

## THE INFLUENCE OF SELF-CONCEPT AND LEARNING MOTIVATION ON SKILL OF LISTENING TO THE ENGLISH NARRATIVE

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**Abstract:** This research aims to understand: 1) The effect of self-concept and learning motivation in English narrative listening skills, 2) self-concept towards English reading, 3) The effect of learning motivation towards English narrative listening skills. The method used in this research is a survey using correlational and regression analysis techniques. The population in this research was 1015 students. The sample in this research was 100 students. The study results conclude that: 1) There was a significant effect of self-concept and learning motivation towards English narrative listening skills. Sig can prove that  $0,000 < 0.05$  and  $F_{count} = 20.325$ . 2) There was a significant effect of self-concept towards English narrative listening skills. The Sig proves that  $0.002 < 0.05$  and  $t_{count} = 3.246$ . 3) There was a significant effect of learning motivation towards English narrative listening skills. The Sig proves  $0,000 < 0.05$  and  $t_{count} = 4,617$ .

**Keywords:** self-concept, learning motivation, English narrative listening skill

### Introduction

In the current era of globalization, more foreign workers come to this country and become competitors for the nation's people in their own country. They are invited quickly to occupy various positions in various fields. Not only foreigners but also their cultures, songs, films, even their lifestyles were brought to this country through electronic media and printed media invading young people. Even their lifestyle, fashion, how to communicate with their friends who are the same or different gender, their behavior and attitudes have been imitated by our students who are certainly far from the habits of the eastern culture. Ironically, they are proud if they can follow the trends and think they have become modern people. This does not include criminal acts that they have committed due to the existing electronic media shows making adolescents' views worse these days. They have been contaminated with changes and technology. Technological development does not lead to positive change. The development of this technology makes many adolescent students tend to go to negative things that shape personal and learning motivation decreases. For instance, online games and bad shows quickly get either through cell phones or the internet. Of course, all of that can affect their personalities and forget the motivations that exist in them. Everything influences behavior, attitude, and especially learning motivation.

At the same time, parents and the community have high hopes for the system of education or school. They hope that their children become successful human beings who can make achievements and increase their economic levels. In addition, parents hope their children become wise, strong, and kind individuals.

Therefore, the education system is demanded to create intelligent, sturdy, and skilled people to face all the challenges getting tougher with the knowledge and skills. The system of education plays a crucial role in the process of educating the life of the nation following the objectives of national education; Educational Regulation No. 20 of 2003 concerning the National Education System, Article 3, states that "The goal of national education is to develop the potential of students to become faithful and piety people to God Almighty, having good character, being healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen."



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From the purpose of the national education, it is clearly stated that education must produce students who are good at mastering science and skills and must have good character, which means they have good attitudes and behavior. Besides, students must also be creative, independent, and responsible humans.

So, it can be stated that the primary purpose of education is the transformation of knowledge, skills, and values. Furthermore, Aziz (2011: 72) states that education is a process of dialogic transformation between students and educators in all their potency to foster awareness, attitudes, and critical actions. Thus, besides various meanings, the meaning of education is the process of the humanization of humans.

If we agree with the definition of education above, then the actual indicators of success in education are more dominant in that direction; that the morality of the graduates measures the success of education, in addition to not ignoring intellectual and life skills. So, students' behavior and attitudes are the main things that educators should consider today, considering so many things that affect their personalities because of the rapid development of technology, culture, and information flow. Therefore, this behavior and attitude will influence their achievements. In other words, this behavior and attitude will determine their success in mastering the knowledge and skills provided to face all challenges completed by noble character.

According to some psychologists, there is a determination of the behavior that influences that behavior in a person. The determining factor is the motivation or driving force of human behavior. For example, a person has a strong will or strength in learning because of the expectation of appreciation and achievement. Furthermore, students' good behavior and attitudes to excel and have noble character is motivation. Walgito (2004, p. 15) states that motivation is a condition in individuals or organisms that drive behavior toward goals. Thus, motivation is a hidden power within a person that encourages him/ her to behave and act uniquely so that activities are more structured because they try to be more enthusiastic and active in doing something.

