The Relations between Self-Awareness and Self-Esteem with Student's Physics Learning Outcomes

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ABSTRACT

This study investigates the relationship between self-awareness and self-esteem with students' physics learning outcomes. Employing a quantitative correlational approach, the research was conducted at MAN 3 Bantul, Yogyakarta, during the 2023/2024 academic year, involving 93 students from class XI MIPA through a saturated sampling technique. Data collection utilized self-awareness and self-esteem scales, documentation, and interviews. The data were analyzed using descriptive statistics and correlation tests, preceded by normality testing. The findings indicate a significant positive correlation between self-awareness and physics learning outcomes ($r = 0.387$, $p = 0.000$), suggesting that students with higher self-awareness tend to achieve better results, although the correlation strength is categorized as low. Similarly, self-esteem also shows a significant positive relationship with physics learning outcomes ($r = 0.396$, $p = 0.000$), indicating that increased self-esteem is associated with improved academic performance in physics. Despite the relatively low correlation values, both psychological variables contribute meaningfully to students' achievement. The study concludes that fostering self-awareness and self-esteem in the learning process is essential for enhancing students' academic success, particularly in physics education.

INTISARI

Penelitian ini bertujuan untuk mengetahui hubungan antara kesadaran diri dan harga diri dengan hasil belajar fisika siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian korelasional. Penelitian dilakukan di MAN 3 Bantul, Yogyakarta pada tahun ajaran 2023/2024 dengan melibatkan 93 siswa kelas XI MIPA melalui teknik sampling jenuh. Pengumpulan data dilakukan menggunakan skala kesadaran diri, skala harga diri, dokumentasi, dan wawancara. Analisis data dilakukan dengan statistik deskriptif dan uji korelasi, setelah terlebih dahulu dilakukan uji normalitas. Hasil penelitian menunjukkan adanya hubungan positif yang signifikan antara kesadaran diri dengan hasil belajar fisika ($r = 0.387$, $p = 0.000$), yang berarti siswa dengan tingkat kesadaran diri yang lebih tinggi cenderung memiliki hasil belajar yang lebih baik, meskipun kekuatan korelasinya termasuk kategori rendah. Demikian pula, harga diri juga menunjukkan hubungan positif yang signifikan dengan hasil belajar

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fisika (r = 0,396, p = 0,000), yang mengindikasikan bahwa semakin tinggi harga diri siswa, semakin baik pula pencapaian akademiknya dalam mata pelajaran fisika. Meskipun nilai korelasinya relatif rendah, kedua variabel psikologis ini terbukti memberikan kontribusi yang berarti terhadap prestasi belajar siswa. Penelitian ini menyimpulkan bahwa pengembangan kesadaran diri dan harga diri dalam proses pembelajaran perlu mendapat perhatian untuk mendukung peningkatan hasil belajar fisika siswa secara optimal.

A. Introduction

According to Law of the Republic of Indonesia Number 20 of 2003 concerning the Education System, education is defined as a deliberate and planned effort to establish a conducive learning environment, wherein students can proactively cultivate their potential. This encompasses components such as spiritual and religious fortitude, self-regulation, personality development, intelligence cultivation, the establishment of robust moral principles, and the acquisition of competencies that are advantageous to both the individual and the interests of society, the state, and the nation [1]. The significance of education lies in its capacity to enhance the quality of human resources, which is a pivotal element in a nation's development process [2]. Education endeavors to optimize the potential of individuals, enabling them to more effectively contribute to society. Consequently, education is recognized as a pivotal step in the life of every individual [3].

Student learning outcomes are one of the main indicators of the success of the education process. This achievement is influenced by various external and internal factors [4]. External factors include talent, interest, motivation, physical condition, environment, family, culture, and learning facilities. Meanwhile, internal factors include physiological aspects such as the use of the five senses, as well as psychological factors that include individual development and maturity [5]. One of the important psychological aspects that need to be developed in learning is self-awareness, which can help students recognize their weaknesses, emotions, and potential to encourage positive behavioral changes [6]. Self-awareness is the ability to recognize and understand emotions, thoughts, and sensations of the self that play an important role in personal decision-making [7], [8]. Self-awareness includes objective self-assessment, strong self-belief, understanding of context and situation [9], and the ability to manage emotions through emotional intelligence [10]. This thinking acumen is supported by an independent personality, psychological health, and a positive outlook on life [11], [12]. Thus, self-awareness is an important aspect of physics learning because it helps students recognize their strengths and weaknesses, manage academic stress, and increase focus and motivation in understanding complex concepts.

