

The Relationship Between Self-Concept and Self-Confidence and Awareness of Complying with School Rules

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Abstract

School Rules and Regulations as a form of regulation at the lowest hierarchical level of the statutory system contain aspects of moral education and the rule of law. Students who have legal awareness are expected to be able to carry out their duties with discipline. This research uses a survey method with correlational techniques. The research population was all private junior high school students in Depok City, totaling 250 students in 6 schools. To determine the sample, a proportional random sampling technique was used, obtaining a sample of 154 students. For instrument testing, 30 people were taken. The research results show: (1) There is a positive relationship between self-concept and awareness of obeying school rules and regulations with a correlation coefficient r_{y1} of 0.824. The null hypothesis is rejected and the research hypothesis is accepted, because the value of $t = 13.285 > t_{table} = 1.980$. (2) There is a positive relationship between self-confidence and awareness of obeying school rules, with a correlation coefficient r_{y2} of 0.775. The null hypothesis is rejected and the research hypothesis is accepted, because the value of $t = 11.170 > t_{table} = 1.980$.

Keywords: Self-concept, self-confidence, awareness

1 INTRODUCTION

Schools are formal educational institutions that are tasked with achieving the goals of national education. This can be achieved if in handling it is necessary to apply discipline that is created and formed through a process of a series of behaviors that show the values of obedience, compliance, peace, order and order. Therefore, to realize this, a regulation that functions to provide security, peace and order in the school environment is formed, namely the School Code of Conduct. Arikunto (2015) says that without rules and regulations, school activities will not be efficient. Basically, discipline is carried out to help students learn to live as social beings. (Aulina; 2013) Meanwhile, to be able to discipline a student requires awareness from within himself to comply with all school rules and regulations.

Adolescents at the age of 12-15 years experience many changes cognitively emotionally and think more complexly, are emotionally more sensitive, and often spend time with their friends. During this adolescence, various changes also occur, both hormonal, physical, psychological and social changes. (Ifdil; 2017) This is relevant to Sutjipto's opinion that adolescence is a transitional period from childhood to adulthood which undergoes changes or developments into adulthood, including changes in mental, emotional, social and physical maturity. (Komara; 2016) Thinking about himself is an

unavoidable human activity. In general, people will literally center on themselves. By observing the self, which arrives at a picture and self-assessment, this is called a self-concept.

Self-concept is the image that a person has of himself, which is formed through experiences gained from interactions with the environment. This concept is not an innate factor, but develops from continuous experience. So self-concept is a view and feeling about the self. This perception of self may be psychological, social and physical. This concept is not only a descriptive picture, but also a judgment about the self. So the self-concept includes what is thought and what is felt about the self. (Rahmat; 2017) Calhoun & Acoccela define self-concept as an individual's mental image consisting of self-knowledge, expectations for oneself and self-assessment. (Mulyana; 2011) Hurlock also divides self-concept into two levels, namely positive self-concept and negative self-concept. Individuals with a positive self-concept develop self-confidence, self-esteem and the ability to see themselves realistically. Individuals are also able to assess their relationships with others appropriately and foster good personal and social adjustment. Conversely, individuals who have a negative self-concept develop feelings of inadequacy and self-reliance, individuals are still hesitant and lack confidence, resulting in poor personal and social adjustment (Hurlock; 2015).

Self-Concept in Islamic Perspective according to Qs. At Taghabun. 64 :16. Islam teaches us to have a positive view of ourselves, because humans have a higher degree than other creatures. If, we already know the level of self-ability, we can position ourselves appropriately in various lives and in society. In the context of these limitations, Allah SWT says in Qs. Al Baqarah: 286. Man is a creature of high degree and progresses in his life from time to time. Therefore, Muslims do not need to view themselves as inferior or negative. Because basically humans are given advantages over other creatures with perfect advantages. As Allah says in Qs. Al-Isra' :70.

Self-concept can be defined as a picture that exists in an individual that contains how the individual sees himself as a person called self-knowledge, how the individual feels about himself which is his own self-assessment and how the individual wants himself as a human being who is expected. The measurement indicators are 1) having motivation 2) self-confidence 3) behaving well 4) having enthusiasm.