In adolescence or school-age, learning motivation is an essential element that acts as an activator of activities, driving, directing, and selecting actions in learning. In simple terms, it can be said that if students do not have the motivation to learn, then there will be no learning activities in them. Furthermore, learning motivation is influenced by several factors. For example, Sardiman (2007, p. 25) states that several factors influence learning motivation, namely attitudes, stimulation needs, affection, competence, and reinforcement.

In the learning process, attitude factors can determine the direction of success in one's learning. Attitudes can change and develop because of the results of the learning process. Informing this attitude, there needs to be an ideal self-concept to support increased learning motivation.

In the globalization era, one of the knowledges and skills they must possess is understanding and communicating in English. This is because of a lot of rapidly developing science or other vital information using English. In various places and opportunities, communication skills in English are needed, even become more valuable. As in companies both foreign and local, in hospitals of an international standard, hotels, in the field of tourism, even in schools that are also of international standard. All of these companies are developing in this country and demand skills to communicate in English.

In mastering verbal communication skills, especially in English, two fundamental skills must be mastered by students, namely listening, and then speaking. Furthermore, these two skills must be taught and trained correctly. If these two skills have been mastered well, they can undoubtedly communicate in English correctly and adequately. In the process of teaching and learning English, these two skills are two things that are often considered difficult to be mastered by students and are considered problematic by educators to make students able to master well.

Listening skill is considered more difficult to master compared to speaking skill. This is due to the variety of sounds in English that are different from Indonesian. Listening skills are also considered more difficult by students. After all, they require more practice because they are not accustomed to listening to native speakers of foreign languages spoken. This listening skill is as essential as speaking skills. Even listening skill is more critical and should be taught first than speaking skill. This can be analogous when teaching young children to speak; the first thing parents do is listen to the words they want to be taught. By listening, the child will try to imitate the sound he hears, then say it, and then try to understand what he heard and spoken.

Likewise, with English, it is better than what is taught first is to listen. By listening to native speakers first, students can imitate and pronounce well and then understand the words or sentences they hear. The ability to listen in English must take quite a long time, like teaching a child to imitate and say a

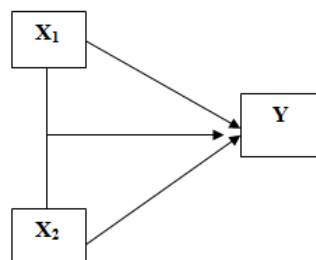
word or sentence that he hears well. For this reason, a positive attitude and strong learning motivation are needed for students to master this skill. From these explanations, it can be understood that practicing listening skills is a challenge for an educator to make students able to master this skill. By knowing the barriers that exist, educators must use appropriate and exciting methods for their students to get maximum results.

From the discussion above, the writer wants to examine the effect of behavior, attitude, or self-concept and students' learning motivation on English listening narrative skill. The reason for choosing narratives in English is that narrative texts in English played at the junior high school level are usually stories that have often been heard in Indonesian. So even though students do not fully understand the English narrative text, they already have known the contents of the story. Besides, in the narrative text that is played, there are usually moral messages delivered to students. So those educators, in addition to teaching listening skills, can also convey and discuss the messages contained in the text. Based on the background of the problem above, some problem statements can be made as follows:

1. Is there an influence of self-concept and learning motivation of learning collaboratively on the English narrative listening skill of State Junior High School students in East Jakarta?
2. Is there an influence of self-concept on the English narrative listening skill of State Junior High School students in East Jakarta?
3. Is there an influence of learning motivation on the English narrative listening skill of State Junior High School students in East Jakarta?

## Method

The place or location of the study was conducted at the State Junior High School in East Jakarta, which included State Junior High School 26, State Junior High School 149, and State Junior High School 36. The time of the study was carried out starting from the preparation stage until completion, namely from August to September 2019 to January 2020. The Educational Calendar and the School Teaching Program were carried out by the Educational Calendar, the odd semester of the 2019/2020 academic year.



