



The Correlation between Self-Awareness and Cognitive Learning Outcomes in Social Studies of Grade IV Students

Indah Purnamasari^{1,*}, Dian Mayasari², Rini Setyowati³, Park Hae Woon⁴
STKIP Singkawang, Singkawang, Indonesia^{1,2,3}, Daegu University, Gyeongsan, South Korea⁴
24ipurnama@gmail.com¹, diansingkawang@gmail.com², rini1989setyowati@gmail.com³,
betmanbear@naver.com⁴

**)Corresponding author*

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ABSTRACT

The objectives of this study are: (1) to describe the self-awareness of grade IV students; (2) to describe the cognitive learning outcomes of grade IV students; (3) to find out how much of a correlation between self-awareness and cognitive learning outcomes. The research used was correlation research with a quantitative approach. The population and samples in the study were all grade IV students. The sampling technique in this study was the saturated sampling technique. The sampling technique was saturated sampling when all members of the population are used as samples. Data collection techniques in this study used questionnaires and documentation. Data analysis techniques by calculating the percentage of questionnaire scores obtained, the average, and correlation analysis with regression using Pearson product-moment. The results showed that (1) the results of calculating the scores of each indicator, indicator 3, namely having a mandir attitude, had a percentage of 84%, while the lowest percentage, namely indicator 1, recognized one's feelings and behaviours by 60%. The overall percentage of the student's self-awareness questionnaire score was 76.9%, which means each indicator is in a good category; (2) students' social studies cognitive learning outcomes in the average data of student scores of 70.69 were well categorized; and (3) there was a significant correlation between self-awareness and cognitive learning outcomes of social studies students with $t_{count} = 5.012 > t_{table} = 2.004$, a correlation coefficient value (r) of 0.56 in the sufficient category, and a determinant coefficient of 31.39%.

INTRODUCTION

Education is one of the strategic means for improving the quality of human resources, besides that education is also one of the benchmarks for the level of progress of a nation. The world of education is also expected to build a sense of awareness for humans to build their nation. And the learning process is not only the process of transferring knowledge carried out by the teacher to the students, but the

learning process is also oriented towards the students to wake up the knowledge that has been obtained. The teaching process is an interaction that is established between teachers and students, between students and teachers, and between students and students, these relationships are often referred to as interpersonal relationships. The relationship cooperates to achieve educational goals, especially in social studies learning.

Social Studies is a science that examines various integrated disciplines related to humans and the environment (Kristin, 2016: 76). The purpose of social studies learning is to shape students into good citizens, have skills and knowledge, as well as social care that is beneficial for the surrounding environment, country, and students themselves (Gunawan & Sulistyoningrum, 2016: 52). Social Studies has the most important position to shape the character of students which is manifested in daily behaviour as individuals, family members, communities in the life of the nation and state. Because these subjects are related to student attitudes and behaviors which include moral values contained in social studies learning.

In the learning process, the goal or objectives of learning are important components that must be achieved. Although the teaching and learning process is not entirely student-centred, what needs to be observed is that in essence, it is the learners who must learn and develop themselves. Thus, the teaching and learning process needs to be oriented to the needs and abilities of students. activities carried out in the teaching and learning process must be able to provide a pleasant and useful learning experience for students (Aman, 2011: 8).

The learning process can run well if the learning objectives that have been set can be achieved optimally. Improving the quality of student learning processes and outcomes needs to be pursued to obtain a good quality education. Learning outcomes are changes in student behaviour due to learning (Purwanto, 2011: 46). The behaviour change is caused because he achieves mastery over some materials given in the teaching and learning process.

Learning outcomes cannot be separated from the learning process carried out by students in teaching and learning activities. Learning outcomes are not only in the form of values, but also changes or improvements in attitudes, habits, knowledge, discipline, and so on that go in a positive direction. Therefore, learning outcomes are something that is considered important by most students, because it is a benchmark for success achieved by students during the learning process in the classroom. According to Ramadhan et al. (2017: 610), every student must have high cognitive learning outcomes because it is one of the benchmarks for success in the learning process.