Adolescence is also called a period full of storms and pressures, because adolescents must learn to adapt and accept all the changes that often cause adolescents to lack self-confidence. According to Sutrisno, self-confidence is one aspect of personality that is very important in a person's life. People who have positive self-confidence will feel confident about their lives and have realistic expectations, even when expectations do not materialize, they still think positively and can accept it gracefully. Self-confidence will determine how a person will value and appreciate himself. Assessment of oneself can occur when a person interacts with the environment, how others treat individuals and what others say about individuals. It becomes a reference for a person in assessing himself. (Sutrisno; 2019) Self-confidence is an attitude that exists within individuals who are able to accept reality, have independence, can develop the ability to have and achieve everything that is expected. (Suhardhani & Savira; 2017)

Adolescents who lack confidence will feel worthless in the eyes of their friends, meaningless and feel discouraged when facing actions and lack of confidence will usually be afraid of making mistakes, afraid of being laughed at by others or being criticized by their peers. (Adhie; 2017) According to Lauser, self-confidence is one aspect of personality in the form of belief in one's own abilities so that they are not influenced by others and can

act according to their wishes. If a teenager acts according to his group not of his own free will, then the teenager has a lack of self-confidence problem. (Suhardani & Savira; 2017)

Lauster (2019) describes that people who have self-confidence have the characteristics of selflessness (tolerance), do not need the encouragement of others, are optimistic and happy. People who are not confident have a negative self-concept, lack of confidence in their abilities, therefore they often close themselves. (Kartono; 2014) Lindenfield explains that there are two types of self-confidence, namely: outward self-confidence and inner self-confidence. Inner confidence is confidence that gives us the feeling and assumption that we are in good condition. The outer type of self-confidence allows individuals to perform and behave in a way that shows the outside world that we are sure of ourselves. (Darajat; 1995) Confident Attitude is the ability to think originally. Thinking, active, aggressive in approaching problem solving and not separated from the environmental situation that supports it. Responsible for decisions that have been taken, able to look at facts and reality objectively based on abilities and skills. Confident attitude is actually the success of the observation of "self-esteem" that is owned hopefully in the process of adjusting to the environment.

2 RESEARCH METHODS

The research was conducted on junior high school students in the Depok area, while the research time began in February 2023 until May 2023. The research method used in this study is a survey method with correlational techniques, which is a type of research that seeks to suggest whether or not there is a relationship between the independent variable and the dependent variable. The research variable consists of two independent variables and one dependent variable. The independent variables are self-concept (X1) and self-confidence (X2), while the dependent variable is awareness of obeying school rules (Y). Based on the variables studied, this study uses a survey research method with correlational techniques, which is a type of research that seeks to suggest whether or not there is an influence between the independent variable and the dependent variable (Pudjiastuti, SR; 2022).

This method is used because the data to be studied comes from a number of samples selected from a number of populations, and uses a questionnaire as the main information collection tool regarding the data in the study. (Singarimbun & Effendi; 2009) While the data analysis technique used is a correlational technique, which calculates how far the influence between the variables under study is. (SR Pudjiastuti; 2019)

The population in this study were junior high school students in the Depok area, totaling 250 students in grade VIII. To determine the number of samples, proportional random sampling technique was used, which is a random sampling technique by considering the difference in the number of subjects contained in each school so that the sample size is proportional to the size of each school. (Pudjiastuti, SR, et al.; 2023)

The research instruments used to measure the variables of awareness of obeying school rules, self-concept variables and self-confidence are all three using attitude scale questionnaires. To test the validity of the instrument items of the three variables using the Pearson Product Moment correlation technique. The data obtained from the research results were analyzed using descriptive statistical analysis and inferential statistical analysis. Descriptive statistical analysis was used to determine the maximum score, minimum score, range, mean, median, mode, standard deviation and variance of each variable. Furthermore, the results of these calculations are described in the frequency list of each variable which is then visualized in the form of a histogram. While inferential

statistical analysis is needed for hypothesis testing and research generalization. Before hypothesis testing, prerequisite analysis consisting of normality test of estimated error and homogeneity test of variance was conducted. The normality test of the estimated error was carried out using the Lilliefors technique, while the variance homogeneity test was carried out with the Barlett test.

