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SELF-ACCEPTANCE, HABITS OF MIND AND STUDENT ACHIEVEMENT: A STUDY FROM THE FRESHMAN AT UNIVERSITAS PENDIDIKAN INDONESIA

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Abstract

Student learning outcomes are becoming an indicator of the success of learning. Learning outcomes can also be measured on the basis of the skills of students through learning activities. In addition, learning outcomes can be impacted by many factors, including self-acceptance and habits of mind. The aim of this study was to determine the effect of self-acceptance and habits of mind on student achievement. This studied was a quantitative method with an ex-post-facto approach. The sample of this study was a bachelor degree's student at majoring in Pendidikan Sistem dan Teknologi Informasi. Data collection techniques used by questionnaire. The data analysis technique was used in a multi-regression analysis technique. The results of this study are self-acceptance and habits of mind which have a positive and significant effect on student achievement as indicated by the correlation coefficient Fcount > Ftable (36,327>3.34) and the 5 percent F significance level (0,000<0.005).

Keywords: self-acceptance, habits of mind, student achievement

Introduction

Mathematics is a subject introduced since at early age in Indonesia, but students always assume that mathematics is very difficult. Difficulties faced by students can be solved by a variety of habits that they always do. Mathematics is very important because it makes people survive in solving problems (NCTM, 1989). The ability of mathematical is an ability that is passed on from the previous process.

To gain success in learning math often carried out by individuals in their daily lives. Freshman are individuals who adapt to the new environment at the university. This adjustment process is different from each other because each individual is unique than is influenced by many factors. A slow or fast adjustment process will result in student performance. Good study habits will have a good influence on individuals, and vice versa. Habits carried out by individuals can be referred to as habits of mind. While self-acceptance is the ability of an individual to accept his own existence. Furthermore, Johnson's research in 2013 state that readiness to enter a university is not built from a standard but with intellectual action and learning experience includes rhetorical skills such as habits of mind. Habits of mind indicate a framework of critical thinking habits for writing, reading and analyzing creativity, openness, involvement and curiosity, perseverance, flexibility, responsibility and meta-cognition (O'Neil, Adler-Kassner, Fleischer, & Hall, 2012). Those things are the ability of students to control positive behavior, so they have strong self-confidence and personality.

Study habits and ways of thinking of individuals can be used to develop mathematical habits of mind (MHM) strategies to develop creative thinking skills through habits or culture of mathematical thinking (Milles and Jacobbe, 2009). Meanwhile, factors that influence

learning outcomes are psychological factors consisting of intelligence, attention, interests, talents, motives, maturity and readiness. Readiness according to Jamies Drever in Slameto (2010) is a willingness to respond or react. Willingness arises from within a person and is also related to maturity, because maturity means readiness to carry out skills. This readiness needs to be considered in the learning process, because if students learn and there is readiness, the learning outcomes will be better.

Self-acceptance as one of psychological well-being part has attracted a lot of attention in the world of education including in Indonesia. However, the development of student well-being in Indonesia has not been much studied, nor have efforts to develop it in schools. Whereas public awareness of the importance of student's well-being in schools has increased because the role of well-being for students in schools can be seen that well-being interventions carried out in schools can improve self-regulation and decrease student anxiety and stress levels (Ruini, et al. 2009). Several new studies describe the importance of developing well-being in learning (Widodo, 2016) and developing student well-being measurement tools (Karyani, et al. 2015). Based on the background of this study, this research aim to determine the effect of self-acceptance and habits of mind on student achievement.

Objectives

The mathematics learning achievement at one of the study programs in Indonesia that specifically have a mathematical engagement as a basis for mastering other subjects show that their abilities are very low, so they tend to experience learning difficulties in courses at the following semester. Based on this background, this study aims to find the relation of freshman habits of mind and self-acceptance on mathematical abilities. The results of this study are expected to provide analytical results that can be useful for the learning process that will be given to students in accordance with the habits of students.

Research Questions

This research questions are: how is Indonesian freshman self-acceptance? How about their habits of minds? How is the relationship between self-acceptance with student learning achievement what about the relationship between habits of minds and learning achievements of freshman? and is there a relationship between student habits of minds with self acceptance of the Indonesian freshman?

