

ENHANCING SELF-MASTERY IN LOW-ACHIEVING STUDENTS THROUGH ISLAMIC EDUCATION: PERSPECTIVE OF CARL ROGERS' SELF THEORY

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Abstract

Students with low achievement often face challenges in developing self-mastery, including low motivation, lack of self-confidence, and difficulty managing emotions. This study aims to identify factors that influence the development of self-mastery in students and understand the role of teachers based on Carl Rogers' self theory. The method used is a qualitative approach conducted through a case study at SD Islam Hasanudin 04 Semarang with a thematic analysis approach data analysis technique. The data obtained were the results of interviews with teachers, field observations, and school documents. The results of the study indicate that (1) self-mastery is influenced by internal factors such as self-motivation and emotional management, and (2) external factors such as family and teacher support. (3) Positive family support and constructive feedback from teachers have been shown to increase students' self-confidence, encourage mental resilience, and intrinsic motivation. (4) This study also found criteria for teachers who can improve students' self-mastery. This study provides important insights into how environmental influences and teacher interventions can help low-achieving students reach their maximum potential.

Keywords: Self Mastery, Low Achieving Students, Teacher's Role, Teacher's Criteria

Abstrak

Siswa dengan prestasi rendah sering menghadapi tantangan dalam mengembangkan self-mastery, termasuk rendahnya motivasi, kurangnya rasa percaya diri, dan kesulitan mengelola emosi. Penelitian ini bertujuan mengidentifikasi faktor-faktor yang memengaruhi pengembangan self-mastery pada siswa dan memahami peran guru berdasarkan teori self Carl Rogers. Metode yang digunakan adalah pendekatan kualitatif yang dilakukan melalui studi kasus pada SD Islam Hasanudin 04 Semarang dengan teknik analisis data pendekatan analisis tematik. Data yang diperoleh hasil wawancara dengan guru, observasi lapangan, dan dokumen sekolah. Hasil penelitian menunjukkan bahwa (1) self-mastery dipengaruhi oleh faktor internal seperti motivasi diri dan pengelolaan emosi, serta (2) faktor eksternal seperti dukungan keluarga dan guru. (3) Dukungan keluarga yang positif dan umpan balik konstruktif dari guru terbukti dapat meningkatkan rasa percaya diri siswa, mendorong ketahanan mental, dan motivasi intrinsik mereka. (4) Dalam penelitian ini ditemukan juga kriteria guru yang bisa meningkatkan self mastery siswa. Studi ini memberikan wawasan penting tentang bagaimana pengaruh lingkungan

dan intervensi guru dapat membantu siswa dengan prestasi rendah mencapai potensi maksimal mereka.

Kata Kunci: Penguasaan Diri, Siswa Berprestasi Rendah, Peran Guru, Kualifikasi Guru

INTRODUCTION

Self-mastery or self-control is the ability to manage emotions, thoughts, and behavior effectively to achieve desired goals (Halawa, 2023). In the world of education, self-mastery is very important in supporting the development of character and student achievement (Abdillah, 2019). However, students with low achievement often face various challenges in developing abilities such as lack of self-confidence, being trapped in feelings of failure, or being less motivated to learn, which can hinder the development of their potential optimally (Pasilaputra, 2024)

The phenomenon of low academic achievement is also seen at the Elementary School (SD) level in Indonesia. Based on data released by the Central Statistics Agency (BPS) in 2024, around 20% of elementary sc

hool students in several regions have difficulty in achieving the expected basic competencies, especially in Mathematics, Indonesian, and Science subjects. In addition, a report from the Ministry of Education, Culture, Research, and Technology also revealed that the lack of self-regulation skills and low learning motivation are the main factors that hinder the achievement of optimal academic achievement among students

The challenges of developing self-mastery in low-achieving students become increasingly complex due to various factors that affect their psychological and social conditions. (Sunarto, 2020) Factors such as low motivation, repeated experiences of failure, limited family support, and negative perceptions of one's own abilities are often the main obstacles in developing self-mastery (Ai Solihah, 2024) From the perspective of Carl Rogers' self-theory, the development of self-mastery in low-achieving students can be strengthened through the role of teachers as facilitators who support individual growth.

