

## **ACHIEVEMENT MOTIVATION FOR PSYCHOLOGY STUDENTS IN PARTICIPATING IN NATIONAL LEVEL ISLAMIC COMPETITIONS**

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### **ARTICLE INFO**

#### **Article History**

Submission: November 23, 2022

Review: November 25, 2022 – June 10, 2023

Revised: June 14, 2023

Accepted: July 14, 2023

Published: July 24, 2023

#### **Keywords**

Achievement Motivaton

Psychology Students

Islamic Competitions

### **ABSTRACT**

The purpose of this study was to determine why psychology students are motivated to participate in national level competitions. This research uses Mixed Method with sequential explanatory design the subject of this research comes from N = 150 psychology students. Taking the subject of this study using purposive sampling technique. Data collection techniques using questionnaires and using the achievement motive scale. The results of this study indicate that why psychology students are motivated to participate in national level competitions because of the drive in each individual to achieve goals such as wanting to challenge themselves. There are several factors that influence individuals, namely ideals, self-development, parents, economy, school and the results of research from a total of N = 150 respondents based on factors found that as many as N = 25 have high motivation, N = 108 have moderate motivation, and N = 17 have low motivation whose results are more likely to be in the low category. When viewed from the gender of psychology students, both men have a motivation of (31.4889) and women have a motivation of (31.4095) which results in almost the same achievement motivation.

### **Introduction**

Learning is a must for students in the education process (Emda, 2017). Motivation is one of the students willing to learn. Mc.Donald argues that motivation is a significant change in a person that later appears a sign of "feeling" and a prefix to a response to a goal (Sidik & Sobandi, 2018). The theory of prof. Dr. David C McClelland, a psychologist from Harvard University in 1961 released a theory called achievement motivation, stating that there is an urge from a person to do activities well in order to achieve achievements with commendable predicates. According to Stanton in Firmansyah (2009) motivation is a driver that conditions individuals who will be directed to achieve a goal.

Motivation is something that is eternal for humans. Someone doing an activity needs encouragement in order to be enthusiastic (Rahman, 2021). Motivation can be influenced in the form of intrinsic factors and the desire for success with the encouragement of needs who want to learn with a desire to achieve success. There are external factors because of an award, a conducive environment and fun activities that are interesting (Hidayah & Hermansyah, 2016). Student success can be seen from their academic achievement. The fact that there are many demands for academic achievement on students is getting higher but the learning pattern is ordinary. This is what causes student achievement in academics to be less than expected by the campus, parents, and students themselves (Damanik, 2020).

There is a phenomenon that occurs in the Faculty of Psychology, Raden Fatah State Islamic University Palembang, namely, the KIMPSI Competition and the head of the organization from Sultan Agung Islamic University Semarang. Registration for the competition was carried out online on August 19-October 09, 2022, many kinds of competitions were provided such as Psy-Infographi, Psy-Proposal, Psy-Intervention, Psy-Essay, Psy-Movie, Psy-Vlog, Psy-Photography, Psy-Preach, Psy-Qiraah, Psy-Paper, Psy-Design. The number of Islamic psychology students who participated in the competition was in the range of 32 students consisting of 10 men and 22 women, there was no gender priority in this competition, all students if they wanted to excel could participate in the competition. Student achievement motivation in participating in the competition occurs because there are several factors, namely extrinsic factors and external factors. First, extrinsic factors, namely the economy because not all students are fairly well-off, when students excel they may have the opportunity to get money and also considerations if they want to participate in scholarships and there are external factors, namely family and school because they are motivated to want to make parents proud at home by winning achievements in academic and non-academic competitions and can make the school proud if we win in the achievement competition even though we don't win we can also be proud of ourselves to be one of the encouragements so that we can correct mistakes that later if we take part in the competition again there can be hope of winning.

It can be seen from the research conducted by Syauqi, Taufiq Ahmad (2019) from a case study entitled "Overview of Achievement Motivation of Religious Peer Groups in Students" which states that in the psychology study program class of 2016, University X found that there were several groups formed. The first peer group totaling 3 people with 1 type of male gender with characteristics of a long hijab compared to other students, more looking for knowledge from the west and more concerned with academics than non-academics, while in contrast to the second peer group totaling 3 people who are female with characteristics tend to all members come from the hut or Madrasah Aliyan, these members are not only active in academics but religious organizations on campus, it's just that they don't put too much emphasis on academic achievement. While the third peer group amounts to 3 people with ordinary religious characteristics, ordinary headscarves are

the same as female students in general and their clothes tend to be tight they are not very active in organizations but for academics it is quite good allowing low motivation. The result of this study is that the more literate the association, the higher the achievement motivation and the higher the learning motivation.

