

The Effect of Self-Concept, Learning Habit, and Motive of Achievement toward the Learning Achievement

ABSTRACT: This research is aimed at finding out the effect of self-concept, learning habit, and achievement motivation toward the students learning achievement at the six-grade of Elementary Schools in the Kebasen District of the Banyumas Regency in Central Java, Indonesia, both individually and wholly. This research belongs to ex-post facto type with descriptive-quantitative approach. The sample, a cluster one, was 20% of the population which was 150 students of the six grade or two classes of each category. The data for the learners' self-concept, learning habit, and achievement motivation was collected through questionnaire based on Likert scale with four options of answer, while that of the students learning achievement was taken from the list of scores of the National Examination. The correlation between the independent and dependent variable was analyzed using correlational statistics and multiple regression. Hypothesis was tested at the level of significance with $\alpha = 0.05$. The result was that the mean score of the self concept was 3.175, the learning habit 3.311, and the achievement motivation 2.973, which belong to the category "high, very high, and high" respectively. The mean score of the learning achievement was 22.09, which was categorized as "fair". Individually, the self-concept ($t = 3.512, p = 0.001$), learning habit ($t = 2.603, p = 0.010$), and achievement motivation ($t = 2.679, p = 0.008$) gave positive and significant effect toward learning achievement. Simultaneously, the three variables X_1 (the self-concept), X_2 (the learning habit), and X_3 (the achievement motive) showed significant effect, the F count being 12.789 with p at 0.000.

KEY WORDS: Self-concept, learning habit, motive of achievement, learning achievement, elementary schools, and national examination.

INTRODUCTION

The opinion that learning achievement is one of the essential outputs of a learning process has got wide acceptance among experts. This is why it has become an indicator of various policy and research on education. Experts in the field of education commonly agrees that there are three main categories of input that affect the education output, namely: learners background, school environment, and learner's talents. Learner's background provides learning facilities, encouragement, and learning atmosphere. This because conducive environment encourages learners to study better, so that family and school as the learners environment affect greatly the result of learning (Anoraga, 1995; Bell *et al.*, 1996; and Surya, 2003).

Sumadi Suryobroto states that learning achievement is subject to learner's internal and external factors. Psychological conditions, i.e. the form of achievement motive, learning habit, attitude, and self-concept are examples of internal factor (Suryobroto, 2005:83). In other words, learning success is determined by the characteristics of the learner. Teachers, school climate, and school facilities are parts of school environment. All these variables need to be attended. Teachers, for example, should have an active role as professional. His professionalism should encourage learners to have positive motivation and attitude, which will give positive impact toward learning achievement (Bruno, 1983; and Crow & Crow, 1984).

Learning achievement is an end product of learning, which is realized in the form

About the Author: Pamujo, M.Pd. is a Lecturer at Study Program of Elementary-School Teacher Education UMP (Muhammadiyah University of Purwokerto), Jalan Raya Dukuhwaluh, P.O. Box 202, Purwokerto 53182, Central Java, Indonesia. He can be reached at: pam@ump.ac.id

How to cite this article? Pamujo. (2014). "The Effect of Self-Concept, Learning Habit, and Motive of Achievement toward the Learning Achievement" in *EDUCARE: International Journal for Educational Studies*, Vol.7(1) August, pp.19-26. Bandung, Indonesia: Minda Masagi Press and UMP Purwokerto, ISSN 1979-7877. Available online also at: <http://educare-ijes.com/the-effect-of-self-concept/>

Chronicle of the article: Accepted (July 23, 2014); Revised (July 30, 2014); and Published (August 17, 2014).

of scores. In Kebasen District of Banyumas Regency in Central Java, Indonesia, the learning achievement is low. The teachers of the Elementary Schools in this district are equal in terms of age, experience, and level of education with those of other districts within the same regency (data from Education Office of the Banyumas Regency), so that it can be expected that the learning achievement is equal too.

In reality, compared to other district in the same regency, the learning achievement as shown in the result of the National Examination in the last four years ranked the seventeenth out of twenty seven schools which was categorized as low. Therefore, there must be an effort to find out the cause. The possibility is that the cause is within the psychological condition of the learners.

