

Predictors Of Self-Dissatication And Self-Actualization On Learning Success Of Early Adolescent Students

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Abstract: Students in the early adolescent phase tend to experience personal instability, identity search, the emergence of fear, and many other adolescent problems that arise in this phase. Such conditions will be very difficult for all students to face. Students are still lacking in self-actualization and students also become dissatisfied with themselves, causing a decline in academic achievement. The phenomenon that occurs in students who have no self-actualization causes a decline in learning and in everyday life. The purpose of this study is to describe the relationship between self-dissatisfaction and self-actualization to student academic achievement at MTsS Darul Ulum. This study uses a quantitative method with a correlation approach. The research sample amounted to 89 students. Data were collected through questionnaires that measured aspects of self-dissatisfaction and self-actualization. Data analysis was carried out using multiple linear regression techniques to test hypotheses regarding the relationship between these variables. After the data was obtained, the data was analyzed using SPSS version 20. Based on the results of the analysis of the research data, the results showed that both variables have a significant relationship to academic achievement. The correlation index of the self-dissatisfaction variable to academic achievement is 0.063. Furthermore, the regression coefficient between self-actualization and student learning achievement was 0.048. This study reports that self-dissatisfaction and self-actualization play a significant role in the learning achievement of adolescent students.

Keywords: Academic Achievement, Self-Dissatisfaction, Self-Actualization, Early Adolescent Students

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INTRODUCTION

Students tend to live their lives freely and are not constrained by regulations. However, at the same time, students are subject to regulations they dislike. This is what Rogers later expressed with the term "ideality does not align with reality." Disturbed individuals like the one described above are often found among students in Islamic boarding schools (Moh. Ridwan 2022). Individuals who are essentially moving forward as individuals sometimes encounter obstacles in the form of emerging problems and undesirable social attitudes, making them unable to face reality, which disrupts their self-actualization and academic achievement. At the same time, Islamic boarding school students who are bound by regulations must also confront their adolescent selves. Adolescents experience personal instability, the search for identity, the emergence of fear, and many other adolescent issues that arise during this phase. These conditions are very difficult for all students to cope with. (Al-Mighwar M, 2006)

Field observations indicate that students still lack self-actualization and are also dissatisfied with themselves, leading to declining academic achievement. The phenomenon that occurs in students who lack self-actualization causes setbacks in learning and in everyday life. And ultimately, students are dissatisfied with themselves personally, some consider themselves to have many shortcomings and do not feel accepted by their peers because they feel they do not fit in with their friends. This indicates that students' self-esteem is low, and during adolescence, emotions in adolescents are still said to be unstable or still in the adjustment period, so students are sometimes unable to manage emotions well. So they are sensitive to the judgment of others around them if people do not accept their situation and the judgment of friends is not good, so students are more easily to feel low self-esteem.

In psychology, self-dissatisfaction refers to a state of dissatisfaction or unhappiness experienced by individuals in various aspects of their lives. It is a multifaceted emotion influenced by personal, environmental, and psychological factors. Understanding dissatisfaction, its causes, manifestations, and potential solutions is crucial for improving mental and emotional well-being. In this comprehensive exploration, we will explore the concept of dissatisfaction in psychology, provide numerous examples of its manifestations, offer recommendations for overcoming and finding satisfaction, and discuss similar emotions and experiences in psychology. These insights can be useful for personal development or problem-solving for individuals participating in group activities. Self-actualization is the ultimate human need when all basic needs are met. However, if other basic needs are not met, self-actualization will be hindered. According to Duane Schutz, self-actualization is the process of becoming oneself and developing one's unique psychological traits and potential. Rogers believed that humans have an innate drive to create, and the most important outcome of creation is becoming oneself. (Duane Schutz, 1991).

Learning achievement is the level of humanity a student possesses in accepting, rejecting, and evaluating information obtained during the teaching and learning process. A person's learning achievement corresponds to their level of success in learning a subject, usually expressed in the form of grades or report cards for each subject area. Student learning achievement can be determined after an evaluation. The results of the evaluation can indicate whether a student's learning achievement is high or low. Psychological factors (mental health) play a crucial role in achieving this level of learning achievement. This is because psychological factors are related to the functioning of the student's mind in relation to understanding the learning material, thus making mastery of the presented subject matter easier and more effective (A.M., Sardiman, 2001).