In addition to self-awareness, self-esteem is also a psychological factor that plays an important role in supporting students' learning success. Self-esteem can be defined as an individual's self-evaluation in relation to personal standards and perceived expectations of others, which tends to increase in proportion to one's awareness of personal value [13]. Self-esteem reflects one's positive or negative attitude towards oneself and becomes one of the important determinants in the learning process [14]. Research shows that students with high self-esteem tend to be more adaptable and have better academic achievement [15], [16]. This is because learners with high self-esteem tend to be able to anticipate situations based on their own abilities and thoughts, take responsibility for their actions, and have confidence in controlling their behavior and environment [5], [17]. Therefore, strengthening self-awareness and self-esteem needs to be considered in learning activities, especially in challenging subjects such as physics.

Physics is a subject that can be considered interesting and enjoyable since physics concepts can be connected to everyday phenomena [18]. However, in practice, this assertion is not entirely accurate. During an interview with a physics teacher at MAN 3 Bantul Yogyakarta, when students were asked why they did not attend class, the response indicated that they were afraid. The teacher attributes this to the prevailing perception of physics classes as intimidating and disconcerting for children. Additionally, students perceive physics as a challenging subject. Consequently, students encounter challenges in associating the learned material with its practical applications in their daily lives [19].

Based on interviews with physics teachers at MAN 3 Bantul Yogyakarta, it was found that student engagement in physics learning remains relatively low. Many students appeared unfocused and did not actively participate in learning activities. There is a noticeable disparity in engagement, with some students showing genuine interest, while others remain passive during lessons. Additionally, instances of students leaving the classroom during lessons for personal reasons, such as using the restroom, further indicate a lack of active participation in the learning process.

Further interviews exploring students' confidence in learning physics revealed that those who claimed to be confident often exhibited low levels of engagement during class. Many students were hesitant to respond to teachers' questions and lacked the initiative to seek alternative solutions when they were unsure. This lack of confidence correlates with poor academic performance, as shown by documentation of grade XI students' physics results, which remain below the minimum passing grade of 74, especially in topics such as traveling waves. Notably, no student achieved a perfect score, and the lowest score recorded was 20 in class XI MIPA 3. These findings highlight the need to enhance both student engagement and confidence to improve learning outcomes.

These challenges in physics learning suggest the presence of underlying psychological barriers that hinder students' ability to engage meaningfully with the

subject. However, limited research has explored how internal psychological factors, such as self-awareness and self-esteem, contribute to students' engagement and achievement in physics learning contexts. Based on this description, researchers are interested in investigating the extent of the relationship between self-awareness and self-esteem on students' learning outcomes in physics. This study focused on Grade XI students to see the relationship between these two psychological factors and their academic performance. Thus, this study is expected to contribute to efforts to improve the effectiveness of physics learning through approaches that consider students' psychological conditions.

B. Method

This research utilizes a quantitative approach, specifically categorized as correlational research, as it aims to examine the relationship between variables. The study was carried out at MAN 3 Bantul Yogyakarta during the second semester of the 2023–2024 academic year, specifically in July 2024. The participants in this research were students from class XI MIPA, who were selected to explore the connections between psychological factors and their physics learning outcomes.

The study's sample was determined using saturated sampling, also known as total sampling, which falls under the category of non-probability sampling. Saturated sampling is a sampling technique in which every member of the population is considered a sample. The population of this study comprised the students of MAN 3 Bantul Yogyakarta class XI MIPA, with a total of 93 students. The study's sample comprised 93 students from grade 11 MIPA at the State Aliyah Madrasah in the Yogyakarta area. The rationale behind employing the entire population as a sample is that these students are considered a representative sample of the larger population. This approach aligns with Arikunto's [20] assertion that, for sample sizes less than 100, it is preferable to utilize the entire population, thereby ensuring the study's validity as a population study. In instances where the population is substantial, a more judicious approach entails the selection of 10-15% or 20-25% of the population, as outlined by Arikunto [20]. In this study, the population was less than 100, thus researchers made the entire population into research samples, or saturated samples of 93. Table 1 shows sample data based on gender.

Table 1 Demographics of Respondents Based on Gender

Gender	Number of Students	Persentage of Respondents
Male	36	38,7%
Female	57	61,3%
Total	93	100%

Data collection in this study was carried out through three methods, namely tests, documentation, and interviews. The tests used were psychological tests with Likert

scale instruments to measure students' self-awareness and self-esteem. This scale was designed to take the scores of the two variables, which were then analyzed to see the relationship with physics learning outcomes. The validation of the self-awareness and self-esteem questionnaire instruments was carried out using content validity. This type of validity was assessed through expert judgment by consulting with three subject matter experts [21]. To quantify the results of the expert evaluations, the Content Validity Ratio (CVR) method developed by Lawshe was applied [22]. Based on the validation process, all items in both the self-awareness and self-esteem questionnaires received a CVR value of 1. This indicates that all three experts unanimously agreed that each statement item was essential. As a result, all 31 items in the self-awareness instrument and all 43 items in the self-esteem instrument were declared content valid and suitable for use in the study.

