JHSS (Journal of Humanities and Social Studies) *Volume 08, Number 03, Page 1029-1038*
https://journal.unpak.ac.id/index.php/jhss *e-ISSN: 2598-120X; p-ISSN: 2598-117X*

THE INFLUENCE OF STUDENT SELF-MANAGEMENT ON THE LEARNING OUTCOMES OF EIGHTH GRADE STUDENTS AT PONDOK PESANTREN DARUS SHOLIHIN

Ummutu Sakdiah Nasution[a*)], Sakinah Ubudiyah Siregar[a)], Lily Rohanita Hasibuan[a)]

[a)] *Univeristas Labuhanbatu, Labuhanbatu, Indonesia*

[*)]*Corresponding Author: ummutusakdiah39@gmail.com*

Article history: received 10 November 2024; revised 21 November 2024; accepted 27 December 2024 *DOI: https://doi.org/10.33751/jhss.v8i3.11446*

Abstract. This research aims to determine the influence of students' self-management on the learning outcomes of eighth-grade students at Pondok Pesantren Darus Sholihin. Self-management refers to an individual's ability to regulate emotions, time, and behavior in achieving specific goals, particularly in an academic context. This type of research is an Ex Post Facto study with a quantitative approach. The sample of this study consists of 25 students from class VIII A Pondok Pesantren Darus Shalihin Labuhanbatu, determined using the Cluster Random Sampling technique. The data for this research were collected using two instruments: a self-management questionnaire and students' academic mathematics scores as indicators of learning outcomes. The results of this study used a Simple Linear Regression Test which showed a significance level of 0.000. This means that the significance level of the research is less than the significance level of 0.05. Thus, self-management significantly positively affects students' learning outcomes.

Keywords: Self-Management. Learning Outcomes

1. INTRODUCTION

Education is the main pillar in the formation of a new, quality generation. Education is also a conscious effort to ensure the transmission of cultural heritage from one generation to the next. Education is an aspect that plays an important role in the progress of every nation; it is only right that the world of education should be scrutinized and become the focus of government attention in order to improve the quality of human resources.(Sulasmi, 2020). According to Nietzsche in the journal by Yusawinur Barella, education is a process that liberates individuals from social and normative limitations. Nietzsche emphasizes the importance of good moral education to help students grow into better moral individuals (Barella Yusawinur et al., 2024). Education makes this generation a model for the lessons of the previous generation. (Rahman et al., 2022)To improve the quality of education, innovation in learning is very important. According to Trianto in the Mentari Hutasoit newspaper, "Education aims to develop the potential of students to become individuals who are faithful and devoted to God Almighty, noble in character, healthy, educated, skilled, creative, independent, and become democratic and responsible citizens." (Hutahean et al., 2024). Education, according to Meier (2009), aims to prepare humans to face various changes that require mental strength, awareness, and creativity. (Yandi et al., 2023)Mathematics is a universal science that has become an integral part of human life since ancient times. The development of mathematics has paralleled human civilization, from simple counting for trade to complex calculations in the fields of science and technology. The achievement of mathematics education can be seen from students' ability to complete mathematics learning tasks, students' ability to apply the goals of mathematics education in everyday life, to implement it, making mathematics an important part of students' lives. (Putra & Milenia, 2021). Mathematics is a science whose truths are absolute, cannot be revised because it is based on pure deduction which is a unified system in mathematical proof. (Sinaga et al., 2021). According to Andriyani (2008), Mathematics is the queen of sciences or the mother of science, meaning that mathematics is the source of other sciences.

There is so much knowledge, discovery, and development that depends on mathematics (Afsari et al., 2021). According to Basuki (2015, 121), mathematics supports the continuity of human life and is the reason why humans must study mathematics. (Indra Martha Rusmana & Dwi Santi Wulandari, 2020) Mathematics trains us to become more meticulous and not careless. For example, when we are calculating something and then we feel uncertain about the result, doesn't that make us aware of the mistake and

recalculate to avoid getting the wrong result? well, from that problem, it can be concluded that mathematics can make us more meticulous and not careless. (Mytra et al., 2023) Mathematics education in schools is a foundation for the beginning of the formation of an advanced society (Andriono, 2021). Therefore, mathematics education needs to be significantly improved.

