

SELF-CONCEPT OF MADRASAH IBTIDAIYAH AND PRIMARY SCHOOL TEACHERS IN SAMBAS DISTRICT, WEST KALIMANTAN

Rasnam Rasyidi *¹

Universitas Sultan Ageng Tirtayasa, Indonesia
rasnamrasyidi@untirta.ac.id

Suaidi

Universitas Sultan Ageng Tirtayasa, Indonesia
suaidi@untirta.ac.id

Siti Muhibah

Universitas Sultan Ageng Tirtayasa, Indonesia
siti.muhibah@untirta.ac.id

Ratu Amalia Hayani

Universitas Mangku Wiyata, Indonesia
ratuamalia.umw@gmail.com

Iwan Ridwan

Universitas Sultan Ageng Tirtayasa, Indonesia
iwanridwan@untirta.ac.id

Abstract

The purpose of this study is to compare the self-perceptions of elementary school instructors and those of teachers at Madrasah Ibtidaiyah. Are they similar or different? A quantitative comparison or comparison approach is employed. Questionnaires are used as data collecting tools and as survey methodologies. t test for independent sample data analysis method. The study's findings indicate that elementary school teachers have a self-confidence level of 77.58%, whereas Madrasah Ibtidaiyah instructors have a self-confidence level of 76.04%. The mean difference test findings indicate a probability value of $0.294 > 0.05$ and a t value of -1.060 . Therefore, it may be said that teachers who work in different

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Introduction

According to Moh. Roqib and Nurfuadi, to increase competence, teachers are required to look at themselves, reflect on themselves and understand their self-concept. Because within oneself there is not just one person but three persons, namely: self-concept, self-idea and self-reality (Roqib & Nurfuadi, 2011). As Spencer stated, quoted by Hamzah B. Uno, there are five characteristics of competence, including:

¹ Correspondence author

"(1) motive, which is an idea or desire that drives action; (2) traits, which are physical attributes and consistent reactions to circumstances or information; (3) self-concept, which is an individual's attitudes, values, and sense of self; (4) knowledge, which is the information a person possesses in a particular field; and (5) skills, which are the capacity to perform tasks involving the physical and mental." (Suprihatiningrum, 2013).

These overall attitudes and views are a reflection of the teacher's own personality (Sitopu et al., 2024; Afni et al., 2024; Guna et al., 2024). Self-concept according to Willoughby, King, and Polatajko quoted by Donna L. Wong is how individuals describe themselves (Wong, n.d.). The self-concept, according to Roger in Budiharjo, is the conscious aspect of the phenomenal space that is realized and signified; that is, "I" is the experience's reference point. Self-concept, in the words of Rudolph F. Verderber and William D. Brooks, is "all our perceptions of aspects of ourselves which include physical aspects, social aspects, and psychological aspects, which are based on our experiences and interactions with other people." (Sobur, 2011). Self-concept includes the concepts, beliefs and attitudes that exist within a person's knowledge about himself and that influence the individual's relationships with other people (Wong, n.d.).

According to Muhibbin Syah, self-concept is the totality of a teacher's attitudes and perceptions towards himself (Syah, 2007). According to Bruce Joyce, Marsha Weil and Emily Calhoun, self-concept is the same as views of self. Individuals who have a strong self-concept are accompanied by self-actualization behavior, namely an achievement towards an environment with strong self-confidence that the interactions that occur will be productive (Joyce et al., 2009). Therefore, professional teachers need a high self-concept (Tubagus et al., 2023; Aslan & Shiong, 2023; Muharrom et al., 2023).

Alex Sobur revealed that from various theories related to self-concept, there are two aspects contained in it, namely: self-image and self-esteem (Nurhayati et al., 2023; Nurdiana et al., 2023; Erwan et al., 2023). Self-image is a simple description of who one is, while self-esteem is more of an assessment or estimate of one's worthiness. Self-esteem can also be interpreted as the teacher's level of view and assessment of himself based on his achievements (Syah, 2007). Self-esteem, according to Willoughby, King, and Polatajko in Wong, is the value that people place on themselves and relates to how they see themselves overall. Self-concept is the cognitive aspect of the self, whereas self-esteem is the affective aspect. (Wong, n.d.). According to Muhibbin Syah, self-esteem is part of the self-concept (Syah, 2007). When someone has self-esteem, it means they have a positive self-concept. Because he puts values, attitudes and images that make him valuable (Sarmila et al., 2023; Sulastri et al., 2023; Haddar et al., 2023).

Teachers who have a high self-concept usually tend to have high self-esteem, socialize easily and enjoy organizing, are great motivators in the classroom, encourage students to achieve success, and provide many opportunities for students to be creative (Syah, 2007). This is different from teachers who have low self-concept, do not give enough space and are not confident in students' success. The research results quoted by Sandy Macgregor, prove that "85% of 6 year old children think positively about themselves and only 16% of 16 year old teenagers think positively about themselves." (Macgregor, 2007). Likewise with adults, including teachers. Teachers need to give themselves positive values to appear successful in front of their students.

