Bioedukasi
Jurnal Biologi dan Pembelajarannya
Vol. 23 No 1, February 2025, page 59-67
e-ISSN: 2580-0094; p-ISSN:1693-3931
DOI: 10.19184/bioedu.v23i1.53686
jurnal-dev.unej.ac.id/bioed/index.php/BIOED

The Effect of Active Learning Method Type *Everyone is a Teacher Here* on the Formation of Students' Self-Concept at State Senior High School 20 Gowa

Aynun Atira[1], Hartati[2], Asham Bin Jamaluddin[3]
[1]Biology Education Student, Postgraduate Programme, State University of Makassar, Indonesia
[2,3]Lecturer in Biology Education, Faculty of Mathematics and Natural Sciences, State University of Makassar, Indonesia

Article Info

Article history:
Received December 30, 2025
Revised February 19, 2025
Accepted February 25, 2025

Keywords: (A-Z)
Everyone Is A Teacher Here
Learning method
Self-concept

ABSTRACT

This study aims to determine the effect of the *Everyone Is A Teacher Here* type of active learning method on the formation of students' self-concept at SMA Negeri 20 Gowa. The research method used is quantitative research with a type of *quasi-experimental* research (*Quasy Experiment*). The sample in this study amounted to 90 students and was divided into three groups. The treatment groups involved in this study were experimental class, positive control class and negative control class. The research design used was *pretest-posttest nonequivalent control group design.* Data collection uses non-test instruments. The non-test instrument is in the form of a self-concept questionnaire. The data analysis technique used is descriptive analysis and inferential analysis using prerequisite tests and hypothesis testing (Anacova test). Based on the results of the study using descriptive analysis, the average *pretest* value of the self-concept of students in the class taught with the active learning method of *everyone is a teacher here* type was 57.73 and the average *posttest* value was 84.23. Based on the results of inferential analysis (anacova test) using *SPSS 27 For Windows*, it can be obtained a sig value of 0.000 <0.05 so that it can be said that the hypothesis is proven where H1 *is* accepted, namely there is an effect of active learning methods of *everyone is a teacher here* type on the formation of self-concept of students at SMA Negeri 20 Gowa.

Corresponding Author:
Asham Bin Jamaluddin,
Lecturer in Biology Education, Faculty of Mathematics and Natural Sciences, State University of Makassar
Jalan Daeng Tata Raya No 44, Makassar 90224, Indonesia
Email:ashambj@unm.ac.id

1. INTRODUCTION

Learning is an effort to encourage students to be involved in learning activities, thus learning is a process of interaction between students and educators to develop thinking creativity in a learning process which will later bring the desired results (Faizah & Kamal, 2024). In the current learning process, it is necessary to pay attention to factors that can affect the learning process, there are two factors, namely external factors and internal factors (Baharuddin & Suyadi, 2020). External factors are factors that come from outside the learners, such as family, community and school. Meanwhile, internal factors are factors that come from within learners, such as intelligence, attitudes, and habits (Nupiah et.al, 2022). One of the internal factors that influence the learning process which is the most important part of the learner's personality is the self-concept.

Learners who have a positive self-concept will give rise to self-confidence for learners so that they are encouraged to learn to be more open in expressing opinions, not rushing in making decisions not easily carried away by emotions and knowing what can and cannot be done (Ismail et.al, 2022). Good behaviour or character arises from good habits (Jamaluddin et.al, 2022). Learners who have self-confidence tend to be successful in learning which creates independence, curiosity, and a sense of responsibility. (Garcia et.al, 2022), learners are able to analyse arguments, make conclusions, assess or evaluate, and make decisions or problem solving (Jamaluddin et.al, 2023). Therefore, learners who already have a self-concept can solve any problem adequately,

have a spontaneous, creative tendency and have a high level of self-confidence (Lichner et.al, 2021). The higher the self-concept, the greater the interaction of learners in learning ((Palenzuela et.al, 2022).