From the initial observation and interview, it was found that teachers tended to use old way of teaching in which verbal explanation or lecturing dominated the teaching session, resulting students as watcher in watching the teacher as the actor (interview with Teacher A, 15/12/2010). This led to limited use of learning media. Other findings included the unqualified teachers and low motivation and self-concept on the part of the learners. It was not clear whether this was the result of insufficient attention given by the learners' family which is very crucial if good result is to be achieved (Blocher, 1974; and Bower, 1987).

David McClelland (1972) and David McClelland *et al.* (2006) said that the achievement motivation (n-ach) person is achievement motivated and therefore seek achievement, attainment of realistic but challenging goals, and advancement the job. There is a strong need for feedback as to achievement and progress, and a need for a sense of accomplishment. In others words, it is the learners with high achievement motivation that will have high learning achievement (*cf* Beck *et al.*, 1976; and Uno, 2007).

The interview with teacher revealed that most of learners' time was spent watching television and playing *play station*, resulting in their poor learning habit, which in turn made their learning achievement also poor (interview with Teacher B, 20/12/2010). Teaching

learning process in Elementary School is handled by class teachers, not by subject matter one. It is quite normal to say that the success of teaching learning, which the learning achievement of the learned, is determined by the teacher's teaching skill, attitude, and presence (Cole & Chan, 1994; and Purwanto, 2000).

Therefore, both external and internal factors, such as the self-concept, learning habit, and achievement motivation, are believed to affect the learning achievement. The question of this research is to what extent do these factors influence the learning achievement.

LITERATURE REVIEW

On the Learning Achievement. Learning achievement is the result of measurement of learners which covers the cognitive, affective, and psychomotor domain after a period of learning process using certain types of instrument such as test. S.R. Brown (1996) says that every test measures what the test takers has learned throughout his lifetime. In fact, the purpose of testing usually is to access the level of developed skill in a certain area. This evaluation is done to get, analyze, and interpret the data systematically and continuously.

For this purpose, a test should meet a certain requirement. J.P. Kaplan, C.T. Liverman & V.A. Kraak eds. (2005) state that testing requires standardized condition, because situational variables can affect the scores. The book standards for educational and psychological testing published by the American Psychological Association, and other professional groups, emphasize that a test manual should clearly spell out the directions for administration. Therefore, learning achievement is the result of an evaluation of learning effort which represented by symbol in the form of either letter or statement describing result achieved by the learners for a certain period (Dadidoff, 1981; Bootzin *et al.*, 1986; and Burn, 1993).

As to factor influencing the learning achievement, Slameto (2003) states that there are: (1) the internal factor which comes from the learners themselves and is classified as physical, psychological, and fatigue; and (2) the external factor which comes from outside

the learners and is categorized into family background, school environment, and society.

On the Self-Concept. It is accepted that self-concept has positive influence toward learning at school. David M. Brodzinsky *et al.* stated that personality generally refers to the characteristic way that a person behaves, the patterns of belief, actions, and feelings that distinguishes one person from another. Part of personality includes the way of person views him or herself, or the self-concept (Broadzinsky *et al.*, 1986:179).

While Harter argues that the self-concept is our total image of ourselves. It is belief about who we are – our picture of our abilities and traits. It is a cognitive construction, a system descriptive and evaluative representation about the self, which determine how we feel about ourselves and guides our action (in Papalia *et al.*, 1997:279). This means that self-concept has something to do with ideas, thought, belief of someone about him or herself. This will determine how he or she interacts with others.

A similar definition is proposed by Stuart J. Rupke *et al.* (2006), who say that self-concept is all ideas, thoughts, and principles of someone about he or herself which affect his or her relationship with others. This implies that self-concept affects how someone view his or her wholeness both physically, emotionally, intellectually, socially, and spiritually (Sunaryo, 2004:32).

The self-concept forms itself as result of direct and indirect experience. Direct experience enables someone to view him or herself on the basis of his or her own experience, while indirect experience allows someone to view him or herself on the basis of others' experience. Lewis & Borrok states that the development of self-concept is closely related to the child growing cognitive, emotional, and social skill (in Broadzinsky *et al.*, 1986:179).