In addition, the documentation technique was used to obtain data on even semester final assessment (PAS) scores for the 2023/2024 academic year. The students' PAS scores were obtained from the physics teacher of class XI MIPA at MAN 3 Bantul, Yogyakarta, and then the average was calculated. Interview technique was also applied to complete the research data. The interview was conducted with the physics teacher before the implementation of the research and with three students after the research was completed. The interviews aimed to obtain inclusive, comprehensive, and in-depth information related to students' engagement and confidence in physics learning. The data obtained from the three methods complement each other to provide a complete picture of the relationship between self-awareness, self-esteem, and students' physics learning outcomes.

C. Result and Discussion

This study aims to determine the relationship between self-awareness and self-esteem with physics learning outcomes of students in class XI MIPA at MAN 3 Bantul Yogyakarta. Data on self-awareness and self-esteem were obtained through tests using a questionnaire instrument with a Likert scale that includes positive and negative statements, with scores ranging from 1 (strongly disagree) to 5 (strongly agree). This questionnaire was distributed to the entire research sample. The self-awareness questionnaire instrument was adapted from research conducted by Sari [23], which includes three indicators of self-awareness, namely accurate self-recognition, self-confidence, and the ability to recognize emotions, which were described in 31 statements. These indicators are based on the concept of self-awareness, according to Baron & Byrne [24]. Meanwhile, the self-esteem questionnaire instrument was adapted from Maliana's research [25], which includes three indicators, namely feelings of acceptance, feelings of ability, and feelings of worth, which are described in 43 statements. These indicators refer to the components of self-esteem according to Felker [26]. The content validity of the adapted instrument was tested by three

experts using CVR (Content Validity Ratio) developed by Lawshe [22], and all statements were declared valid with an average value of 1.

Data on physics learning outcomes were obtained from the documentation of the results of the Physics End of Semester Assessment (PAS) in even semester which was held on May 27, 2024. The materials tested on the PAS include sound waves, optical devices, and global warming symptoms. The PAS questions consisted of 25 multiple choice questions covering topics such as the Doppler effect, convex mirrors, positive lenses, types of optical devices, eye defects, as well as calculations of lens power and microscope magnification. These questions were prepared by the class teacher according to the material taught during the even semester of the 2023/2024 academic year.

After the data was collected, descriptive statistical analysis was conducted to provide an overview of the data obtained without drawing general conclusions [25]. This analysis produces a description of the data in the form of mean, standard deviation, highest score, and lowest score. The results of the descriptive analysis of the data of the three research variables are shown in Table 2. This descriptive statistical analysis helps in understanding the distribution of the values of the variables in the sample and provides an initial understanding of the variables studied.

Table 2 Descriptive Analysis Results for Each Research Variable

Descriptive Statistic Parameters	Research Variable		
	Self-awareness	Self-esteem	Student Physics Learning Outcomes
Lowest Value	33	77	40
Highest Value	139	188	88
Average	74,90	144.0968	66.19355
Standard Deviation	21.42	19.25067	11.74388

To meet the prerequisites for conducting a correlation test, normality and linearity tests were performed to assess the distribution and relationship patterns of the study variables. The Kolmogorov-Smirnov test, conducted using IBM SPSS Statistics 16, was employed to test for normality. The results showed significance values (Sig.) greater than 0.05 for self-awareness, self-esteem, and physics learning outcomes, indicating that the data are normally distributed. Additionally, the linearity test results also showed significance values greater than 0.05 for each variable pair, confirming that the relationships among the variables are linear.

To examine the relationship between self-awareness and self-esteem with physics learning outcomes, a Product Moment correlation test was conducted using the IBM SPSS Statistics 16 program. The results are summarized in Table 3 and Table 4.

