in learning at school. This is in accordance with Romlah's opinion (Nu'man, 2019: 52) which states that with self-awareness, students can be aware of what happens during learning so that they can fully understand the material being studied. Students who have good self-awareness will arrive at school early, complete assignments seriously, answer test questions seriously, pay attention to the teacher when teaching, concentrate on the subject matter taught by the teacher, submit assignments on time, provide information in the form of letters when not present at school, trying to improve grades that have not reached the KKM, and being in class during class hours (Mudana, et al, 2014:2).

Importance grow Self Awareness of students in Study mathematics, because with growing self-awareness student will give attention to doing something diligently in period time Which long, more concentrate, easy to remember and do not get bored easily with anything studied in learning mathematics. Self-Awareness is ability for recognize What which in feel it in Students themselves and use it for guide taking decision self Alone, become reject measuring Which realistic on ability self Alone And trust self Which strong. Self-Awareness can also interpret as ability for recognize feeling and emotion self

themselves as well as the influence of feelings and emotion the two-person other. Via Self Awareness student capable recognize ability and shortcomings in learning each field of study at school, so that student can increase method learning, students will know when it is necessary ask for help and when students do not need help in do lesson Which given at school. With Self Awareness Which owned students, students can know Who Friend Which can help him in every difficulty experienced. The same is true in learning mathematics with self-awareness students have, students will understand to what extent where can understand material Which explained by the teacher, to what extent the students can do questions Which given by teacher, through Self Awareness which owned student Also can change the way they learn Study mathematics for reach results better. One of the factors that become a problem for some students so that results learn it classified low is a lack of attention and Self Awareness in study mathematics.' This Also Which currently happen on student class VII SMPN 1 Buntao', based on information from teachers in the field of mathematics, grades mathematics students in general still belongs to the low category even Still There is several students which no reach mark criteria completeness minimum (KKM). Several factor Which influences Self Awareness of students decreases deeply Study mathematics is exists presumption that No only person Which expert in mathematics Which success in his job. Self-Awareness (awareness self) influential to knowledge student. When somebody student No own Self Awareness and great attention in learning so difficult expected student they will get good results in Study. On the contrary, if student the own Self Awareness in Study so big possibility will obtain results Which Better in Study. So as in process Study teach in field studies mathematics, tall low Self Awareness in learning Mathematics will of course be related on results Study mathematics Which achieved by students.

METHOD

This Study use method correlational descriptive and approach study quantitative. According to Fraenkel and Wallen (2008:329) mention that: Study correlation into the study description Because study it is a business illustrate condition Which Already happen. In this research, research try describe condition now in a quantitative context reflected in variable. Method correlational descriptive and approach study quantitative used for knowing and obtaining data or accurate information about influence Self Awareness towards Students' mathematics learning outcomes class VII SMP Negeri 1 Buntao'. In research, data processed or in analysis with use Technique analysis, namely descriptive statistical analysis, analysis questionnaire, and analysis statistics inferential.

FINDINGS AND DISCUSSION

Findings

Based on Table 4.1 on can is known that score Lowest Which obtained in this study was 77 And score highest is 113. On variable Self Awareness obtained Mean of 94.93, Median of 95 and Standard Deviation 7,448. Based on Table 4.2 shows that the mean gain results Study student as big as 69.14, Median as big as

65, Standard Deviation 8.742 and the highest score obtained achieved student is 83 And lowest 57. Table 4.3 Test normality done with use program SPSS Version 21.0. With Shapiro-wilk on level testing 5% or 0.05 with criteria testing If mark probability bigger α (sig > 0.05) so H0 accepted, and if the probability value is smaller α (sig < 0.05) so H0 rejected. Based on normality test results obtained results significance for variable Self Awareness (X) as big as 0.065 mark the bigger from 0.05 so that the distribution of research variable data This distribute normal or accepted, And For variable Results Study (Y) of 0.063, this value is greater from 0.05, so that can conclude that the learning outcomes in this research normally distributed.