John Locke also argues that a child is born like a blank slate (in Wijaya, 2013). The self-concept materializes soon after a child is able to respond to his or her environment. The self-concept is formed by experiences, habits, and training in interacting with the environment; or, in other words, self-concept is a social product. This is supported by Dale

H. Schunk that the self-concept refers to someone's collective self-perception shaped through experience with environment and its interpretation, reinforcement, and evaluation by other people (Schunk, 2006:203).

E.B. Hurlock also says that self-concept is formed through stages of primary self-concept and secondary self-concept (Hurlock, 1980:59). Therefore, it can be concluded that the more experience, someone has the more aspect the self-concept.

On the Learning Habit. The some one's uses of time for learning which done over and over will form a learning habit. The Liang Gie says that learning habit is a constant way using time to learn over a period of time which relative long. This is a learned behavior, not something natural (Gie, 2000:192). While Burghardt states that learning habit appears due to a decrease in responding tendency using repeated simulation. In learning process, habit formation includes a decrease of actions needed to repond (in Syah, 2001:118). This decreases lead to new pattern of behaving which relatively constant and automatic (Feist & Feist, 2008).

Learning habit does not for overnight, it develop gradually. Mohammad Surya & Rochman Natawidjaja (1992) said that habit was developed in two ways. *Firstly*, human being tends to follow a course of action the least obstacle. In other words, people tend to choose the easiest way of doing or responding to something. *Secondly*, through act done on purpose and with care to give automatic reaction. This happens when someone wants to change old habit with the new one.

Sumadi Suryobroto states that learning habit can shaped through: (1) developing rehearsing plan; (2) making rehearsing schedule; (3) allocating specific time for subject matter rehearsal; (4) employing certain strategies of learning; (5) focusing; and (6) disciplining oneself to learning (Suryobroto, 2005:52).

Good learning habit is an important tool to achieve good result in learning. Sumadi Suryobroto also adds that a good learning habit: (1) is good use of spare time; (2) will give priority on understanding; (3) encourage a learner to like library; (4) make a learner

regularly rehearse learning material; and (5) drive a learner to have passion in learning (Suryobroto, 2001).

On the Achievement Motivation. Rita J. Atkinson & Richard C. Atkinson (1983) and David McClelland *et al.* (2006) studied the motivation for a broader purpose and the result was a theory of motivation, which has the impact on the realm of economy. David McClelland *et al.* (2006) distinguish three main needs that influence human behavior, namely: (1) the need to achieve, (2) have power, and (3) affiliate. The need to achieve or achievement motivation is shown on someone's tendency to always set him or herself to a certain standard of excellence. This type of person has a personal responsibility and open to feedback in order to improve his creative achievement (*cf* Irwanto, 1997:206).

Someone with high motivation will have high quality performance. J. Skinner says that knowledge of right, high aspiration, and clear goals are the best preparation and incentive to self-motivation, especially if the pupil is directed and encouraged to set his own goals and seek intrinsic incentive and superior remote goals (in Surya & Natawidjaja, 1992). Therefore, motivation means giving encouragement to someone to direct, organize a certain behavior to reach a certain goal.

Norman A. Sprinthall & Richard C. Sprinthall also argue that the achievement motive is usually aimed at emphasizing a high level of ability and avoiding any display of low ability (Sprinthall & Sprinthall, 1987:468). Similar position is said by John P. Houston, who defines need as the urge to overcome obstacle, to exercise power, to strive to do something difficult as well as and as quickly as possible (Houston, 1985:239). In other words, the need to achieve has to do with the desire to meet or exceed standard of excellence. Therefore, achievement motivation is the tendency to do something challenging and to avoid failure (Gerungan, 2003:158).

People with high motivation to achieve tend to have good self confidence, sense of responsibility, expect a concrete knowledge of his or her performance, get good score at school, and to be active member of the school and society. They also tend to choose friends

who are expert in something than just friends who are emotionally close to him or her. They tend to take risk on the basis of his ability to overcome it rather than of luck or coincidence. Therefore, to arouse this motivation, the role of family is very crucial (Hurlock, 1980).

