



An Overview of the Self-Concept of Out-of-Region Students in the Guidance and Counseling Study Program

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ABSTRACT

The phenomenon of educational equity has facilitated educational mobility across regional boundaries, it makes many students choosing to study at educational institutions in other regions. However, this experience is often followed by unique psychological challenges. Self-concept plays a role in determining an individual's mental/psychological development. Self-concept is also a better predictor of future-oriented motivation for career aspirations in science. This study aims to explain the description of the self-concept of overseas students in the Guidance and Counseling Study Program at Yogyakarta State University. The research design used in this study is to use descriptive quantitative methods. The variable is self-concept. The subjects of this study were active students who were overseas students in the Guidance and Counseling Study Program of FIPP UNY. The data collection instrument used the Tennessee Self Concept Scale (TSCS) translated by Sri Rahayu Partosuwindo, et al. The scale that has been translated are valid and reliable.

KATA KUNCI

Konsep diri;
Mahasiswa rantau;
Pendidikan lintas
daerah

ABSTRAK

Fenomena pemerataan pendidikan telah memfasilitasi mobilitas pendidikan lintas batas daerah, yang menyebabkan semakin banyak mahasiswa memilih untuk belajar di institusi pendidikan di daerah lain. Namun, pengalaman ini seringkali diikuti oleh tantangan psikologis yang unik. Konsep diri memiliki peran penting dalam menentukan perkembangan mental/psikologis individu. Konsep diri juga merupakan prediktor yang lebih baik dari motivasi yang berorientasi masa depan untuk cita-cita karir dalam ilmu. Penelitian ini bertujuan untuk menjelaskan gambaran konsep diri mahasiswa perantauan di Prodi Bimbingan dan Konseling Universitas Negeri Yogyakarta. Rancangan penelitian yang digunakan penelitian ini adalah dengan menggunakan metode kuantitatif deskriptif. Variabel dalam penelitian ini adalah konsep diri. Subjek dari penelitian ini merupakan mahasiswa aktif yang merupakan mahasiswa perantauan di Prodi BK FIPP UNY. Instrumen pengumpulan data menggunakan skala Tennessee Self Concept Scale (TSCS) terjemahan Sri Rahayu Partosuwindo, dkk. yang telah dilakukan oleh sri rahayu Partosuwindo, dkk, skala yang telah diterjemahkan semua butir item valid dan reliabel.

1. INTRODUCTION

William D. Brooks (Widiarti, 2017) describes self-concept as the way we perceive and feel about ourselves, which includes psychological, social, and physical dimensions. Rogers highlights that self-concept is a key factor in shaping a person's social development (Burn, 1993). This suggests that self-concept significantly affects communication styles and interpersonal relationships, as individuals are likely to act and interact in ways that align with their self-perception.

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Self-concept plays a crucial role in shaping an individual's psychological development, which is closely tied to their mental well-being. Schneiders (Notoedirdjo, 2007) highlights fifteen key principles for maintaining and enhancing mental health, one of which emphasizes that a healthy, positive self-concept is essential. This includes self-acceptance and realistic efforts to build self-esteem. Furthermore, self-concept serves as a strong predictor of future-oriented motivation, particularly in career aspirations within science. Studies suggest that children with a stronger self-concept are more likely to have greater motivation for the future. Additionally, self-concept has been linked to improved academic performance (Jansen et al., 2015; Wang, 2007), and Beane's 1994 research demonstrated its connection to school achievement (Donegan & Rust, 1998).

Negative self-concept can be classified into two types. The first type is characterized by a person's completely disordered view of themselves, lacking any sense of stability or completeness, and being unaware of their strengths, weaknesses, or values in life. The second type involves an overly rigid and excessively stable self-concept, where the individual forms a self-image that rigidly adheres to a set of rules they believe to be the ideal way of living (Calhoun & Acocella, 1995). It is crucial for individuals to develop a positive self-concept and self-esteem to increase their chances of becoming happy and fulfilled adults. Conversely, students with a negative self-concept and low self-esteem often experience emotional distress (Sternke & Schlieve, 2010).