**Figure 1. The constellation of Relationships between Research Variables**

- X1 = Self-concept  
X2 = Learning Motivation  
Y = English Narrative Listening Skills

The population is all objects that are the unit of analysis. The population in this study were all eighth-grade students at State Junior High School 26, State Junior High School 149, and State Junior High School 36, consisting of 29 classes with 1015 students.

A sample is a portion of the population who are respondents. As for the sample in this study were three classes consisting of 105 students. The determination of this sample refers to the opinion of Arikunto (2013, p. 107) that if the research object is more significant than 100 respondents, it is taken 10% to 15% or 20% to 30%, but if it is less than 100 respondents, then the respondent or sample is taken entirely.

The sampling technique in the study was based on random stratification techniques from 29 classes in State Junior High School 26, State Junior High School 149, and State Junior High School 36. The number of samples taken from the whole class is 105 students, so each school is taken between 35 and 37 students from the randomly existing class.

**Results and Discussion**

*A. Results*

**Table 1**  
**Description of Research Data of Listening Skills in English Narrative**

Statistics		
English Narrative Listening Skills		
N	Valid	101
	Missing	0
Mean		82.59
Median		82.00
Mode		82
Std. Deviation		9.388
Minimum		62
Maximum		97

*1) English Narrative Listening Skills Data (Y)*

English narrative listening skills data were obtained from 101 student test scores that became the study sample. The score obtained is 62 as lowest, the highest is 97, the average is 82.59, the median 82.00, the mode is 82, and the standard deviation is 9,388.

From the above calculation results, it can be said that the listening skills of English narration of State Junior High School 26 Students, State Junior High School 149, and State Junior High School 36 in East Jakarta are good. This is indicated by the acquisition of an average score of 82.59.

**Table 2.**  
**Description of Self Concept Research Data**

Statistics		
Self-concept		
N	Valid	101
	Missing	0
Mean		112.26
Median		109.00
Mode		103 <sup>a</sup>
Std. Deviation		10.480
Minimum		84
Maximum		133

*2) Self-Concept Data (X1)*

The questionnaire score data of self-concept data were answered by 101 students who became the study sample resulting in 84 as the lowest score, the highest score was 133, the average score was 112.26, the median was 109.00, the mode was 103, and the standard deviation was 10.480.

The above calculation results show that the self-concept of Students of State Junior High School 26, State Junior High School 149, and State Junior High School 36 in East Jakarta are good. This is indicated by the acquisition of an average score of 112.26 above the median score.

The above table shows that the data of English narrative listening skills of State Junior High School 26, State Junior High School 149, and State Junior High School 36 East Jakarta students have a normal distribution.

**Table 3.**  
**Description of Learning Motivation Research Data**

Statistics		
Learning Motivation		
N	Valid	101
	Missing	0
Mean		121.94
Median		121.00
Mode		121
Std. Deviation		9.185
Minimum		106
Maximum		141

3) *Learning Motivation Data (X2)*

Learning motivation data obtained from the test scores answered by 101 students as respondents produced the lowest score of 106, the highest score was 141, the mean score was 121.94, the median score was 121, the mode score was 121, and the standard deviation was 9,185. This is indicated by the mean score of students' motivation scores was 121.94, above the median score. Therefore, from the table above, it can be said that the learning motivation of State Junior High School 26, State Junior High School 149, and State Junior High School 36 in East Jakarta are good.

**Table 4.**  
**Data Normality Test**

One-Sample Kolmogorov-Smirnov Test				
		English Narrative Text Listening Skills	Self-concept	Learning Motivation
N		101	101	101
Normal Parameters <sup>a,b</sup>	Mean	82.59	112.26	121.94
	Std. Deviation	9.388	10.480	9.185
Most Extreme Differences	Absolute	.129	.127	.135
	Positive	.099	.127	.135
	Negative	-.129	-.113	-.123
Kolmogorov-Smirnov Z		1.296	1.276	1.355
Asymp. Sig. (2-tailed)		.070	.077	.051
a. Test distribution is Normal.				
b. Calculated from data.				

The table above shows that the hypothesis test, which states the distribution of data in this regression analysis, follows the normal distribution. All Asymp score indicates this; Sig> 0.05. This means that all data are normally distributed.