Therefore, with the advancement of this era, the quality of education in Indonesia must be improved, especially in the field of mathematics. However, many students do not like mathematics because they consider it a boring and difficult subject to understand. Abdurrahman (2019) said: "Mathematics is considered the most difficult subject for students, both for those who do not have learning difficulties and for those who do." The learning process undertaken by students must develop their learning achievements, as their achievements are related to the attainment of cognitive, affective, and psychomotor aspects. This is in line with Fatimah's (2011:95) view which states: "in the context of learning, there are several standards that can be used to determine students' learning outcomes." One of the standards used is academic achievement, which refers to the success of educational taxonomy. Including cognitive, affective, and psychomotor aspects. This is also emphasized by Sudjana in Fatimah (2011:95) who states that academic achievement or learning outcomes refer to the attainment of cognitive, affective, and psychomotor aspects. (Lestari, 2023). The low quality of education can be seen in some students who achieve high grades but are less capable of applying their knowledge.The low mathematics learning outcomes of students are also caused by difficulties in understanding mathematics and students being less motivated to learn mathematics due to study habits.

II. RESEARCH METHOD

The type of research is Ex Post Facto research, according to Wahyudin (2015), which is research where the independent variables have occurred when the researcher begins with the observation of the dependent variable in a study (S. Permadi et al., 2020). According to Wiratna Sujarweni (2014) in the journal by Nidia Sudiarni, the population is the total number consisting of objects or subjects that have certain characteristics and qualities determined by the researcher to be studied and concluded.(Suriani et al., 2023) The population in this study consists of all eighth-grade students at Pondok Pesantren Darus Sholihin. The sample in this study is the eighth-grade students of class VIII-A at Pondok Pesantren Darus Sholihin. A sample is a part of the quantity and characteristics possessed by the population. According to Delice (2010), sampling is a technique (procedure or device) used by researchers to systematically select a relatively smaller number of items or individuals (subset) from a predetermined population to serve as subjects (data sources) for observation or experimentation according to the study's objectives. (Firmansyah & Dede, 2022). Cluster/area sampling techniques are used to determine a sample when the object to be studied or the data source is very large, such as the population of a country, province, or district. To determine which residents will be used as data sources, the sampling is based on regions of the established population. (Abdul Wahab, 2022). The place and time of this research will be conducted at Pondok Pesantren Darus Sholihin, located in Aek Paing, Rantau Utara District, Labuhanbatu Regency, North Sumatra. This research will be conducted in the odd semester of the 2024/2025 academic year, starting from November 25 to November 26, 2024. In this study, the instruments used to collect data consist of several components designed to measure the variables being investigated, namely student self-management and mathematics learning outcomes. Data were collected using a questionnaire consisting of 20 questions and the students' academic math scores.

III. RESULT AND DISCUSSION

Table 1 Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self management	25	69	89	80.88	6.591
Learning outcomes	25	75	95	85.00	7.217
Valid N (Listwise)	25				

To analyze the relationship between self-management and learning outcomes, a descriptive statistical analysis of both variables was first conducted. Based on the obtained results, the average (mean) score for self-management is 80.88 with a standard deviation of 6.591. shows that most respondents have a fairly good level of self-management, although there is significant variation. Meanwhile, the average learning outcomes of the respondents were 85.00 with a standard deviation of 7.21, indicating that most respondents achieved good learning outcomes, but with slight variation among individuals. The normality test is used to analyze whether the obtained data is normally distributed or not. This is very important in many statistical analyses, especially in the application of techniques that assume the data is normally distributed.

Table 2. Normality Test

One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		25
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	5.35688214
Most Extreme Differences	Absolute	.108
	Positive	.091
	Negative	-.108
Test Statistic		.108
Asymp. Sig. (2-tailed)		.200[c,d]

The normality test above uses the Kolmogorov-Smirnov method, and the results of the normality test above show that the significance level is 0.200. This means that the significance level is greater than the fixed significance level (0.05). Therefore, it can be concluded that the data is normally distributed. The linearity test is used to determine whether the relationship between two variables in a model is linear or not. This test is important to ensure that the model used corresponds to the form of the relationship present in the data.

