

THE CONTRIBUTION OF SELF-CONCEPT AND SELF-ADJUSTMENT TO THE SELF-REGULATED LEARNING OF HIGH SCHOOL STUDENT

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ABSTRACT

Self-Regulated Learning is important where students, especially high school students, can take the initiative, organize, and monitor themselves in terms of learning. But many of the high school students, in terms of Self-Regulated Learning, are still low because they still depend on the teacher's explanation, ask their friends during exam is remain passive in seeking information, and are influenced by environmental influences. This study aims to analyze the contribution of self-concept and self-adjustment to the Self- Regulated Learning of high school students. The research was conducted using the library study method (Library Research) through a review of various sources of literature and relevant previous research. The result indicate that a positive self-concept contributes to inceresed self-confidence, an optimisic attitude, and responsibility in the learning process. Meanwhile, good self- adjusment enables stidents to adapt to their environment flexibly and effectively. These two aspects are internal factors that support the development of self -reguated learning. Therefore, strengthening self-concept and self adjusment in a balnced manner is necessary to improve the quality of student self-regulated learning at the high school level. This research can serve as a reference for educators, counselors, and educational institutions in designig interventions that focus on developing student internal characteristics in order to foster strongr self-regulated learning and prepare students to face acadademic challenges independently.

Keywords: Self-concept, Self-adjusment, Self-regulated learning

1. INTRODUCTION

Education is a crucial process in shaping students' personalities and characters. This process requires the development not only of cognitive aspects but also of affective and psychomotor skills, including self-directed learning. In self-regulated learning, student's self- concept and self-adjustment play an important role. Students with a positive self-concept tend to be optimistic and confident in facing learning challenges, as they are able to direct themselves and demonstrate independence in completing

academic tasks. According to Rogers (1983), students who adapt well tend to be calmer, more flexible, and able to cope with learning pressures without giving up easily. This significantly contributes to the creation of an independent and responsible learning process.

Self-regulated learning is a crucial indicator in achieving 21st-century learning goals, requiring students to be willing to learn actively, reflectively, and responsibly for their own learning. The independent learning model, often known as self-regulated learning, emphasizes students' active participation in the learning process as they utilize cognitive and metacognitive strategies to organize their learning based on available information and apply standards or criteria to evaluate their needs (Weng et al., 2024).

Several studies conducted in schools, particularly secondary schools, regarding Self-Regulated Learning, such as research from (A. W. Sari et al., 2023), show that as many as 76% (19 students) stated that they experienced weaknesses in their Self-Regulated Learning; they were not yet able to learn individually, so that they ended up relying on explanations from teachers or friends.

Furthermore, research conducted by (Mustofa & Hastuti, 2023) with the title "the influence of learning styles and self-concept on the Self-Regulated Learning of students in Economics class XI IPS SMA Negeri Tulungagung in the 2022/2023 academic year", stated that students' Self-Regulated Learning has not been achieved, because it can be seen from the attitudes and behavior of students, when exams are carried out they still often ask other friends, when appointed to come forward to do assignments they still do not dare, and hesitate to express opinions in making decisions.

In addition, research from (J. K. Sari & Andriani, 2023) entitled "The Influence of Self-Regulated Learning on the Learning Outcomes of Class X IPS Students of SMA Negeri 7 Batang Hari" based on the results of interviews with economics teachers at SMA Negeri 7 Batang Hari stated that some students depend on instructions given by teachers and very few take the initiative to be able to understand the material themselves, the material taught and are responsible for learning and accuracy in collecting assignments, in this case the students have Self-Regulated Learning which is still relatively low,

Regarding the above problem, namely the low Self-Regulated Learning of students according to (Knowles, 1975), secondary schools are influenced by several factors, namely internal factors and external factors. Self-concept and self-adjustment are internal factors in Self-Regulated Learning.

Self-concept in independent learning is based on the principle that students must assume responsibility for their learning and actively participate in the learning process (Dahri et al., 2024). In independent learning, a student's self-concept greatly influences their learning, whether they can use their time well and actively or vice versa, because a student is responsible for this. Academic self-concept refers to students' perceptions of their own abilities related to school (Steinberg et al., 2024).

Schneiders in (Soleh & Permadi, 2024) said that self-adjustment is a process where each individual strives to overcome or master the needs within themselves, harmony between the demands of the environment in which they live, and the demands within themselves. In line with (Knowles, 1975), self-adjustment of a student is one of the internal factors that will influence the process of independent learning. Self-adjustment of a student is important in independent learning because the student's environment also influences this. If the environment is positive, it will make it easier for students to learn independently; on the contrary, if the environment is negative, then students have a greater challenge to avoid it.

