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**Self-Awareness Management and Student Learning Understanding  
Case Study in Politeknik Negeri Sriwijaya**

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**Rizal Afif Abdullah Napitupulu**

Politeknik Negeri Sriwijaya

[rizal.afif.abdullah@polsri.ac.id](mailto:rizal.afif.abdullah@polsri.ac.id)

**Ani Minarni**

Universitas Negeri Medan

[animinarni10@gmail.com](mailto:animinarni10@gmail.com)

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***Abstract***

Emotional intelligence has become an important part of achieving learning outcomes and has been proven by previous research. Self-awareness is part of emotional intelligence. Self-awareness student must be managed because it will contribute to the understanding of the student learning outcomes. So students can compete in facing a dynamic environment. This research study was to collect data and insights about student learning outcomes based on the level of self-awareness. The hypothesis of this study is that students who achieve good learning outcomes are students who have good self-awareness and have a positive influence on student learning outcomes. The research sample consisted of 30 students of Sriwijaya State Polytechnic, Bukit class and 11 students of Sriwijaya State Polytechnic, Banyuasin Class. Self-awareness and student learning outcomes were measured by a questionnaire with a Lickert scale. Then, the data were analyzed through SPSS software. The result is that self-awareness has a significant influence on student learning outcomes.

# Self-Awareness Management and Student Learning Understanding Case Study in Politeknik Negeri Sriwijaya

## Abstrak

Kecerdasan emosi telah menjadi bagian penting dalam mencapai hasil pembelajaran dan telah dibuktikan oleh penelitian sebelumnya. Self-awareness atau Kesadaran diri merupakan bagian dari kecerdasan emosional. Self-awareness siswa harus dikelola karena akan berkontribusi pada pemahaman hasil pembelajaran siswa itu sendiri. Sehingga nantinya mahasiswa dapat bersaing dalam menghadapi lingkungan yang dinamis. Studi penelitian ini adalah untuk mengumpulkan data dan wawasan tentang pemahaman pembelajaran siswa berdasarkan tingkat kesadaran diri siswa tersebut. Hipotesis dari penelitian ini adalah siswa yang mencapai hasil pembelajaran yang baik adalah siswa yang memiliki kesadaran diri yang baik dan memberikan pengaruh positif terhadap pemahaman pembelajaran siswa tersebut. Sampel penelitian terdiri dari 30 siswa Politeknik Negeri Sriwijaya Kampus Bukit dan 11 siswa Politeknik Negeri Sriwijaya Kampus Banyuasin. Kesadaran diri dan pemahaman pembelajaran siswa diukur dengan kuesioner dengan skala lickert. Kemudian, data dianalisis melalui Software SPSS. Hasilnya adalah Kesadaran diri memiliki pengaruh yang signifikan terhadap pemahaman pembelajaran siswa.

**Keywords:** Self-awareness, student learning understanding, Sriwijaya State Polytechnic

## Introduction

Human resources (HR) are a crucial aspect in the development process of a country, HR even plays a more important role in the progress of a country compared to natural resources (SDA). For example, Singapore, which has limited natural resources, can become a developed country thanks to the quality of its human resources. Becoming quality human resources needs to be nurtured from an early age, even from school days.

In the early 1940s, Wechsler, D (1940) discussed the concept of intelligence which includes both elements of intelligence which is cognitive intelligence (intellectual) and non-cognitive intelligence (emotional). This indicate that Intelligence not only IQ (intellectual intelligence) but also involve EQ (emotional intelligence). Whereas Goleman, (1996); Elias, Ubriaco, Reese et al., (1992) found that high emotional intelligence can contribute to the learning process of a student. This implies that emotional intelligence can improve student learning understanding also. On the other hand, Goleman, (1995) state emotional intelligence as self-awareness, self-regulation, motivation. This means that self-awareness is identified also as a crucial aspect of emotional intelligence, and it is even stronger than IQ in success in life. This means that self-awareness as a part and

aspect of emotional intelligence that can improve student learning understanding.

Currently, students at schools and universities in Indonesia are still trying to improve good results in learning outcomes. This will further improve the quality of human resources in Indonesia that can compete in dynamic environmental changes. This situation will be achieved if students can learn in their maximum learning condition. Of course, this needs to be managed so that each learning process can achieves maximum results. There are some students that only learn to come to school or university only because of the demands of their parents, but there are also students who study very seriously because they have a strong drive and desire to change their mind and lives.