From table 4.4 can see with help results count program computer SPSS 21 show mark significance 0.335 is greater than 0.05. This matter show influence variable free and variable bound on This research is linear. In table 4.5 equality regression in on number constant from unstandardized coefficient, value as big as 90,229. Regression coefficient numbers, values 0.222. which means every 1% increase so results Study (Y) student own enhancement mark as big as 0.222 to Self-Awareness (awareness self) student. So that equality regression linear simple is 90,229 + 0.222x. Based on calculation with analysis Regression Coefficients with the help of the SPSS 21 program obtained mark t count > t table (4,193 >2,056) then you can conclude that hypothesis study accepted. This means there is influence Self Awareness to results Study mathematics student Class VII of SMP Negeri 1 Buntao'. Matter This showing There is influence Self Awareness of Results Study mathematics Student class VII SMP Country 1 Buntao'. From table 4.6 on obtained mark correlation (R) = 0.189 or mark correlation Self Awareness with the result is 0.189 > 0.05. Through This table also obtains R Square of 0.036 which shows The Influence of Self Awareness on results Study as big as 3.6% And 96.4% in influence by factor- factor from outside. On table 4.7 more sig value is obtained big α (0.335 > 0.05) then H 1 is accepted or There is influence self-awareness with results Study mathematics student class VII SMPN 1 Buntao'.

Table 1 Descriptive Self data Awareness student class VII SMPN 1 Buntao'

Variable	N	Mean	Median	Std. Deviation	Score Max	Score mix
Self Awareness	28	94.93	95	7,448	113	77

Table 2 Descriptive data results Study student SMPN 1 Buntao'

Variable	N	Mean	Median	Std. Deviation	Score Max	Score mix
Results Study	28	69.14	65	8,742	83	57

Table 3 Results Test Normality

	Statistics	Df	Sig.
Self-Awareness	,931	28	,065
Results Study Mathematics	,874	28	,063

Table 4 Results Linearity test Variable free and bound

Correlation	**Significant**	**Information**	**Decision**
Self-Awareness Results Study mathematics	0.335	Linear	H 0 accepted

Tabel 5 Results Test Regression Coefficient Influence Self Awareness with Results Study Mathematics Student class VII SMPN 1 Buntao'

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	**90.229**	21.520		4.193	.000
Self Awarness		**.222**	.226	.189	.983	**.335**

Table 4.6 Regression Test Results on the Effect of Self-Awareness on Learning Outcomes Mathematics student Class VII SMPN 1 Buntao'

Model	**R**	**RSquare**	**Std Error**	**Adjusted R Square**	**Decision**
Self-awareness Results Study	0.189 [a]	0.036	0.001	8,748	H_1 Accepted

Discussion

Based on results study on chapter was previously known that the results Study student SMPN 1 Buntao' from 28 student, there is 14 student Which mark results learn it No reach KKM, as for average acquisition results Study student as big as 69.14 from score max ideal 100. Median big 65 and score acquisition highest Which achieved student is 83 And Lowest 57 with Standard Deviation 8,742.Pg This caused Because Self Awareness (awareness self) student not

enough get motivation from Family, Teachers, and facilities used student in Study mathematics for example book lesson mathematics, No exists mobile phone deep android learning online, quality network in learning online due to the Covid 19 pandemic situation, before pandemic student used to hear direct explanation from Teacher by Because That student Now only depends on the teacher alone and also factor Which influence Self Awareness (awareness self) student reduce in Study mathematics is exists presumption that no only person which expert in mathematics who is successful in his work. Other factors also influence the results study of the student that is environment Study students, interests Study mathematics student that alone and lack of knowledge base student in Study mathematics. Based on research results on chapter previously, data processed using IBM calculations SPSS 21 Statistics also obtained sig larger α (0.335 > 0.05) which states that If mark sig bigger 0.05 Which means hypothesis the state that There is influence Self Awareness on students' mathematics learning outcomes SMPN 1 Buntao'. Obtained R square as big as 0.036 Which It means that 3.6% self-awareness (awareness self) influential to results Study mathematics student, And the rest influenced by factor other. Data the show that Self Awareness (self-awareness) of students for Study Actually There is but relatively low.

CONCLUSION

Based on results discussion whole thesis This, can concluded that Achievement Results Study student class VII SMPN 1 Buntao' not yet fully achieving the KKM is possible seen from 28 student There is 14 student Which mark results learn it no reach KKM, overall average score flat as big as 69.14 from score max 100. This can be seen that the Level of Self Awareness (awareness self) student Still not enough several consequences factor. From results discussion whole can concluded that Self Awareness (awareness self) student in learn math influence with achievement Results Study math that produces coefficients correlation as big as 0.189 Which shows a correlation real Self Awareness (self-awareness) of the results Study, also obtained R Square as big as 0.036 Which show influence self-awareness to results Study by 3.6% and 96.4% by factor other Which not researched.

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