Analysis of the impact of labeling on students’ interest in learning physics

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Abstract. This study aims to determine the relationship between labeling with students' interest in learning physics and its impact. This type of research is a mix-method research, and the design used is a sequential explanatory design which prioritizes quantitative method in the data collection process followed by qualitative method. The research subjects consisted of 30 people as quantitative subjects and 4 of them were informants for collecting qualitative data. The instruments used were sociometry and questionnaires about students’ interest in learning physics. The results showed that labeling students had a strong relationship towards students' interest in learning physics, where the correlation coefficient value of biserial points coefficient was \( r_{bi} = 0.61 \). Meanwhile, the impact of giving negative labels to students caused them to develop feelings of hurt, offense, embarrassment, insecurity, and feeling discouraged from participating in physics learning. Positive labeling has an impact in the form of feeling happy, feeling appreciated, excited to learn and increase students' self-confidence.

1. Introduction

Education plays an essential role in improving the quality of human resources and efforts to realize the aspirations of the Indonesian nation in realizing general welfare and educating the nation's future as well as current life. Efforts to increase human resource development through education require special attention. Education Law No. 20 of 2003 concerning the National Education System which functions to develop the ability to form a dignified national character and civilization in order to educate the nation's life aims to develop the students’ potential in becoming human beings who believe and are devoted to God Almighty. These human beings are expected to have these characteristics: noble, healthy, knowledgeable, capable, creative, independent and democratic, as well as sensitive to the challenges of the times. Thus, it is clear that education is an activity carried out on purpose to encourage students developing good attitude and personality. And thus, it can be concluded that the implementation of education must be carried out in accordance with the National Education System based on Law no. 20/2003 [1].

In the school learning process, teachers hold a critical role. The teacher is the director of learning, which means that each teacher is expected to be able to direct the learning activities of students in order to achieve their learning success as set out in the learning objectives themselves. It is clear that the teacher is the center of all learning activities. Therefore, in order to create a conducive and interesting learning, the relationship between teachers and students must always be well-established.
Each teacher has a different relation to the students, depending on the person and situation at hand. There are teachers who are authoritarian, meaning that the teacher creates boundaries with their students, and there are also friendly teachers, who like to get familiar with their students. There is no such type of teacher who is completely authoritarian or completely friendly. Sometimes, teachers need both of these two characteristics. This is where a teacher is required to be able to manage himself, when he should be authoritarian and when he should be friendly. On one case, teachers must be authoritarian, able to control the students' behavior, able to focus their attention to create an atmosphere of discipline for the achievement of students' good learning outcomes. However, it is important to remember that teachers should never offend the students' feelings or self-esteem, as students' self-esteem of students is closely related to self-concept.

According to Hurlock, self-concept plays an important role in regulating a person's behavior and adjustment in his life. Therefore, self-concept provides a continuous framework for understanding the past and future as well as directing subsequent behavior. Self-concept is an individual's opinion about himself and how the individual perceives other people's views of him. As explained by Epstein that self-concept is a person's opinion or feeling or a picture of himself, both physically and psychologically (social, emotional, moral, and cognitive). Self-concept plays an important role in directing student behavior. Positive self-concept possessed by students will direct their behavior so that they can be accepted in the environment where they are. At school, students must be able to follow the learning discipline regulated by the school. This is designed like so that students can learn well and effectively [2].

According to Wirawan, self-concept is a basic concept about ourselves, our personal thoughts and opinions, our awareness of what and who we are, and how we compare ourselves with others and how some of the ideals we have developed. Self-concept is an aspect of self that is very important because a person's personality and self-concept will influence all of that person's actions. Self-concept is closely related to individual self. A healthy life, both physically and psychologically, is supported by a good and stable self-concept [3].