**Table 5**  
**The Results of Multicollinearity Test**

Coefficients			
Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Self-concept	.949	1.053
	Learning Motivation	.949	1.053

The result of the multicollinearity test in Table 5 shows that the Tolerance result was  $0.949 > 0.1$ , or an inflation factor (VIF) variant was  $1.053 < 10$ . So, it can be stated that there is no multicollinearity between self-concept and learning motivation in this multiple regression analysis.

**Table 6**  
**Regression Analysis**

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		101
Normal Parameters <sup>a,b</sup>	Mean	0E-7
	Std. Deviation	7.89310818
Most Extreme Differences	Absolute	.118
	Positive	.052
	Negative	-.118
Kolmogorov-Smirnov Z		1.189
Asymp. Sig. (2-tailed)		.118
a. Test distribution is Normal.		
b. Calculated from data.		

Table 6 shows that the hypothesis test stating the residual distribution in this regression analysis follows the normal distribution. This is indicated by the score of  $Z = 1.189$  and  $\text{Sig.} = 0.118 > 0.05$ . This means that the assumptions or requirements of the regression analysis are fulfilled.

**Table 7**  
**Test Results of Variable Y Regression Linearity over X1**

ANOVA Table							
			Sum of Squares	Df	Mean Square	F	Sig.
English Narrative Listening Skills * Self-concept	Between Groups	(Combined)	2664.299	12	222.025	3.177	.001
		Linearity	1229.352	1	1229.352	17.591	.000
		Deviation from Linearity	1434.947	11	130.450	1.867	.055
	Within Groups		6150.058	88	69.887		
	Total		8814.356	100			

Based on Table 7, the results were obtained by calculating Deviation from Linearity with  $F_0 = 1.867$  and  $\text{Sig.} = 0.555 > 0.05$ . This has the understanding that the variable of self-concept with English narrative listening skills has a linear relationship.

**Table 8.**  
**Test Results of Variable Y Regression Linearity over X2**

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
English Narrative Listening Skills * Learning Motivation	Between Groups	(Combined)	2285.118	7	326.445	4.650	.000
		Linearity	1914.360	1	1914.360	27.267	.000
		Deviation from Linearity	370.758	6	61.793	.880	.513
	Within Groups		6529.238	93	70.207		
	Total		8814.356	100			



Based on the above calculation results obtained Deviation from Linearity results with  $F_o = 0.880$  and  $Sig. = 0.513 > 0.05$ . The understanding is that the variable of learning motivation with English narrative listening skills has a linear relationship. Research hypothesis testing are in Table 9, Table 10, and Table 11.s

**Table 9.**  
**Calculation Results for Multiple Correlation Coefficient Testing Variables X1 and X2 towards Y**

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.541 <sup>a</sup>	.293	.279	7.973
a. Predictors: (Constant), Motivasi Belajar, Konsep Diri				

**Table 10**  
**Calculation Results for the Significance of Regression Coefficients Variables X1 and X2 towards Y**

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2584.241	2	1292.120	20.325	.000 <sup>b</sup>
	Residual	6230.116	98	63.573		
	Total	8814.356	100			
a. Dependent Variable: English Narrative Listening Skills						
b. Predictors: (Constant), Learning Motivation, Self-Concept						

**Table 11.**  
**Results of Calculation of Multiple Regression Equations X1 and X2 towards Y**

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.986	12.355		.323	.748
	Self-Concept	.253	.078	.283	3.246	.002
	Learning Motivation	.411	.089	.402	4.617	.000

The effect of self-concept and learning motivation of learning collaboratively on English narrative listening skills. Hypothesis tested:

$$H_0: \beta_{y1} = \beta_{y2} = 0$$

$$H_1: \beta_{y1} \neq 0 \text{ dan } \beta_{y2} \neq 0$$

Meaning:

1.  $H_0$ : there is no influence of self-concept and learning motivation of learning collaboratively on English narrative listening skills.
2.  $H_1$ : there is an influence of self-concept and learning motivation of learning collaboratively on English narrative listening skills.