According to Jahja (2012: 560), cognitive learning outcomes are a thought process, that is, an individual's ability to relate, judge, and consider an event or events. Cognitive relates to the level of intelligence that marks a person with a certain range of interests indicated by learning ideas. The realm of cognitive learning outcomes is a realm that includes mental activities (brains) related to the mental processes of how sensory impressions are recorded and stored in the brain. It's like thinking, remembering and understanding something. According to Anderson (2001), any effort that concerns brain activity is included in the cognitive realm. In the cognitive realm, there are six levels of thought processes, ranging from the lowest level to the highest level. The six levels are: (1) remember, (2) understand, (3) *apply*, (4) *analyze*, (5) *evaluate*, and (6) *create*.

Based on the results of pre-research at SDN 5 Singkawang, social studies learning outcomes are still low, it is obtained that there are 30% of students' average test scores still below KKM 65. From the information of teachers who teach in class IV obtained students lack self-awareness to do assignments, students do not recognize what are the advantages and disadvantages of themselves, students are also not able to make decisions correctly when studying, and students have not been able to evaluate themselves.

Good learning outcomes are a very strong attraction and a condition that every student yearns for. But in achieving these learning outcomes, not all students can maximize their potential because achieving learning outcomes is influenced by several factors. Some of these factors include external factors and internal factors. One of them is that internal factors are factors that come from within the student himself, including self-awareness. Sutton (2016: 646) says that "self-awareness can be *broadly defined as the extent to which people are consciously aware of their internal states and their interactions or relationships with others*", the statement can be interpreted as self-awareness can be defined that a person will consciously be aware of the internal state within himself and can interact healthily with others.

Self-awareness is the "basic capital" of counsellors in carrying out their duties (Flurentin, 2001). Self-understanding is a necessary condition before starting the process of understanding others. Intrapersonal and interpersonal dynamics should be considered an important component in the projection of beliefs, attitudes, opinions, and values. Testing one's thoughts and feelings allows counsellors to better understand the cultural "content" carried (Brown et al., 1988) in Elia (2012: 11). Solso et al. (2008: 240) posit that self-awareness is a physical and psychological process that has a reciprocal relationship with mental life related to life goals, emotions, and cognitive processes that follow. Self-awareness is one of the very important components in the learning process for students. The learning process is a process in which there are activities between teachers and students and mutual communication that takes place in educational situations to achieve learning goals (Rustaman, 2001: 461). Because self-awareness is the capital for students to acquire knowledge and education. Self-awareness is a tremendous underlying energy that lies in the consciously experienced mind, meaning the ability to do things and the ability to create things that happen. So self-awareness is something that can allow others to be able to observe themselves from the world (others), as well as that allows others to be able to place themselves in a situation.

Self-awareness belongs to the affective realm, but to realize it is related to the cognitive and psychomotor realms. The cognitive realm is meant when the individual is expected to understand and understand a context about himself and his environment. Mawardi & Handayani (2019) stated that students in learning are determined by factors in students known as internal factors and factors from outside the learner which are commonly known as external factors. Factors from within learners include *self-awareness*. *Self-awareness* based on Flurentin's research (2016) is a simple but difficult thing to do to develop in students.

The learning process must be carried out with the will and self-awareness from within so that the learners will have an extraordinary enthusiasm for learning. Therefore, it is very unfortunate that students still lack *self-awareness* in the learning process. In research, Rukminingrum et al. (2017) explained that *self-awareness* is related to student learning by knowing the ability to distinguish one's strengths and weaknesses. Individuals who have *self-awareness*, one of which is aware of their self-perception.

Self-awareness referred to in this study is about students' ability to understand themselves in learning activities, knowing their shortcomings and advantages, besides that *self-awareness* also helps students to think about making the right choice, and helps the learning process to be better. Students who have *self-awareness* will accept their abilities, shortcomings and advantages so that students are not wrong in deciding actions including the process of learning activities to achieve optimal learning outcomes during the learning process in class.

The results of research conducted by Rini et al. (2017) showed the result that there is a correlation between self-awareness and student history learning outcomes, the correlation shows a positive, namely the higher the value of self-awareness, the higher the value of history learning outcomes. Based on the description that has been described, it can be estimated that there is a correlation between self-awareness and student cognitive learning outcomes. This shows that there is a correlation between the two variables, but it is not yet known exactly how big the correlation between the two variables is,

so in-depth research is needed. Based on the problems that have general, this research aims to (1) describe the self-awareness of grade IV Students, (2) describe the cognitive learning outcomes of grade IV Students, and (3) find out how much of a correlation between self-awareness and cognitive learning outcomes.