Self-concept includes both physical and psychological self-images. Physical self-image is usually related to appearance, whereas psychological self-image is based on thoughts, feelings, and emotions. An important foundation in achieving one's life success is self-concept. Not only success in academia, but what is more important is the success of life. People who have a bad self-concept will find it difficult to achieve success in life, they will live life as average humans. Self-concept is a unique trait in humans, so it can be used to differentiate one individual from another. His attitude which is the person's actualization is a form of one's self-concept. Humans as organisms have the urge to develop which ultimately causes them to become aware of their existence. In the end, the individual's self-concept is helped in its formation by the developments that are taking place in him [4].

Positive self-concept is a form of self-acceptance. People with positive self-concepts know themselves very well. People with positive self-concepts are stable and varied. They can understand and accept a very diverse number of facts about themselves. Regarding expectations, people with positive self-concepts design appropriate and realistic goals. Meanwhile, according to Calhoun & Acocella, negative self-concept is divided into two concepts. First, a person's view of himself is completely irregular, he does not have a feeling of stability and self-integrity. He didn't know who he was, what his strengths and weaknesses were, or what he valued in life. Second, his self-concept is almost the opposite of the first. Here the self-concept is too stable and too regular, in other words too rigid. Perhaps because of being very rigorously educated, the individual creates a self-image that does not allow deviations from a set of iron laws which in his mind is the correct way of life. This type accepts new information as a threat and becomes a source of anxiety. With regard to self-evaluation, a negative self-concept by definition includes a negative self-assessment. Whatever is done does not give satisfaction to him. Whatever he gets seems worthless compared to what others gain [5].

The self-concept of students is closely related to the self-label given to them by the people around them. Self-labeling a student can grow their self-confidence, but not infrequently it can also knock them down mentally so they don't believe in their own abilities. According to Nasution, it was explained that
a research conducted by Frank Hart in 1934 asked a number of 10,000 high school students regarding which teachers they liked the most and why they liked those teachers. The reason most frequently cited is that teachers are preferred if they are, "humane, friendly, warm". Also, often called reasons such as "likes to help in lessons, cheerful, happy, has a sense of humor, appreciates jokes". The traits that are valued by students are in accordance with the description of a democratic teacher. It turns out that the most preferred teachers are also among the best teachers in terms of teaching. There is one condition that becomes the focus of researchers in this study, namely the giving of names and nicknames. Giving names and nicknames or what is commonly referred to as labeling has a big effect on the self-concept of students in school. Giving names and nicknames can occur between teachers and students as well as between students and other students [6].

According to Nur'aini and Ahmadi, the lack of understanding of individual character and tolerance to individuals can result in the emergence of a label or nickname called labeling. Labeling is a description of a person's nature in matters related to behavior. Labeling is a condition when a person gets a nickname from another person where the nickname is based on his behavior. When given the label, it will become the identity of the person and explain how that person is. The label is given to people who look different from others. Labeling emerged as a theory called labeling theory. The birth of labeling theory was inspired by the perspective of symbolic interaction that is applied in the world of deviants and has developed in such a way with its research and testing in various fields such as criminology, mental health, health, and education that is included in the general group of sociological theories [7].

The success of education as aspired by every educational institution is determined by many factors, including talent, learning environment, interests, attitudes, etc. Likewise, the success of the learning process is determined by these factors. Interest is a word that is often used in everyday life. Interest is one of the determining factors in the success of education. The impact of interest in learning can foster new methods of learning for students. Learning is said to be successful if it can foster attitudes, behavior and ways of thinking in solving the problems at hand. A student will be successful in his lesson if there is a desire in the student to learn [8].

There are several main elements in the understanding of interest in learning, namely attention, the motivation for each individual to learn and pleasure which can make the interest in learning arise in a person. So interest in learning is a desire or willingness accompanied by deliberate attention and activeness which ultimately gives birth to a sense of pleasure in changes in behavior, both in the form of knowledge, attitudes and skills. Interest is one of the factors that can affect the business a person does. Strong interest will lead to persistent, serious efforts and not easily give up in the face of challenges. If a student has a desire to learn, he will quickly be able to understand and remember it. In relation to concentration of attention, interest has a role in "producing immediate attention, facilitate the creation of concentration of attention and prevent distraction from outside. Therefore, student interest has a great influence in learning as if the learning material is not in accordance with the students' interest, the student will not learn as well as possible since it is not attractive [9].