In the other hand, Higgs and Dulewicz, (1999) give a broad definition of emotional intelligence which is understanding self-feelings and being able to dealing with those feelings without being influenced by them, being able to motivate oneself to complete work, be creative and strive reach the maximum level, notice the feelings of others and deal with social relationships effectively. The author hypothesizes that students who study very seriously because they have a strong drive and desire of their own are students who have good self-awareness.

The author hopes to get some ways to improve good learning outcomes through self-awareness. Whetten and Cameron (2011) argue that self-awareness is the key to improving good management. Self-awareness or self-awareness can be the key to students in managing or managing their personal self in a further learning process that is expected so that students get good learning outcomes. Sabariah (2013) found that students with high emotional intelligence have the potential to obtain better academic understanding.

Data analysis showed that there were significant differences for factors (self-awareness, self-motivation and empathy) on students' academic understanding. In short, superior academic understanding is the main target and goal of every student regardless of ethnic grouping, Yahaya, et al (2014).

Rahmawati, et al (2022) found that self-awareness and learning motivation give contribution to learning outcomes about 14.3%. Self-awareness is key in identifying one's own feelings and how those feelings affect one's accomplishments. Self-awareness is the key to realizing one's strengths and weaknesses. Holahan and Sears (1995) in their research took more than 1000 people with high IQ from childhood to retirement over 60 years. Those who are more successful

in their careers are those who have confidence during their early years. Students who have good self-confidence are expected to achieve a good future career.

In Sihaloho's research (2019) argued that self-awareness of physical and psychological processes is interconnected with life goals, emotions, and cognitive processes. Aspects of self-awareness can affect the cognitive process of a student's learning. In another study, Rini, et al (2018) found that the higher the value of self-awareness, the higher the learning outcomes obtained. From this it can be obtained that self-awareness can lead students towards achieving good learning outcomes. Meanwhile, a student can be assessed as understanding learning if he understands the concept being taught and is able to explain it again with his own version. Nickerson (1985) explains that students understand something if:

1. He can see the characteristics of the concept in depth.
2. He looks for specific information about a situation quickly.
3. Able to represent situations and see situations with schematic models.
4. He also underlined the importance of knowledge and the ability to relate knowledge.

These four indicators were then developed into questionnaire items that would be distributed to respondents. Meanwhile, the level of self-awareness of students is measured using self-awareness assessment from books (Whetten & Cameron, 2011).

There are two dimensions of self-awareness, the first is self-disclosure and openness to feedback and the other is awareness of one's own values, emotional intelligence, change orientation and core self-evaluation. These two dimensions were then developed into 11 positive statements with a score of 1-4 each on the Likert scale.

Likert-styling scores from:

- 1 (SD = Strongly Disagree)
- 2 (D = Disagree)
- 3 (A = Agree)
- 4 (SA = Strongly Agree).

In terms of statements of self-awareness and learning understanding results, a score of 4 (SA = Strongly Agree) will represent a high level of self-awareness and learning understanding results.

## Methods

This research is cross-sectional in nature. A cross-sectional research design is a type of observational study that analyzes data collected from a population, or a representative subset, at a specific point in time (Saunders et al., 2007; Sekaran, 2003). The sample of this study consisted of 41 students from the Department of Business Administration at Sriwijaya State Polytechnic who attended the Business Statistics class, consisting of 11 students from the Banyuasin class and 30 students from the Bukit class located in Palembang City, Indonesia. The population is all who take the Business Statistics class. The research was conducted from April 2023 at the Sriwijaya State Polytechnic, Department of Business Administration, in the Business Statistics class.

Student's self-awareness score measure using self-awareness assessment from (Whetten & Cameron, 2011) Books. There are two dimensions of self-awareness, first one is self-disclosure and openness to feedback and the other one is awareness of own values, emotional intelligence, change orientation and core self-evaluation. These 2 dimensions are then developed into 11 positive statements with each score 1-4 on the Likert scale. The Likert-styling score from 1 (SD = Strongly Disagree) to 4 (SA = Strongly Agree). In terms of self-awareness statements, meaning that score 4(SA = Strongly Agree) would represent a high level of self-awareness.