This theory emphasizes the importance of a conducive learning environment, unconditional acceptance, and empathy in helping students discover their potential. Teachers who understand the importance of this approach can build relationships that support the development of students' self-mastery, while helping them overcome the academic and emotional obstacles they face. Thus, collaboration between teachers, students, and the school environment becomes a strategic step to improve student achievement holistically. On the other hand, it is important to realize that self-mastery is not only related to self-control in an academic context, but also related to the development of emotions and social skills (Melani Aprianti, 2023).

Students who successfully manage their emotions and think positively tend to be more resilient and can more easily overcome challenges faced in learning. (Pratiwi, 2023) Therefore, the development of self-mastery becomes very relevant to help low-achieving students to not only improve their academic performance, but also improve their

emotional and social well-being. (Imelria Simbolon, 2024) In this case, it is important to understand how teachers can play a role in supporting the process of developing self-mastery in students who face these academic difficulties. (Imelria Simbolon, 2024)

The role of the teacher is not only to function as a transmitter of material, but also as a facilitator who can guide students to recognize and develop their potential. (Sumiati, 2024) In the study (Sultani, 2023) according to the perspective of Carl Rogers' self theory, teachers can create a supportive learning environment, where students feel valued, accepted, and given the freedom to develop according to their own passions. An empathetic approach and unconditional acceptance from teachers can help low-achieving students overcome the psychological barriers they face, as well as increase their motivation and self-confidence. (Mardiah, 2023)

Therefore, the development of self-mastery in low-achieving students depends not only on the individual efforts of the students themselves, but also on the collective efforts of the school, especially the role of teachers in providing more support. (Indah Panjaitan, 2023) Teachers can create a supportive classroom atmosphere, where students feel they are given the opportunity to develop in ways that suit their abilities and interests. (Berliana Alvionita Pratiwi, 2024) One form is to provide constructive and positive feedback, which does not only focus on shortcomings but also on potential that can still be developed. (Sunaryo, 2023) In addition, teachers can offer emotional support by paying special attention to students who are struggling, for example by providing additional time, counseling sessions, or more personalized additional learning. (R Nurhayati, 2024) Thus, students feel appreciated and encouraged to try without fear of failure, which in turn can increase their self-confidence and motivation to achieve better performance. (Manizar, 2015)

The development of self-mastery in low-achieving students has been widely studied from various perspectives, according to Saski and Dea (Saski Anggreta, 2022) the importance of the role of teachers as facilitators who are able to provide positive feedback and support students' emotional development can increase their intrinsic motivation to be more responsible for their learning. In addition, Triasari Research (Triasari Andayani, 2023) teachers need to provide opportunities for students to reflect on themselves regularly, so that they can better understand their strengths and weaknesses.

Research by Hamdi (Hamdi, 2019) , found that self-mastery plays an important role in improving the quality of student learning, especially those with low academic achievement. The study emphasized the importance of emotional management and intrinsic motivation in achieving higher academic goals. In addition, research by Novianti and Pratama (Pratama, 2021) showed that low self-confidence is one of the main factors that hinders ability. They argue that teachers need to provide more intensive support in the form of positive feedback and motivation so that students can overcome the fear of failure that hinders their self-development.

Another study by Budiarti and Salim (Budiarti, 2022) highlighted the role of family and social environmental factors in the development of self-mastery in low-achieving

students. They found that lack of social support and limited access to education in the family had a significant effect on low self-regulation skills in students. Hidayati and Prabowo (Hidayati, 2021) also found similar results, where students from families with low economic backgrounds tend to have lower self-mastery skills, which results in low motivation and academic outcomes.