METHOD

The type of research used in this study was correlation research with a quantitative approach. The correlation research method is a study that involves data collection activities to determine whether there is a relationship and degree of relationship between two or more variables (Widiasworo, 2019: 43). The population in this study was all grade IV students consisting of 3 classes totalling 57 students. Sugiyono (2018: 118) defined a sample as part of the number and characteristics possessed by that population. The sampling technique used in this study was saturated. The saturated sampling technique is a sample determination technique when all members of the population are used as samples (Hermawan, 2019: 66). It is used when the population is relatively small, with fewer than 30 people. The sample in this study was all grade IV students consisting of 3 classes totalling 57 students. The data collection techniques used in this study were questionnaire techniques and documentation of students' end-of-semester test results. The questionnaire technique in this study was used to determine the level of self-awareness in students. The self-awareness questionnaire contains a list of statements related to student self-awareness with self-awareness indicators. A measurement technique used to measure students' cognitive learning outcomes through end-of-semester test (UAS) scores. Data analysis techniques by calculating the percentage of questionnaire scores obtained, average, and correlation analysis with regression using Pearson product-moment correlation.

RESULTS AND DISCUSSION

Self-Awareness

Based on the calculations that had been done, for the results of the student *self-awareness* questionnaire as a whole, the average score was 86. Based on the results of data on student self-awareness as seen from the overall total score of the six *self-awareness* indicators of students in grade IV SDN 5 Singkawang, it was obtained from the questionnaire given to 57 students. The results of the student *self-awareness* questionnaire are presented in Table 1. Based on Table 1, it can be known that the very high criteria are 23 students and the height criteria has the most students which is 34 and the height criteria have an average of 52.

Table 1
Self-Awareness Questionnaire Score Criteria

No	Criterion	Range	Number of students	Average
1	Very High	80% < P < 100%	23	60
2	Height	60% < P < 80%	34	52
3	Currently	40% < P < 60%	0	0
4	Low	20% < P < 40%	0	0
5	Very Low	0% < P < 20%	0	0
Overall Average				56
Overall Criteria				Enough

Based on Table 2, it can be seen that the 3rd indicator, namely having an independent attitude, has the highest percentage of 84%, while the lowest percentage, namely the 1st indicator, recognizes one's feelings and behaviours by 60%. Then the overall percentage of the *self-awareness* questionnaire score was 76.9%, which means that the *self-awareness* in each indicator is already in the good category. Data was obtained in the form of questionnaire scores from grade IV students of SDN 5 Singkawang, totalling 57 students. Based on the distribution of student self-awareness questionnaires, student self-

awareness criteria are divided into 5 criteria, namely very high, high, medium, low and very low. Where the criteria are very high there are 23 students, in the high criteria there are 34 students, the criteria are enough 0 students, the low criteria are 0 students, and the criteria are very low 0 students. This shows that student self-awareness is good enough to see that student self-awareness questionnaires are mostly high and very high criteria.

Table 2
The Result of the Calculation of the Score of Each Self-Awareness Questionnaire Indicator

No	Indicators	Number of Values Per indicator	Per-indicator Average
1	Recognizing one's feelings and behaviours	438	60%
2	Recognizing one's strengths and weaknesses	491	72%
3	Have an independent attitude	574	84%
4	Be able to make the right decisions	564	82.45%
5	Skilled in expressing thoughts, feelings, opinions, and beliefs	554	80.99%
6	Can evaluate yourself	559	82%

When viewed from the results of calculating the score of each indicator, indicator 3, which has an independent attitude, has a percentage of 84%, while the lowest percentage, namely indicator 1, is recognizing one's feelings and behaviours by 60%. The overall percentage of the self-awareness questionnaire score is 76.9 which means that the self-awareness of SDN 5 Singkawang students in each indicator is in the good category. In line with the previous research by Maharani (2016) which occurred in respondents, it can be seen by providing questionnaires to respondents on the self-awareness of 60 students who were sampled in this study, 25 students had closed self-awareness from a percentage calculation of 41.7% and 35 students had open self-awareness from a percentage of 58.3%.