Theory

Students will be ready to learn mentally if he is psychologically experiencing welfare or psychological well-being. According to Ryff and Singer (1996) well-being is a concept that is formed from the experience and functions of individuals as whole human beings. Well-being has attracted a lot of attention in the world of education, including in Indonesia. The concept of well-being that is thought to be developed through education is psychological well-being consisting of self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff and Keyes, 1995). Self-acceptance as one of the concepts of psychological well-being is an individual's ability to be able to accept the existence of oneself which can be an indicator of whether students have prosperity in learning readiness. Every thought and idea about a thing or a certain idea will eventually require acceptance. An idea that is not accepted cannot be maintained, assisted and developed. Lack of acceptance creates ignorance or negative rebellion against the unacceptable (Wenkart, 1955).

Habits of mind was originally developed by Marzano (1992) in dimensions of learning. And Marzano (1993) puts habits of mind into 3 categories, namely self-regulation, critical

thinking and creative thinking. Furthermore, some experts develop these habits of mind through various studies. Among them are Costa (2000) and Carter et.al. (2005) which divides habits of mind into 16 indicators. Furthermore Costa and Kallick (2000) claim habits of mind as the highest characteristics of intelligent thinking behaviour to solve problems and are indicators of success in academic, work and social relations. Given the urgency of habits of mind in one's life, it is felt necessary to practice this smart behaviour as a provision in navigating his life. Various studies were conducted to find strategies to form habits of mind. Anwar's research (2005) shows that performance assessment can form habits of mind in learning environmental concepts. Research by Cheung and Hew (2008) shows that indicators of "being aware of one's own thoughts" and "being open" from habits of mind can be explored through student participation in online learning compared to the other indicators.

Methodology

This research uses a quantitative method with an ex-post-facto approach. The research is trying to display quantitative descriptions or descriptions of numerical, tendencies, attitudes, opinions, or a particular population by examining a sample of a particular population (Creswell, 2016). This research includes cross-sectional and longitudinal studies using structured questionnaires or interviews for data collection with the aim of generalizing from sample to population According to (Fowler 2008). Survey research uses multiple samples and the way data analysis is done is by using inferential statistics (Creswell, 2016).

The population in this study were Freshman in one Study Program of Universitas Pendidikan. Sampling is done by purposive sampling where only freshmans of the new study programs at the Universitas Pendidikan Indonesia. Research participants numbered 73 first semester students consisting of male and female students. In this study the instrument used was a questionnaire to explore the habits of mind which has 16 indicators based on the habits of mind category by Costa and Kallick. The score obtained is then interpreted into the interpretation.

Table 1
Habits of mind Indicators by Costa and Kallick (2008)

No	Indicator
1	Persisting
2	Managing impulsivity
3	Listening with understanding and empathy
4	Thinking flexibility
5	Metacognition
6	Striving for accuracy
7	Questioning and problem posing
8	Applying past knowledge in new situation
9	Thinking and communicating with clarity and precision
10	Gathering data through all sense
11	Creating, imagining and innovating
12	Responding with wonderment and awe
13	Take responsible. Risk
14	Finding humor
15	Thinking interdependently
16	Remaining open to continuous learning

The indicator is stated in a statement in a questionnaire using a semantic differential scale where there are 6 scores and criteria used as in table 2.

Table 2
Questionnaire Scores

Criteria	Score
Strongly Agree	1
Agree somewhat	2
Agree Slightly	3
Disagree Slightly	4
Disagree somewhat	5
Strongly Disagree	6

According to Ryff (1989) there are 9 question given to respondents about student self-acceptance that have been tested for their validity and reliability. The 9 questions/statements are: Most people see me as loving and affectionate; Sometimes I change the way I act or think to be more like those around me; In general, I feel I am in charge of the situation in which I live; I feel good when I think of what I've done in the past and what I hope to do in the future; When I look at the story of my life, I am pleased with how things have turned out; Maintaining close relationships has been difficult and frustrating for me; In general, I feel that I continue to learn more about myself as time goes by; In general, I feel confident and positive about myself; I often feel lonely because I have few close friends with whom to share my concerns. Meanwhile, to collect data about students' achievements, 15 question of basic arithmetic was given to students

Data collection was carried out by distributing questionnaires to students who were participants in this study, then the data were analyzed using descriptive and inferential statistical statistics.