The analytical techniques for hypothesis testing used include: (1) Simple linear regression is based on the functional and causal relationship of one independent variable with one dependent variable. (2) The simple correlation in question is the correlation between awareness of obeying school rules (Y) and self-concept (X1) and between awareness of obeying school rules (Y) and self-confidence (X2). (3) Multiple linear regression is based on the functional and causal relationship of two or more independent variables with one dependent variable. (4) Multiple correlation. The calculation uses the double correlation statistic or R. The test for the significance of the double correlation is carried out using the F-test. (5) Partial correlation means the relationship between awareness of obeying school rules (Y) and self-concept (X1) if awareness of obeying school rules (Y) is controlled by self-confidence (X2). As for the relationship between awareness of obeying school rules (Y) and self-confidence (X2) if awareness of obeying school rules (Y) is controlled by self-concept (X1). The significance test of the partial correlation coefficient is carried out using the t-test.

3 RESULT AND DISCUSSION

3.1 Data Description of Research Results

The description of the research data is intended to provide an overview of the distribution of data, both in the form of measures of central symptoms, measures of location and frequency distribution. The prices that will be presented after being processed from raw data using descriptive statistical methods, namely; average price, standard deviation, mode, median, frequency distribution and histogram graph.

3.1.1. Descriptive Statistical Analysis of Data on Awareness of Obeying the School Code of Conduct

Based on the research conducted, it is known that the data on awareness of obeying school rules by giving a behavioral scale questionnaire test consisting of 36 statements with 5 answer options for each statement. From the calculation, it can be seen that the data range = 54, the number of classes = 8, and the class length = 7, after calculating the frequency distribution, the mean is 139.14; mode is 151.5; median is; variance is 195.5 and standard deviation is 13.98. So it can be concluded that the respondent's data is classified as high and quite diverse.

3.1.2. Descriptive Statistical Analysis of Self-Concept Variable Data

Data on self-concept is obtained by distributing a multiple choice test of 35 questions with 5 answer options for each question. From the calculation obtained data range = 48, the number of classes = 8, and class length = 6, after calculating the frequency distribution obtained a mean of 149.75; mode of 155.5; median of 152.05; variance of 145.51 and

standard deviation of 12.06. So it can be concluded that the respondent's data is high and quite diverse.

3.1.3. Descriptive Statistical Analysis of Confident Attitude Variable Data

Data on Confident Attitude is obtained by distributing a multiple choice test of 32 questions with 5 answer options for each question. From the calculation, the data range = 48, the number of classes = 8, and the class length = 6, after calculating the frequency distribution, the mean is 118.48; mode of 119.5; median of 118.73; variance of 131.52 and standard deviation of 11.47. So it can be concluded that the respondent's data is high and quite diverse.

3.2. Testing Data Analysis Requirements

3.2.1. Normality Test

From the calculation results all data groups are normally distributed. The results of the normality test calculation of data on self-concept, self-confident attitude, and awareness of obeying school rules

Table 1
Data Normality Test

No	Variabel	LCount	L _{table} (0,05)	Description
1	Self-Concept	0,0927	0,0714	Normal
2	Confident Attitude	0,0897	0,0714	Normal
3	Awareness of obeying school rules	0,0948	0,0714	Normal

3.2. 2. Linearity Test

For the linearity test between self-concept and awareness of obeying school rules, the value of $F_{\text{Count}} = 0.754$ is obtained while F_{table} for the real level $\alpha = 5\%$ of the degree of freedom (dk: db), $dk = k - 2 = 16 - 2 = 14$; $db = n - k = 154 - 26 = 128$, then $F_{\text{table}} (14: 128) = 1.84$.

Table 2
ANOVA List for Linearity Test of Y Variable with X1

Source var	DK	JK	KT	F_{Count}
Total	154	1423105	1423105	-
Coefficient (a)	1	1391360,29	1391360,29	226.037
Regression (a/b)	1	23218,5609	23218,5609	
Residue	83	8526,15	102,72	
Tuna match	26	1131,52	80,822	0,754
Fallacy	128	7394,63	107,168	

Conclusion: because $F_{\text{Count}} < F_{\text{table}}$, namely $0.754 < 1.84$, the regression method is linear.