Negative self-concept, characterized by dissatisfaction with oneself and harmful behavior towards others, is one of the factors contributing to juvenile delinquency (Retnanto, 2017). The prevalence of negative behaviors among students is often attributed to their negative self-concept. Previous research has indicated that the root of many student issues stems from this negative self-view. Some of these issues are highlighted in studies showing a significant link between self-concept and the tendency for students to skip school, suggesting that negative self-concept influences behaviors such as cheating. Furthermore, interpersonal communication skills are closely tied to self-concept (Bette, 2014; Yahaya & Ramli, 2009). In agreement with Sari et al. (2017), self-concept significantly impacts an individual's communication patterns, as people tend to act in ways that align with their self-concept.

The phenomenon of educational equity has enabled greater mobility for students across regional boundaries, leading to an increasing number of students opting to study in institutions outside their home regions. However, this often presents distinct psychological challenges, such as adjusting to a new culture, being separated from familiar social and family environments, and adapting culturally. Overseas students find themselves navigating between two cultures, requiring them to redefine their personal identity in a context that differs from what they are accustomed to. This can influence their self-perception, including beliefs about their abilities, values, and societal roles. Additionally, previous studies highlight that a strong and positive self-concept is closely linked to both psychological well-being and academic success.

The Guidance and Counseling Study Program at UNY is known for its diverse student body, with students coming from various regions. UNY also collaborates with certain areas, such as West Papua, to provide educational opportunities for regional students. The differences between their home regions and the place of study may present challenges for these students. How they develop their self-concept in response to these differences is crucial to their success while studying away from home. Thus, researching the self-concept of overseas students is essential to understanding their internal experiences and the factors that shape their personal development during their studies.

Murphy (Burns, 1993) explains that "the self is the individual as known to the individual," meaning self-concept is how a person perceives themselves. Similarly, Rogers (Burns, 1993) describes self-concept as an organized configuration of self-perceptions, beliefs, feelings, attitudes, and values that an individual recognizes as part of their identity. This suggests that self-concept is shaped by how individuals understand and organize their own characteristics.

Fitts (1971) categorizes self-concept into two dimensions: (1) Internal Dimension. This dimension involves how individuals evaluate themselves based on their internal world. It includes three forms: a) Identity self. This refers to the core aspect of self-concept, answering the question "Who am I?" It involves the labels and symbols individuals use to describe and build their identity. As individuals grow older, their self-awareness deepens, allowing them to provide more complex descriptions of themselves; b) Behavioral self: This is an individual's perception of their actions, encompassing all awareness of their behavior. It is closely tied to identity, with a balanced self-concept reflecting harmony between identity and behavior, allowing the individual to recognize and accept both aspects; c) Judging self. This part functions as an observer, standard-setter, and evaluator, mediating between the identity and behavioral selves. The judging self determines self-satisfaction, with low satisfaction leading to low self-esteem and self-doubt, while high self-satisfaction fosters realistic self-awareness and the ability to focus on external goals, promoting constructive functioning; (2) External Dimension. This dimension relates to

how individuals evaluate themselves through their social relationships, activities, values, and external factors. It includes five forms: a) Physical self. This concerns one's perception of their physical appearance and health, including whether they see themselves as attractive or not; b) Moral-ethical self. This involves a person's self-perception based on moral and ethical standards, including their relationship with God, satisfaction with their religious life, and the moral values they uphold, such as distinguishing between good and bad; c) Personal self. This form reflects an individual's sense of personal worth and self-assessment of their personality, independent of physical appearance or relationships, such as viewing oneself as "a happy person; d) Family self. This represents one's feelings and self-worth in the context of being a family member, including how well they fulfill family roles and functions; e) Social self. This involves how individuals evaluate their interactions with others and their social environment. According to Naim (2013), migrating refers to leaving one's hometown voluntarily for a long period with specific goals, such as studying or gaining experience, with the intention of eventually returning home. Subroto et al. (2018) define overseas students as individuals between 17 and 25 years old who leave their hometowns to pursue higher education for diplomas or bachelor's degrees. In this research, overseas students in the Guidance and Counseling Study Program at Yogyakarta State University (UNY) are defined as those from outside Yogyakarta who are actively studying in the undergraduate program for the 2021, 2022, and 2023 cohorts.