However, the fact is that in the field the self-concept of students is low. This fact is supported by the results of research conducted by Dharsany et al, (2022) that the self-concept of students is generally low. The results of Dewi & Heru's research (2020), that students at SMK Hidayah Semarang have a low self-concept. Research by Nurahmah et al, (2021) that self-concept does not have a positive effect on biological achievement (66%). The low self-concept of students is in line with the results of observations and interviews conducted by researchers. Based on the results of interviews at SMA Negeri 20 Gowa with educators in biology subjects and class X students at the school, the results obtained were that the self-concept of students was low. This is due to the limited ideas and lack of active learning methods used in learning Biology, especially in virus material. This material is known to have a level of difficulty in recognising and distinguishing the parts of the virus and their functions. It is proven by the research of Firmansyah & Ardi (2022) that students have difficulty in learning viruses.

Based on the results of observations made in the learning process, educators mostly use the lecture method and students are directed to write. However, judging from the activities of students, they tend to be lacklustre, there are students who often brood, are restless in learning, do not participate in discussions, after interviews with students it turns out that this method makes them feel bored and bored so they are not active and tend to be passive. In the discussion process, learners are afraid and not confident to ask questions, too passive towards themselves, and also have difficulty in learning and understanding learning concepts. Negative self-concept results in learners' distrust in learning (Tus, 2020). This is in accordance with research conducted by Zai & Yehezkiel Zai & Ezekiel, (2022) that the selection of inappropriate learning methods will affect students' self-concept.

To overcome the problem of students' self-concept. Therefore, an active learning method is needed that emphasises every learner to be able to participate in learning activities and arouse students' curiosity (Jesionkowska, 2020). The important thing in involving learners in active learning is to involve learners in questioning activities to build and discover their own knowledge concepts (Hakim et al, 2020). One of the active and interesting learning methods for students in learning is the *everyone is a teacher here* type of active learning method. This learning method can increase the enthusiasm and atmosphere of learning that is safe, comfortable and fun and can hone the responsibility and confidence of students in learning.

The *everyone is a teacher here* type of active learning method is an active learning method that provides opportunities for students to act as teachers. In this method learners will be asked to make questions on a paper which then the questions will be collected and randomised again and distributed to learners, learners will answer questions made by their friends by acting as a teacher who teaches their friends about the questions obtained. In the *Everyone Is A Teacher Here* learning method, learners are enthusiastic, and actively participate in asking questions, answering, and responding to learning. The teaching procedure in this method is determined by the activities of students not by the teacher (Sifa et al, 2024). With the activeness of learners, it is expected to form a good and positive self-concept (Chammearct, 2023). Therefore, researchers are interested in seeing "The Effect of *Everyone is a Teacher Here* Type of Active Learning Method on the Formation of Self-Concept of Students at SMA Negeri 20 Gowa".

2. RESEARCH METHOD

2.1. Type of Research

This research is designed as quantitative research which is research whose data can be expressed in the form of numbers and analysed using statistical techniques (Rustamana et al, 2024). The type of research used is pseudo research (*Quasy Experiment*). A quasi-experiment is research that is close to a real experiment that directly tests the effect of a variable on another variable (Abraham & Yetti, 2022). The research design used in this study was *pretest-posttest nonequivalent control group design.* The design serves to determine the effect of the self-concept of students from the experimental class and control class who have been given a *pretest-posttest* (Tiani et al., 2023).

Table 1. Research design

Subject	*Pretest*	*Treatment*	*Posttest*
Experiment Class	O_1	X_I	O_2
Positive Control Class	O_3	X_{II}	O_4
Class Negative Control	O_5	X_{III}	O_6

2.2 Population and Sample

The population in this study were students of class X SMA Negeri 20 Gowa. The sampling technique in this study is *Purposive Side. Purposive Side* is a sampling technique carried out on the basis of certain considerations (Hossan et.al, 2023). With this consideration, the researcher chose class X.1 as the experimental

class, class X.2 as the positive control class and class X.3 as the negative control class with a total sample of 90 students divided into three classes.

2.3. Instrument

The instrument used in this study is a self-concept questionnaire instrument which consists of 25 positive and negative statements, which have four answer choices, namely SS = Strongly agree, S = Agree, TS = Disagree STS = Strongly Disagree (Palwa et.al, 2024). Furthermore, the validity of the instrument, in this study, was carried out by the type of content validity validated by 2 expert validators.