On the other hand, research by Syamsudin and Ibrahim (Syamsudin, 2020) shows that teachers who apply Carl Rogers' theory-based approach can increase the level of self-mastery in low-achieving students. They emphasize that empathy and unconditional acceptance from teachers can create an environment that supports students' maximum self-development. Furthermore, research by Wulansari and Sari (Wulansari, 2022) reveals that low-achieving students often have difficulty managing stress and academic pressure.

This study also found that the application of stress management techniques taught by teachers can help students develop better self-mastery, so that their academic achievement can improve. Kuswanto and Suryanto (Kuswanto, 2023) studied the application of Rogers' self theory in the context of education in Indonesia and found that interactions based on acceptance, empathy, and authenticity can help students develop self-mastery, especially in facing academic challenges. This is in line with the findings of Dewi and Haryanto (Dewi, 2022), which showed that the application of a more humanistic approach by teachers can improve students' self-management skills and encourage them to be more involved in learning.

Based on the literature review that has been presented, although many studies have discussed the importance of developing self-mastery in low-achieving students, most of them focus on external factors, such as family and social support, as well as stress management techniques or self-motivation. Most studies also emphasize more on students' efforts in overcoming their internal and external obstacles to improve academic achievement. However, there is still a gap in the literature related to the role of teachers specifically in implementing Carl Rogers' self-theory-based approach to help low-achieving students develop their self-mastery.

Therefore, this research update discusses the challenges of teachers in developing self-mastery of students with low academic achievement according to Carl Rogers' theory. The purpose of this study is to analyze the challenges faced by low-achieving students in developing self-mastery, as well as to identify factors that influence the process and explore how the role of teachers, especially in implementing the principles of Carl Rogers' self-mastery theory, can make a significant contribution to the development of self-mastery in low-achieving students.

METHOD

This study adopts a qualitative approach with the aim of exploring in depth the role of Islamic education in improving self-mastery in low-achieving students. Using a case study method, the focus of the study was directed at SD Islam Hasanudin 04 Semarang, which was purposively selected because its educational program is relevant to this topic. The case study method allows researchers to analyze phenomena in a

particular context in detail, thus providing a holistic understanding of the application of Islamic values by teachers in the learning process to support student character development.

The study was conducted between October and November 2024 at SD Islam Hasanudin 04 Semarang. The subjects of the study consisted of teachers who teach low-achieving students, especially in the lower grades. The selection of teachers was carried out through a purposive sampling technique, which allows researchers to select subjects based on their experience and involvement in developing student character through Islamic education. This technique provides researchers with access to relevant and in-depth information regarding the strategies applied in learning (Nafs, 2018).

Data were collected through in-depth interviews with teachers using a semi-structured interview guide, designed to explore information about Islamic education strategies. In addition to interviews, direct observation of classroom learning activities and analysis of documents such as lesson plans and student evaluation reports were also conducted. The collected data were analyzed using a thematic analysis approach, including data coding, theme identification, and interpretation of the relationship between Islamic education strategies and students' self-mastery improvement. This thematic analysis allows researchers to systematically understand important patterns and themes, while supporting research findings with a strong data base (Lely Maharani, 2024).

RESULTS AND DISCUSSION

Characteristics of Students with Low Achievement

This study found that students with low achievement tend to face various significant challenges in developing self-mastery, one of the main challenges found is lack of motivation. (Murtado, 2023) Students who have difficulty achieving academic goals often feel inhibited from trying harder, because they do not see results that are commensurate with the effort expended. (Lutfiwati, 2020) In addition, low self-confidence is a major obstacle in the development of their self-mastery. (Nashori, 2018) When students do not believe in their abilities, they tend to hesitate to take the initiative and face new challenges, which leads to stagnation in academic development. (Ruri Handayani, 2024)

Mr. Abdullah Sidiq here said "Of course. I often see students who have low achievement feel insecure, for example when they are given assignments such as homework or quizzes in class. They often feel incapable and tend to avoid it by not doing homework, and are more passive in class. because 60% of self-mastery has a big influence on learning in class. This is clearly a big obstacle, for them to get new challenges they are always afraid of failure. When their self-confidence is low, they do not have the courage to try new things, which are actually very much needed in the learning process.."