The aim of this research is to identify and analyze the self-concept of overseas students enrolled in the Guidance and Counseling Study Program at Yogyakarta State University. The study will also compare the self-concept among students from different academic years, with the expectation that older or more senior students tend to have a more developed self-concept. Additionally, through the discussion of current theories and factors influencing self-concept, this research seeks to offer recommendations for improving individual self-concept.

2. METHOD

2.1 Research Design

The research design employed in this study is descriptive quantitative methods, focusing on the variable of self-concept. The population consists of active overseas students enrolled in the Counseling Study Program at FIPP UNY from the 2021, 2022, and 2023 cohorts. According to Cronin, Coughlan, & Smith (as cited in Swarjana, 2022), a population is defined as a group that shares one or more common characteristics, which are determined by the researcher and aligned with the study's focus. This research is set to take place in 2024. The sample for the study comprises 62 respondents, selected using the Slovin sampling technique. Sugiyono (Amin et al., 2023) defines a sample as a subset of the population that is considered representative of the whole. Data will be collected through a self-report questionnaire distributed via Google Forms, which is chosen for its user-friendly interface, making it easy for respondents to provide their answers.

2.2 Data Collection

Data collection refers to a systematic and standardized process for gathering research information (data) (Utomo et al., 2024). The instrument used for data collection in this study is the Tennessee Self Concept Scale (TSCS), which was translated by Sri Rahayu Partosuwido et al. The TSCS, originally developed by William H. Fitts, was adapted and refined for use in Indonesia by Sri Rahayu Partosuwido and colleagues in 1979 at Gadjah Mada University in Yogyakarta. According to the validity test results conducted by Sri Rahayu Partosuwido et al., the translated TSCS was evaluated to determine its effectiveness as a measurement tool. The outcomes of the validity and reliability assessments indicated that all items on the translated scale are both valid and reliable.

2.3 Data Analysis

The data analysis process will involve descriptive analysis to provide an overview of the self-concept of overseas students in the Counseling Study Program at FIPP UNY. Descriptive analysis is a method of research data analysis aimed at generalizing findings based on a single sample (Nasution, 2017). In this analysis, researchers will calculate frequency, percentage, and averages to determine the proportion of students with low, medium, or high self-concept.

2.5 Procedure

The data analysis will employ descriptive analysis to provide an overview of the self-concept of overseas students in the Counseling Study Program at FIPP UNY. Descriptive analysis is a method used to generalize research

findings based on a single sample (Nasution, 2017). In this analysis, the researchers will calculate frequency, percentage, and averages to identify the proportion of students with low, medium, or high self-concept.

3. RESULTS AND DISCUSSION

3.1 Results

Table 1. Respondent characteristics

Characteristics	Frequency (f)	Percentage (%)
Year entered		
2021	15	24,19%
2022	30	48,39%
2023	17	27,42%
Gender		
Male	18	29,03%
Female	44	70,97%

Table 2. Overview of the Self-Concept of Overseas Students in Guidance and Counseling Students

Kategori	Frekuensi (f)	Presentase (%)
Self-Concept Level		
Low	10	16,13%
Medium	39	62,90%
High	13	20,97%
Total	62	100,00%

Table 3. An Overview of the Self-Concept of Overseas Students in Guidance and Counseling Students

Characteristics	Category					
	Low		Medium		High	
	f	%	f	%	f	%
	Year entered					
2021	1	6,67	11	73,3	3	20
2022	4	13,33	20	66,67	6	20
2023	4	23,53	10	58,82	3	17,65
	Gender					
Male	2	11,11	12	66,67	4	22,22
female	7	15,91	28	63,64	9	20,46

3.2. Discussion

Table 1 presents an overview of the characteristics of the respondents in this study, including their generation and gender. The table indicates that the research subjects consist of three generations of guidance and counseling students, totaling 63 respondents. Among these, the largest group is from the class of 2022, which includes 30 respondents. Regarding gender, the respondents are categorized as male and female, with the data showing that the majority are women, totaling 44 respondents.