2.4. Data collection

Data collection using non-test instruments. The non-test instrument is in the form of a self-concept questionnaire. The self-concept questionnaire instrument was given to the experimental class and control class before treatment (*pretest*) and after treatment (*posttest*) (Sukardjo &Salam, 2020). The data obtained were then analysed by determining the percentage of student responses.

2.5. Data Analysis

Data analysis in this study used descriptive analysis and inferential analysis using prerequisite tests, namely (normality and homogeneity tests) and hypothesis testing (Anacova test) (Supena, 2021). Data analysis using the SPSS *version 27 for windows* application The provisions for making decisions on normality and homogeneity tests of the data that has been analysed are by looking at the significance value. if sign> 0.05 then it can be concluded that the data is normally distributed or homogeneous and if *sign* <0.05 then the data is not normally distributed or homogeneous. And the terms of hypothesis testing are if the sig value> 0.05 then the active learning method of *everyone is a teacher here* type has no effect, but if the sig value <0.05 then the active learning method of *everyone is a teacher here* type has an effect (Ismail, 2023).

3. RESULT

Assessment of learners' self-concept used before and after learning is measured using a self-concept questionnaire. The self-concept questionnaire consists of 25 items of statements then students are asked to provide answers where each answer is given a score. The results of the acquisition of self-concept data can be seen in Table 2 below:

Table 2. Distribution of Descriptive Statistical Values of Students' Self-Concept in the Experimental and Control Classes

Statistics	**Self-Concept**					
	Experiment (*Everyone Is A Teacher Here* Type Active Learning Method)		**Control**			
			Positive Control (*Quiz Team* Learning Method)		**Negative Control (Lecture Learning Method)**	
	Pretest	***Posttest***	***Pretest***	***Posttest***	***Pretest***	***Posttest***
Sample Size	30	30	30	30	30	30
Average	57,73	84,23	56,90	77,63	56,37	69.77
Std. Deviation	6,622	5,124	6,305	7,985	6,049	7,785
Lowest Score	45	75	45	60	46	54
Highest Score	68	92	66	90	69	84

Based on the results of the descriptive statistical analysis of the self-concept above, it can be seen that the average *Pretest* score obtained by students in the experimental class through the active learning method of the *everyone is a teacher here* type is 57.73, the standard deviation is 6.622, the lowest score is 45 and the highest score is 68. While the average *posttest* score is 84.23, the standard deviation is 5.124, the lowest score is 75 and the highest score is 92. In the positive control class through the *quiz team* learning method, it can be seen that the average *Pretest* score obtained by students is 56.90, the standard deviation is 6.305, the lowest score is 45 and the highest score is 66. While the average *posttest* value is 77.63, the standard deviation is 7.985, the lowest value is 60 and the highest value is 90. And in the negative control class through the lecture learning method, it can be seen that the average *Pretest* score obtained by students is 56.37, the standard deviation is 6.049, the lowest value is 46 and the highest value is 69. While the average *posttest* value obtained by students in the negative control class through the lecture learning method is 69.77, with a standard deviation of 7.785, the lowest value is 54 and the highest value is 84.

Table 3. Frequency and Percentage Distribution of *Pretest* and *Posttest* Score of Students' Self-Concept in Experimental and Control Classes

Interval Value	Category	Class											
		Experiment (*Everyone Is A Teacher Here* Type Active Learning Method)				Positive Control (Quiz Team Learning Method)				Negative Control (Lecture Learning Method)			
		Pretest		*Posttest*		*Pretest*		*Posttest*		*Pretest*		*Posttest*	
		F	%	F	%	F	%	F	%	F	%	F	%
81-100	Very good	0	0%	22	73%	0	0%	12	40%	0	0%	3	10%
61-80	Good	9	30%	8	27%	9	30%	15	50%	7	23%	19	63%
41-60	Simply	21	70%	0	0%	21	70%	3	10%	23	77%	8	27%
21-40	Less	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
0-20	Very Less	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

Based on table 3. it can be seen that the frequency distribution of self-concept obtained by the distribution of *pretest* scores of experimental class students through the active learning method of the type of *everyone is a teacher here* that there are 9 students in the good category with a percentage of 30% and 21 students are in the sufficient category with a percentage of 70%. While the distribution of students' *posttest* scores, there were 22 students in the excellent category with a percentage of 73% and 8 students in the good category with a percentage of 27%.