Meanwhile, Mrs. Lailatu Qomariah said that "Many students with low achievement feel that they cannot achieve their academic goals, even though they have tried hard. They feel that their efforts are not commensurate with the results obtained, so they start to lose interest in trying harder. This certainly has an impact on the development of their self-mastery, because they no longer have the motivation to manage themselves well."

According to informants, one of the factors that worsens the development of self-mastery is difficulty in regulating emotions. (Diah Suci Ramadhani, 2022) Students who are unable to manage stress or frustration due to academic failure often feel trapped in a cycle of repeated failure, which in turn reduces their ability to maintain focus and perseverance. (Khairudin, 2024) This condition illustrates how important the role of self-mastery is in supporting students' academic achievement, and shows that the development of emotional skills and internal motivation is essential to help students overcome these challenges. (Rahayu, 2019)

Mr. Abdullah Sidiq in the interview session confirmed "Yes, students with low achievement also often show difficulties in managing their emotions, especially when they feel stressed or frustrated. Sometimes, they do not know how to calm themselves down when facing failure. This prevents them from staying focused and continuing their efforts. They are more easily discouraged and eventually choose to give up."

Table 1. The Characteristics of Students with Low Academic Achievement

No	Karakteristik	Deskripsi
1.	Lack of Motivation	Low-achieving students often feel blocked from achieving their academic goals and do not see results commensurate with their efforts.
2.	Low Self-Confidence	Students feel doubtful about their abilities, avoid new challenges and do not dare to take the initiative, which causes stagnation in academic development.
3.	Difficulty Managing Emotions	Students often have difficulty regulating emotions, such as stress and frustration due to failure, which reduces their focus and persistence.
4.	Loss of Interest and Effort	Students who feel that their efforts are not commensurate with the results obtained begin to lose interest and motivation to try harder.
5.	Avoiding Challenges	When faced with new tasks or challenges, low-achieving students tend to shy away because they are afraid of failure and feel inadequate.

Factors Affecting Self-mastery of Low-Achieving Students yang Mempengaruhi Self-mastery

Factors that influence self-mastery of low-achieving students involve both internal and external aspects that interact with each other. (Ibrahim, 2017) According to Informant Mr. Abdullah Sidiq, internal factors can be from self-motivation, self-confidence, and positive self-perception which greatly influence students' ability to manage time, emotions, and effort in learning.

"For me, the most dominant internal factor is self-motivation. When students have low motivation, they usually put less effort into achieving their academic goals. This is closely related to how much they believe in their own abilities. Students who feel that they are incapable or not smart enough often feel inhibited in learning. This affects how they manage their time, emotions, and efforts in learning. For example, they tend to feel discouraged more quickly when faced with difficulties." He said

Students who feel less capable or less confident often have difficulty in developing self-mastery, said Mr. Abdullah Sidiq during the interview.

Yes, sir. Self-confidence also greatly influences the process of developing self-mastery. Students who feel doubtful about themselves tend not to be able to take positive steps in facing challenges. If they always feel inadequate, it will greatly hinder their learning process. Positive self-perception is very important, because with a good view of themselves, students can more easily overcome failure and try harder to learn from experience.

Meanwhile, external factors such as family environment, social conditions, and feelings of being accepted or appreciated play an equally important role. (Kuswadi, 2019) Families that support and pay attention to education can provide a sense of security and motivation for students. (Nova Dwiyantri, 2023) Meanwhile, good social conditions, such as positive relationships with peers and teachers, also increase students' self-confidence and mental resilience. (Henri Gunawan Risal, 2023) Conversely, feelings of not being accepted or appreciated, both at home and at school, can cause students to feel isolated and less motivated, which ultimately hinders the development of their self-mastery. (Sanusi, 2023) Therefore, to improve self-mastery in students with low achievement, comprehensive support is needed from the family, school, and social environment so that students can feel appreciated and motivated to overcome their academic challenges. (Aisyah Anggraeni, 2024)

According to Mrs. Lailatul Qomariyah, "the family environment plays a very big role. If students receive support from their parents, whether in the form of attention, affection, or encouragement to learn, they tend to have a higher sense of security and self-confidence. On the other hand, students who come from families with problems, such as conflict or emotional instability, often find it more difficult to develop self-mastery. Families that provide good attention and care can help increase self-confidence and direct students to better academic goals."

