ACHIEVEMENT MOTIVATION BASED ON GENERATION

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Abstract: This study aims to describe the level of achievement motivation in female students. Achievement motivation referred to here is the need of an individual to solve difficult things well and independently, face obstacles and achieve high standards, and the courage to compete. The sample was taken with a purposive sample consisting of students from generation 2017, 2018, 2019 and 2020 FKIP Majalengka University. The instrument used is the achievement motivation questionnaire. The results of the study were analyzed using descriptive statistical analysis and t-test. The results show that there is no significant difference between the achievement motivation profiles of 2017, 2018, 2019 and 2020 students. The results of this study can be used as a basis for developing an academic guidance program for female students to increase student achievement motivation.

Keywords: achievement motivation, student, FKIP

INTRODUCTION

Students have a need to excel. Student achievement needs also vary from one student to another, the motivation and learning achievement achieved by each student is not the same. Some are high and some are low. The level of motivation and student achievement can of course be influenced by various factors, both internal and external factors. "Internal factors (factors from within the individual), including circumstances" or physical and spiritual conditions of students and external factors (factors from outside the individual), including environmental conditions around students" (Syah, 2004: 132). "Motivation is one of the factors that determine learning" (Mulyasa, 2003:112). From the two opinions, it can be seen that the intrinsic and extrinsic factors greatly affect the level of motivation and student achievement.

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Motivation can be in the form of intrinsic and extrinsic motivation. Intrinsic motivation is an impulse that comes from within students to achieve a goal. Students who are intrinsically motivated will be diligent and diligent in doing learning tasks, because they feel the need to achieve the goals they want. Extrinsic motivation can be in the form of salary or compensation. Someone will take action if a salary is paid. As for the form of salary and compensation for students, namely in the form of giving academic grades in the learning process or the Achievement Index (IP).

Individuals who show achievement motivation according to McClelland are those who are task oriented and ready to accept challenging tasks and often evaluate their tasks in several ways, namely comparing with the work of others or with certain standards McClelland (Morgan 1986). In addition, McClelland also defines achievement motivation as a standard of excellence, namely the individual's tendency to achieve optimal performance McClelland (1987).

According to Murray (Hall & Lidzey 1985) who uses the term need for achievement states that individuals who have high achievement motivation in learning will tend to have a high level of confidence, have responsibility, always try to achieve good results, are active in social life, choosing skilled friends over just friends, and years of pressure.

Heckhausen (Djaali, 2007 p. 103) who uses the term standard of excellence suggests that the drive is contained in individuals who always try or struggle to improve or maintain their abilities as high as possible in all activities using standards of excellence. Excellence is based on three, namely (a) related to the task, namely judging based on the perfection of the results, (b) relating to oneself with previous achievements, and (c) relating to others, namely comparing one's own achievements with the achievements of others.

After presenting three theories, each theory has differences and similarities, 1) McClelland (achievement motivation), 2) Murray (need for achievement) and 3) Heckausen (standard excellence). Of the three terms emphasize the psychological forces that drive each individual so as to make them active and dynamic to pursue progress.

It is concluded that the term used as the basis in this research is achievement motivation, because McClelland's theory of achievement motivation (1987) also defines achievement motivation as the individual's tendency to achieve optimal achievement McClelland (1987).

People must be aware of their identity through the appreciation and practice of culture. Without self-awareness, individuals will be swayed in the tremendous flow of globalization with an unstoppable wave of information. At this point, efforts to transform cultural values are necessary, so that educational media must be placed in a priority position. The main purpose of education itself is directed so that individuals are able to interpret themselves, their environment, and society. The ability to give meaning is an indication of an awareness of self-identity. Achievement motivation based on education based on the transformation of cultural values will produce educational outputs with strong, selective, productive, and creative character. In fact, through this culture-based education, it can be expected that individuals will be able to fight against various forces that limit their development, especially those governed by the power of capitalism, as one of the ideological forces that accompanies every move of modernity.

From the description above, it means that achievement motivation plays an important role for the sustainability of student education from various generations in the era of globalization which is marked by the rapid flow of information and foreign values, which are expected to be able to give birth to a generation that understands their own identity and cultural identity. With the ability to understand cultural identity and self-identity, individuals are expected to be able to filter new negative and non-constructive cultural values.