Literature Review

Habits of mind was developed by Marzano in dimensions of learning in 2000. Habits of mind divided into three categories namely selective regulation, critical thinking and creative thinking (Marzano, 2000). In this study the habits of mind used have 16 indicators according to Costa and Kallick (2008). Furthermore, habits of mind as the highest characteristics of intelligent thinking behavior to solve problems and are indicators of success in academic, work and social relations (Costa and Kallick, 2008).

One of the Mathematical skill is connections. According to NCTM (1989), mathematical connection have three kinds of connections namely, connections between topics, connections with other disciplines and connections with the real world. When students can connect mathematically, their understanding is deeper and more lasting (NCTM, 2000). In learning mathematics, students are expected to be able to connect mathematical concepts mathematically, so students will have a deeper understanding and can last longer. Students' understanding of mathematics learning can increase if students are able to connect ideas, ideas, procedures, formulas and problem solving from the knowledge they already have with newly acquired learning. Students will more easily understand new learning by connecting it with the initial knowledge they already have before. The purpose of mathematical connections for students is to make connections between mathematical concepts with everyday life both with the concept of other disciplines or with problems in everyday life.

Students will be ready to learn mentally if he is psychologically experiencing welfare or psychological well-being. According to Ryff and Singer (1996) well-being is a concept that is formed from the experience and functions of individuals as whole human beings. Well-being

has attracted a lot of attention in the world of education, including in Indonesia. The concept of well-being that is thought to be developed through education is psychological well-being consisting of self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff and Keyes, 1995). Self-acceptance as one of the concepts of psychological well-being is an individual's ability to be able to accept the existence of oneself which can be an indicator of whether students have prosperity in learning readiness. Self-Acceptance is acceptance. Every thought and idea about a thing or a certain idea will eventually require acceptance. An idea that is not accepted cannot be maintained, assisted and developed. Lack of acceptance creates ignorance or negative rebellion against the unacceptable (Wenkart, 1955).

Findings

To find out the level of students' habits of mind on the mathematical connection ability, an analysis of the questionnaire given to the students was conducted. The questionnaire contains 16 statements in accordance with the habits of mind indicator which consists of 16 indicators according to Costa and Kallick. The results of the questionnaire were given interpretation criteria according to Riduwan (2012) showed in table 3.

Table 3
Result of students HOM average score

No.	Habits of Minds Indicator	Score	Criteria
1	Persisting	43.2	Fair
2	Managing impulsivity	37.2	Weak
3	Listening with understanding and empathy	26.0	Weak
4	Thinking flexibility	45.2	Fair
5	Metacognition	43.4	Fair
6	Striving for accuracy	35.2	Weak
7	Questioning and problem posing	34.7	Weak
8	Applying past knowledge in new situation	38.1	Weak
9	Thinking and communicating with clarity and precision	46.8	Fair
10	Gathering data through all sense	50.9	Fair
11	Creating, imagining and innovating	42.7	Fair
12	Responding with wonderment and awe	47.0	Fair
13	Take responsible. Risk	42.2	Sufficient
14	Finding humor	50.9	Fair
15	Thinking interdependently	38.4	Weak
16	Remaining open to continuous learning	37.2	Weak

From table 3, it can be seen that the habits of students 'mind on the ability of are still very weak and categorized sufficiently so that there is still a need for mathematical learning that can provide positive habits that can improve students' mathematical abilities. For more details, here is an overview of students' mathematical connection abilities based on their previous habits of mind.

Tabel 4
Recap of Freshmans Habits of mind

St.No	SA	St.No	SA	St.No	SA	St.No	SA	St.No	SA	St.No	SA	St.No	SA	St.No	SA
P1	30	P11	33	P21	34	P31	36	P41	38	P51	34	P61	52	P71	39