As for the linearity test between self-confidence and awareness of obeying school rules, the value of $F_{\text{Count}} = 0.301$ while F_{table} for the real level $\alpha = 5\%$ of the degree of freedom

(dk: db), $dk = k - 2 = 26 - 2 = 24$; $db = n - k = 154 - 26 = 128$, then F table (14: 69) = 1.84.

Table 3
ANOVA List for Linearity Test of Y Variable with X2

Source var	DK	JK	KT	F _{Count}
Total	154	1423105	1423105	-
Coefficient (a)	1	1391360,29	1391360,29	21,390
Regression (a/b)	1	6504,8725	6504,8725	
Residue	83	25239,837	304,094	
Tuna match	26	957,8337	68,4167	0,301
Fallacy	24	15661,5	226,978	

Conclusion: because $F_{\text{Count}} < F_{\text{table}}$, namely $0.301 < 1.84$, the regression method is linear.

3.2. 3. Homogeneity Test

Based on the regression line equation table in the appendix, it is obtained:

Table 4
List of Analysis of Variance for Homogeneity Test

NO	Variables	Dk = n-1	S(varians)	Log S	DK.Log S
1	X1	153	13,95	1,144	96,096
2	X2	153	19,764	1,295	108,78
3	Y	153	18,116	1,258	105,672
Total		459			310,548

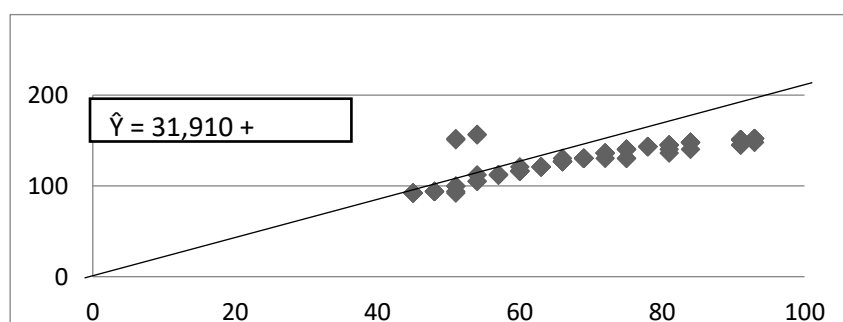
Because the value of $X2_{\text{count}} = 2.7048$ while $X2$ table for real level $\alpha = 5\%$ of degrees of freedom (dk: db), $dk = k - 1 = 3 - 1 = 2$, then $X2$ table = 5.591.

Conclusion: because $X2_{\text{count}} < X2$ table, namely $2.708 < 5.591$, the data comes from a homogeneous population.

3.3. Hypothesis Testing

3.3.1. Regression Line Equation

From the regression equation obtained $\hat{Y} = 31.910 + 1.125X_1 + 0.150X_2$ so that it can be said that the change in Y for each change in X_1 is 1.125 assuming X_2 is constant. While the change in Y for each change in X_2 is 0.150 units assuming X_1 is constant. The Linear Regression line graph of Y on X_1 and Y on X_2 can be seen in the following figure respectively:



Scatter Diagram and Simple Regression Line of Y on X1

3.3.2. Correlation Coefficient Test**3.3.2.1. Relationship between Self-Concept and Awareness of Obeying the School Code of Conduct**

From the calculation of Pearson product moment correlation analysis, the coefficient price $r = 0.824$ is obtained. Furthermore, when viewed at the product moment correlation table value with $n = 154$, it turns out that the r_{table} value at the 5% significance level is 0.213 and at the 1% significance level is 0.278 when comparing r_{count} with r_{table} , it can be seen that the r_{count} price is greater than r_{table} . Thus at the 5% and 1% significance levels the null hypothesis (H_0) is rejected, this means that there is a positive relationship between self-concept and awareness of obeying school rules of 0.824. The t test is used to determine the significant influence between self-concept on obeying school rules. The t table value with a significant level $\alpha = 0.05$, $db = n - 2 = 154 - 2 = 152$. Then the t_{table} value is obtained = 1.980. Because $t_{count} > t_{table}$ or $13.285 > 1.980$, it is significant, meaning that the relationship between self-concept and awareness of obeying school rules is significant.