METHOD

This study uses a quantitative approach with a survey method. The research population is students of generation 2017, 2018, 2019 and 2020 Faculty of Teacher Training and Education, Majalengka University. The sample is a number of residents whose number is less than the total population. Samples must have at least one characteristic in common, both natural and special characteristics (Hadi, 2000). According to Sugiyono (2007), the sample is part of the number and characteristics taken from the population. The sample used in this study amounted to 70 students from the faculty of teacher training and education at the University of Majalengka, each of which consisted of 11 Generation 2017 students, 17 Generation 2018 students, 19 Generation 2019 students and 23 Generation 2020 students. Sampling was done by purposive sampling limiting only to female students (Creswell, 2009). The questionnaire was then distributed through a google form which was distributed to all students

of the Teacher Training and Education Faculty Generation of 2017, 2018, 2019 and 2020. The scale used was the Achievement Motivation Scale. The scaling method used in this scale is the Likert method. With the Likert method, the variables to be measured are described into variable indicators. These indicators are used as a starting point for compiling instrument items which can be in the form of questions or statements (Sugiono, 2007). The scale is made in the form of statements with four alternative answer choices, namely strongly agree, agree, disagree and strongly disagree.

FINDINGS AND DISCUSSION

A. Findings

1. Achievement Motivation Profile

Achievement motivation profiles were obtained using an achievement motivation questionnaire from 70 students of the faculty of teacher training and education at the University of Majalengka, each consisting of 11 students from the 2017 generation, 17 students from the 2018 generation, 19 students from the 2019 generation and 23 students from the 2020 generation (table 1).

Table 1. Achievement Motivation Profiles

	High	Medium	Low
Generation 2020	3	13	7
Generation 2019	1	13	5
Generation 2018	6	11	0
Generation 2017	5	6	0

a. Achievement Motivation Profile Based on Indicator

After describing the profile of achievement motivation in general, the following is presented based on indicators of achievement motivation. The details are presented in the following graph. Based on the results of the analysis of achievement motivation indicators, in detail as follows table 2.

Here are five aspects of attitude indicators, namely 1) Understanding in dealing with obstacles that will be faced by 2.28% in the generation of 2020, 2.34% in the generation of 2019, 2.34% in the generation of 2018 and 2.39% in the generation of 2017, 2) Estimated results to be achieved by 2.70% in generation 2020, 2.75% in generation 2019, 2.73% in generation 2018, 2.39%

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in generation 2017, 3) Analysis of the benefits of achieving 2.75 % in the generation of 2020, 2.64% in the generation of 2019, 2.86% in the generation of 2018, 2.73% in the generation of 2017, 4) Acceptance of feelings, the achievement is 2.90% in the generation of 2020, 2.92% in generation of 2019, 2.73% in generation of 2018, 2.73 in generation of 2017, 5) Mood, the achievement is 2.55% in generation of 2020, 2.65% in generation of 2019, 2.57% in generation of 2018, 2 ,67% in the generation of 2017.

Table 2. Achievement Motivation Profile Based on Indicator

Generation	Understanding of obstacles	Estimated results	Analysis of benefits	Acceptance of feelings	Mood
2020	2.28	2.70	2.75	2.90	2.55
2019	2.34	2.74	2.64	2.92	2.65
2018	2.34	2.73	2.86	2.84	2.57
2017	2.39	2.73	2.73	2.73	2.67

There are five aspects of knowledge indicators, namely 1) Desire to get feedback, amounting to 2.35% in generation 2020, 2.28% in generation 2019, 2.34% in generation 2018 and 2.50% in generation 2017, 2) Performing something to achieve 3.59% success in generation 2020, 3.47% in Generation 2019, 3.49% in generation 2018, 3.27% in generation 2017, 3) Realistic goal of achieving 2.50% in generation 2020, 2.52% in the 2019 batch, 2.54% in the 2018 batch, 2.60% in the 2017 generation 4) Overcoming the risk of obstacles, the achievement is 2.50% in the 2020 batch, 2.52% in the 2019 generation 2.54% in generation 2018, 2.60 in generation 2017, 5) Generate new strategies to complete tasks, the achievement is 2.25% in generation 2020, 2.25% in generation 2019, 2.24% in generation 2018, 2.39% in the generation of 2017.