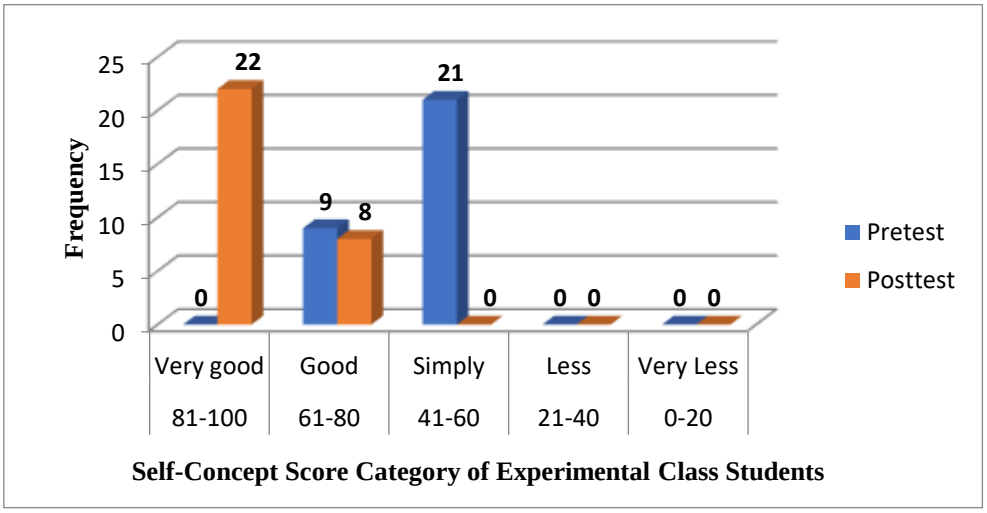

Figure 1. Diangram of Frequency Distribution of Self-Concept Score of Experimental Class Students

The frequency distribution of the self-concept of positive control class students through the *quiz team* learning method was obtained, namely there were 9 students in the good category with a percentage of 30% and 21 students were in the sufficient category with a percentage of 70%. While the distribution of *posttest* scores of students there are 12 students in the excellent category with a percentage of 40%, 15 students are in the good category with a percentage of 50%, and 3 students are in the fair category with a percentage of 10%.

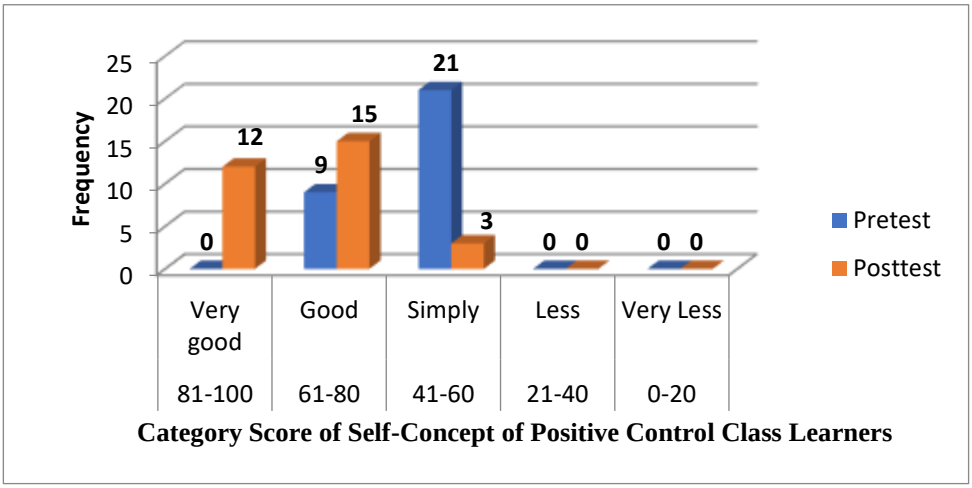

Figure 2. Frequency Distribution Diagram of Positive Control Class Learners' Self-Concept Score

The frequency distribution of the self-concept of negative control class students through the lecture learning method obtained the distribution of *pretest* scores, namely there were 7 students in the good category with a percentage of 23% and 23 students in the sufficient category with a percentage of 77%. While the distribution of *posttest* scores of students there are 3 students in the excellent category with a percentage of 10%, 19 students are in the good category with a percentage of 63% and 8 students are in the fair category with a percentage of 27%.