METHOD

This research was aimed at finding out the relationship between self-concept, achievement motivation, and learning achievement of students of the sixth grade of Elementary Schools in the Kebasen District of Banyumas Regency in Central Java, Indonesia. This research belongs to ex-post facto type with descriptive-quantitative approach, but qualitative data was also gathered through interviews and observation to supplement the quantitative data. Relationship among variables was analyzed using correlation method (Arikunto, 2000).

The population of this research was all the students of grade six of the Elementary School of the academic year 2009/2010. Out of this population, 20% or 150 students was taken as sample which was cluster in nature. So, there were 2 classes for each category. Before sample was taken population was classified into 3 categories of schools, those with high, fair, and low achievement on the basis of National Examination scores. Besides that geographical was also taken into consideration.

The variables studied in this research were: the independent variables – the self-concept (X_1), the learning habit (X_2), and achievement motivation (X_3); and the dependent variable – the learning achievement (Y). To obtain valid and reliable data, data collecting instrument underwent validity and reliability test. To test the first, second, and third hypothesis, simple correlation, regression, and determinant coefficient technique were used. The fourth hypothesis was tested using multiple correlation analysis, multiple regression, and determinant coefficient.

After correlation coefficient was found, significance (F) test was done. The value of F-count was compared to F-table with numerator degree of freedom ($df = k$), and denominator degree of freedom ($df = n - k_1$) at the degree of error of 5%. If the F-count

was higher the F-table, H_0 was rejected and accepted. On the contrary, if the F-count is lower than the F-table, H_0 was accepted and H_a was rejected. The testing of hypothesis was done through multiple analysis using SPSS (Statistical Package for the Social Sciences) 16 for windows.

If there was the joint influence of the self-concept (X_1) and achievement motivation (X_2) toward Y, it was continued with multiple regression analysis also using SPSS 16 for windows. The equation for the multiple regression is $Y = a + b_1X_1 + b_2X_2 + b_3X_3$. The significance of the multiple regression was tested using F test, the result of which was then compared to the F-table with numerator degree of freedom (df) = 1, and denominator degree of freedom (df) = $n-2$ at degree of error of 5% ($\alpha = 0.05$).

RESULTS AND DISCUSSION

About the Normality Test. Data normality is shown by Normal p-p plot which indicates data which lies along the diagonal with the direction as can be seen in the figure 1, each for the dependent variable of the students learning achievement.

The result of normality test was summarized in the table 1.

From the table 1, it can be concluded that the residual of the dependent variable has normal data distribution, due to significance of $p = 0.333$ which is higher than 0.05.

Based on table 2, it can be seen that the correlation between each independent variable and dependent variable is linear. This is because the probability value (P) of the F-count in the Deviation from Linearity of each independent variable is higher than 0.05. The assumed linearity of correlation is met.

The result of Heteroscedasticity test on table 4 shows that assumption of the absence of heteroscedasticity is fulfilled at the three independent variables. This is shown by the probability value (P) which is higher than