Cognitive Learning Outcomes

The mean of students' cognitive learning outcomes in even semester end-of-semester obtained 70.69, the average cognitive learning outcomes of students are as expected by the school, namely with a KKM score of 65. From these results, it can be concluded that student self-awareness is categorized as good and student cognitive learning outcomes are also categorized as good, so that student *self-awareness* is supported by student cognitive learning outcomes. The better the student's cognitive learning outcomes, the better the *student's self-awareness*.

In the research of Alidya et al. (2018), the results of learning history were carried out using daily test scores showing that out of 35 respondents, 10 respondents had high learning outcome criteria ranging from > 86.32 with a percentage of 28.6%. 19 respondents had moderate learning outcomes ranging from 55.68 to 86.32 with a percentage of 54.3 and 6 respondents had low learning outcome criteria ranging from <55.68 with a percentage of 14.1%.

The Correlation of Self-Awareness with Student Social Studies Cognitive Learning Outcomes

Before testing this hypothesis, researchers conduct normality tests and data linearity tests first.

a. Normality test

Test normality by using Kolmogorov-Smirnov (One Sample K-S) test with Excel 2013. Data is said to be normal if the probability (Sig.) > 0.05 is obtained the results of the normality test of self-awareness

questionnaire data and documentation of social studies cognitive learning outcomes can be seen in Table 3.

Table 3
Normality Test Results of Cognitive Learning Outcomes and Self-Awareness Questionnaire

Variable	D_{count}	D_{table} (Kolmogorov- Smirnov)	Information
Self-awareness	0,13734	0,1803	Usual
Cognitive learning outcomes	0,11752	0,1803	Usual

Based on Table 3, it can be seen that the normality of the *self-awareness* questionnaire is distributed normally with the decision $D_{count} < D_{table} = 0.13 < 0.1803$ then H_0 received, meaning that the data obtained is normally distributed. Then for the calculation of cognitive learning outcomes $D_{count} < D_{table} = 0.11 < 0.1803$ then H_0 received, meaning that the data obtained is normally distributed.

b. Linearity test

After conducting a normality test, it is next to conduct a linearity test. The linearity test of this study used Ms Excel's simple linear regression technique. The linearity test is used to determine whether there is a relationship between *self-awareness* (X) and student cognitive learning outcomes (Y). To find out the presence or absence of a linear relationship between *self-awareness* and student cognitive learning outcomes can be presented in Table 4.

Table 4
Linearity test of *Self Awareness* data and cognitive learning outcomes

ANOVA					
	<i>Df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	773.9636763	773.9636763	25.16516	5.83993E-06
Residual	55	1691.545096	30.75536537		
Total	56	2465.508772			

From Table 4, it can be seen that the variable X (self-awareness) obtained a significant value of 5.83. The value of the significant variable $X > 0.05$ then the conclusion is that there is a correlation between the variable X and the variable Y.

c. Hypothesis Test

After conducting a normality test and a linearity test, it is next to conduct a hypothesis test. This hypothesis test is used to see if there is a relationship between *self-awareness* (X) and the cognitive learning outcomes of social studies students (Y) in grade IV SDN 5 Singkawang. To find out whether or not there is a relationship between *self-awareness* and cognitive learning outcomes of social studies students can be presented as follows:

1) Determining the formulation of statistical hypotheses

H_0 : $\rho = 0$, there is no relationship between *self-awareness* and the cognitive learning outcomes of social studies students of grade IV SDN 5 Singkawang.

H_a : $\rho \neq 0$, there is a relationship between *self-awareness* and the cognitive learning outcomes of social studies students of grade IV SDN 5 Singkawang.

2) Calculating Pearson Product-Moment (PPM) correlation

Pearson product-moment correlation uses a ranking system, meaning that the data obtained will be arranged in order of largest to smallest. Then the data is ranked. For the same value is given an

average rating value. The results of the calculations that have been carried out by the researcher can be seen in Table 5.