Table 11 shows a significant influence of self-concept and learning motivation of learning collaboratively on English narrative listening skills. The acquisition of Sig evidence this.  $0,000 < 0,05$  and  $F_{count} = 20.325$ .

Meanwhile, the multiple regression line equation can be expressed with  $\hat{Y} = 8.986 + 0.253X_1 + 0.411X_2$ . This understanding that an increase in one score of self-concept variables and learning motivation contributed 0.253 by  $X_1$  and 0.411 by  $X_2$  to the English narrative listening skills variable. In Table 9, it

can also be explained that variables of self-concept and learning motivation contributed 29.3% to the variable of English narrative listening skill.

4) *Effect of self-concept on English narrative listening skills.*

Hypothesis tested:

$$H_0: \beta_{y1}=0$$

$$H_1: \beta_{y1}\neq 0$$

Meaning:

1. H0: there is no influence of self-concept on English narrative listening skills.
2. H1: there is an influence of self-concept on English narrative listening skills.

Table 11 shows that there is a significant effect of self-concept on English narrative listening skills. This is evidenced by the acquisition of Sig. 0.002 <0.05 and  $t_{count} = 3.246$ . The contribution of self-concept variables to English narrative listening skills are:

$$KD = \text{Score } \beta_{x1y} \times \text{The Score of the Partial Correlation } (r_{x1y}) \times 100 \%$$

$$KD = 0,283 \times 0,373 \times 100 \% = 10,55 \%$$

From the calculation above, the contribution of self-concept in improving English narrative listening skills is 10.55%.

5) *Effect of learning motivation on English narrative listening skills.*

Hypothesis tested:

$$H_0: \beta_{y2}=0$$

$$H_1: \beta_{y2}\neq 0$$

Meaning:

1. H0: there is no influence of learning motivation on English narrative listening skill.
2. H1: there is an influence of learning motivation on English narrative listening skill.

Table 11 shows that there is a significant influence of learning motivation on English narrative listening skills. This is evidenced by the acquisition of Sig. 0,000 <0.05 and  $t_{count} = 4,617$ . Table 11 shows that there is a significant influence of learning motivation on English narrative listening skills. This is evidenced by the acquisition of Sig. 0,000 <0.05 and  $t_{count} = 4,617$ .

$$KD = \text{Score of } \beta_{x2y} \times \text{The Score of the Partial Correlation } (r_{x2y}) \times 100 \%$$

$$KD = 0,402 \times 0,466 \times 100 \% = 18,73 \%$$

From the calculation above, it can be stated that the contribution of learning motivation in improving English narrative listening skills is 18.73%.

*B. Discussion*

The study results above concluded that the self-concept and learning motivation of learning collaboratively positively influenced improving English narrative listening skills in State Junior High School 26, State Junior High School 149, and State Junior High School 36 East Jakarta. This implies that the self-concept and learning motivation significantly influence the English narrative listening skills of State Junior High School 26, State Junior High School 149, and State Junior High School 36 East Jakarta's students.

In this globalization era, one of the knowledges and skills they must possess is understanding and communicating in English. This is because of a lot of rapidly developing science or other vital information using English. In various places and opportunities, communication skills in English are needed, even become more valuable. Like in companies both foreign and local, in international hospitals, in hotels, in





the field of tourism, even in schools that are also international. All these companies are developing in this country and demand skills to be able to communicate in English.

In mastering verbal communication skills, especially in English, two essential skills must be mastered by students, namely listening, and speaking. These two skills must be taught and trained correctly. If these two skills have been mastered well, they can undoubtedly communicate in English correctly and adequately.

Nevertheless, in the process of teaching and learning English, these two skills are two things that are considered difficult to be mastered by students and are considered problematic by educators to make students able to master well. Listening skill is considered more difficult to master compared to speaking. This is due to the variety of sounds in English that are different from Indonesian. Besides, listening skills are also considered more difficult because students need more exercises because they are not accustomed to listening to native speakers of foreign languages spoken.