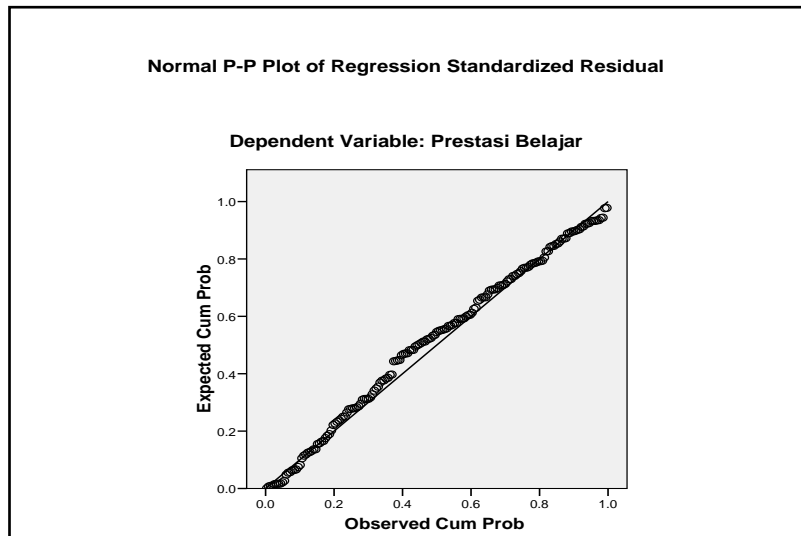


Figure 1:
Normal p-p Plot, Dependent Variable of Learning Achievement

0.05. This can be the basis of conclusion that the regression used to estimate the effect of self-concept, learning habit, and achievement motivation toward can be used to test the hypothesis.

About the effect of self-concept, learning habit, and achievement motivation toward learning achievement can be described as follows:

First, Coefficient of Determination (R^2). The analysis of multiple regression with three predictors (self-concept, learning habit, and achievement motivation) gives the coefficient of determination (R^2) of 0.183. This magnitude of R^2 shows that 0.183 or about 18.3% of the changes in the dependent variable of learning achievement can be explained by the three independent variables through the equation of multiple linear regression obtained from the result of data processing with SPSS (Statistical Package for the Social Sciences), namely $Y = 0.371 + 2.956X_2 + 2.027X_2 + \epsilon$.

Based on the discussion about the multiple linear regression by Singgih Santoso (2010:335), the constant of 0.317 indicates that if there is no effect of X_1 (self-concept), X_2 (learning habit), and X_3 (achievement motivation), each of which being zero, the value of the learning achievement variable is only 0.317. The X_1 regression coefficient of 2.956 indicates that any one unit increase

Table 1:
Result of Normality Test for the Dependent Variable of Learning Achievement

| No. | Dependent Variable | Z Value Kolm-Smirnov | P (Sig.) | Status |
|-----|----------------------|-------------------------|-------------|--------|
| 1. | Learning achievement | 0.946 | 0.333 | Normal |

Source: Result of primary data processing (2010).

Table 2:
Result of Linearity Test

| Correlation between Independent and Dependent Variable | Deviation from Linearity | | Conclusion |
|---|--------------------------|-------|------------|
| | F-count | P | |
| $X_1 \longrightarrow Y$ | 1.284 | 0.159 | Linear |
| $X_2 \longrightarrow Y$ | 1.159 | 0.103 | Linear |
| $X_3 \longrightarrow Y$ | 0.890 | 0.639 | Linear |

Tabel 3:
Result of Multi-Co-Linearity Test Based on Tolerance Value and VIF

| Dependent variable | Independent Variable | Tolerance | VIF | Remarks |
|----------------------|------------------------|-----------|-------|--------------------------|
| Learning achievement | Self-concept | 0.941 | 1.063 | No multiple-co-linearity |
| | Learning habit | 0.906 | 1.104 | |
| | Achievement motivation | 0.947 | 1.056 | |

Source: Result of primary data processing (2010)

Tabel 4:
Result of Heteroscedasticity Test Using Glejser Method

| Independent Variable | t _{-count} | P | Remarks |
|----------------------|---------------------|-------|-----------------------|
| X_1 | 1.464 | 0.145 | No heteroscedasticity |
| X_2 | -1.700 | 0.105 | No heteroscedasticity |
| X_3 | -1.818 | 0.071 | No heteroscedasticity |

of learning achievement increases by 1.922 unit (due to positive sign). While that of X_3 at 2.027, indicates that any one unit increase of achievement motivation will cause learning achievement to increase by 2.027 (due to positive sign).

Second, Measuring the Significance of Simultaneous Effect Using F-Test. The result of measurement of the simultaneous effect of X_1 (self-concept), X_2 (learning habit), and X_3 (achievement motivation) toward Y (learning achievement) using F-test gave F-count of 12.789 with P being 0.000. Because the value of P was less than 0.05, the three variables simultaneously gave significant effect toward the dependent variable Y (learning variable).