METHODS

The type of research used in this study is a quantitative approach, namely research conducted through data collection. Research using a quantitative approach is a systematic research method that prioritizes numerical data. As stated by Sugiyono, a quantitative approach is a statistical approach or data in the form of numbers that aims to test a predetermined hypothesis. (Sugiyono, 2005)

As defined, a quantitative research method is a research method based on the philosophy of positivism, used to study a specific population or sample, data collection using research instruments, and quantitative/statistical data analysis, with the aim of testing a predetermined hypothesis.

RESULTS AND DISCUSSION

Table 1 Normality Test Results

Variable Penelitian	Kolmogorov Smirnov-Z	P
Self Dissatification	1,210	0,107
Self Actualization	0,993	0,277
Prestasi Belajar	1,607	0,011

The results of the normality test show a significant value of the self-dissatification variable Asymp. Sig of 0.107. In this study, the data distribution is considered normal because the significance value is greater than 0.05, namely 0.107. Then the significant value test of the self-actualization variable Asymp. Sig of 0.277. In this study, the data distribution is considered normal because the significance value is greater than 0.05, namely 0.277 and the significant value test of the learning achievement variable Asymp. Sig 0.011. In this study, the data distribution is considered normal because the significance value is greater than 0.05, namely 0.011.

Results of Multiple Hypothesis Testing

Table 2. hasil uji Hipotesis Coefficients^a

Model		Unstandardized Coefficients	Std. Error	Standardized Coefficients	T	Sig.
		B		Beta		
1	(Constant)	86.199	1.806		47.734	.000
	Dissatification	.063	.030	.305	2.130	.036
	Self Actualization	.048	.022	.317	2.220	.029

Dependent Variable: Learning achievement

- The constant value $a = 86.199$, meaning that if the self-dissatification and self-actualization variables were not included in the study, student achievement would still increase by 86.199.
- The coefficient value $(X1) = 0.063$, meaning that if the self-dissatification variable yields a positive result, then self-dissatification (X1) has no effect on the independent variable of learning achievement (Y).
- The coefficient value $(X2) = 0.048$, meaning that if the self-actualization variable yields a positive result, then self-actualization (X2) has an effect on the independent variable of learning achievement (Y).

The Influence of Self-Dissatification on Learning Achievement

Self-dissatification is a negative emotional state characterized by feelings of unhappiness, dissatisfaction, or dissatisfaction. It can manifest in various areas of life, including relationships, work, personal accomplishments, and self-image. In the context of psychology, self-dissatification represents a state of dissatisfaction or unhappiness experienced by individuals in various aspects of their lives. It is a complex emotion influenced by many factors, and addressing it is crucial for mental and emotional well-being. Recognizing the causes and manifestations of dissatisfaction, and implementing strategies to cope and find satisfaction, can improve quality of life. Furthermore, understanding related emotions and experiences, such as envy, frustration, and dissatisfaction, provides a better perspective.

A comprehensive analysis of the complexity of human emotions and psychological well-being. (Glossary, 2022) The results showed that the simple regression coefficient set a constant coefficient of 89.759, and the coefficient for the independent variable (X1), self-dissatification, was 0.018. From this analysis, it was concluded that self-dissatification did not have a negative or adverse effect on student achievement. This means that self-dissatification did not affect student achievement. Although decreasing self-dissatisfaction in students would not affect student achievement, the coefficient results indicated a unidirectional relationship.

Significantly, self-dissatification did not affect student achievement, as evidenced by the statistical significance ($p < 0.05$). This indicates that self-dissatification does not affect student achievement. Furthermore, in a multiple linear regression test with two independent variables, the coefficient for X1 showed a positive effect (0.063), contradicting the hypothesis that self-dissatisfaction negatively impacts student achievement.