St.No	SA	St.No	SA	St.No	SA	St.No	SA	St.No	SA	St.No	SA	St.No	SA	St.No	SA
P2	41	P12	39	P22	38	P32	45	P42	44	P52	47	P62	42	P72	33
P3	48	P13	42	P23	44	P33	42	P43	36	P53	33	P63	36	P73	48
P4	41	P14	45	P24	32	P34	31	P44	46	P54	39	P64	35		
P5	31	P15	30	P25	45	P35	39	P45	33	P55	28	P65	40		
P6	30	P16	31	P26	52	P36	33	P46	31	P56	42	P66	39		
P7	46	P17	47	P27	21	P37	50	P47	22	P57	41	P67	38		
P8	43	P18	41	P28	43	P38	34	P48	42	P58	41	P68	53		
P9	35	P19	35	P29	37	P39	39	P49	45	P59	45	P69	49		
P10	27	P20	42	P30	50	P40	44	P50	26	P60	45	P70	45		

From Table 4, it can be seen that 43.75% of the habits of mind criteria from 16 categories have weak criteria and 56.25% of the habits of mind criteria of 16 categories have sufficient criteria. Of the 16 habits of mind categories, there are 9 categories that have sufficient criteria, this indicates that mathematics learning in students' mathematical abilities is still in sufficient categories so that they still need to be improved. Categories that need to be improved are persisting (persevering and not giving up), thinking flexible (able to think flexibly), meta-cognition (metacognition), thinking and communicating with clarity and precision (trying to communicate both verbally and in writing accurately), gathering data through all sense (giving attention to the surrounding environment), Responding with wonderment and awe (having high curiosity), take responsible. risk (dare to take risks responsibly), Finding humour (discovering something new and unexpected).

There are 7 categories of habits of mind that have weak criteria, this indicates that students still have bad habits in understanding mathematics, including, managing impulsivity (unhurried action), listening with understanding and empathy (willing to accept opinions or views from others), striving for accuracy (setting high standards and finding ways to be better), questioning and problem posing (wanting to ask questions to solve problems), applying past knowledge new situation (accessing old knowledge to be used in new problems being faced), thinking interdependently (being able to work and study with others in a team or group), and remaining open to continuous learning (keep trying to keep learning and accepting when there is something unknown).

Table 5
Freshman Self-Acceptance Score

St.No	SA	St.No	SA	St.No	SA	St.No	SA	St.No	SA	St.No	SA	St.No	SA	St.No	SA
P1	37	P11	43	P21	39	P31	44	P41	36	P51	35	P61	39	P71	40
P2	34	P12	37	P22	31	P32	32	P42	39	P52	31	P62	35	P72	39
P3	31	P13	30	P23	40	P33	37	P43	38	P53	36	P63	40	P73	33
P4	34	P14	37	P24	39	P34	41	P44	39	P54	41	P64	38		
P5	33	P15	40	P25	38	P35	31	P45	39	P55	35	P65	38		
P6	33	P16	33	P26	35	P36	39	P46	40	P56	33	P66	41		
P7	28	P17	30	P27	41	P37	40	P47	40	P57	38	P67	35		
P8	36	P18	40	P28	38	P38	38	P48	39	P58	40	P68	39		
P9	43	P19	35	P29	34	P39	37	P49	40	P59	39	P69	35		
P10	32	P20	37	P30	29	P40	36	P50	39	P60	45	P70	36		

From table 5, the students' average self-acceptance is 36,88 which is indicate that students' self-acceptance is average. Minimum and maximum score is 45 and 48. Using Ryff recommendation for defining high or low well-being, we have 5,48% students with high self-acceptance score, as shown in table 6.

Table 6
Students Self-Acceptance Score Recap

	Freq	Percent
High	4	5,48
Average	61	83,56
Low	8	10,96
Sum		100,00

Table 7
Result of Students Learning Achievement

St.No	SA	St.No	SA	St.No	SA	St.No	SA	St.No	SA	St.No	SA	St.No	SA	St.No	SA
P1	11	P11	5	P21	9	P31	6	P41	5	P51	1	P61	11	P71	6
P2	5	P12	12	P22	4	P32	6	P42	2	P52	9	P62	7	P72	2
P3	5	P13	2	P23	4	P33	6	P43	3	P53	1	P63	5	P73	1
P4	13	P14	5	P24	7	P34	4	P44	2	P54	2	P64	8		
P5	5	P15	7	P25	7	P35	0	P45	8	P55	10	P65	1		
P6	12	P16	13	P26	2	P36	1	P46	8	P56	1	P66	3		
P7	1	P17	4	P27	8	P37	0	P47	5	P57	2	P67	5		
P8	5	P18	5	P28	3	P38	12	P48	3	P58	3	P68	0		
P9	10	P19	10	P29	2	P39	3	P49	7	P59	6	P69	1		
P10	11	P20	10	P30	8	P40	8	P50	3	P60	5	P70	6		

Table 7 show that, the average score for students learning achievement is 5.38. it means that their achievement is very low, so it is possible to make them have a lot of trouble to follow another course in their study. The maximum score gain by the freshman is only 13 by 2 students, while there were 3 students can't answer any of the problem given correctly.