According to Slameto, students who are interested in learning have the following characteristics: 1) Have a constant tendency to pay attention to and remember something that is being studied continuously, 2) Develop a sense of liking and pleasure in something that is of interest, 3) Obtain pride and satisfaction with an interest. There is a sense of interest in an activity - activities that are of interest, 4) Prefer something that is of interest to him than others, and 5) Manifest through participation in activities and activities [10].

Based on field observations at SMA Negeri 3 Pangkep on November 19 at 09.23 WITA in the teacher office at SMA Negeri 3 Pangkep by interviewing a physics teacher with initials Mrs. SHT, she stated that in teaching she indeed gave an assessment to her students. If he gives physics questions to his students, then there are students who dare to work on the questions on the blackboard so he will judge the child as a smart child. This kind of assessment will automatically make the children share high self-confidence so that it can increase their learning motivation, which impacts on their interest in learning. Such assessments are known as labeling. If a child is labeled or given a different rating from his friend,
the assessment will be the basis for assessing himself. Assessment of himself will certainly have an effect on his learning interest.

Based on the description above, it is necessary to carry out a study related to the relation between labeling and students' interest in learning physics and its impact. The purpose of this study was to provide an overview of the relation between labeling students, both positive (smart, clever, diligent, creative, etc) and negative labels (stupid, lazy, naughty, etc) towards students' interest in learning physics. In addition, this study is expected to provide an overview of the impact caused by labeling students in the physics learning process.

2. Research Methodology

This research was conducted in the class of Indonesia. The research subjects were 30 people who acted as sources of quantitative data, and 4 of them were used as sources of qualitative data. This research approach is Mixed Methods. Mixed Methods is also called mixed research. According to Tashakkori and Creswell in Donna M. Mertens published in Sugiyono's book, mixed research is a research where researchers collect and analyze data, integrate findings and draw inferential conclusions using two research approaches or methods, namely qualitative research and qualitative research in one study [11]

The research design used is Sequential Explanatory Design, which is a quantitative-qualitative combination research. It prioritizes quantitative methods in data collection first, and then continues with qualitative data collection methods. The research flow for the Sequential Explanatory Design research as presented in Sugiyono, is shown in the following figure [11]:

![Flow of Sequential Explanatory Design](image)

**Figure 1.** Flow of Sequential Explanatory Design

Based on the flow in Figure 1, the research begins with the formulation of the problem in accordance with the problems raised in the study. Then, the researcher collects the theories which match the problem. After that, quantitative data is collected through a compiled instrument. The quantitative data obtained will be interpreted to know the extent of the relation between self-labeling and students' learning interest in physics subjects. The research was then continued with qualitative methods to deepen the quantitative data information obtained. This aims to provide a more specific picture of the impact caused by self-labeling on students' interest in learning for physics subjects in schools.

The ease of collecting research data is supported by previously validated research instruments. The instruments used in this study consisted of sociometric sheets, interest in learning questionnaires, closed interviews. Sociometric sheets are used to find out students' self-labels that are often found in the physics learning process, both positive and negative labels. The learning interest questionnaire is used to collect
quantitative data related to students’ learning interest in physics subjects. On the other hand, interviews are used to collect qualitative data related to the impact of self-labeling on students’ learning interests.

Quantitative data analysis techniques consist of proportional analysis to describe the level of student interest in physics subjects, as follows [12]:

\[ P = \frac{f}{N} \times 100\% \]

Where P is the percentage proportion, f is the frequency, and N is the number of respondents or research subjects. Meanwhile, to describe the level of interest in learning students follow the following ranges [13]:

| Interval | Interest category |
|----------|-------------------|
| \( X \geq (\mu + 1,0\sigma) \) | High |
| \((\mu - 1,0\sigma) < X < (\mu + 1,0\sigma)\) | Moderate |
| \( X \leq (\mu - 1,0\sigma) \) | Low |

In which X is the score of students’ interest in learning, \( \mu \) is the mean score of interest in learning, and \( \sigma \) is the standard deviation.