Positive and negative self-concepts are the two categories into which Burns divides self-concept. Positive self-evaluation, such as positive self-esteem, is equivalent to having a positive self-concept. According to Farah et al. (2019), negative self-concept is synonymous with negative self-evaluation, which includes sentiments of inadequacy, self-hatred, and the absence of respect and acceptance for oneself. Ismail asserts that those who have a positive self-concept will typically be able to cultivate favorable attitudes toward themselves. (Halisah et al., 2022). Apriani et al stated that positive self-concept is a concept that is always oriented towards positive thinking, looking for opportunities in every difficulty and looking for answers to every problem. The characteristics of a teacher who has a positive self-concept can be seen from his calm appearance in front of students, self-confidence, toughness, patience, and full confidence that he is able to be consistent in his role as an educator who is able to control a conducive learning situation (Ningsih et al., 2020).

Self-concept is also able to influence teacher performance, meaning that positive self-concept will increase teacher performance to become better (Pramudya & Mardianingsih, 2021). Apart from that, people who have a positive self-concept have the belief that they are able to do everything well. So that various creative and innovative ideas can be created based on intelligent and critical thinking (Dwi & Utama, 2019). In fact, it's not just teachers who need positive self-concept, even students also need it. Because the better they view themselves at eating, the better their behavior patterns, quality and personality will be (Yunika et al., 2019).

Therefore, this research is important to carry out, because the research results obtained are expected to provide useful contributions both theoretically and practically (Aslan & Pong, 2023; Tuhuteru et al., 2023; Astuti et al., 2023). It is also hoped that the research results will be able to become a basis for related parties, especially for improving the quality of teachers in the field of self-development. Especially elementary education teachers, as teachers who have made the most contributions in the world of education, but are feared to have low self-confidence. It is also hoped that this research will provide input for teachers, especially elementary education teachers, so that they have a high self-concept and make the best

contribution to themselves, future generations of data as well as society, religion and the country.

Research Methods

The research method used is a quantitative method with a comparative research type. Comparison or comparison means that researchers compare the data obtained based on predetermined research sample groups (Eliyah, 2021). The sample group for this research is a group of teachers who teach in elementary schools and a group of teachers who teach in Madrasah Ibtidayah. Then the two data are compared to determine whether there are similarities or differences in self-concept between the data groups.

Since this research is field research, the data collection method uses a survey method, meaning that the research sample was not given treatment (Sugiyono, 2020). The sample conditions are the conditions as they are, there are no special conditions applied to the sample, so the information obtained is the actual sample information.

Data collection techniques and tools use non-test techniques, Likert scales or attitude scales. Form the instrument in the form of a questionnaire with 5 answer categories: 5=Strongly Agree; 4=agree; 3=disagree; 2=disagree; and 1=strongly disagree (Eliyah, 2021). From the questionnaire created, data will be collected after the instrument has first been tested to see the quality of the instrument created. The trial data was analyzed using Pearson's product moment validity test and reliability testing with Crombach's alpha. The data processing is good for trials and hypothesis testing using the IBM SPSS 26 application. The following are the results of the validity test for the research instrument.

Table 1. Validity test results for the teacher self-concept instrument

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X1	71,06	41,232	-,245	,692
X2	70,83	35,794	,386	,637
X3	69,94	38,644	-,005	,681
X4	70,94	38,173	,078	,667
X5	71,89	39,281	-,036	,678
X6	70,28	33,036	,778	,601
X7	70,33	38,588	,099	,662
X8	70,67	35,647	,371	,638
X9	70,50	29,088	,752	,569
X10	70,67	36,235	,264	,648
X11	70,56	38,967	,009	,671
X12	70,06	36,408	,388	,640

X13	70,56	31,908	,556	,606
X14	70,17	32,971	,638	,606
X15	69,89	35,752	,461	,633
X16	70,83	29,912	,661	,584
X17	71,56	35,203	,241	,651
X18	70,72	35,507	,268	,647
X19	71,89	47,163	-,535	,762
X20	70,06	36,997	,392	,643

The trial questionnaire was made up of 20 statements. After analysis, there were 7 instruments whose correlation values were below 0.2 so they had to be discarded. The number 0.2 is the number used to determine the validity of the research instrument (Nisfiannoor, 2013). The other 13 questions met the requirements to be used as instruments to collect research data. The results of the reliability test are a test used to determine the consistency of the instrument in answering research questions or statements. Following are the alpha test results.

Cronbach's Alpha	N of Items
,838	13

The reliability test results show the alpha number = 0.838. This means that the quality of consistency, consistency and quality of the instrument is very high. So it can be said that the research instrument used is a valid and reliable instrument.

The data analysis technique uses the mean difference test or t test. The t test chosen is the independent sample t test. The hypothesis tested was that there was no difference in the self-concept of teachers who taught at Dasa schools and teachers who taught at Mdrsalh Ibtidaiyah in Sambas Kanupaten, West Kalimantan.