Third, Measuring the Significance of Individual Effect Using t-Test. Regression analysis gave correlation coefficient for X_1

variable (self-concept) of 2.956, with positive sign. Meanwhile, the significance test to this coefficient using t-test resulted in t-count of 3.512 with P being 0.001. Since the value of P was less than 0.05, the effect of X_1 (self-concept) toward Y (learning process) was significant and positive (due to the positive sign).

Regression analysis gave correlation coefficient for X_2 variable (learning habit) of 1.922 with positive sign. Meanwhile, the significance test to this coefficient using t-test resulted in t-count of 2.603 with P being 0.010. Since the value of P was less than 0.05, the effect of X_2 (learning habit) toward Y (learning process) was significant and positive (due to the positive sign).

Regression analysis gave correlation coefficient for X_3 variable (achievement

motivation) of 2.027 with positive sign. Meanwhile, the significance test to this coefficient using t-test resulted in t-count of 2.679 with P being 0.008. Since the value of P was less than 0.05, the effect of X_2 (self-concept) toward Y (learning process) was significant and positive (due to the positive sign).

CONCLUSION

As the analysis and discussion on the effect of independent variable (self-concept, learning habit, and achievement motivation) toward the learning achievement at Elementary Schools in Kebasen District of Banyumas Regency in Central Java, Indonesia show, the followings are the conclusions.

The value of R^2 indicates that 0.183 or about 18% of change in the dependent variable (learning achievement) can be explained by the three predictor variables (self-concept, learning habit, and achievement motivation) using F-test shows significant effect with F-count of 12.789 and P at 0.000. Simultaneously, the three variables have significant impact toward the dependent variable.

Individually, the variable self-concept ($t = 3.512$, $p = 0.001$), learning habit ($t = 2.603$, $p = 0.010$), and achievement motivation ($t = 2.679$, $p = 0.008$) gives positive and significant impact toward learning achievement.

Based on the result of this research, it suggested that: (1) to obtain maximum result of learning achievement of the Elementary School's students of Kebasen District of Banyumas Regency in Central Java, Indonesia, stakeholders need to improve the students' self-concept, learning habit, and achievement motivation; and (2) researchers with wider scope exploring more variables need to done to provide feedback to stakeholders, especially those responsible for improving student learning achievement.

References

- Anoraga, Panji. (1995). *Psikologi Industri dan Sosial*. Jakarta: Dunia Pustaka Jaya.
- Arikunto, Suharsimi. (2000). *Prosedur Penelitian: Suatu Pendekatan Praktek*. Jakarta: Rineka Cipta.
- Atkinson, Rita J. & Richard C. Atkinson. (1983). *Pengantar Psikologi*. Jakarta: Penerbit Erlangga, translated by Nurjanah Taufik.
- Beck, Robert C. et al. (1976). *Motivation: Theory and Principles*. New Jersey: Prentice Hall.
- Bell, Paul A. et al. (1996). *Environmental Psychology*. Philadelphia: Harcourt Brace College Publisher.
- Blocher, Donald H. (1974). *Developmental Counseling*. New York: John Wiley & Son.
- Brodzinsky, David M. et al. (1986). *Lifespan Human Development*. New York: Holt Rinehart and Winston.
- Bootzin, Ricard R. et al. (1986). *Psychology Today*. New York: McGraw Hill Publishing Company.
- Bower, Gordon H. (1987). *Principles of Psychology Today*. New York: Random House.
- Brown, S.R. (1996). "Q Methodology and Qualitative Research" in *Qualitative Health Research*, 6, pp.561-567.
- Bruno, Frank J. (1983). *Adjusment and Personal Growth: Seven Path Ways*. New York: John Willey and Son.
- Burn, R.B. (1993). *Konsep Diri: Teori Pengukuran, Perkembangan, dan Perilaku*. Jakarta: Penerbit Arcan, Translation.
- Cole, Peter C. & Lorna Chan. (1994). *Teaching: Principle and Practice*. New York: Prentice Hall.
- Crow, Lester D. & Alice Crow. (1984). *Educational Psychology: Psikologi Pendidikan*. Surabaya: Penerbit Bina Ilmu, translated by Kasijan.
- Dadidoff, Linda D. (1981). *Psikologi: Suatu Pengantar*. Jakarta: Penerbit Erlangga, translated by Mari Yulianti.
- Feist, Jess & Gregory J. Feist. (2008). *Theories of Personality: Teori-teori tentang Kepribadian*. Yogyakarta: Pustaka Pelajar, Translation.
- Gerungan. (2003). *Psikologi Sosial*. Bandung: PT Refika Aditama, edisi ke-3.
- Gie, The Liang. (2000). *Cara Belajar yang Efisien*. Yogyakarta: Gajah Mada University Press.
- Houston, John P. (1985). *Motivation*. New York: McMillian Publishing Company.
- Hurlock, E.B. (1980). *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan*. Jakarta: Penerbit Erlangga, fifth edition, translation.
- Interview with Teacher A, at the Elementary School in the Kebasen District of the Banyumas Regency in Central Java, Indonesia, on 15 December 2010.
- Interview with Teacher B, at the Elementary School in the Kebasen District of the Banyumas Regency in Central Java, Indonesia, on 20 December 2010.
- Irwanto. (1997). *Psikologi Umum*. Jakarta: PT Gramedia.
- Kaplan, J.P., C.T. Liverman & V.A. Kraak [eds]. (2005). *Preventing Childhood Obesity: Health in the Balance*. Washington, DC: Institute of Medicine, the National Academies Press.
- McClelland, David. (1972). "What is the Effect of Achievement Motivation Training in the Schools?". Available [online] also at: <http://www.tcrecord.org/AuthorDisplay.asp?aid=5720> [accessed in Purwokerto, Indonesia: May 17, 2014].
- McClelland, David et al. (2006). *The Achievement Motive*. New York: Irvington Publisher.
- Papalia, Diane E. et al. (2008). *Human Development*. Boston: McGraw Hill Burr Bridge.