Things like the above were also found at MA Annaim Ajisoko in a researcher interview on February 1, 2026, with one of the teachers. In practice in the field, it shows that student independence is still low, because many students depend on teachers, are passive in seeking additional information, and are influenced by the environment. The results of the interview show that many students are still dependent on teachers, are not active in seeking information, and are influenced by the environment, especially friends. This shows that the concept of self and how students adapt to the environment or themselves affects Self-Regulated Learning. Based on the results of previous research findings and interviews conducted by researchers, this study aims to analyze the contribution of self-concept and self-adjustment to Self-Regulated Learning, especially for high school students.

2. LITERATURE REVIEW

Self-Concept

Self-concept, according to Burns (Rogers, 1983), is a collection of attitudes, values, and beliefs that a person has about himself. In accordance with the self-concept theory (Hurlock, 1980), which states that self-concept is a person's mental image of himself that is formed from experience and social interaction. Based on the description above, self-concept is a person's perception that is formed through experience and social interaction that reflects attitudes, beliefs, and assessments of oneself in various aspects of life.

There are 3 self-concepts according to Calhoun and Accocella (Ghufron, M. N., & Risnawita, 2010), namely, 1. Knowledge, knowledge is what individuals know about themselves, 2. Hope, Students have hopes for themselves according to their version, 3. Assessment, being an assessor for themselves, for example, about who am I?. A person's self-concept is one of the personality traits that has an influence on a person. Self-concept is a part of an individual that plays a very important role. Self-concept is defined as an individual's feelings about himself who plays a role as a whole person who will be recognized as an individual who has unique characteristics (Hartanti, 2018). A person can live his life more comfortably when he has a positive self-concept because he acts according to his perception of himself. In line with (Karlen et al., 2021), who said that self-concept is about various domains that are positively associated with perseverance, positive emotions about learning, effort, use of strategies by students, and academic achievement for long-term educational achievement.

In this case, the more positive the self-concept that students have, the higher their level of Self-Regulated Learning; conversely, if students' self-concept is low, their Self-Regulated Learning is also low (Mustofa & Hastuti, 2023). In line with the response (Wahrini et al., 2022) that a good self-concept in students will certainly form an independent attitude and perception of what they will learn. According to the description above, self-concept is one of the important factors that influence students' Self-Regulated Learning, because it is related to internal aspects originating from the individual student, in addition to external factors also influence.

Self-Adjustment

According to Sobur (Permatasari & Fitriana, 2024), self-adjustment is an important factor in human life. Self-adjustment is a learning process to face various life conditions and form behavioral patterns that are in accordance with environmental demands (Hurlock, 1980). According to Schneiders (1995), self-adjustment is a process in which individuals try to overcome demands from within themselves and the environment in order to achieve harmonious relationships. According to the above description regarding self-adjustment, the learning process carried out by individuals to face various demands from within themselves and the environment, with the aim of forming appropriate behavior and achieving balanced and harmonious relationships with the surrounding environment.

According to Fatimah (Br Harahap, 2024), factors that can influence self-adjustment include psychological, physiological, developmental, maturity, environmental, cultural, and religious factors. Of the factors mentioned above, the one that most influences low self-adjustment in individuals is psychological factors related to independent learning. The determinants of self-adjustment are identical to the factors that regulate development and the gradual formation of personality.

Furthermore, self-adjustment is a process that encompasses an individual's mental and behavioral responses to overcome needs, tension, conflict, and frustration, aiming to achieve harmony between internal and environmental demands (Putri et al., 2021). Furthermore, self-adjustment has phases in the process; the duration and success of the self-adjustment phase are significantly influenced by the surrounding culture and experiences within that environment (Nishfi & Handayani, 2021). Self-adjustment is closely related to the student's environment, which must be considered for their comfort. Self-adjustment in independent learning requires students, especially high school students, to be able to address or master their own needs regarding the learning needs they are studying.

Self-Regulated Learning

Social cognitive theory states that social, cognitive, and behavioral factors play an important role in the learning process. One learning process that involves these three factors is Self-Regulated Learning, commonly called Self-Regulated Learning (SRL) (Darmiany, 2012). This SRL theory refers to an individual's who are actively involved in regulating their metacognitive, motivational, and behavioral processes in learning (Hariyadi, 2023). Self-Regulated Learning can be developed through continuous and early-onset exercises. These

exercises can include giving assignments without assistance, and of course, these assignments are completed according to the child's age and abilities (Pandika et al., 2024).