Table 3. Linearity Test

Anova Table

			Sum Of Squares	Df	Mean Square	F	Sig.
Learning Outcomes * Self-Management	Between Groups	(Combined)	970.833	14	69.345	2.484	.076
		Linearity	561.292	1	561.292	20.106	.001
		Deviation From Linearity	409.542	13	31.503	1.128	.432
	Within Groups		279.167	10	27.917		
	Total		1250.000	24			

Based on Table 2, the results of the linearity test of the relationship between the independent variable X and the dependent variable Y using the Analysis of Variance (ANOVA) method show a significance value of 0.432, which means the significance value is greater than the fixed significance level (0.05) in the Deviation from Linearity column. It can be concluded that the relationship between variable X and variable Y is linear.

Table 4 Simple Linear Regression Test

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	25.657	13.750		1.866	.075
Self management	.734	.169	.670	4.330	.000

a. Dependent Variable: learning outcomes

The direction of the regression coefficient of the students' self-management variable towards students' learning outcomes is 0.670 with a positive direction and a significance level of 0.000. This indicates that the significance level of the research is less than the significance level of 0.05. Thus, self-management significantly positively affects students' learning outcomes.

Table 5. coefissient determination (R^2)

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.670[a]	.449	.425	5.472

a. Predictors: (Constant), Self management
b. Dependent Variable: learning outcomes

Based on the results of the Simple Linear Regression Test, the Adjusted R Square value is 0.425. This means that the variability of the dependent variable that can be explained by the variability of the independent variable is 42.5%.

IV. CONCLUSSION

Based on the data obtained from this research, the conclusions that can be drawn by the researcher in this study are as follows: 1. There is a significant positive relationship between students' self-management and their learning outcomes. The regression coefficient value of 0.670 indicates that each one-unit increase in student self-management will be associated with an improvement in student learning outcomes. The direction of this relationship is positive, which means that the better the students' self-management, the higher the learning outcomes achieved. 2. The significance level of 0.000 indicates that the relationship between self-management and student learning outcomes is statistically very significant, as this significance value is less than 0.05 (the threshold value typically used in hypothesis testing). Therefore, it can be concluded that students' self-management has a significantly positive impact on their learning outcomes. This means that improvements in the aspect of self-management among students can contribute to better learning outcomes achieved by the students.

REFERENCES

[1] Abdul Wahab, J. (2022). Jurnal Pendidikan dan Teknologi Kesehatan. Jurnal Pendidikan Dan Teknologi Kesehatan, 5(1), 42–49.

[2] Afsari, S., Safitri, I., Harahap, S. K., & Munthe, L. S. (2021). Systematic Literature Review: Efektivitas Pendekatan Pendidikan Matematika Realistik Pada Pembelajaran Matematika. Indonesian Journal of Intellectual Publication, 1(3), 189–197. https://doi.org/10.51577/ijipublication.v1i3.117

[3] Andriono, R. (2021). Analisis Peran Etnomatematika dalam Pembelajaran Matematika. ANARGYA: Jurnal Ilmiah Pendidikan Matematika, 4(2). https://doi.org/10.24176/anargya.v4i2.6370

[4] Apriyanti, M. E. (2020). Pentingnya Manajemen Diri Dalam Berwirausaha. Jurnal USAHA, 1(1), 14–24. https://doi.org/10.30998/juuk.v1i1.290

[5] Barella Yusawinur, Fergina Ana, Marjuni Andi, & Achruh Andi. (2024). Eksplorasi Definisi Filsafat Pendidikan Menurut Para Ahli: Suatu Tinjauan Literatur. Jurnal Review Pendidikan Dan Pengajaran, 7(2), 4042–4047.

[6] Firmansyah, D., & Dede. (2022). Teknik Pengambilan Sampel Umum dalam Metodologi. Jurnal Ilmiah Pendidikan Holistik (JIPH), 1(2), 85–114.