RESEARCH RESULTS AND DISCUSSION

The statistics used are parametric statistics, so that analysis using the independent sample t test requires data to be normally distributed and homogeneous. The data normality test was tested using the Kolmogororov-Smirnov test. The homogeneity test uses the one way Anova test. The following data was obtained:

Table 3. Tests of Normality

	Type of School	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
SumX	MIS	,100	37	,200*	,962	37	,239
	SD	,090	30	,200*	,969	30	,509

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The significant value for the normality test for the MIS teacher and elementary school teacher data is $0.200 > 0.05$, as can be seen from the SPSS output above. demonstrates the normal distribution of the data and makes it appropriate for additional parametric analysis. The next prerequisite is still a homogeneity test, though.

Table 4. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
SumX	Based on Mean	,100	1	65	,753
	Based on Median	,150	1	65	,700
	Based on Median and with adjusted df	,150	1	64,004	,700
	Based on trimmed mean	,114	1	65	,737

The homogeneity test findings demonstrate that the sig value, based on a mean of $0.753 > 0.05$. We can conclude that the data is normally distributed and homogeneous, allowing for the independent sample t test analysis. The mean difference test findings using the IBM SPSS application are as follows.

Table 5. Group Statistics

Type of School		N	Mean	Std. Deviation	Std. Error Mean
SumX	MIS	37	49,43	3,819	,628
	SD	30	50,43	3,875	,707

The table above shows that the sample from the private Madrasah Ibtidaiyah group is 37 people, while the elementary school group is 30 people. Moreover, the average self-confidence of Madrasah teachers is 49.43 and that of elementary school teachers is 50.43. There is a 1 point gap between the self-concept of elementary school teachers and madrasah teachers. If it is a percentage, the self-confidence of elementary school teachers is 77.59%. Meanwhile, for MIS teachers, their percentage of self-concept is 76.04%. There is a gap of 1.55%. However, there is not too much difference. However, whether there is a difference or not can be seen from the results of the following independent sample t test.

Table 6. Independent Samples Test

Levene's Test for Equality of Variances		t-test for Equality of Means						
F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper

Su mX	Equal varianc es assume d	,100	,753	- 1,060	65	,293	-1,001	,944	-2,887	,885
	Equal varianc es not assume d			- 1,058	61,79 5	,294	-1,001	,946	-2,892	,890

The results of the independent sample t test above show that the t value is -1.060 with a probability of 0.293 > 0.05. So the accepted hypothesis is Ho. This means that there is no real influence between the self-concept of teachers who teach in elementary schools and the self-concept of teachers who teach in Madrasah Ibtidaiyah.

If we return to the mean value between each group, there is a difference, although very slight, namely 1 point higher in the self-concept of teachers who teach in elementary schools than the self-concept of teachers who teach in private Madrasah Ibtidaiyah in Sambas Regency. This can be interpreted, when teachers gather, mingle with each other in activities or organizations, their self-concept of themselves will not be clearly visible. They are in the same condition. Because the difference is very slight.

This self-concept is an important element, because it is closely related to the teacher's view of himself. Prejudice or thoughts about oneself determine the actions that teachers will take in the future. Most individuals view the world with their own minds. As if it were a real reality (Farah et al., 2019). Apart from that, an individual's positive view of himself is important in determining the behavior he will carry out (Halisah et al., 2022).

Madrasah teachers view themselves as lower than teachers who teach in elementary schools for fundamental reasons, especially in Sambas Regency. Because of the physical condition of madrasahs, the differences can be clearly seen, especially from the facilities where they teach. Apart from that, the treatment they have is also different, because most madrasah teachers are honorary teachers, while the teachers who teach in elementary schools are mostly government teachers (Eliyah, 2020).

However, the results of this study show that there are no real differences, indicating that in general the self-confidence of elementary school and MI teachers is not different. So the performance of elementary school teachers and MI teachers will not have any differences. Based on the existing data, teachers should further improve their self-quality both internally and externally which can be formed through various training and other efforts. Because good self-concept will give birth to good teachers (Ningsih et al., 2020). It is the teacher's duty to give birth to a brilliant generation. However, this should start from the teacher himself.

Conclusion

After analyzing the data and presenting the research results, it can be concluded as follows:

1. The average self-confidence of teachers who teach in elementary schools is 50.43 (77.58%). The concept of teachers who teach at Madrasah Ibtidaiyah is 49.43 (76.04). There is a 1 point gap, namely teachers who teach at elementary schools have higher self-confidence than teachers who teach at Madrasah Ibtidaiyah in Sambas Regency, West Kalimantan.
2. From the independent sample t test, the t value was -1.060 with a probability value of 0.294. So the final conclusion can be concluded that there is no real difference in self-concept between teachers who teach in elementary schools and teachers who teach in Private Madrasah Ibtidaiyah in Sambas Regency, West Kalimantan.

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