- Purwanto, Ngalim. (2000). *Psikologi Pendidikan*. Bandung: Remaja Rosdakarya.
- Rupke, Stuart J. et al. (2006). "Cognitive Therapy for Depression" in *American Family Physician*, Vol.73(1), January. Available [online] also at: www.aafp.org/afp [accessed in Purwokerto, Indonesia: May 17, 2014].
- Santoso, Singgih. (2010). *Statistik Parametrik: Konsep dan Aplikasi dengan SPSS*. Jakarta: PT Elex Media Koputindo.
- Schunk, Dale H. (2006). *Learning Theories: Teori-teori Belajar*. Jakarta: Pustaka Pelajar, Translation.
- Slameto. (2003). *Belajar dan Faktor-faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Sprinthall, Norman A. & Richard C. Sprinthall. (1987). *Educational Psychology*. New York: Random House.
- Sunaryo. (2004). *Psikologi untuk Keperawatan*. Jakarta: Penerbit Buku Kedokteran.
- Surya, Hendra. (2003). *Kiat Mengajak Anak Belajar dan Berprestasi*. Jakarta: PT Gramedia.
- Surya, Mohammad & Rochman Natawidjaja. (1992). *Pengantar Bimbingan dan Penyuluhan*. Jakarta: Penerbit UT [Universitas Terbuka].
- Suryobroto, Sumadi. (2001). *Proses Belajar di Perguruan Tinggi*. Yogyakarta: Andi Offset.
- Suryobroto, Sumadi. (2005). *Psikologi Pendidikan*. Jakarta: Grafindo Persada.
- Syah, Muhibin. (2001). *Psikologi Pendidikan dengan Pendekatan Baru*. Bandung: Remaja Rosdakarya.
- Uno, Hamzah B. (2007). *Teori Motivasi dan Pengukurannya*. Jakarta: Bumi Aksara.
- Wijaya, Daya Negeri. (2013). "John Locke on Character Building" in *ATIKAN: Jurnal Kajian Pendidikan*, Vo.3(2) December, pp.115-128. Bandung, Indonesia: Minda Masagi Press and UNSUR Cianjur, ISSN 2088-1290. Available [online] also at: www.atikan-jurnal.com