Based on Iskandar's opinion in Agustian & Kurniawan (2022), he said that the absence of learning motivation will weaken achievement motivation. This shows that to improve learning achievement, high motivation is needed, because if students do not have motivation, efforts to improve learning achievement will decrease. According to Kaller's opinion in Agustian & Kurniawan (2022), creating an attractive environment so that students are comfortable in learning which will make them motivated.

Explanation in Efandi's research (2014) the results of the study can be concluded that the concept of learning in individuals that learning positively will have an impact on academic achievement and motivation always wants to learn that high will affect academic achievement. According to Susanto in Tanadi (2020) says that motivation is a movement or encouragement that exists in a person, motivation is an impulse that becomes a factor in why someone does an action to achieve a goal. Djaali (2008) argues that achievement motivation is very important in the learning process because it is one of the drives to achieve success. Achievement motivation is a tool to achieve maximum achievement.

Based on the explanation and related phenomena, it can be seen that achievement motivation is that individuals are motivated because of a goal either by extrinsic factors or external factors. From the explanation above, this study intends to find out why psychology students are motivated to excel in national level competitions.

## **Method**

Mixed Method with sequential explanatory design. The subjects in this study amounted to 150 who came from Psychology students determined by purposive sampling technique. There are two data collection techniques, namely using Observation techniques to find out the phenomena that exist around and using Questionnaire techniques, namely collecting respondent data with a questionnaire from a google form that uses a scale. The achievement motive scale method developed by Lang (2006) is assessed using a 4-point scale from strongly agree (4) to strongly disagree (1) the results of the scale show that it is operationalized with a valid scale and seen from the results of the indicators recognized the correlation is not too high. The data analysis method uses the level categorization test.

## **Results and Discussion**

This study aims to determine how much psychology students are motivated to excel in participating in national level competitions. The data used is data obtained on the internet, namely participants and procedures distributed using a questionnaire from google form to all psychology students at Raden Fatah State Islamic University Palembang in the 2022 period.

Descriptive analysis is presented with data information which includes the mean (M), median (Me), standard deviation (SD) and minimum value of the research variables in table 1 page 6. Descriptive explanation of statistical data is explained in detail and besides that a frequency categorization diagram will be added and along with a frequency categorization distribution table on the research variables. Achievement motivation variable data were obtained through the achievement motive scale with 10 questions and many respondents as many as 150 psychology students. Based on the data on achievement motivation statistics, a hypothetical minimum score of 25.00, a mean of 31.433, a median of 31.0000 and a standard deviation of 3.74778 is obtained. based on the data that has been obtained, the data will then be used to categorize achievement motivation for psychology students in participating in national level competitions.

To determine the level of achievement motivation category, it will be done by calculating the criteria limit to categorize the measurement results into three categories (Azwar, 1995), namely:

1. Low =  $X < M - 1SD$
2. Medium =  $M - 1SD < X < M + 1SD$
3. High =  $M + 1SD < X$

Based on the calculation results, the category boundaries will then be arranged which have been classified into three categories, namely Low, Medium, High. The categorization of achievement motivation for psychology students in participating in national level competitions which is compiled based on the scores obtained from the answers of research subjects, is shown in table 2 and graph 1 page 6. That the achievement motivation variable in the high category is 25 people (16.67%), the medium category is 108 people (72%), and the low category is 17 people (11.33%). Thus, from the results obtained in the table, it can be seen that achievement motivation for psychology students in participating in national level competitions is mostly in the low category.

When viewed from Table 3 and diagram 2 on page 7, it can be concluded that achievement motivation according to gender, namely 45 men (31.4889) and 105 women (31.4095) is relatively almost the same. Based on Kaufmann and Richardson's research, there are two ideas, the first is the possibility that women are not as motivated to achieve as men and the second is that women will be more likely to try to prevent success because they think that when they are successful it will bring unhappiness. Success is a goal that all humans want to achieve regardless of gender but there are some individuals who think otherwise when they are successful it will bring many problems such as bills, becoming arrogant people etc.