The relation between labeling and students’ interest in learning was analyzed using the point-biserial coefficient correlation technique [14], with the following formula:

\[ r_{pbi} = \frac{X_p - X_q}{s_x} \sqrt{(pq)} \]

is the point-biserial coefficient, \( p \) is the proportion of category 1 (positive label), \( q \) is the proportion for category 0 (negative label), \( s_x \) is the standard deviation, which is the mean score of student interest with a positive label, and is the mean score of interest of the participants students with negative labels. \( r_{pbi}X_pX_q \).

The value obtained is adjusted to the range of values for the strength of the correlation to find out how big the relation between variables is as presented in Siregar, namely: \( r_{pbi} \)

| Interval | Relation Level |
|----------|----------------|
| 0.00 - 0.199 | Very low |
| 0.20 - 0.399 | Low |
| 0.40 - 0.599 | Moderate |
| 0.60 - 0.799 | Strong |
| 0.80 - 1.000 | Very strong |

Qualitative data analysis techniques consist of data reduction, display data, conclusion, and credibility.

3. Result

3.1. The relation between labeling (positive and negative) with students' interest in learning (results of quantitative analysis)

Data about labeling were obtained from sociometric instruments. These instruments were distributed to several students to find out the description of labeling the students had. Based on data collection using stoichiometry, the following results are obtained:
Table 3 shows the dichotomous variable data, namely the type of labeling. Because the label can be a positive label or a negative label, they are assigned different codes. Positive label is given code 1 and negative label is coded 0. Based on the table, there are 15 students who have positive label and 15 students who have negative label.

The research subjects in this study were taken from the sociometric results that had been previously given to 30 students of class XI IPA. Questions from sociometry were 6 items for positive labels and 6 items for negative labels. Students are then directed to write down some of the names of students in the class, which they think are in accordance with the specified criteria. After that, the results were then analyzed by looking at how often the name of the student appeared on each question item. Based on the specified criteria, there are 4 students who are most suitable as research subjects at a later stage. The four students were the most dominant in the label. Where, 2 of them were given a negative label and 2 students were given a positive label.

Students who are given a positive label are students with the initials ZAM and MT. Meanwhile, students who were given a negative label were students with the initials RA and NF. Based on the results of sociometry, students with the initials ZAM appear the most in item number 1 24 times with the question "students who often work on questions on the blackboard". In addition, the name ZAM also appears 22 times in item 5 with the question "students who are diligent in doing assignments". Then students with the initials MT appear most often in item number 4, which is 19 times with the question "students who often provide answers to teacher questions".

Students with negative labels with the initials RA appear most often in item number 2 with the question "students who are often reprimanded and scolded by the teacher". Then students with the initials NF appeared 13 times in item number 6 with the question "students who seem less responsive when learning physics takes place".

Students' interest in learning data was obtained from a questionnaire instrument totaling 30 statements and using a "appropriate" and "inappropriate" scale. The instrument was distributed to 30 students. The results of data acquisition can be presented in the following table:

| Name   | Code | Name   | Code |
|--------|------|--------|------|
| ZAM    | 1    | RA     | 0    |
| MT     | 1    | NF     | 0    |
| AWTS   | 1    | MS     | 0    |
| R      | 1    | NL     | 0    |
| FA     | 1    | NR     | 0    |
| B      | 1    | RAH    | 0    |
| SF     | 1    | NI     | 0    |
| AABS   | 1    | NHA    | 0    |
| PW     | 1    | IS     | 0    |
| MH     | 1    | S      | 0    |
| AKA    | 1    | RN     | 0    |
| SA     | 1    | MD     | 0    |
| NA     | 1    | A A    | 0    |
| HW     | 1    | TAB    | 0    |
| AT     | 1    | US     | 0    |