Mrs. Lailatul Qomariyah added in the interview, "I totally agree with Mr. Sidiq. In addition, I also see that the social conditions in schools have a big influence. Students who feel accepted by their friends or feel appreciated by their teachers will be more confident. On the other hand, if they feel isolated or not accepted, this can reduce their motivation to learn and develop. For example, I often see students who are less appreciated in class tend to be more passive and do not show maximum effort in learning."

Application of Carl Rogers' Self Theory in Self-Mastery Development Teori Self Carl Rogers

The role of teachers in developing students' self-mastery is very important, because teachers not only function as transmitters of academic material, but also as facilitators of students' emotional and psychological development. (Fauziah Aini, 2024) One of the main aspects found in this study is the application of empathy by teachers, teachers who are able to understand and feel students' feelings can create deeper relationships and support the development of students' self-mastery (Cahyasry, 2024) By paying attention to students' emotional needs, teachers help reduce anxiety and increase their self-confidence (Idi Warsah, 2023)

According to Mr. Abdullah Sidiq, "One of the things I emphasize the most is empathy, because I think that is the key to building a deeper connection with students. When we are able to understand what they are feeling, whether it is anxiety or fear, we can more easily help them overcome those challenges."

Mr. Abdullah Sidiq also added in his interview, *"When students feel heard and understood, their anxiety can decrease. They become more confident in facing exams or tasks they might perceive as difficult. In my opinion, empathy opens the door to more effective communication between me and my students, which can support their self-mastery development, as they are able to manage their emotions and stress more effectively."*

This was also added by Mrs. Lailatul Qomariyah: "I agree with Mr. Abdullah Sidiq's point earlier, that teachers play a very significant role in students' emotional development. As teachers, we need to do more than just teach the subject matter. We must also be able to be good listeners and understand their emotional needs. Through empathy, we can build stronger relationships and help them develop holistically, not just academically. This is crucial for their self-mastery development, especially for students who may feel insecure or anxious."

In addition, providing positive feedback has also been proven to be an effective strategy in supporting students' self-mastery. (Faizah Dinda Mutia, 2024) Constructive feedback not only motivates students to keep trying, but also teaches them to appreciate the learning process. (Hanaris, 2023) Finally, creating a safe and inclusive learning environment also plays a very important role. (Ezi Mulia, 2024) A teacher who successfully creates a classroom free from the fear of failure provides students with the opportunity to grow without excessive pressure. (Faruqi, 2018) However, challenges such as time constraints and the skills needed to handle students' emotional issues remain obstacles that must be addressed through training and professional development for teachers. (Amelia, 2023)

According to Mr. Abdullah Sidiq, "I believe creating a safe and inclusive learning environment is crucial in helping students develop their self-mastery. When students feel safe and accepted in the classroom, they will not feel pressured or afraid of failure. This gives them the freedom to learn from their mistakes and try again without the fear of being punished or judged. As teachers, we must ensure that every student feels valued, not only based on their academic achievements but also as individuals."

Mrs. Lailatul Qomariyah added, "I strive to always be open-minded and impartial. For example, in every assignment or exam, I try to emphasize that what matters is their effort, not just the final grade. When students make mistakes, I always provide support and an opportunity for them to learn from those mistakes without feeling embarrassed or afraid of punishment. I also make the class more interactive, where students can discuss, support each other, and give feedback to one another. This helps them feel safer and more connected with their peers."

"Indeed, the biggest challenge I face is the time constraints and also the skills needed to handle students' emotional issues. Sometimes, I feel that the time in class is very limited to truly focus on the emotional problems of students. In addition, I feel that I need more training on how to better understand students' feelings and provide better emotional support. Training and professional development for teachers in this regard are very important, as we need specific skills to help students who are facing emotional pressures," said Mr. Abdullah Sidiq.