The overall self-concept of overseas students in the Guidance and Counseling Study Program at Yogyakarta State University is illustrated in Table 2, which presents data collected through the Tennessee Self Concept Scale. The findings indicate that among the classes of 2021, 2022, and 2023, a sample of 62 students was analyzed. The results show that 10 students, or 16.13%, fall into the low self-concept category, while 39 students, representing 62.90%, are categorized as having a medium self-concept. Additionally, 13 students, accounting for 20.97%, are classified in the high self-concept category. Overall, these results suggest that the self-concept level of overseas students in the Guidance and Counseling Study Program at Yogyakarta State University is primarily moderate.

Table 3 presents the study results categorized and cross-tabulated with the characteristics of the research respondents. According to the table, among the 15 students in the class of 2021, 1 student (6.67%) exhibits a low self-concept, 11 students (73.3%) fall into the moderate category, and 3 students (20%) have a high self-concept. In the class of 2022, which includes 30 students, 4 students (13.33%) are classified as having a low self-concept, while the majority, 20 students (66.67%), are at a moderate level, and 6 students (20%) have a high self-concept. For the class of 2023, comprising 17 students, 4 students (23.53%) have a low self-concept, 10 students (58.82%) are at a moderate level, and 3 students (17.65%) are categorized as having a high self-concept.

In terms of gender, among the 18 male students, 2 (11.11%) exhibit a low self-concept, 12 (66.67%) have a moderate self-concept, and 4 (22.22%) fall into the high self-concept category. For the female group, which consists of 44 students, 7 (15.91%) have a low self-concept, 28 (63.64%) are at a moderate level, and 9 (20.46%) possess a high self-concept. Overall, the majority of overseas students, regardless of class or gender, demonstrate a moderate level of self-concept. Research by Damarhadi et al. (2020) indicates that there are differences in self-concept between men and women, with men typically exhibiting higher self-concept levels than women. Additionally, the study "Journal Writing Improves Self Esteem" (Damarhadi et al., 2020) notes that, from a physiological perspective, women tend to have a lower self-concept due to their greater focus on physical appearance, which impacts their ability to accept their physical condition. In contrast, men are generally less concerned about their appearance, leading to a higher capacity for accepting their physical attributes.

Shavelson and Roger (Abduh, 2019) assert that self-concept is shaped and developed through experiences and interpretations of the surrounding environment, including assessments from others and one's own behavior. The evolution of self-concept influences an individual's behavior; thus, how others perceive and evaluate a person serves as a benchmark for self-assessment. When examining differences among academic batches, this study reveals that students from 2021 and 2022 generally exhibit a better self-concept compared to those from 2023. This aligns with Shavelson and Roger's findings, suggesting that the more extended academic experiences and increased social interactions of students in 2021 and 2022 contribute to this improvement. As students spend more time in a college setting, they are likely to develop more effective strategies for managing academic and social challenges, enhancing their self-concept. Symptoms of self-concept disorders may be characterized by several indicators, including: 1) self and others' criticism; 2) reduced productivity; 3) harmful behavior towards others; 4) social difficulties; 5) selfishness; 6) feelings of inadequacy; 7) irritability; 8) pessimism; 9) self-destructive behavior; 10) rejection of personal capabilities; and 11) withdrawal from social interactions.

Self-concept is influenced by the process of its formation, which is shaped by how individuals are accepted by others and their interactions with their environment. Ihsan (2018) suggests that individuals can enhance their self-concept by actively guiding their own behavior, which can elicit positive reactions from those around them. This, in turn, encourages individuals to develop a more positive view of themselves. By fostering a positive mindset, individuals are motivated to pursue their desires more effectively and work towards achieving their goals.