Information: 1 = positive label, 0 = negative label
Table 4. Score of students' interest in learning physics subjects

| No. | Score | Frequency |
|-----|-------|-----------|
| 1   | 10.00 | 2         |
| 2   | 13.00 | 2         |
| 3   | 17.00 | 2         |
| 4   | 20.00 | 4         |
| 5   | 23.00 | 5         |
| 6   | 27.00 | 3         |
| 7   | 30.00 | 1         |
| 8   | 33.00 | 2         |
| 9   | 37.00 | 4         |
| 10  | 40.00 | 3         |
| 11  | 43.00 | 2         |

Amount 30

The data presented in Table 4 is used to determine the category level of students' interest in learning in physics lessons. Based on the results of categorizing students' interest in learning, the following results were obtained:

Table 5. An overview of the categories of students' interest in learning

| No. | Range          | Frequency | P (%) | Interest category |
|-----|----------------|-----------|-------|-------------------|
| 1   | $X \geq 37$    | 9         | 30    | High              |
| 2   | $17 < X < 37$  | 15        | 50    | Moderate          |
| 3   | $X \leq 17$    | 6         | 20    | Low               |

Amount 30 100

Based on Table 5, it can be shown that the largest percentage is 50% where this number is the percentage for students who have moderate learning interest, which is 15 people, then the percentage of students who have less interest in learning is 20% with a frequency of 6 people. This means that there are 9 students who are categorized as having a high interest in learning in physics with a percentage of 30%.

After the categorization data were obtained, then an analysis was carried out to test the effect of labeling variables on learning interest. The statistical test used is the Biserial Point Correlation ($r_{pbi}$). Labeling acts as a dichotomous variable so that it has two values, namely 1 and 0, while interest in learning acts as a quantitative variable. The results of data testing using biserial point correlation can be shown as follows:

Table 6. Results of the point-biserial correlation analysis

| Variable Correlation | Score $r_{pbi}$ |
|----------------------|------------------|
| Labeling → Interest in learning | 0.61 |

Based on Table 6 above, it can be shown that the value of the biserial point correlation coefficient obtained is 0.61. This value is in the range 0.60-0.799. This shows that labeling has a strong influence (relation) on interest in learning.
3.2. The impact of labeling on students’ interest in learning (qualitative analysis)

Qualitative data collection was carried out by conducting in-depth interviews on research subjects. Interviews were conducted by giving several questions to research subjects related to label acceptance and the impact it had on their learning interest. Interviews between informants and informants were conducted twice, with the aim of seeing the consistency and validity of the interview data. The interview schedule has a fairly long interval of time, which is about one month, with the aim that researchers can see the consistency of the answers given by the informants whether they remain the same at the time of the first interview and the second interview, or are there some answers that are different from previous interviews. Apart from seeing the consistency of answers from informants, interviews were conducted with long intervals in order to find new data related to the questions asked in the previous interview. The results of the interview are presented using only the initial names of the informants, this is to maintain the confidentiality of personal data from the informants’ identities. In addition, the label is also a sensitive matter so it is not allowed to be known by other students. There were 4 students who were used as informants who were selected purposively from 30 students, with the initials of the names, namely ZAM, MT, RA, NF. The four informants represented students who were given a positive label and a negative label.

Interviews were conducted privately to the four informants in order to avoid unwanted things from happening, so that the informants could provide more in-depth information. Based on the results of interviews that have been conducted, the following information is obtained:

| Informant (name initials) | Labeling | Respond to interview results |
|---------------------------|----------|-------------------------------|
| ZAM                       | positive | "I feel motivated because it is rare for a teacher to give trust and not all students can get it" (interview 1) |
|                           |          | "The greater the trust of my teacher, the harder it is to maintain that " (interview 2) |
| MT                        | positive | "I feel happy, because I feel recognized as having intelligence in physics subjects" (interview 1) |
|                           |          | "I definitely feel happy and feel proud, and motivate myself to be even more active in studying" (interview 2) |
| RA                        | Negative | "If it is my teacher who says this, I can only accept what he said and make it a motivation. So that in the future, he can see that the person you often despise now has become like the person you want and you will be proud of" (Interview 1) |
|                           |          | "I don't care, let them comment on my bad habit in my school, let them know that I am lazy, but that is only one side of me that is from the way I study at school, but they don't know what I do outside of school maybe in my field of learning, it is lacking, but in the arts, I can prove that I can be like you too " (interview 2) |
| NF                        | Negative | "I feel disappointed, because my teacher compared me. Maybe because she know that he is smarter than me" (interview 1) |
|                           |          | "I feel very offended, I am indeed a lazy child, but inside my heart broken, I also feel very hurt." (interview 2) |

Based on the results of the interviews presented in Table 7, both negative and positive labels provided several reasons: why these labels could affect their learning interest.

In the case of positive labeling, various reactions shown by informants in response to positive labeling included making them feel happy. Almost all informants felt happy feelings. This can be seen from the results of interviews with the two informants, as well as seeing from the questionnaire data on learning interest, in which in the questionnaire, the two informants gave a check mark on the physics
learning statement item which was very interesting and the focus statement item paid attention when the teacher explained. Slameto, said that if a student is happy with a certain lesson, there will be no feeling of being forced to learn. They will not feel bored, participate in learning actively and are always present when learning. All of this was reflected in the four informants [15].

Then, another positive impact felt by students is the emergence of a form of self-confidence from them. They consider this label as a form of teacher confidence in him. The trust given by the teacher will make students feel that they are given better treatment than their other friends. There is confidence in students, demanding the responsibility of students to maintain this belief, the urge to maintain this becomes motivation for students in study. According to psychologist Elly Risman in the collection of writings for the children, self-confidence is belief in one's ability and self-assessment in performing tasks and choosing an effective approach. People who are insecure will feel constantly falling, afraid to try, feel something is wrong and worry. Even though some students admit that the label given does not suit themselves, but because the label has been given both from the teacher and from their friends, the label becomes the self-image of the student. There are some students who when asked a question by their teacher and do not know the answer, but with a positive label they will try hard to get the answer, this is based on a sense of responsibility from the positive label. As was felt by informant 2 who admitted that she would try hard to find answers to every question given because of her great sense of responsibility towards the positive label that was carried.

In the case of negative labeling, according to Table 7, various reactions were shown by the informants in response to the label being received. The informant with the initials RA showed a reaction, namely silence, bowing embarrassed and trying to be patient. RA did not even show an emotional response to anger when labeled. However, the informant with the initials NF seemed more emotional with the label given. NF responded that the negative label given to him made him feel embarrassed, offended, hurt, bad mood, annoyed, and disappointed. This feeling was also seen during the interview process. For each question given, the informant always shows a different expression. However, there was something unique that was indicated by the informant RA when answering several questions. RA shows an indifferent/indifferent expression by occasionally strumming his guitar and singing. Then for some of the questions, the informant RA seemed to take him very seriously, with an annoyed expression and a rising tone of voice. Another expression that was shown was an embarrassed expression, where he started to bow and was silent just nodding his head.

Labeling theory has a dominant label which leads to a state called master status. Master status means that a label attached to an individual will usually be seen as a characteristic that stands out more than other characteristics. For some people who have been labeled, they think that the label given is the truth of him, so that he sees himself as what is labeled him. This makes the individual "confined" to what has been labeled. This was experienced by informant 2, he admitted that answering questions from the teacher was useless, because he would still look stupid. So that informant 2 really follows the label that has been given and does not try to get out of the label.