[7] Hutahean, M., Siregar, S. U., & Pasaribu, L. H. (2024). Pengaruh Kemampuan Mengelola Diri terhadap Prestasi Belajar Matematika Siswa Kelas VII SMP Negeri 2 Rantau Utara. GAUSS: Jurnal Pendidikan Matematika, 7(1), 23–32. https://doi.org/10.30656/gauss.v7i1.8545

[8] Indra Martha Rusmana, & Dwi Santi Wulandari. (2020). Pengaruh Gaya Belajar Dan Kecerdasan Logika Matematika Terhadap Prestasi Belajar Matematika. Jurnal Lebesgue : Jurnal Ilmiah Pendidikan Matematika, Matematika Dan Statistika, 1(2), 76–81. https://doi.org/10.46306/lb.v1i2.18

[9] Lestari, Y. D. (2023). Pentingnya Media Pembelajaran dalam Meningkatkan Hasil Belajar di Sekolah Dasar. Lentera: Jurnal Ilmiah Kependidikan, 16(1), 73–80. https://doi.org/10.52217/lentera.v16i1.1081
[10] Mytra, P., Kaharuddin, A., Fatimah, F., & Fitriani, F. (2023). Filsafat Pendidikan Matematika (Matematika Sebagai Alat Pikir Dan Bahasa Ilmu). AL JABAR: Jurnal Pendidikan Dan Pembelajaran Matematika, 2(2), 60–71. https://doi.org/10.46773/aljabar.v2i2.731
[11] Nabillah, T., & Abadi, A. P. (2019). Faktor penyebab rendahnya hasil belajar siswa. 659–663.
[12] Putra, A., & Milenia, I. F. (2021). Systematic Literature Review: Media Komik dalam Pembelajaran Matematika. Mathema: Jurnal Pendidikan Matematika, 3(1), 30. https://doi.org/10.33365/jm.v3i1.951
[13] Putri, M., Giatman, M., & Ernawati, E. (2021). Manajemen Kesiswaan terhadap Hasil Belajar. JRTI (Jurnal Riset Tindakan Indonesia), 6(2), 119. https://doi.org/10.29210/3003907000
[14] Rahman, A., Munandar, S. A., Fitriani, A., Karlina, Y., & Yumriani. (2022). Pengertian Pendidikan, Ilmu Pendidikan dan Unsur-Unsur Pendidikan. Al Urwatul Wutsqa: Kajian Pendidikan Islam, 2(1), 1–8.
[15] S. Permadi, A., Purtina, A., & Jailani, M. (2020). Pengaruh Pemanfaatan Teknologi Informasi Dan Komunikasi Terhadap Motivasi Belajar. Tunas: Jurnal Pendidikan Guru Sekolah Dasar, 6(1), 16–21. https://doi.org/10.33084/tunas.v6i1.2071
[16] Setyawan, B., & Mahmudah, F. N. (2022). Implementasi Manajemen Diri Siswa Untuk Meningkatkan Prestasi Belajar. Indonesian Journal of Education and Learning, 5(2), 64–71. https://doi.org/10.31002/ijel.v5i2.3947
[17] Sinaga, W., Parhusip, B. H., Tarigan, R., & Sitepu, S. (2021). Perkembangan Matematika Dalam Filsafat dan Aliran Formalisme Yang Terkandung Dalam Filsafat Matematika [The Development of Mathematics in Philosophy and the School of Formalism Contained in Mathematical Philosophy]. SEPREN: Journal of Mathematics Education and Applied, 02(02), 17–22.
[18] Sulasmi, E. (2020). Analisis Faktor-Faktor Yang Mempengaruhi Prestasi Belajar Ditinjau Dari Aspek Manajemen Minat Belajar Siswa PENDAHULUAN Pendidikan merupakan aspek yang memegang peran penting dalam kemajuan setiap bangsa , sudah seharusnya jika dunia pendidikan perlu dice. Jurnal Manajemen Pendidikan Dasar, Menengah Dan Tinggi (JMP-DMT), 1(1), 10–17. http://jurnal.umsu.ac.id/index.php/JMP-DMT/article/view/3920
[19] Suriani, N., Risnita, & Jailani, M. S. (2023). Konsep Populasi dan Sampling Serta Pemilihan Partisipan Ditinjau Dari Penelitian Ilmiah Pendidikan. Jurnal IHSAN : Jurnal Pendidikan Islam, 1(2), 24–36. https://doi.org/10.61104/ihsan.v1i2.55
[20] Yandi, A., Nathania Kani Putri, A., & Syaza Kani Putri, Y. (2023). Faktor-Faktor Yang Mempengarui Hasil Belajar Peserta Didik (Literature Review). Jurnal Pendidikan Siber Nusantara, 1(1), 13–24.