But the correlation between self-acceptance to learning achievement is -0,01 which means there were almost no relationships between them. And also, the score of the correlation between learning achievement and students' habits of mind is -0,3 which means, there's also just a negative and low relationship between them.

Discussion

One of the determining factors in the ability to connect mathematics is the habits of learning mathematics before, or often called habits of mind. Habits of mind support students to think, reflectively, and be creative in problem solving (Gordon, 2011). Furthermore, according to Johnson, 2012 states that habits of mind are proportional to positive attitudes and mathematical achievements, so that America includes habits of mind in its mathematics curriculum (Gordon, 2016). Cheung and Hew (2011) show the indicators "the importance of one's own thinking" and "being open" are supporting components of the emergence of habits of mind because in their research it shows that student participation in online learning compared to other indicators is increasing.

Habits of mind in students are in the weak category and quite happens because the abilities and knowledge possessed by respondents are different according to the findings of Syukria, Johar, & Marwan (2013) who examine habits of mind in students' mathematical connections, and find that the results The habits of mind that students have are diverse and fall under the category of lacking, sufficient and very good.

Individual development, especially students, should be well developed and have become positive habits of mind so that students' mathematical abilities can develop well, but there are many factors that affect someone's habits of mind. As Gordon (2011) argues, incorporating habits of mind in learning mathematics is not easy. Based on this opinion and based on the results of analysis and research findings found, it is expected that early semester students are able to change habits of mind in mathematics learning and lecturers can provide and facilitate good habits of mind for students so that students 'habits of mind develop and have an impact on students' mathematical abilities. increased.

Self-acceptance can have a positive influence on students who are accepted in the group and vice versa a self-acceptance can have a bad influence on students who are not accepted in the group as the results of research Dites (1959). The results are interpreted as describing a multiplicative relationship between two factors - the strength of individual needs and the level of satisfaction available in the group - as a determinant of group attractiveness and, hence, the strength of the group to influence. Recent literature has clearly shown that there is a positive relationship between attention and subjective well-being (SWB) (Brown and Ryan, 2003; Collard et al., 2008; Schutte and Malouff, 2011).

Limitations

Limitation in this study related to habits of mind and self-acceptance is only done through questionnaire surveys and not in-depth interviews. Learning outcomes in this study are also new on basic arithmetic skills with very limited time.

Recommendation

the results of this study have shown that the habits of thinking of students are not affected by self-acceptance and habits of mind. even though their learning outcomes are quite low. therefore further research is needed on their thinking habits further through more intensive research which is to explore their true thinking habits through in-depth interviews.

The psychological well-being studied in this study is only self-acceptance which has been proven to be uncorrelated with the learning outcomes of new students, so that researchers can then explore other components such as positive relations with others, autonomy and others

Conclusion

The results of this study indicate that student self-acceptance is in the average category and students' habits of mind are in the average category also. The correlation between student self-acceptance with habits of mind is low and negative. It can be concluded that basically everyone has the potential in themselves, whether it is in the form of knowledge, attitudes and skills.

The results of the analysis show that the learning process of mathematics of the students' habits of mind and self-acceptance from high school are less developed in the learning process. Without any treatment given to the habits of mind and self-acceptance will still undeveloped. The result shows that the impact of habits of mind and self-acceptance toward mathematical has no correlation. If teachers can develop their students' knowledge, attitudes and skills holistically, as expectation, then the potential of students to acquire knowledge in mathematics will be higher or better. Future research may provide innovations

in mathematics learning so that habits that have a positive influence on students can develop their habits of minds and have an impact on increasing students' mathematical abilities.

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