Table 5
Pearson Product Moment Results of Self-Awareness (X) Correlation Calculation with Cognitive Learning Outcomes (Y)

PPM correlation	0.56
t_{count}	5.012
$t_{\text{table}} : \alpha$ (0.05), and dk = n-2	2.004
Category	There is a relationship/there is a relationship

Based on Table 5, it is known that the Pearson product-moment correlation is 0.56, which means it has sufficient criteria based on the degree of correlation. After obtaining a Pearson product-moment correlation value of 0.56, then looking for t_{count} with the number of students (n) = 57 people, obtained grades t_{table} by 5.012. Next determine t_{table} using a significant level is $\alpha = 0.05$ with the number of students (n)-2 = 57-2= 55 people so that a score is obtained t_{table} of 2.004. It is from the calculations that have been made that the result $t_{\text{count}} > t_{\text{table}}$ so H_a received and H_o rejected, meaning that there is a correlation between variables X (*self-awareness*) and Y (cognitive learning outcomes) with a correlation of 0.56. Therefore, the results showed that there was a correlation between *self-awareness* and the cognitive learning outcomes of social studies students in grade IV SDN 5 Singkawang.

3) Determining the Coefficient of Determinants (KD)

To analyze how much the correlation of variable X (*self-awareness*) with Y (social studies cognitive learning outcomes) is used, the formula of the coefficient of determinants/contribution of variables is used as follows:

$$KP = r^2 \times 100\%$$

After calculations using the KD/KP formula with a correlation value of 0.56, it is known that the relationship between the variables X (*self-awareness*) and Y (cognitive learning outcomes) is 31.39%. This means that the relationship between *self-awareness* and social studies cognitive learning outcomes of students is 31.39% with a correlation coefficient (r) of 0.56 in the category is sufficient.

Based on the analysis of *self-awareness* value data, the cognitive learning outcomes of 57 students showed that these variables were normally distributed, so in looking for the relationship between the two variables researchers used the Pearson product-moment (r) correlation analysis technique. The results of the analysis using Pearson product-moment showed a positive and significant correlation between *self-awareness* and student social studies cognitive learning outcomes. A positive correlation can be seen from the value of the correlation coefficient that is of positive value.

This can also be proven in the results of research used on grade IV students of SDN 5 Singkawang. Where student *self-awareness* is in the high category and student social studies cognitive learning outcomes are in the high category. So that if students in *self-awareness* are low, then the learning outcomes of social studies cognitive must be improved again. Therefore, it can be seen that *self-awareness* correlates with students' social studies cognitive learning outcomes.

So, the hypothesis states that there is a significant correlation between *self-awareness* and social studies cognitive learning outcomes of grade IV students of SDN 5 Singkawang proven, with a

correlation value (r) of 0.56, in line with previous research by Alidya et al. (2018) stated that self-awareness has a significant correlation with history learning outcomes with a value (r) of 0.84. Then judging by the value t_{count} which is greater than t_{table} ($0.94 > 0.38$) so H_a accepted which means that there is a significant correlation between self-awareness and the results of learning history.

So, the conclusion obtained from this study is that there is a correlation between self-awareness and student social studies cognitive learning outcomes, but this correlation is not too strong because the results of the Pearson product-moment correlation show that the coefficient value is on sufficient criteria.

CONCLUSIONS

Based on the results of the study, the percentage of the overall questionnaire score on each indicator: (1) recognizes one's feelings and behaviours with an average score of 60%; (2) recognizes one's strengths and weaknesses with an average score of 72%; (3) have an independent attitude average score of 84%; (4) can make the right decision with an average score of 82.45%; (5) skilled in expressing thoughts, feelings, opinions and beliefs on average score of 80.99%; and (6) can self-evaluate an average score of 82%. It could be seen that the 3rd indicator, namely having an independent attitude, has the highest percentage of 84%, while the lowest percentage, namely the 1st indicator, recognizes one's feelings and behaviours by 60%. Then the overall percentage of self-awareness questionnaire score was 76.9%, which means that the self-awareness in each indicator is already in the good category. The social studies cognitive learning outcomes in the data on average student scores of 70.69 in the good category with the average cognitive learning outcomes of students as expected by the school, namely with a KKM score of 65. There was a significant correlation between self-awareness and cognitive learning outcomes of social studies students with $t_{\text{count}} = 5.012 > t_{\text{table}} = 2.004$, a correlation coefficient value (r) of 0.56 in the sufficient category, and a determinant coefficient of 31.39%.

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