This study also reveals the criteria for effective teachers in supporting the development of self-mastery, along with the reasons behind their efforts. The table presents five key criteria that teachers should possess, ranging from the application of empathy to the ability to adapt teaching approaches. Each criterion is explained with a

description that illustrates how teachers implement it in their daily practice, as well as the strong rationale for why it is crucial in helping low-achieving students overcome the challenges they face and develop their full potential.

Tabel 2. Criteria for Teachers and Reasons for Developing Self-Mastery in Students with Low Academic Achievement

Theacer Criteria	Criterion Description	Reason for Theacers Implementing Self-Mastery for Low-Achieving Students
1. Empathetic and Sensitive to Emotional Needs	A teacher who demonstrates empathy understands and shares the feelings of students, offering emotional support tailored to their needs.	1. Helps students overcome anxiety, frustation and other negative feelings that can hinder their self-mastery. 2. Brings happiness to the teacher.
2. Providing Constructive and Postive Feedback	The teacher gives feedback that focuses not only on the outcome but also on the effort and process students go through.	1. Increases the self-confidence of low-achieving students by appreciating their efforts, not just the final result. 2. Enhances the teacher's competence.
3. Creating a Positive Learning Environment	The teacher creates a classroom that is safe, inclusive, and free from the fear of failure, encouraging exploration without shame.	1. Provides the sense of security students need to dare to try and learn from their mistakes without fear or shame. 2. Enhances happiness during the teaching and learning process in the classroom.
4. Ability to Adapt Approaches to Student Needs	The teacher teaches emotion management techniques, such as meditation or breathing exercises, to help students cope with stress and anxiety in learning.	1. Helps students manage feelings and stress that arise when facing academic challenges, supporting the development of perseverance. 2. Enchances the teacher's resilience in guiding students.

5. Theacing Emotion and Stress Management Skills	The teacher teaches emotion management techniques, such as meditation or breathing exercises, to help students cope with stress and anxiety in learning.	<ol style="list-style-type: none">1. Helps students manage feelings and stress that arise when facing academic challenges, supporting the development of perseverance and self-control.2. Enhances the teacher's ability to manage their own stress.
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DISCUSSION

This study found that the development of self-mastery in low-achieving students is greatly influenced by internal factors such as self-motivation and self-confidence. (Murtado, 2023) Students with low academic performance often feel incapable and lack self-confidence, making them reluctant to face further academic challenges. (Ruri Handayani, 2024) This aligns with the findings of (Baxter, 2008) which indicate that teachers who provide strong emotional support can help improve students' intrinsic motivation and encourage them to take responsibility for their learning. Additionally, emotion management factors present a significant challenge for low-achieving students. They often feel stressed and frustrated when facing academic failure, which hinders their ability to stay focused and continue their efforts. This is in line with the research by (Hamdi, 2019) which emphasizes the importance of emotion management in supporting academic achievement. Without the ability to manage stress, students become trapped in a cycle of failure that reduces their motivation to learn.

The role of the family environment is also crucial in supporting the development of students' self-mastery. (Pratama, 2021) Students from supportive families tend to have higher levels of security and self-confidence. (Nova Dwiyantri, 2023) In contrast, students from unstable or less supportive family environments often feel isolated and less motivated. (Sanusi, 2023) Research by Budiarti and Salim (Budiarti, 2022) also shows that a lack of family support can negatively impact students' self-regulation abilities, leading to lower academic performance. The social environment at school, including relationships with peers and teachers, also influences the development of students' self-mastery. Students who feel accepted and valued by their peers and teachers tend to have higher self-confidence, which motivates them to be more active in learning. (Muhamad Januaripin, 2024) On the other hand, students who feel isolated or undervalued often exhibit apathy toward learning. (Dea Ardelia, 2024) Research by Syamsudin and Ibrahim (Syamsudin, 2020) reveals that teachers' empathetic attitudes play a significant role in improving students' self-mastery, especially for those with low academic performance.