Research data were analyzed through regression analysis. Self-awareness is defined as the independent variable (X), while student learning understanding is defined as the dependent variable (Y). The analysis will be carried out at a significant level of 0.05 with the help of SPSS software. The hypothesis to be tested is: "Does self-awareness contribute to student learning understanding?". Estimation of the regression equation for the data obtained is:

$$\hat{Y} = b_0 + b_1X$$

Note:  $\hat{Y}$  = Student Learning Understanding

$b_0$  = Intercept

$b_1$  = Regression Coefficient

X = Self-awareness

Where  $b$ 's denotes the population regression coefficients. Before a regression analysis is performed, the data normality test and the variance homogeneity test will be conducted first as a prerequisite for using regression analysis. From the result of the analysis, we can elaborate on the relationship between self-awareness and student

learning understanding, also the degree of self-awareness contribution towards student learning understanding.

### Result and Discussion

Self-awareness is also about the capability to seek strength and weakness. An example of a Self-awareness can make you confident in doing something, and in this case is study at class. At its core, a Self-awareness is about to have strength and confident over something. Self-awareness is allegedly contributed to the student learning understanding. To test the allegation the researcher has spread a questionnaire to measure the Self-awareness related to student learning understanding.

Usable questionnaires were received from 41 respondents. From 41 respondents, 22% were male whereas 78% were female. This implies that respondents more female as compared to the male. Regarding the class of the respondents, 49% were from 2ND Palembang Class, this was followed by 27% from 2NO Class in Banyuasin and 24% from 2NB Palembang Class. Regression Analyses Results reveal that Self-awareness have a significant contribution on student learning understanding ( $\beta = .571$ ,  $p < 0.05$ ), implying that Self-awareness are significant predictors of student learning understanding. From the results above, a unit change in Self-awareness will bring about 0.571 change in student learning understanding. Refer to Table 1 for more detailed description for regression results:

**Table 1.**  
Regression Model

Model	Unstandardized		Standardized		Sig	
	<u>Coefficients</u>		<u>coefficients</u>			
	<i>B</i>	Std. error	Beta	<i>T</i>	.000	
	(Constant)	7.344	4.810		1.527	.135
1	Self-Awareness	.571	.141	.543	4.039	
<i>R</i> = .543		<i>R</i> <sup>2</sup> = .295		Adjusted <i>R</i> <sup>2</sup> = .277		F Statistic = 16.310

Source: Primary data

The present study results indicate that a Self-awareness is significant predictors on student learning understanding in Department of Business Administration Sriwijaya State Polytechnic who took the Business Statistics class as shown in the regression analyses model. It is also indicated that there is a significant positive

relationship between Self-awareness and student learning understanding which implies that a change in Self-awareness would cause a change in student learning understanding.

This result is also relevant with Sabariah (2013) found that students with high emotional intelligence have the potential to obtain better academic understanding. In (Rajan, 2015) study found that 61.4% agree or 30% strongly agree that a Self-awareness leads to more productivity. 65.7% agree and 32.9% strongly agree that a Self-awareness has a positive and a significant impact on motivation. With this, self-awareness should be managed in order to increasing student's Self-awareness, to make sure their have enough to know their strength. This will make a healthy and competitive atmosphere that reflects on the student learning understanding.

### **Conclusion**

This paper aimed to find out the contribution Self-awareness on student learning understanding using evidence from Department of Business Administration Sriwijaya State Polytechnic who took the Business Statistics class. This was achieved through a questionnaire survey of 41 students in Department of Business Administration Sriwijaya State Polytechnic who took the Business Statistics class. Regression results indicate that a Self-awareness contributes up to 27.7% of the variance in student learning understanding.

This means that from 41 respondents, 22% were male whereas 78% were female. Regarding the class of the respondents, 49% were from 2ND Palembang Class, this was followed by 27% from 2NO Class in BanyuAsin and 24% from 2NB Palembang Class. Regression Analyses Results reveal that Self-awareness have a significant contribution on student learning understanding ( $\beta = .571, p < 0.05$ ).

This implying that Self-awareness are significant predictors of student learning understanding. From the results above, a unit change in Self-awareness will bring about 0.571 change in student learning understanding.

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