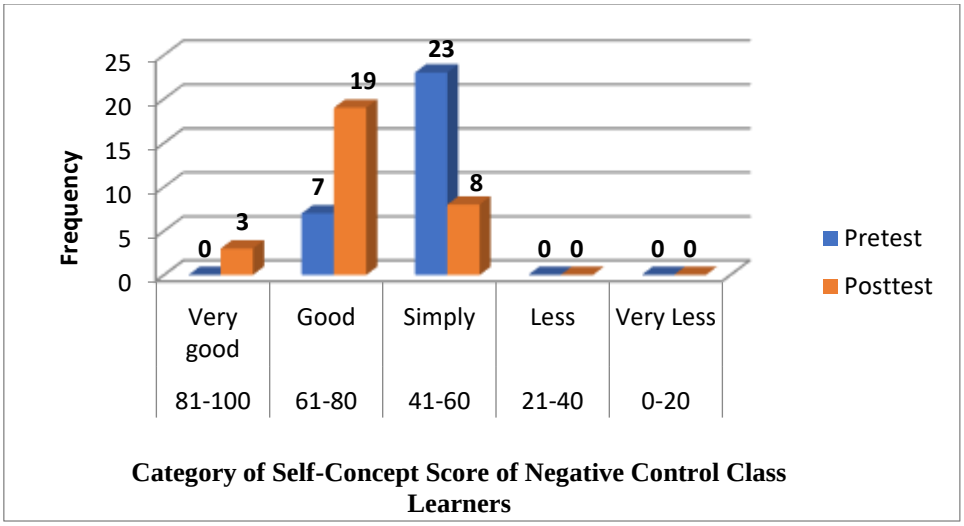

Figure 3. Frequency Distribution Diagram of Negative Control Class Learners' Self-Concept Score

Inferential analysis consisting of prerequisite tests, namely (normality and homogeneity tests) then conduct hypothesis testing using the *Statistical Package for Social Science (SPSS) 27 for windows 27*. The results of the normality test in this study can be seen in Table 4.

Table 4. Results of *Pretest* and *Posttest* Normality Test of Self-Concept of Experimental and Control Class Students

Variables	Data	Sign	Sign Level (α)	Conclusion
Self-concept	Experiment *Pretest*	0,181	>0,05	Normally Distributed
	Experiment *Posttest*	0,135		
	Positive Control *Pretest*	0,092		
	Positive Control *Posttest*	0,81		
	Negative Control *Pretest*	0,290		
	Negative Control *Posttest*	0,181		

Based on Table 4. It can be seen that the results of the normality test on the self-concept of students from the *pretest* and *posttest* scores in the experimental and control classes show a significance value above 0.05, which means that the data on emotional intelligence, self-concept and critical thinking skills of class X students at SMA

Negeri 20 Gowa through the *Everyone Is A Teacher Here* Type Active Learning Method, *Quiz Team* Type Learning Method and Lecture Learning Method have normally distributed data. The results of the homogeneity test in this study can be seen in Table 5.

Table 5. Results of Homogeneity Test of *Pretest* and *Posttest of* Self-Concept of Experimental and Control Class Students

Variables	**Statistics**	***Pretest Posttest***	
		Experiment Control	Experiment Control
Self-Concept	*Sig.*	0,873	0,119
	Significance Level (α)	>0,05	
	Conclusion	Homogeneous	Homogeneous

Based on Table 5. It can be seen that the calculation of data management for testing homogeneity of variance using *SPSS for Windows 27* the data obtained can be described that the self-concept of students shows a *Pretest Sign* value of 0.873>0.05 and *Posttest* of 0.119>0.05.