3.3.2.2. Relationship between Self-Confidence Attitude and Awareness of Obeying the School Code of Conduct

From the calculation of the Pearson product moment correlation analysis, the coefficient price $r = 0.775$ is obtained. Furthermore, when viewed in the product moment correlation table value with $n = 154$, it turns out that the r_{table} value at the 5% significance level is 0.213 and at the 1% significance level is 0.278 when compared to the r_{count} with the r_{table} , it can be seen that the r_{count} price is greater than the r_{table} . Thus at the 5% and 1% significance levels the null hypothesis (H_0) is rejected, this means that there is a positive relationship between Confident Attitude and Awareness of Obeying school rules of 0.775. Then the t test is used to determine the significant relationship between a confident attitude towards obeying school rules. The t table value with a significant level $\alpha = 0.05$, $db = n - 2 = 154 - 2 = 152$. Then the t_{table} value is obtained = 1.980. Because $t_{count} > t_{table}$ or $11.170 > 1.980$, it is significant, meaning that the relationship between self-confidence and awareness of obeying school rules is significant.

3.3.2.3. Relationship between Self-Concept and Confident Attitude

Before looking for a double correlation between self-concept and self-confident attitude towards obeying school rules, the relationship between self-concept and self-confidence is first sought. From the calculation of the Pearson product moment correlation analysis, the coefficient price $r = 0.687$ is obtained. Furthermore, when viewed in the product moment correlation table value with $n = 154$, it turns out that the r_{table} value at the 5% significance level is 0.213 and at the 1% significance level is 0.278 when compared to the r_{count} with the r_{table} , it can be seen that the r_{count} price is greater than the r_{table} . Thus at the 5%

and 1% significance levels the null hypothesis (H_0) is rejected, this means that there is a positive influence between self-concept and self-confident attitude of 0.687.

3.3.2.4. Relationship between Self-Concept and Confident Attitude with Awareness of Obeying School Rules

Multiple correlation analysis is an extension of simple correlation analysis. Multiple correlation where the number that describes the strength of the relationship between two (more) variables together with other variables. From the calculation of the Pearson product moment multiple correlation analysis, the coefficient price $R = 0.870$ is obtained. Furthermore, when viewed at the product moment correlation table value with $n = 154$, it turns out that the r_{table} value at the 5% significance level is 0.213 and at the 1% significance level is 0.278 when compared to the r_{count} with the r_{table} , it can be seen that the r_{count} price is greater than the r_{table} . Thus at the 5% and 1% significance levels the null hypothesis (H_0) is rejected, this means that there is a positive relationship between self-concept and self-confidence with obeying school rules of 0.870. Double correlation significance test (Calculation is in appendix 09) obtained $F_h = 127.854$. This price is then compared with the F_{table} price with dk numerator = k and dk denominator = $(n-k-1)$. So dk numerator = 2 and dk denominator = $154-2-1 = 152$. With an error rate of 5%, the F_{table} price is found = 3.11. It turns out that the price of F_{count} is greater than F_{table} ($127.854 > 3.11$). Because $F_h (127.854) > F_t (8.56)$ then H_0 is rejected and H_a is accepted. So the multiple correlation coefficient found is significant (can be applied to the population where the sample is taken).

3.4. Partial Correlation

If there are two independent variables, X_1 and X_2 , then the partial coefficients are r_{Y12} and r_{Y21} , which respectively indicate the correlation coefficient between Y and X_1 if X_2 is constant and the correlation coefficient between Y and X_2 if X_1 is constant.

3.4.1. Partial Correlation Between Confident Attitude and Awareness of Obeying the School Code of Conduct When Confident Attitude is Considered Constant.

The partial correlation between X_1 and Y , if X_2 is considered constant, obtained a value of 0.634. The partial correlation significance test used the t formula, with $dk = n-1$ obtained $t_{count} = 7.426$. obtained $t_{count} (7.426) > t_{table} (1.980)$ then the alternative hypothesis is accepted. Thus the correlation coefficient found is significant, which can be generalized to the entire population from which the sample was taken. Partial Correlation Between Self-Concept With Awareness of Obeying School Rules When Self-Concept is Considered Fixed. The partial correlation between X_2 and Y , if X_1 is considered fixed, obtained a value of 0.507. The partial correlation significance test used the t formula, with $dk = n-1$ obtained $t_{count} = 5.330$. obtained $t_{count} (5.330) > t_{table} (1.980)$ then the alternative hypothesis is accepted. Thus the correlation coefficient found is significant, that is, it can be generalized to the entire population from which the sample was taken.