The label given to students will also affect the behavior of the teacher towards students. The NF informant admitted that he was treated differently, where he felt discriminated against and was always compared to his smarter friends. Apart from all the negative impacts experienced by the informants, the three informants interpreted their experiences as positive things to self-reflect. Yusuf states that in everyday life teenagers tend to introspect themselves or their experiences. The three informants admitted that they still had feelings of wanting to prove to the teacher that they were not what they were labeled as. The RA informant said that the teacher's warning would be used as material for self-reflection and becoming even better. Likewise, NF informants felt that they did not want to be continuously labeled negative. The desire for self-reflection is a process of experience reconstruction that makes it have a desire to change for the better, as well as providing evidence in the form of self-improvement and behavior [16].

Mulen said that the form of negative labels is an expression of humiliation and ridicule, and someone who gives a stigma they represent a social control mechanism that reinforces the disorderly group situation [17]. When someone easily puts a negative stamp on someone who is considered inadequate,
for example “the stupid one” or “the lazy one”, someone who gives a label must know what impact of what he said. According to Mustillo, stigma or labeling emphasizes that individuals who have stigmatizing characteristics internalize the associated devaluation label and experience negative emotions [18].

According to Shifrer, the impact of negative labeling also affects the expectations of children who are labeled negative. The results of his research show that a negative label makes educational expectations lower in children who are labeled negative. When a child is labeled negative, it has an impact on self-expectations, not only related to education but also an impact on decreasing the academic expectations he had and decreasing academic motivation [19]. Meilanda added that negative label is a form of negative stigma that is given by a person or group to other individuals or groups through a negative assessment of their shortcomings, labeling tends to be given to people who have behavioral deviations that are not in accordance with the norms in society. Individuals who get this label will experience a role change and tend to act like the label that given to them. When a child who is labeled negative has an impact on self-expectations, not only related to education but also on his psychological development and self-concept, for example a child is labeled "naughty" then he will eventually become a naughty child [4].

Based on the description of the research results obtained, the teacher who acts as an education actor and is tasked with educating students, should show an attitude that is acceptable to the various characters of their students. This is so that students do not feel that they are differentiated from their peers, and thus their academic abilities continue to develop.

Khuzhendar argued that if a teacher is certain of impaired motor development, it should not only provide motor training but also training in the academic field simultaneously. By understanding that children with learning disabilities have different problems and needs, we can generally find out how to deal with them, and certainly not give a negative label that they are stupid, stupid or lazy. The impact of labeling greatly influences the formation of children's self-concepts, positive reinforcement forms positive enthusiasm for children, as well as positive reinforcement not only from parents but also peer teachers or the environment they are in. Trying not to label children with the aim of creating pleasant experiences so that traumatic steps can be avoided, especially for repeated labels, because it actually convinces the child that he is stupid and lazy. By understanding the dangers of labeling and how to deal with children with learning disabilities, the future steps should be taken in dealing with children with learning disorders [20].

According to research conducted by Dr. Jonathan Muema Mwania and Dr. James Matee Muola with the title "Teachers' Labeling of Students and Its Effect on Students' Self Concept: A Case of Mwala District, Machakos Country, Kenya", the relationship between self-concept possessed by students and their academic abilities. High self-concept of students will affect the point of view of students, how to assess themselves and their behavior. To improve students' self-concept, it can be done by strengthening the relation between students and teachers. Therefore, it is important for a teacher to always provide positive feedback [18].

In line with the results of this study, by Klara Sedova and Zuzana Salamounyora from Masaryk University through their research entitled "Teacher Expectancies, Teacher Behavior and Students' Participation In Classroom Discourse", concluded that the key to the triangular component, namely expectancy, behavior ), participation is differences in teacher behavior that do not function as a mediator in the relation between teacher assessment and student motivation [21].

4. Conclusion
Labeling of students has a strong relation with students' interest in learning physics, where the correlation coefficient value of biserial points coefficient obtained is $r_{pbi} = 0.61$. Meanwhile, the impact of giving negative labels to students causes feelings of hurt, offense, embarrassment, insecurity, and feeling discouraged from participating in physics learning. Positive labeling has an impact in the form of feeling happy, feeling appreciated, excited in learning and increasing students' self-confidence.
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