Based on the data obtained where the homogeneity analysis results show a significance value greater than 0.05 which means that the self-concept data of class X students at SMA Negeri 20 Gowa using the *Everyone Is A Teacher Here* type active learning method in the experimental class, the *quiz team* type learning method in the positive control class, and the lecture learning method in the negative control class have homogeneous variances. The results of hypothesis testing in this study can be seen in Table 6.

Table 6. Hypothesis Test Results of Learners' Self-Concept

Tests of Between-Subjects Effects

Dependent Variable: Self-Concept

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3353.762[a]	3	1117.921	23.104	.000
Intercept	4253.072	1	4253.072	87.898	.000
Class	2981.978	2	1490.989	30.814	.000
Pretest	292.344	1	292.344	16.267	.000
Error	4161.227	86	48.386		
Total	544055.000	90			
Corrected Total	7514.989	89			

Based on Table 4.12. above the test results show that the significance value is <0.000. This shows the sig. value < α (0.05), so it can be concluded that H_0 is rejected and H_1 is accepted. This means that there are differences in the self-concept of students who are taught using active learning methods of *everyone is a teacher here* type, *quiz team* type learning methods, and lecture learning methods in students.

4. DISCUSSION

Learning methodsactive type everyone is a teacher herehas several obstacles, including students focusing on the discussion so that it causes noise, time constraints, deviant questions, some students are too enthusiastic in asking questions. The way to overcome this is by controlling the learning atmosphere so that it remains under control so as not to disturb, adjusting the time with the number of students and the questions asked, ensuring that the questions asked are related to the material being studied, facilitating students to express their opinions and rotating students as often as possible so that all students have the same opportunity to be educators for their friends.

4.1 Self Concept

Based on research conducted at SMA Negeri 20 Gowa, the average value of students' self-concept *is* obtained through the active learning method of *everyone is a teacher here* type, *quiz team* type learning method and lecture learning method. The average *pretest* score of students' self-concept in the class taught by the active learning method of *everyone is a teacher here* type is 57.73 and the average *posttest* score is 84.23. The average *pretest* value of self-concept through the *quiz team* type learning method was 56.90 and the average *posttest* value was 77.63. Meanwhile, the average *pretest* value of self-concept through the lecture learning method was 56.37 and the average *posttest* value was 69.77.

Based on the average value and improvement of students' self-concept between the active learning method of *everyone is a teacher here* type, *quiz team* type learning method and lecture learning method, it can be concluded that the active learning method of *everyone is a teacher here* type provides a greater self-concept value than the *quiz team* type learning method and lecture learning method. However, the *quiz team* type learning method provides a greater self-concept value than the lecture learning method.

This is because by using the active learning method of *everyone is a teacher here* type, here every learner can become a *teacher* so as to increase the enthusiasm for learning and self-confidence of students (Aprilia &Ansori, 2020). This can be seen from the students' worksheets and direct observations by researchers, where students are actively involved in acting as teachers in learning and are active in the question and answer process in group discussions. while the *quiz team* type learning method has discussion activities that improve students' abilities in question and answer activities between groups so that students are encouraged to dare to ask (Angraeni & Rostina 2021). Meanwhile, in the lecture learning method, students can listen to learning well, but students are less active in discussing in groups and tend to hesitate in expressing opinions (Ma'mun, 2021).

The hypothesis proposed by the researcher which states that there is an effect of active learning method of *everyone is a teacher here* type on the formation of students' self-concept. This can be proven through hypothesis testing (anacova test). Based on the results of inferential analysis (anacova test) using *SPSS 27 For Window*, it can be obtained a sig value of 0.000 <0.05 so that it can be said that the hypothesis is proven where H1 *is* accepted, namely there is a difference in the active learning method of *everyone is a teacher here* type on the formation of students' self-concept at SMA Negeri 20 Gowa.