Table 3. Five Aspects of Knowledge Indictors

Generation	Desire to get feedback	Performing something to achieve succes	Realistic goals	Overcome the risk of obstacles	Generate new strategies for task completion
2020	2.35	3.07	3.07	3.59	2.50
2019	2.28	2.89	2.89	3.47	2.52
2018	2.34	3.10	3.10	3.49	2.54
2017	2.50	2.91	2.91	3.27	2.60

B. Discussion of Research Results

Discussion of the results of this study include. 1) profile of student achievement motivation, and 2) description of the effectiveness of tutoring to increase achievement motivation.

1. Student Achievement Motivation Profile

In general, the results of the study show that the achievement motivation profile of FKIP students is on average for the Generation of 2020 2.69, Generation of 2019 2.68, Generation of 2018 2.73 and Generation of 2017 2.7 which means that achievement motivation is marked by the achievement of aspects of knowledge, attitude and sufficient skills, which include 4-6 indicators (Understanding the obstacles that will be faced, predicting the results to be achieved, Analysis of benefits, managing feelings, accepting feelings, Living the atmosphere, desire to get feedback on activities carried out). done, doing something to achieve success, realistic goals, risk of obstacles, generating new strategies for task completion, with the highest indicators representing each aspect, namely Analysis of the benefits of achieving certain goals, doing something to achieve success.

Based on the results of data collection that has been described above, it shows that the distribution of student achievement motivation for the Generation of 2020, 2019, 2018 and 2017 is in the medium category. This illustrates that students have enough personal responsibility, determine the value to be achieved, try to work creatively, anticipate, and carry out activities as well as possible.

Several previous studies showed results that supported the analysis of research data, but several others showed different results. One of the supporting studies is McClelland and Liberman found a group of students with moderate achievement motivation (attribute), thinking about security or security, especially about how to avoid failure or have a minimal desire to achieve success. On the other hand, groups with high achievement motivation think more about achieving success, or with a strong desire to achieve the goals that have been set (Agustin, 2011 p. 21).

The achievement motivation of FKIP UNMA students for the 2020, 2019, 2018 and 2017 generationes is in the medium category. Based on the data that has been analyzed in accordance with theoretical and practical views, several

things that cause achievement motivation to be in the moderate category include the following. As expressed by Crow and Crow (1989) that.

Achievement motivation is influenced by the environment. That is, attitudes towards the environment are an indication of an individual's views and assessments of the environment. A positive attitude towards the environment will increase achievement motivation, while a negative attitude towards the environment will decrease achievement motivation.

Other factors that can affect achievement motivation are ideals or aspirations, learning abilities, student conditions, environmental conditions, dynamic elements in learning, and teacher efforts to teach students (Sukmadinata, 2003 pp. 60-61).

The results showed that the students' achievement motivation was in the medium category. This is due to several factors, namely in this case, the sample is a semester 1 student who is relatively new and are still at the orientation stage, so many of them are not too focused on learning activities. In accordance with the recommendations given by the supervising teacher where there are various difficulties experienced by students in achieving achievement, this can be seen from the daily life of students at school. The school does not yet have a guidance program, especially a tutoring program that is devoted to increasing student achievement motivation. For students whose achievement motivation level is in the medium category, it is necessary to get help to increase confidence in their learning abilities. Improving learning abilities can be done by generating encouragement in students to excel or do something as well as possible. Therefore, efforts need to be made to increase achievement motivation. Several efforts can be made to increase achievement motivation, among others. (1) optimizing the application of learning principles, (2) optimizing dynamic elements in learning, (3) optimizing the use of experiences that students have had, and (4) developing ideals or aspirations (Uno, 2006 p. 34) .

2. Tutoring Program to increase student achievement motivation

An effective tutoring program to increase student achievement motivation, which will change behavior is marked by an increase in aspects of student knowledge with indicators including: Understanding of the obstacles that will be faced, Estimating the results to be achieved, Analysis of benefits, Managing the mood, Accepting the mood, Living the atmosphere, the desire to get feedback on the activities carried out, doing something to achieve success,

realistic goals, risks of obstacles, generating new strategies for task completion, with the highest indicators representing each aspect, namely Analysis of the benefits of achieving certain goals. do something to achieve success,

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Meanwhile, research conducted by Rosleny (2007) regarding the Guidance and Counseling Program to Improve Learning Motivation of Junior High School Students (Study of Students of SMP N 20 Bandung) revealed that most of the students to meet the standard of excellence in order to motivate themselves to study in order to excel are still low.