The Influence of Self-Actualization on Student Learning Achievement

According to Rogers, self-actualization is the process of becoming oneself and developing unique psychological traits and potentials. Self-actualization is facilitated or hindered by experience and learning, particularly during childhood. Self-actualization changes as a person develops. Upon reaching a certain age (adolescence), a person experiences a shift from physiological to psychological self-actualization. Maslow, on the other hand, defines self-actualization as the pinnacle of the hierarchy of human needs, namely the development or realization of full potential and capacity. Self-actualization is the highest-level need, emerging only when other needs have been met. Maslow characterized self-actualization as an individual's desire to become the person they truly are and fulfill their potential, or the desire to perfect themselves through the expression of their potential. (Andang Hambali & Ujam Jaenudin, 2013)

The results of the study showed that the simple regression coefficient set a constant coefficient of 89.809, and the coefficient for the independent variable (X1), self-actualization, was 0.017. From this analysis, it was concluded that self-actualization influences student achievement. This means that the higher the self-actualization, the greater the student's academic achievement. Furthermore, the self-actualization coefficient of 0.017 indicates that every one-unit increase in self-actualization will increase student achievement by 0.017.

The statistical significance of self-actualization is 0.037, indicating no significant effect on student achievement, as the significance value is higher than the general significance threshold (0.05). However, in a multiple linear regression test with two independent variables, the positive coefficient of X2 of 0.048 confirms that self-actualization also contributes positively to student achievement. In other words, it is

assumed that the higher a student's self-actualization, the higher their academic achievement, and vice versa.

According to Alwisol, self-actualization is the desire to achieve satisfaction with oneself, to realize one's full potential to become all that one can be, and to be creative and free to reach the peak of one's potential (Alwisol, 2010). Meanwhile, according to Robbins and Coulter, actualization is a person's need to be able to become what they want to be according to their potential. (Robbins, Stephen P. and Mary Coulter. 2010).

In this study, validity and reliability checks were conducted. Validity testing aims to assess whether the questionnaire used in field research is valid. According to Prayatno, item validity testing is used to assess the suitability of a question in a questionnaire or scale, assessing the extent to which the questions meet the desired measurement objectives (Prayatno, Duwi, 2011). Test results using SPSS 20.0 for Windows software indicate that overall, the questionnaire in this study is considered valid because the calculated r value is greater than r table for all question items, with the overall r value above 0.020.

Meanwhile, reliability testing is used to determine whether the instrument is reliable or not. According to Ghozali, in reliability testing, measurement instruments are evaluated using SPSS 20.0 for Windows (Ghozali, Imam., 2011). The method used is Cronbach's Alpha with a significance value set at 0.70. A Cronbach's Alpha value >0.70 indicates adequate reliability for the questions in the instrument. All questionnaires used in this study were deemed reliable because the Cronbach's Alpha values for the researcher's questionnaire variables were >0.70 .

Before assessing how the independent variables influence the dependent variable, the first step in this study was to test basic assumptions, such as whether the data follows a normal distribution and whether the relationship between the variables is linear. According to Rochmat, the normality test is used to evaluate whether the distribution of data for the dependent, independent, or both variables conforms to a normal distribution or is close to normal. (Purnomo, Rochmat Aldy, 2017)

In an analysis using SPSS version 20.0 for Windows, the significance value for the self-dissatisfaction variable was 0.107, followed by the self-actualization variable's significance value of 0.277, and finally, the learning achievement variable's significance value of 0.011, all three of which exceeded the 0.05 threshold. From these results, it can be concluded that the residual values indicate a close to normal distribution.

The linearity test is used to assess whether there is a linear relationship between two variables. A relationship between two variables is considered linear if the significance value is less than 0.05. Analysis using SPSS version 20.0 shows a significance value of 0.410, greater than 0.05, indicating that there is no significant linear relationship between the variables self-dissatisfaction and self-actualization with student learning achievement

CONCLUSION

Self-dissatisfaction negatively impacts early adolescents' academic success because it reduces motivation, self-confidence, and a positive approach to learning (supported by self-discrepancy theory). Self-actualization positively impacts early adolescents because it provides a platform for them to explore their potential, become psychologically independent, and learn more meaningfully (based on Maslow's theory). When these two variables are combined in a regression model, they can collectively explain a significant portion of the variation in early adolescents' academic achievement..

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