According to Winkel (1991) achievement motivation is a drive from within the individual because of their own will to achieve success. Motivation will provide its own satisfaction for the will and pride in oneself. According to Winkel (1991), students who have achievement motivation have the following characteristics:

1. Desire to work and be able to solve problems.
2. Has a nature that wants to do difficult tasks.
3. Having the desire to always want to move forward and seek more achievements than before.
4. Choosing friends based on their abilities
5. Keep learning even when there are many obstacles.
6. Orientation always thinks ahead that learning is a bridge to achieve goals.

Prayitno (1989) suggests that there are several factors that influence achievement motivation, namely: (a) desire to achieve success, (b) competition, (c). facing exams, (d) exam results, (e) dynamic elements in learning and learning, (f) material taught from teachers. So the results of this study are why psychology students are motivated to participate in national level competitions because of the encouragement in each individual to achieve goals, for example, wanting to challenge themselves to develop qualities in themselves and there are several factors that influence individuals, namely ideals, self-development, parents, economics, schools and between gender men and women the level of motivation tends to be low but they have almost the same level of achievement motivation even though there are more women but men have slightly higher motivation.

#### Statistics

N	Valid	150
	Missing	0
Mean		31.4333
Median		31.0000
Std. Deviation		3.74778
Minimum		25.00

Table 1 (Achievement Motivation Statistics)

The results of statistical analysis of Achievement Motivation for Psychology Students in Participating in National Level Competitions, namely, N = 150 pairs of Mean (31.4333), Median (31.0000), Standard Devetation (3.74778) and Minimum value (25.00).

$\mu$  (Mean) : 31

$\sigma$  (St Deviasi) : 4

Norma	Skor	Kategori	Frekuensi	Persentase
$X > \mu + \sigma$	$X > 35$	High	25	16,67%
$\mu - \sigma < X \leq \mu + \sigma$	28 – 35	Medium	108	72%
$X \leq \mu - \sigma$	$X \leq 27$	Low	17	11,33%
Total			150	100%

Table 2 (categorization of Achievement Motivation)

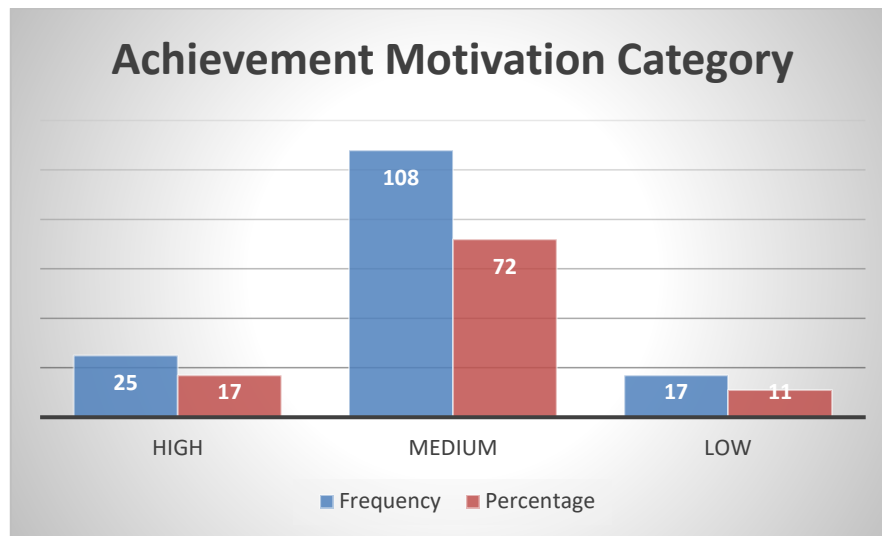


Figure 1 (Achievement Motivation Categorization Diagram)

The results of the analysis of the categorization table of Achievement Motivation for Psychology Students in Participating in National Level Competitions, namely, have three categories, namely High, Medium and Low. The High category has a Frequency score of 25 with a Percentage (16.67%), the Medium category has a Frequency score of 24 with a Percentage (72%), and the Low category has a Frequency score of 17 with a Percentage (11.33%) thus the results obtained the most, namely the medium category. Based on the opinion of Morgan et al. quoted from Efferi (2016) states that individuals are motivated to move to take an action because of their own goals. According to Woolfolk (1993) individuals are motivated because of certain factors such as interests and talents, intrinsic motivation and every human nature is different, there are individuals who are motivated because they want to be praised and there are individuals who really want to make their parents and school proud. The number of psychology students in the University is not all students want to excel and not all of them are motivated to join the competition. According to Efferi (2016) that individuals want to do certain activities or activities, there will be an encouragement to themselves. If individuals want to work because of external motivation, it can be concluded that their motivation is lacking and vice versa if individuals work without external motivation individuals will be interested in intrinsic motivation.