Table 3 Correlation Test Results of Self-awareness and Physics Learning Outcomes

Data	Self-Awareness*Learning Outcome
Sig.	0,000
A	0,05
Pearson Coefficient	0,387
Terms	Asym. Sig < α, then the self-awareness variable is related to the physics learning outcomes variable
Conclusion	Self-awareness variable is related to physics learning outcome variable

Table 4 Correlation Test Results of Self-esteem and Physics Learning Outcomes

Data	Self-esteem*Learning Outcome
Sig.	0,000
A	0,05
Pearson Coefficient	0,396
Terms	Asym. Sig < α, then the self-esteem variable is related to the physics learning outcomes variable
Conclusion	Self-esteem variable is related to physics learning outcome variable

Table 3 and Table 4 show that both self-awareness and self-esteem have a significant relationship with physics learning outcomes, as indicated by significance values (Sig.) less than 0.05. This confirms that the variables are statistically correlated. However, the Pearson Correlation coefficients of 0.387 for self-awareness and 0.396 for self-esteem indicate that the strength of these relationships is relatively low.

Relation between Self-awareness and Physics Learning Outcomes

The correlation test results presented in Table 3 show that there is a significant relationship between self-awareness and physics learning outcomes of students in class XI MIPA at MAN 3 Bantul Yogyakarta. Self-awareness in this study is measured through three main indicators, namely accurate self-recognition, self-confidence, and ability to recognize emotions. To gain a deeper understanding of the tendency of scores on the self-awareness instrument and its relationship with students' learning outcomes, researchers conducted interviews with three respondents who were randomly selected based on their scores on the self-awareness scale and physics learning outcomes.

On the first indicator, accurate self-recognition, exploration was conducted through the statement "I compare myself with others". The interview results showed that respondents gave various answers. Respondent 1 who had high self-awareness scores and learning outcomes answered no, with the reason being that she wanted to love herself and accept her shortcomings. In contrast, respondents 2 and 3 who have moderate self-awareness scores and learning outcomes answered yes, with the motivation to improve themselves. Furthermore, on the statement "I don't know what

I am good at", all three respondents answered no, indicating that they have recognized their respective interests and potentials, although they have not fully mastered them. This data indicates that students with accurate self-recognition tend to know the best way to learn and adapt it to their potential, which contributes to better learning outcomes. This is in line with the findings of Qowimah et al. [27] who stated that self-recognition is an important foundation in academic achievement.

The second indicator, self-confidence, includes aspects of responsibility, decision-making and future planning. All respondents answered no to the statement "I am lazy to do physics assignments", which indicates a sense of responsibility towards the learning process. However, differences emerged in the statement "I find it difficult to be consistent with my own decisions". Respondent 1 (high learning score) answered no because she has a strong stance, while respondents 2 and 3 (medium and low learning scores) answered yes because they are easily influenced by friends' opinions. This difference reinforces the finding that students with high levels of self-confidence are not only able to plan for their future but are also consistent in their learning actions, which contributes to high learning outcomes. This result is supported by Mumpuni's research [28] which confirms that self-confidence is positively correlated with academic achievement.

The third indicator, the ability to recognize emotions, includes the ability to manage emotions, be assertive, and adapt to the environment. On the statement "I am able to do all the tasks myself", respondents 1 and 3 answered no because they felt they still needed help, while respondent 2 answered yes if they understood the material. The learning outcomes of these respondents also reflect that students who can recognize emotions tend to be able to adjust how they learn to their emotional and social conditions. In addition, on the statement "I accept well any criticism addressed to me", all respondents answered yes, which shows that they have openness to input. This is an important factor in improving learning outcomes, as criticism is considered a means of self-evaluation. This finding is reinforced by Maharani and Mustika's research [9], which states that emotion management contributes to learning effectiveness.

Statistically, the Pearson Product Moment correlation test results produced a significance value of 0.000 with a correlation coefficient of 0.387 which indicates a significant relationship between self-awareness and student physics learning outcomes. Although the strength of the correlation is low, this significant relationship indicates that an increase in students' self-awareness is directly proportional to an increase in physics learning outcomes. Conversely, students with low self-awareness scores tend to have lower learning outcomes. The consistency between quantitative data and interview results reinforces the conclusion that self-awareness is an important factor affecting students' academic achievement. This finding is also in line with the research of Taufiq et al. [29] which emphasized the importance of self-awareness in

motivating students to learn physics, as well as Nafi'ah's research [30] which proved a positive relationship between self-awareness and student achievement. Thus, it can be accepted that there is a significant relationship between self-awareness and physics learning outcomes of students in class XI MIPA at MAN 3 Bantul Yogyakarta.

Relation between Self-esteem and Physics Learning Outcomes

The self-esteem component in this study includes three main indicators, namely feelings of acceptance, feelings of ability, and feelings of worth. These three indicators are closely related to the student learning process as reflected in the self-esteem scale statements. To strengthen the quantitative results regarding the relationship between self-esteem and physics learning outcomes, interviews were conducted with three respondents who had different self-esteem scores and physics learning outcomes.