According to Zimmerman in (Zubaidah, 2020) the definition of SRL is as an individual who is actively metacognitive, motivational, and their own learning behavior, therefore a person's self-regulation can be seen from three main aspects, namely a) metacognitive processes, b) motivational processes and c) behavioral processes. Meanwhile, the definition of SRL according to Pintrich in (AB. Dimas Ghimby, 2022) is an active and constructive process where students set their learning goals and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and limited by their goals and contextual features in the environment. independently and without encouragement from others.

According to the description above, Self-Regulated Learning or Self-Regulated Learning is a learning process that is carried out actively and independently by students by regulating and controlling metacognitive, motivational, and behavioral aspects in achieving learning goals. This process takes place consciously, guided by self-determined goals and influenced by the context of the learning environment. Regarding indicators of Self-Regulated Learning, there are 5 things that must be reviewed: 1) Being responsible in all matters, 2) having initiative in behavior, 3) being self-confident, 4) controlling oneself, and 5) Behaving in a disciplined manner (Fadila Ananda Yandra, 2023).

3. METHODS

This research was conducted using a library research method. The research was conducted using library materials, such as journals, papers, books, and summaries of previous research, which is called library research (Nila Frischa Panzola et al., 2024). This library research aims to obtain a strong theoretical foundation for understanding and analyzing the problems to be studied (Cresswell, 2018). This method was chosen because the main objective of this study is to explore in depth the relationship between self-concept, self-adjustment, and student Self-Regulated Learning based on previous research.

In library research, there are several stages according to (Rima Trisna, 2025), namely 1) source identification: collecting references from various relevant sources, 2) source evaluation: selecting and assessing the credibility and relevance of literature, 3) data classification: grouping information based on themes or research variables, and 4) analysis and interpretation: connecting findings from various sources to build a systematic framework of understanding.

4. RESULTS AND DISCUSSION

The Relationship between Self-Concept and Self-Adaptation with Self-Regulated Learning.

Table 1. Sampling Process

No	Research Identity	Analysis Result
1.	Hubungan Konsep Diri dan kemandirian Belajar dengan kesiapan kerja Siswa Kelas XI SMK Negeri 2 Pengasih (Aditiya, 2021).	The self-concept of class XI students of SMK N 2 Pengasih directly has a positive and significant relationship with work readiness and Self-Regulated Learning that students have. It also has a positive relationship with work readiness.
2.	Pengaruh Konsep Diri dan Kemandirian Belajar terhadap Motivasi Berprestasi pada Siswa SMA (Rizky Andriani, 2025)	In this study, self-concept had a stronger positive impact compared to Self-Regulated Learning, both of which had a significant positive influence and were also important factors in increasing students' learning motivation in high school.
3.	Dukungan Sosial, Penyesuaian Diri dan Kesejahteraan Psikologis pada Siswa SMA Negeri 2 Binjai (Hasanuddin & Khairuddin, 2021)	Based on the research results, 54.5% of students showed that their self-adjustment was still in the moderate category, as was social support. To improve self-adjustment, students are expected to have the ability to adapt appropriately and well to their surroundings.
4.	Pengaruh Penyesuaian Diri Siswa terhadap Hasil Belajar Siswa di SMA N 10 Muara Jambi (P. K. Sari et al., 2023)	There is an influence of student self-adjustment on student learning outcomes at SMA N 10 Muaro Jambi with an index of 75%, which means that student self-adjustment has high quality and influences learning outcomes.
5.	Penyesuaian Diri dan Kemandirian Belajar (Juniar, 2025)	The results of the analysis show that self-adjustment has a significant influence on Self-Regulated Learning, this shows that students with a high level of self-adjustment tend to have greater ability in setting learning goals, making decisions, and managing the learning process independently.

We can observe that self-concept and self-adjustment influence a student, particularly in their independent learning. Both are also internal factors that can foster independent learning. Students with positive self-concept and self-adjustment will find it easier to manage independent learning because they can adapt to their environment and conceptualize themselves. Furthermore, students with positive self-concept and self-adjustment will become learners who easily accept what they learn, leading to better performance and achievement.

5. CONCLUSION AND LIMITATION

Self-concept and self-adjustment are two internal factors that play a significant role in shaping high school students' Self-Regulated Learning. A positive self-concept enables students to have a positive perception of their abilities, fostering self-confidence, optimism, and responsibility in the learning process. Self-adjustment helps students adapt effectively to various environmental demands and academic pressures, thus creating a conducive and independent learning environment.

Based on the results of the literature review and previous research findings, it is evident that students with good self-concept and self-adjustment tend to have higher levels of Self-Regulated Learning. Therefore, strengthening these two aspects, namely self-concept and self-adjustment, must be balanced and necessary in efforts to improve the quality of Self-Regulated Learning in high school students.

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