In line with the results of Agustina's research (2022), that the active learning method of *everyone is a teacher here* type is a method to get the participation of all students and individual and group accountability. This method provides an opportunity for each learner to act as a teacher and fosters learner curiosity. Kolistiani & Nurul's research (2023), that the active learning method of *everyone is a teacher here* type directs students to learn actively individually and cultivates the nature of daring to ask questions, not inferior and not afraid of being wrong. In line with Adelia's research (2024), that the active learning method of *everyone is a teacher here* type students can listen, explain to other students, discuss with other students, ask the teacher, and answer questions from the teacher or from other students. The more activities that are carried out, the self-concept will be formed where students are more confident in learning and students' understanding will develop.

5. CONCLUSION

There is an influence on the self-concept of students who are taught the active learning method of *everyone is a teacher here* type with a *sign* value < $\alpha = 0.000$. < 0.05 so that H_0 is rejected and H_1 is accepted. This shows that there is an effect of active learning method type *Everyone Is A Teacher Here* on the formation of self-concept of students at SMA Negeri 20 Gowa.

6. ACKNOWLEDGEMENT

Our sincere gratitude should go to the postgraduate biology education study programme, Makassar State University and SMA Negeri 20 Gowa who have provided support in this research as well as all students who have participated and contributed to the completion of this research.

7. REFERENCES

Abraham, Irfan & Yetti Supriyati. (2022). Design of Quasi-Experiments in Education: A Literature Review. *Scientific Journal of Mandala Education* 8(3), 2476-2482.

Agustina Isnini Bekti. (2022). Student Learning Activeness through the Everyone Is A Teacher Here Method. *Kalam cendekia: Scientific Journal of Education* 10 (2), 485-488.

Adelia Viona. (2024). The Effect of *Everyone Is A Teacher Here* Learning Strategy on Elementary Students' Self-Confidence in Science Learning. *Journal of Indonesian Basic Education* 9(1), 1-6.

Aprilia, W., & Ansori, Y. Z. (2020). The use of the Everyone is a Teacher Here Model in improving student learning outcomes. In *Proceedings of the National Seminar on Education* 2, 270-277.

Anggraeni, Nenden Saniyyah & Rostina Sundayana. (2021). Students' Mathematical Communication Ability with Group Invesigation and Team Quiz Co-operative Learning in View of Learning Independence. *Journal of Mathematical Education* 1(3), 469-480.

Baharuddin & Suyadi. (2020). Implementation of The Classical Conditioning in PAI Learning. *IJECA: International Journal of Education & Curriculum Application* 3 (1), 7-13

Chammearc, N. S., Firdaus, F. F., & Sianturi, W. R. T. A. (2023). The Self-Concept of Teenagers Who Hangout in Café: A Survey on Students. *Indonesian Journal of Multidisciplinary Science*, *2*(7), 2832-2839.

Dewi, Y. P., & Mugiarso, H. (2020). The relationship between self-concept and self-efficacy in solving problems through individual counselling at SMK hidayah Semarang. *EDUCATION JOURNAL: Journal of Counselling Guidance*, *6*(1), 29-40.

Faizah, Haizatul & Rahmat Kamal. (2024). Learning and Learning. *Basicedu Journal* 8 (1), 466-476.

Firmansyah, Iqbal & Ardi. (2022). Needs Analysis of Android Application-Based Interactive Multimedia on Viruses for Class X Learners at SMAN 13 Padang. *Journal of Biology and Learning* 17(2), 113-119.

García-Martínez, I., Augusto-Landa, J. M., Quijano-López, R., & León, S. P. (2022). Self-concept as a mediator of the relation between university students' resilience and academic achievement. *Frontiers in Psychology*, *12*, 747168.

Hakim, Nasrul et al, (2020). Application of the Everyone Is A Teacher Here Learning Model to Improve the Basic Teaching Skills of Tadris Biology Students. *Journal of Biology Education Research* 1(1), 52-62.

Hossan, D., Dato'Mansor, Z., & Jaharuddin, N. S. (2023). Research population and sampling in quantitative study. *International Journal of Business and Technopreneurship (IJBT)*, *13*(3), 209-222.

Ismail, Muhammad Ilyas & Nurfikriyah Irhashih Ilyas. (2023). *Research Methodology*. Rajagrafindo Persada: Depok.

Ismail, I., Ali, H., & Us, K. A. (2022). Factors affecting critical and holistic thinking in Islamic education in Indonesia: self-concept, system, tradition, culture. (Literature Review of Islamic Education Management). *Dynasty International Journal of Management Science*, *3*(3), 407-437.