3.5. Determination Test

3.5.1. Determination Test Between Self-Concept and Awareness of Obeying the School Code of Conduct

From the calculation of the $KD = 68\%$ value, this shows that in this study it is proven that the Self-Concept has a positive relationship to the Awareness of Obeying the School Rules of Students. The awareness of obeying school rules is influenced by the self-concept factor by 68% and the increase in awareness of obeying school rules by 32% is influenced by other factors.

3.5.2. Determination Test Between Self-Confidence Attitude Towards Awareness of Obeying School Rules

From the calculation of the $KD = 60\%$ value, it shows that in this study it is proven that a confident attitude has a fairly balanced influence on obeying school rules. Awareness of obeying school rules is influenced by the 60% Confidence Attitude factor and the increase in awareness of obeying school rules 40% is influenced by other factors.

3.5.3. Determination Test Between Self-Concept and Confident Attitude

From the calculation of the $KD = 47\%$ value, this shows that this study proves that the Self-Concept has an influence on a confident attitude. Confident Attitude is influenced by the Self-Concept factor by 47% and an increase in Confident Attitude of 53% is influenced by other factors.

3.5.4. Determination Test Between Self-Concept and Confident Attitude Towards Awareness of Obeying the School Code of Conduct

From the results of this study, the magnitude of the contribution of self-concept and self-confidence with awareness of obeying school rules is indicated by the results of the calculation of the coefficient of determination or the determining coefficient (KP). After being analyzed, it turns out that the variables of Self-Concept and Confident Attitude contribute to the increase in Awareness of Obeying school rules by 75% and the remaining 25% is related to other variables not discussed in this study.

3.6. Discussion of Research Results

Based on the results of the research data analysis, the following discussion of the research results is carried out.

The results of this study indicate that there is a negative and significant correlation between self-concept and awareness of obeying school rules at school. From the regression analysis of one predictor, the regression equation $\hat{Y} = 31.910 + 1.125 X_1$ is obtained, the price of $t_{count} > t_{table}$ ($13.285 > 1.980$), and $r = 0.824$. This means that if the self-concept is reduced by 1 point, the awareness of obeying school rules will increase by 0.824 points. Then from the results of the Product Moment correlation analysis shows that Self-Concept has a correlation with awareness of obeying school rules. The price of $t_{count} > t_{table}$ shows that Self-Concept has a significant relationship with Awareness of Obeying school rules in private junior high schools in Depok Region.

The meaning of the regression and correlation analysis results is that the lower the self-concept, the higher the awareness of obeying school rules. This means that there is a significant correlation between self-concept and obeying school rules. Therefore, it can be said that the lower the self-concept carried out by students will provide a significant correlation with an increase in awareness of obeying school rules. After being analyzed, it turns out that the Self-Concept variable contributes to a decrease in awareness of obeying school rules by 68% and the remaining 32% is related to other variables not discussed in this study.

The results of this study also show that there is a significant relationship between self-confidence and awareness of obeying school rules at school. From the results of regression analysis of one predictor, the regression line equation $\hat{Y} = 31.910 + 0.150X_2$ is obtained, the price of $t_{count} > t_{table}$ ($11.170 > 1.980$), and $r = 0.775$. This means that if the self-confidence attitude is increased by 1 point, the awareness of obeying school rules will increase by 0.775 points. Then from the results of the Product Moment correlation analysis shows that Confident Attitude has a positive relationship to the Awareness of Obeying the school rules of students. The price of $t_{count} > t_{table}$ shows that Confident Attitude has a significant relationship with the Awareness of Obeying school rules in Depok Region Junior High School.

The meaning of the results of the regression and correlation analysis is that it shows the higher the attitude of confidence, the higher the awareness of obeying school rules. This means that there is a significant relationship between Confident Attitude and Awareness of Obeying school rules for students. Therefore, it can be said that the higher the self-confident attitude will have a significant relationship with increasing awareness of obeying school rules.