In line with Fitts (Wardani & Anggadita, 2021) states that if individuals want to get a good self-concept, there are 4 aspects of self-concept that need to be integrated in themselves, namely (1) Aspects of critical self-concept, if you want to have a realistic sense of ability, the individual needs to be open to personal weaknesses and be willing to accept feedback given by others as a form of motivation rather than as criticism; (2) Aspects of self-esteem, self-esteem acts as an appraiser of parts of the self that produce feelings of likes, dislikes, satisfaction, dissatisfaction, etc. openness and self-confidence are needed to produce appropriate and developed values. The development of self-understanding will help in self-control: (3) Aspects of self-integration, pointing to the individual's ability to make a match between expectations and existing realities. Individuals will have good self-integration if they can fulfill good judgment; (4) Self-confidence aspect, describes a person's ability to be confident in their own self-assessment. A strong belief that the assessment has been complemented by openness to self-weakness, so that the self-concept formed is appropriate.

From the four self-concept dimensions discussed, it can be concluded that several aspects are essential for enhancing an individual's self-concept, all of which relate to self-perception. This includes how a person evaluates

themselves, as well as their efforts to improve and sustain their well-being. Key aspects to focus on include self-criticism, self-esteem, self-integration, and self-confidence.

4. RESEARCH IMPLICATIONS

The findings from this research on the self-concept of overseas students in the BK FIPP study program have several important implications across theoretical, practical, and managerial aspects, which can serve as a foundation for advancements in related fields.

First, Theoretical Implications. The study's results largely support existing theories that suggest a person's self-concept is shaped by a variety of factors, including social environments and personal experiences. Notably, the findings indicate that experiences abroad and social interactions within the campus setting significantly impact the development of students' self-concept. This research contributes to a deeper understanding of the self-concept among overseas students in Indonesia, particularly within the Guidance and Counseling Study Program at Yogyakarta State University. It lays the groundwork for future, more focused research that could compare different contexts.

Second, Practical Implications. The study highlights the need for programs aimed at enhancing the self-concept of overseas students, such as self-development workshops, group counseling, or activities designed to boost self-confidence. However, there remains a gap in the implementation of these programs. To address this, it is essential for the campus environment to foster a more inclusive and supportive atmosphere for overseas students through social activities, study groups, or mentorship initiatives.

Third, Managerial Implications. The managerial implications derived from this research can inform the formulation of campus policies that prioritize the psychological well-being of students, especially those studying abroad. This includes developing initiatives to enhance students' quality of life, such as counseling services, leadership training, and social engagement activities. Additionally, intervention programs focusing on critical self-concept aspects—like self-esteem, self-integration, and self-confidence—can be created. It is important for faculty and peers to provide both emotional and academic support to students in these efforts.

Fourth, Methodological Implications. This research serves as a valuable reference for creating improved and more specific self-concept measurement tools tailored to the context of overseas students. It opens avenues for further studies that delve deeper into the experiences and perceptions of these students regarding their self-concept. Overall, this study significantly enhances the understanding of overseas students' self-concept, with wide-ranging implications across academic, psychological, and managerial domains. By recognizing the factors that influence students' self-concept, more effective programs and interventions can be developed to elevate their quality of life.

5. CONCLUSIONS

The study concluded that the self-concept level of overseas students in the Counseling Study Program at FIPP UNY falls within the moderate category. Following data analysis based on class and gender, it was determined that there were no significant differences in self-concept levels. Among the 63 respondents, 39 students exhibited a moderate self-concept, 13 students had a high self-concept, and 10 students were categorized as having a low self-concept. These findings indicate that overseas students in the Counseling Study Program at FIPP UNY possess a reasonable ability to assess themselves and maintain confidence in their capabilities.

Self-concept is shaped and developed through personal experiences and interpretations of the surrounding environment, including the evaluations made by others and one's own behavior. The development of self-concept influences exhibited behavior, meaning that how individuals are treated and assessed by others serves as a reference point for their self-evaluation.

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This research was conducted by four authors with different but complementary roles. Author 1, Amalia Richasary, was responsible for conceptualizing the research, developing the theoretical framework, and writing the introduction and literature review sections. Author 2, Rizma Kurniasari, focused on data collection, statistical analysis, and writing the methodology and results sections, while Author 3 contributed to data interpretation, writing the discussion and conclusion sections, and final editing of the manuscript. Author 4 on behalf of Widya Juwita Sari has the responsibility as an assistant lecturer who guides the research.

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