### Report

Gender Achievement Motivation	Mean	N	Std. Deviation
Male	31.4889	45	4.12653
Female	31.4095	105	3.59405
Total	31.4333	150	3.74778

Table 3 (Comparison of Achievement Motivation in terms of Gender)

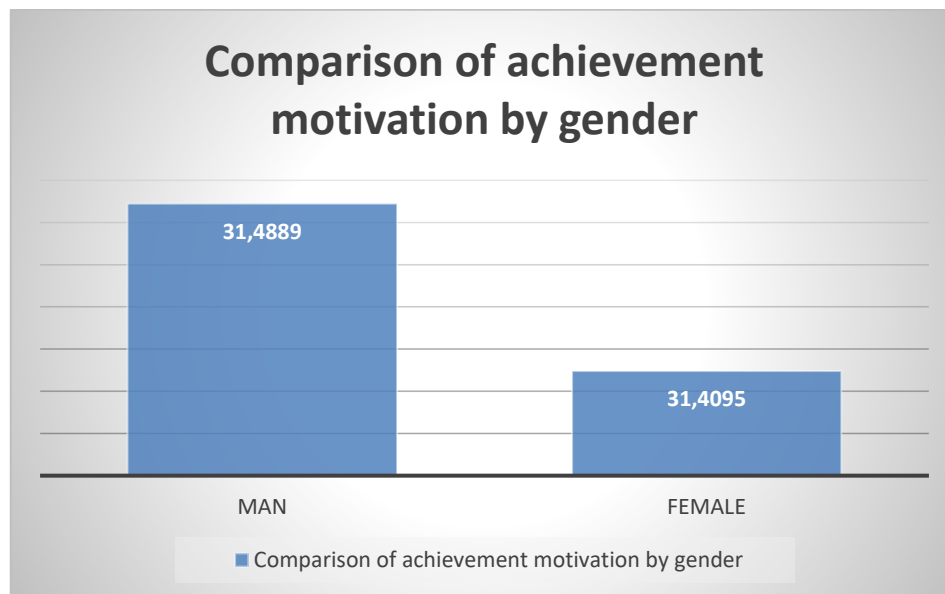


Figure 2 (Gender Comparison Diagram of Achievement Motivation)

The results of the analysis of the gender comparison table of Achievement Motivation for Psychology Students in Participating in National Level Competitions, namely,  $N = 150$  based on male gender  $N = 45$  which has a Mean value of (31.4889), while female  $N = 105$  has a Mean value of (31.4095) it can be concluded based on the Mean that achievement motivation in gender comparison is almost the same why say almost the same because the difference between male and female values is very small even though men have higher motivation than women. Marsicano cited from Malini & Fridari (2013) states that women are more likely to be motivated by intrinsic motivation while men are more likely to be externally motivated. According to Baron & Byrne in (Journal, Hoang 2008) states that gender affects changes in individual attitudes and learning motivation. The gender factor is also suspected of the level of achievement between students and female students. Men and women have different characteristics from each other, this distinguishing factor affects learning motivation. The results of research from Sargi (2018) in his research state that men have high achievement motivation than women, while if learning motivation it shows that women are higher than men's learning motivation.

## Conclusion

Based on the results of the research article, psychology students are motivated because of the encouragement of each individual to achieve goals, for example, wanting to challenge themselves to develop qualities in themselves and there are several factors that influence individuals, namely ideals, self-development, parents, economics, schools and between genders of men and women, the level of motivation tends to be low based on the results of the table above, with almost the same level of achievement motivation whose number of men is (31.4889), while women are (31.4095) although the number of women is more but the motivation of men is slightly higher. When viewed from the results of categorization, there are three categories, namely High, Medium and Low. The High



category has a Frequency score of 25 with a Percentage of (16.67%), the Medium category has a Frequency score of 24 with a Percentage of (72%), and the Low category has a Frequency score of 17 with a Percentage of (11.33%) thus the results obtained the most, namely the medium category.

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