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learning principles, (2) optimizing dynamic elements in learning, (3) optimizing the use of experiences that students have had, and (4) developing ideals or aspirations.

(Tiwi Wuryani, 2007 p.16) defines 'learning outcomes are identification of forms of behavioral and personal changes that are functional, structurally substantial material'. (Syaiful Bakri, 1994p.21) provides that limitation. Learning achievement is an educational assessment of the development and progress of students with regard to mastery of the subject matter presented to them and the values contained in the curriculum.

Provide limits that learning achievement is the overall pattern of behavior both cognitive, affective, and psychomotor, which is obtained by female students after participating in the teaching and learning process (Nana Sudjana, 1987 p.49).

The tutoring program to increase student achievement motivation is carried out based on a design that has gone through a due diligence process by experts and practitioners. The process of implementing the tutoring program to increase student achievement motivation was carried out during 11 (eleven) sessions. Each session or meeting is described as follows.

1) Execution of the 1st session service that is my initial capability.

In this session to reveal the profile of student achievement motivation using achievement motivation instruments. The purpose of this session is that students are able to determine the level of achievement motivation by filling out the instrument for disclosing achievement motivation and then knowing the level of need for a tutoring program from the profile of student achievement motivation that is revealed.

2) Implementation of the second session of service, namely service orientation.

The second session was conducted using generationical guidance strategies. The method used in the implementation of the second session of the service is discussion and question and answer. The purpose of this session is that students know the level of achievement motivation based on the results of data processing of achievement motivation instruments in the initial test session, understand the purpose of tutoring services as an effort that can facilitate them in increasing their achievement motivation, and contract activities with students to agree on time. implementation of tutoring service activities. After conveying

the aims and objectives of the tutoring service activities, it was finally agreed that the service implementation time was once every 2 days.

3) Implementation of the 3rd session of Service "I have to excel?"

The third session was conducted using generationical guidance strategies. The method used in the implementation of the third session of the service is playing videos and discussions. The purpose of this third session is to help students find out what obstacles students will face in pursuing their dreams. In this session the counselor plays a video or tells about how an African American teenager who excels in academics and basketball. Aims for students to learn about how people excel.

Activities in this session went well. The counselor reflects on the activities that have been carried out and concludes the material that has been discussed. The process of activity in this session is expected that students can understand and have new knowledge about how to deal with obstacles that will be faced.

4) Implementation of the 4th session of service entitled "Manage the time, use a strategy".

The fourth session was conducted using generationical guidance strategies. The method used in the implementation of the fourth session of the service is discussion and question and answer. The purpose of this session is for students. Students understand what will be done to achieve success. In this fourth session of tutoring services, the counselor opened the session with greetings and prayers, checking student attendance, explaining the purpose and description of the activity. Then continue the activity by doing ice breaking, then discussing the service material and doing questions and answers. After students discuss and ask questions about the material, the counselor reflects on the activities that have been carried out and concludes the material that has been discussed.

In this session, students are expected to be able to set strategies to complete their assignments well and be able to work tirelessly.

5) Implementation of the 5th session of service entitled "I can relax".

The fifth session was carried out using generationical guidance strategies. The purpose of this session was for students to be able to accept the feeling when facing exams, and students to be able to concentrate. Then the counselor opens the session with greetings and prayers,

check student attendance, explain the purpose and description of activities. Then the counselor divided into 6 groups of 5 people, then made group game activities in the form of coloring pictures alternately with the group, without being allowed to talk.

6) Implementation of the 6th session of service entitled "Dream for Success and make it happen".

This session was conducted with a group guidance strategy, in which all students were asked to form a group. The purpose of this session is for students to be able to achieve realistic goals as well as possible in order to achieve achievement. In addition, students are expected to be ready to study seriously so that they are able to overcome failures that may occur.