This listening skill is as essential as speaking skills. Even listening skills are more critical and should be taught first than speaking. This can be analogous when teaching kids to speak. The first thing parents do is listen to the words they want to be taught. By hearing that, the kid will try to imitate the sound he hears, then say it, and then try to understand what he heard. Likewise, with English, it is better if the thing taught first is listening. By listening to native speakers first, students can imitate and pronounce them well and then understand the words or sentences they hear. The ability to listen in English must take quite a long time, like teaching a child to imitate and say a word or sentence that he hears well. For this reason, a positive attitude and strong learning motivation are needed for students to master this skill.

#### *1) The effect of self-concept on English narrative listening skill*

The above study results concluded that self-concept had had a positive influence on improving English narrative listening skills at State Junior High School 26, State Junior High School 149, and State Junior High School 36 East Jakarta. This implies that the self-concept has a significant influence on the English narrative listening skill.

The self-concept is a matter that is often discussed and is considered to have a significant effect on one's behavior. The concept of self is a person's view or assessment of him/ herself. The assessment can be about physical, psychological, social, and achievements. Self-concept has a role in determining individual behavior. How the individual sees him/herself will be seen from all his behavior. In other words, individual behavior will be following the way the individual sees himself.

A person's self-concept will also determine how he/ she receives, feels, and responds to his environment. If an individual sees him/ herself as an individual who does not have enough ability to carry out a task, his/ her behavior will show his inability. Someone who thinks that he/ she is not good then underestimates him/herself and always imagines failure in every business he/ she will do. He/ she will be reluctant to try to overcome the difficulties faced. The behavior shows the belief that the person cannot do business as well as possible. These beliefs reflect negative attitudes and views towards themselves.

A negative view of him/ her causes individuals to expect success rates to be achieved only at a low level. The low standard causes the person concerned does not to have the motivation to achieve outstanding achievements. Conversely, for someone who considers him/ herself positive, all actions will be done in earnest. He will want to try to overcome the difficulties he faces, thus increasing his chances of success. So someone who has a high self-concept will show different behavior from people who have a low self-concept. For example, people with a high self-concept will show a high level of aspiration, optimism, confidence, realism, independence, and adjust well.

#### *2) The effect of learning motivation on English narrative listening skills.*

From the results of research and existing theory, it can be concluded that learning motivation has had a positive influence on improving English narrative listening skills at State Junior High School 26, State Junior High School 149, and State Junior High School 36 East Jakarta. That is, high learning motivation has a significant influence on improving English narrative listening skills.

Learning motivation to learn is internal and external encouragement to students who are learning to make changes in behavior that are generally with several indicators, including (1) The existence of desires and desires to succeed (2) The existence of encouragement and needs in learning (3) The existence



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of hopes and ideals future goals (4) the existence of rewards in learning (5) the existence of exciting activities in learning (6) the existence of a high learning environment that allows a student to learn well.

Learning motivation is a driving force that causes students to involve themselves. Strong motivation to learn of students, especially intrinsic motivation, and awareness of the goals to be achieved, encourage students to involve themselves. Learning motivation is one's efforts; in this case, students provide all the power (conditions) to learn so that the person wants to do the learning process. Learning motivation is internal and external encouragement, which encourages a person to learn because of desires, needs, hopes and ideals, self-actualization, interest in learning, a comfortable environment, as well as information about strength, enthusiasm, effort, psychological conditions, directing, enthusiasm, mental, inherent ability in a person, the driving force, direction and travel after learning.

## Conclusions

There was a significant effect of self-concept and learning motivation towards English narrative listening skills of State Junior High School students in East Jakarta. It can be proven by the approval of Sig.  $0,000 < 0.05$  and  $F_{count} = 20.325$ . Self-concept and learning motivation were contributed 29.3% towards the variable of English narrative listening skills.

There was a significant effect of self-concept towards English narrative listening skills of State Junior High School students in East Jakarta. This is proven by the approval of Sig.  $0.002 < 0.05$  and  $t_{count} = 3.246$ . There was a significant effect of learning motivation towards English narrative listening skills of State Junior High School students in East Jakarta. This is proven by the approval of Sig.  $0,000 < 0.05$  and  $t_{count} = 4,617$ .

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