The application of an empathetic approach by teachers is also an important factor in helping students overcome emotional difficulties and improve their self-mastery. (Cahyasry, 2024) Teachers who are able to understand students' feelings and build deep relationships with them can help students manage anxiety and boost their self-confidence. (Idi Warsah, 2023) This is in line with the findings of (Triasari Andayani, 2023) which state that teachers who provide regular opportunities for self-reflection can

help students identify their strengths and weaknesses. To improve self-mastery in low-achieving students, a comprehensive approach is required, involving collaboration between families, schools, and peers. (Aisyah Anggraeni, 2024) Parental involvement is crucial in providing emotional support and encouragement to help students achieve their academic goals. (Irawati, 2023) In addition, a safe and inclusive environment at school will help students feel valued and more confident in facing academic challenges. (Amelia, 2023)

This study also shows that positive feedback provided by teachers is highly effective in enhancing students' motivation and self-mastery. (Faizah Dinda Mutia, 2024) Constructive feedback helps students feel appreciated for their efforts, even if the final result does not meet expectations (Fitria, 2023). This is in line with the research by Novianti and Pratama (Novianti, 2021) which reveals that low self-confidence can be addressed with support and positive feedback from teachers. As a key challenge in applying these findings, the limitations of time and teachers' skills in managing emotional issues need to be addressed. Some teachers find it difficult to manage students' emotional problems within the limited class time available. (Amelia, 2023) As a key challenge in applying these findings, the limitations of time and teachers' skills in managing emotional issues need to be addressed. Some teachers find it difficult to manage students' emotional problems within the limited class time available (Andree Tiono Kurniawan, 2024)

Based on the research findings, it can be concluded that the development of self-mastery in low-achieving students is influenced by various internal and external factors that interact with each other. Internal factors, such as self-motivation, self-confidence, and the ability to manage emotions, present significant challenges in achieving students' academic goals. Low-achieving students often feel insecure and lack motivation, which makes them reluctant to face further academic challenges. Additionally, the family environment, social conditions, and the role of teachers also play a significant role in shaping students' self-mastery. A supportive family and a positive social environment can boost students' self-confidence and mental resilience, ultimately encouraging them to put in greater effort.

This study makes an important contribution to understanding how internal and external factors interact in the development of self-mastery in low-achieving students. The findings emphasize the importance of a holistic approach, which involves the roles of teachers, families, and the social environment in supporting students' personal growth. Furthermore, this research provides insights into the significance of emotion management, the provision of positive feedback, and the creation of a safe and inclusive learning environment as strategies to help students overcome obstacles in developing self-mastery.

However, this study also has limitations, particularly in terms of the sample size and the limited research timeframe, as it was conducted in only one location. Therefore, further research with a larger sample and in different locations would strengthen these findings. Additionally, more in-depth studies on the role of other psychological aspects,

such as emotional intelligence and social intelligence, could provide a broader perspective on understanding the development of self-mastery.

Suggestion

Based on the research findings on the development of self-mastery in low-achieving students, several strategic steps can be taken to support this development. First, it is important to create an inclusive and supportive learning environment where students feel safe to express themselves and participate. Such an environment can help students build self-confidence and manage their emotions more effectively.

In addition, providing constructive and encouraging feedback should be an integral part of the learning process to foster students' intrinsic motivation. Emotional support from teachers, families, and the social environment is also crucial in helping students face the psychological challenges they encounter. Finally, the development of student-centered teaching methods and collaboration among all relevant stakeholders can serve as a sustainable solution to enhance students' self-mastery.

Suggestions for future research include expanding this study by incorporating other aspects, such as the influence of technology on the development of students' self-mastery and how educational psychology-based interventions can be applied to improve the learning quality of low-achieving students. Additionally, it is recommended to extend the study to include the teacher as an analytical unit, focusing on the development of teacher competencies to enhance their own self-mastery, which in turn can positively impact students' growth.

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