The counselor makes an activity in the form of a simulation, by forming a step sheet to prepare realistic goals, then each group member answers questions from the step sheet for preparing realistic goals and representatives of each member from each group come forward to present in front of the generation. Then the counselor reinforces the motivation of each group member for realistic goals.

7) Implementation of the 7th session of service entitled "I am a student…".

This session was conducted with a group guidance strategy, in which all students were asked to form a group. The method used in the implementation of the seventh session of the service is simulation. Objectives Students learn more about what they will achieve, students estimate the results they will achieve while in college

After students can be conditioned to participate in tutoring services, the counselor opens the session with greetings and prayers, checks student attendance, explains the purpose and description of the activity. Give opportunity for students to express what they will achieve after graduating from their lectures. Then the counselor strengthens the motivation of each group member to strengthen what he will achieve on the lecture bench.

8) Implementation of the 8-session service entitled "when I am successful".

This session was conducted with a group guidance strategy, where all students were asked to form a group consisting of 4-5 people. The method used in the implementation of the eighth session service is role playing. The purpose

of this session is to grow students' understanding and ability to the need for feedback and how to respond to it

In this eighth session of tutoring service activities, the counselor opened the session with greetings and prayers, checking student attendance, explaining the purpose and description of the activity.

The counselor makes group game activities in the form of role playing which simulates how to feel getting feedback from what has been achieved. At the end of the activity, after the presentation of the material presented after the students discussed the material, the counselor reflects on the activities that have been carried out and concludes the material that has been discussed. The purpose of this activity is that students can remember the activities to be carried out and be able to record the activities that will be carried out the next day.

9) The implementation of the 9th session of service entitled "Clever like a mouse deer".

The ninth session was carried out using generational guidance strategies. The method used in the implementation of the ninth session of the service is a case study. The purpose of this session is that students understand how to generate new strategies to complete tasks to increase achievement motivation.

This activity begins with greetings and praying, checking student attendance, explaining the purpose and description of the activity.

In this ninth session of tutoring service activities, students were presented with several problems.

Counselors provide material on how to come up with new strategies in completing assignments, by telling strategies from the story of the clever deer, then students comment on it and make it a case study.

10) Implementation of the 10th session of the service entitled "What are your initiatives?".

This tenth session was conducted using group guidance strategies. The method used in the implementation of the tenth session of the service is discussion and question and answer. The purpose of this session is for students to analyze what the goals will be achieved, and what benefits are sought.

In this tenth session of tutoring services, the counselor opened the session with greetings and prayers, checking student attendance, explaining the purpose and description of the activity. This session was conducted with a group guidance strategy, where all students were asked to form a group consisting of 4-5 people. After the group is formed, the counselor distributes cardboard and markers to each group.

Then each group leader is assigned a democratic, authoritarian, and indifferent attitude towards their respective group members. Then the counselor handed over all the tasks to the leader of each group to direct each group to start drawing with the tools that had been provided, by the group leader without discussing the drawings that would be made beforehand. Representatives of each leader from each group presented the results of the pictures that had been drawn made. After that, the counselor asked questions to each group leader whether when making pictures there were group members who did not have the initiative to do the task before being ordered.

The counselor closed the service activity and informed the students that the tutoring service would be closed with the implementation of the posttest at the next meeting.

11) Service implementation session-11 My Final Proficiency Test

This final ability test activity was carried out using a tool/instrument to reveal achievement motivation after being given treatment. The purpose of this session is that students know the changes in their level of achievement motivation and know the effectiveness of the tutoring program that has been implemented.

CONCLUSIONS AND RECOMMENDATIONS

This study resulted in a tutoring program to increase student achievement motivation, which was developed theoretically and empirically. To produce effective tutoring, it is taken by preliminary studies, instrument development, instrument feasibility testing, tutoring development development, tutoring feasibility tests and tutoring trials.

Recommendations for developing a guidance program are expected to know the level of student achievement motivation at the beginning of the lecture, so that they can plan the program that must be carried out. If the student

is in the moderate category, a tutoring program can be given to increase achievement motivation. Facilitate students to increase achievement motivation by developing other strategies besides generationical guidance and group guidance, namely individual guidance strategies. Developing tutoring programs not only on the needs of students who show the lowest level of achievement only, but also on the needs of students who show moderate and high levels of achievement.

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