The magnitude of the contribution of Confident Attitude to the Awareness of Obeying school rules is indicated by the results of the calculation of the coefficient of determination or the determining coefficient (KP). After being analyzed, it turns out that the Confident Attitude variable contributes to the increase in awareness of obeying school rules by 60% and the remaining 40% is related to other variables not discussed in this study.

The meaning of the results of the regression and correlation analysis is that it shows that the higher the student's self-confident attitude, the better the awareness of obeying the school rules. This means that there is a significant correlation between self-confidence and awareness of obeying school rules. Therefore, it can be said that the higher the attitude of self-confidence that will provide a significant correlation with an increase in awareness of obeying school rules.

The results of the multiple regression analysis of two predictors obtained the regression line equation $\hat{Y} = 31.910 + 1.125X_1 + 0.150X_2$. This means that if the Self-Concept is 1 point, the awareness of obeying the school rules will increase by 1.125 points. If the self-confidence attitude is increased by 1 point, the awareness of obeying the discipline will increase by 0.150 points. From the results of the multiple correlation analysis, it shows that the self-concept, self-confident attitude has a significant correlation with the awareness of obeying school discipline. This is evidenced by the results of the multiple correlation analysis obtained by the price of $R_{hitung} = 0.870$. The double correlation significance test price $F_{hitung} > F_t$ ($127.854 > 3.11$) shows that there is a significant or meaningful relationship. Thus it can be said that the lower the Self-Concept and the higher the Confident Attitude, the awareness of obeying school rules will increase.

From the results of this study, the magnitude of the contribution of self-concept, self-confidence, and awareness of obeying school rules is shown by the results of the calculation

of the coefficient of determination or the determining coefficient (KP). After being analyzed, it turns out that the variables of self-concept and self-confident attitude contribute to a decrease in awareness of obeying school rules by 75% and the remaining 25% is related to other variables not discussed in this study.

The data analysis of this study shows that the self-concept variable Confident Attitude contributes to a significant decrease in awareness of obeying school rules. This shows that students are actually aware of how awareness of obeying school rules. But even though they are aware, they must further compensate for the Self-Concept they have. To be able to increase the awareness of obeying the school discipline.

4 CONCLUSION

The results of hypothesis testing show that the three alternative hypotheses (H_a) proposed in this study are accepted, and reject the null hypothesis (H_0). Thus, it means that there is a negative influence: (1) self-concept with awareness of obeying school rules, (2) self-confidence with awareness of obeying school rules, (3) self-concept and self-confidence together with awareness of obeying school rules. The results of the "t" test for the first hypothesis and the second hypothesis, as well as the results of the "F" test for the third hypothesis showed that the relationship was highly significant, both at the alpha significance level of 0.05 and at the alpha significance level of 0.01. Based on this description, some research conclusions can be formulated as follows:

First, there is a positive influence of self-concept with awareness of obeying school rules with a correlation coefficient r_{y1} of 0.824 and regression equation $\hat{Y} = 31.910 + 1.125 X_1$ at the significance level $\alpha = 0.05$. The null hypothesis is rejected and the research hypothesis is accepted, because the price of $t_{count} = 13.285 > t_{table} = 1.980$. Therefore, the regression equation $\hat{Y} = 31.910 + 1.125 X_1$ is highly significant. Second, there is a positive influence of self-confidence with awareness of obeying school rules, with a correlation coefficient r_{y2} of 0.775 and a regression equation $\hat{Y} = 31.910 + 0.150 X_2$, at a significance level $\alpha = 0.05$. The null hypothesis is rejected and the research hypothesis is accepted, because the price of $t_{count} = 11.170 > t_{table} = 1.980$. Therefore, the regression equation $\hat{Y} = 31.910 + 0.150 X_2$, is highly significant.

Third, there is a significant relationship between self-concept and self-confidence of students with awareness of obeying school rules with a correlation coefficient R of 0.870 and multiple regression equation $= \hat{Y} = 31.910 + 1.125 X_1 + 0.150 X_2$ and the price of $F_{count} = 127.854 > F_{table} = 3.11$ at the significance level $\alpha = 0.05$. The null hypothesis is rejected and the research hypothesis is accepted at the 0.05 significance level.

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