Jamaluddin, A. B., Palennari, M., Fatmawati, A., & Rosba, E. (2023). SIRI Learning Model in Empowering Biology Students' Critical Thinking. *Journal of Science Education Research*, *9*(SpecialIssue), 22-29.

Jamaluddin, A. B., Zubaidah, S., Mahanal, S., & Gofur, A. (2022). Exploration of the Indonesian Makassar-Buginese "Siri'" Educational Values: The Foundation of Character Education. *International Journal of Evaluation and Research in Education*, *11*(1), 10-19.

Jesionkowska, Joanna, Fridolin Wild, and Yann Deval. (2020). Active learning augmented reality for STEAM education-A case study. *Education Sciences*, *10*(8),1-15.

Kolistiani Nur Antika & Nurul Latifatul Inayati, (2023). Problematics of Everyone Is A Teacher Here Method Implementation in Islamic Education Learning at SMK Negeri 1 Banyudono. *Journal of Bilqolam Islamic Education* 4(2), 1-12.

Lichner, V., Petriková, F., & Žiaková, E. (2021). Adolescents self-concept in the context of risk behaviour and self-care. *International Journal of Adolescence and Youth*, *26*(1), 57-70.

Ma'mun Syukron. (2021). Analysis of Lecture Learning Methods during the Covid-19 Pandemic. *Journal of Islamic Education and Religion* 20(2), 137-150.

Nupiah, A., McCulley, W., & He, T. (2022). The Implication of Students' Psychological Aspects on Learning Difficulties Experienced by Students in Learning in School. *Al-Hijr: Journal of Adulearn World*, *1*(3). 108-117

Nurahmah, Dini Siti, Sri Murni Soenarno & Fitri Damayanti. (2021). The Effect of Self-Concept on Learning Achievement of Class X Students at SMK Analis Kesehatan Tunas Medika Jakarta. *EduBiologia* 1(1), 62-67.

Palenzuela-Luis, N., Duarte-Clíments, G., Gómez-Salgado, J., Rodríguez-Gómez, J. Á., & Sánchez-Gómez, M. B. (2022). International comparison of self-concept, self-perception and lifestyle in adolescents: a systematic review. *International Journal of Public Health*, *67*, 1604954, 1-11.

Palwa, N., Inayah, S., Septian, A., & Larsari, V. N. (2024). Analysis of Students' Mathematical Creative Thinking Ability in Solving Open-Ended Questions Based on Their Self-Concept. *International Journal of Mathematics and Mathematics Education*, 60-73.

Rustamana, Agus, et al. (2024). Quantitative Method Research. *Journal of Cendikia Education* 5(6), 1-10.

Sifa, Akromatus, Encep Andriana & A. Syachruroji (2024). The Effect of Everyone is a Teacher Here Method on Improving Critical Thinking Skills of Grade V Students in Science Learning in Elementary School. *Journal of Basic Education* 15 (1), 135-143.

Supena, I., Darmuki, A., & Hariyadi, A. (2021). The Influence of 4C (Constructive, Critical, Creativity, Collaborative) Learning Model on Students' Learning Outcomes. *International Journal of Instruction*, *14*(3), 873-892.

Sukardjo, M., & Salam, M. (2020). Effect of Concept Attainment Models and Self-Directed Learning (SDL) on Mathematics Learning Outcomes. *International Journal of Instruction*, *13*(3), 275-292.

Tiani, Fian et al, (2023). "Application of Phonics Method to Students' Beginning Reading Ability", *Aquinas Scientific Journal* 6(2), 172-178.

Tus, Jhoselle. (2020). Self-concept, self-esteem, self-efficacy and academic performance of the senior high school students. *International Journal of Research Culture Society*, *4*(10), 45-59.

Zai, Fitra Syukur Iman & Yahezkiel Sugeng Mulyono. (2022). The Importance of Learning Methods for Increasing Student Interest in Learning Undergraduate Study Programme in Christian Religious Education at Duta Panisal Theological College Jember. *Metanoia* 4 (1) , 1-25.