The first indicator, feeling accepted, was explored through the statement "it took me a long time to adjust". Respondents 1 and 2 answered "yes", while respondent 3 answered "no". Respondent 1, who had moderate physics learning outcomes, felt the need to understand the situation before interacting, while respondent 2, although extroverted, found it difficult to start a conversation. Respondent 3, who had higher learning outcomes, stated that she had no difficulty adjusting. The ability to adapt to the social environment shows that students who feel accepted will be more comfortable in the learning environment, more active in discussions, and open to cooperation, which has a positive impact on learning outcomes.

On the statement "I prefer to talk with friends rather than pay attention to the subject matter in class", all respondents answered "no". This shows an awareness to focus on learning to achieve good grades. This attitude reflects that social acceptance does not necessarily distract from the learning process but can support student engagement in class. This finding is in line with the results of Nuraini's research [4] which states that students with good feelings of acceptance will more easily adjust to group learning, which has a positive impact on learning outcomes.

The second indicator, feeling capable, was examined through the statement "I do not feel proud of myself". All three respondents answered "no", indicating that they have pride in their own achievements, even though their grades are not high in general. This is in line with the achievement of student learning outcomes, because students who feel capable will be more confident in facing academic challenges and tend to set realistic and measurable learning targets.

On the statement "I complain easily if I feel difficult", respondents 1 and 3 (with high learning outcomes) answered "no", indicating perseverance and adaptive strategies such as asking friends. In contrast, respondent 2 (with lower learning outcomes) answered "yes", but only complained to herself, not to others. This finding shows that students who feel capable tend to have resilience in dealing with learning difficulties, which has a positive impact on their learning outcomes. This is reinforced

by Verdianingsih's findings [14] showing that feelings of capability correlate with clear academic goals and high learning enthusiasm.

The third indicator, feelings of worth, was examined through the statement "I often imagine being someone else". Respondents 1 and 3 answered "no", indicating self-acceptance, while respondent 2 answered "yes", because she imagines being the one who is prioritized in the family. In terms of learning outcomes, respondents who perceive themselves as valuable tend not to compare themselves negatively, and focus more on self-development, which affects their academic performance.

In the statement "I easily panic when working on tasks that I am not proficient in," respondent 1 (high academic achiever) answered "yes," indicating performance pressure, but still did their best. Respondents 2 and 3 answered "no," using strategies such as seeking references and asking friends. This indicates that a sense of worth encourages students to manage academic stress better, which impacts the quality of their learning outcomes. Nopirda et al. [17] also emphasize that students who can self-assess positively tend to have good emotional management skills in learning.

The results of the second correlation test reinforce the interview findings, indicating that there is a significant relationship between self-esteem and students' physics learning outcomes. The results of the Pearson correlation test show a significance value of 0.000 and a coefficient of 0.396, which falls into the category of low but significant correlation. This means that an increase in self-esteem tends to be followed by an improvement in students' physics learning outcomes. These findings are consistent with the research of Astika et al. [31] and Hidayat & Perdana [32], which show a positive relationship between self-esteem and academic achievement. Moreover, individuals with high self-esteem tend to be more confident, have better self-control, and strive to actualize themselves through optimal academic achievements [35]. Thus, the interview results reinforce the quantitative findings that self-esteem is an important psychological factor influencing students' academic achievements, particularly in physics learning. It can be concluded that there is a significant relationship between self-esteem and the physics learning outcomes of XI MIPA students at MAN 3 Bantul Yogyakarta.

D. Conclusion

Based on the results of research on the relationship between self-awareness and self-esteem with physics learning outcomes of grade XI students at MAN 3 Bantul, Yogyakarta, it is concluded that there is a significant relationship between the two psychological variables and student physics learning outcomes. First, there is a significant relationship between self-awareness and physics learning outcomes of students in class XI MIPA, with a correlation value of 0.387 and a significance of 0.000. Although this correlation is in the low category, this result shows that the higher the level of self-awareness of students, the better the physics learning outcomes tend

to be. Second, self-esteem also shows a significant relationship with physics learning outcomes, with a correlation value of 0.396 and a significance of 0.000. Just like self-awareness, this relationship is also in the low category but still shows a positive influence between students' self-esteem and academic achievement in physics subjects. The conclusion of this study shows that self-awareness and self-esteem have a significant relationship with the physics learning outcomes of students in class XI MIPA at MAN 3 Bantul, Yogyakarta. Although the correlation level is relatively low, these two psychological factors are proven to contribute positively to students' academic achievement. Therefore, the development of self-awareness and self-esteem in the learning process needs attention to optimally support the improvement of students' physics learning outcomes.

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