Analysis of Students' Sports Talent: The Correlation between Achievement Motivation and Self-efficacy of Elementary School Students

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Abstract. This study aimed to describe: the correlation of achievement motivation with student talent, the correlation of self-efficacy with student talent, the correlation of achievement motivation and self-efficacy with students' talents. This study used a quantitative approach with a descriptive method of correlation. While the population of this study was elementary school students in the Former Residency of Solo. The sampling technique was proportional stratified random sampling. The research instrument used was in the form of questionnaires. Data were analyzed using simple linear regression and multiple regression. The results of the study showed that: (1) In general, the description of achievement motivation and self-efficacy of elementary school students in the Former Residency of Solo belonged to the high category; (2) There was a negative and significant relationship between self-efficacy and the talents of elementary school students in the Former Residency of Solo; (3) There was a significant relationship between achievement motivation and self-efficacy with the talent of elementary school students in the Former Residency of Solo simultaneously. The implication of this research is the need for teachers in learning to increase student learning motivation and teachers need to reinforce to students that each student has abilities or talents that must be developed to bring out student achievement.

Keywords: Achievement Motivation, Elementary Schools, Self Efficacy, Student Talent

1. Introduction

In recent years we have seen an increase in the participation of young people in training programs and sports competitions. Sports programs are important for the younger generation in reducing psychological pressure within them (Mouloud & Krine, 2021). Sport has contributed a lot to human happiness. Sports as a physical or physical activity can provide satisfaction for the perpetrators as individual needs. In addition, sports activities currently occupy an important position and constitute one of the special occupations, both as spectacle, recreation, livelihood, education, health, and culture. Sports activities can improve physical fitness and can even increase one's standard of living (Suryadia, 2020). This is possible because of the social support felt by the younger generation in participating in sports which influences achievement motivation and self-efficacy (Li., 2023). Self-efficacy theory explains how self-efficacy can influence a student's behavior and effectiveness. The efficacy theory also explains that each individual can complete tasks and influence their behavior (Hong., 2021). Talent identification can be carried out in schools, sports communities, youth organizations, and families. Some people who can identify talents, including teachers, coaches, or parents, are expected to be able to guide those identified with talent. Recognizing student talents requires identifying talents. Talent identification aims to find out how students can succeed and be able to carry out training programs so that further training can be carried out properly (Visalim., 2018). This is because the purpose of talent tracking is to identify the matching degree between children's talents and existing sports so that students' talents can be developed optimally in the future.

1.1. Problem Statement

Sport education aims to improve students' physical and mental condition, which is often referred to as physical and spiritual health because effective exercise can keep the body healthy, strong, and energetic (Corbin & Masurier, 2014). In addition, sports themselves can also be a profession and a source of achievement for individuals who have talent and expertise in certain sports. Furthermore, reaching achievement requires dedication, effort, and an ongoing process, such as through prolonged training (Ericsson, 2014). Talents are an important prerequisite for achievement, and continuous training must be supported by talents. If someone does not have a talent in certain sports they are involved, continuous training will be useless. As a result, achieving the desired achievement will be difficult. Sports performance is a multifactorial polygenic trait that is influenced by sports training, environment, and genetic tendencies (Simonek & Židek, 2018).

Physical education and sports have been recognized as an important part of the school curriculum, especially at the elementary school (SD) level. Sports talent analysis is a systematic process of identifying individuals who have the potential to achieve excellence in a particular sport (Sarmento, et. al., 2018). It involves assessing and evaluating skills, physical abilities, natural aptitudes, and psychological characteristics related to a particular sport. In a very competitive sports world, talent analysis is very important to identify potential athletes and direct them on the right path to reach high achievements (Suryadia, 2020).

Rasyono (2016:44) explained that the source of the population and the greatest potential for sports coaching is when someone is of school age because the sports coaching system cannot be separated from school education. One of the programs from the Ministry of Youth and Sports related to sports is sports coaching for students. Rohman (2018) explained that the level of athlete development can start from the family to the education level, namely physical education and sports conducted by related teachers.

Supriatna (2016:57) explained that talent is an ability possessed by someone from birth and can become the basis for real abilities. Salisah et al., (2015, 63) talent is defined as a natural ability that is useful for acquiring skills and or knowledge, both general and special knowledge. Suntoro (2013, 5) explained that talent is a potential possessed by someone from birth that comes from innate genetic factors. Afif (2017:292)) explained that the purpose of carrying out talent scouting is to provide a more optimal prediction of success opportunities by carrying out and completing a training program (process), then obtaining maximum or targeted peak performance (product). Jamlong (2014) explained that talent scouting is one way to provide an estimate of the opportunities that a person has.

Sport Search is one of the methods used in talent scouting. It is a talent scouting model used to identify talent using tests. The test given consists of 10 test items that aim to help children aged 11-15 years to discover their potential in the field of sports. This is adjusted to the characteristics of children's potential. a talent identification model consisting of 10 test items that aim to help children (aged between 11-15 years), discover their potential in sports that are adapted to the characteristics and children's potential (Hidayatullah dan Sapta Kunta Purnama, 2008:75). This Sport Search method views that every child must have talent in the field of sports. This means that each child can be directed to one or several branches that match their characteristics and talents. Besides, children's physical characteristics can also determine the appropriate type of sport and the appropriate sports talent. This understanding also has a positive impact on children because they are seen as having talent in sports.

Analysis of sports talent has a close relationship with achievement motivation. Achievement motivation refers to the internal drive that motivates individuals to achieve challenging goals and reach high achievements. When individuals have a clear understanding of their potential talent in a particular sport, it can provide a strong motivational drive to develop their skills and achieve better performance. Apart from providing physical benefits, exercise also has the potential to increase achievement motivation and self-efficacy (Smith, 2022). In this context, it is important to analyze and understand the influence of sports on the potential development of students in this field.

Achievement motivation is a psychological factor that encourages a person to achieve goals and show good performance in an activity (Jones, 2021). Achievement motivation requires individuals to increase their full capabilities to get the best results. This was clarified by Hasibuan (2005: 112) who stated that achievement motivation is a person's encouragement to develop creativity and direct all capabilities and energy possessed to achieve optimal learning achievement. Motivation is an important component of achieving student success (Hardiansyah & Abuyamin Rasia, 2022).

Besides, talent analysis is also closely related to self-efficacy. An individual needs to have self-efficacy in carrying out an activity. This is intended to foster confidence in individuals so that they can do something successfully and can face various life challenges in their surroundings. Self-efficacy, on the other hand, refers to an individual's belief in their own ability to do a task well. Both are important factors in stimulating students' academic and non-academic achievements.

Bandura stated that "self-efficacy is the belief that one can successfully execute the behavior necessary to produce outcomes". In addition, Elliot et al., (2000) suggested that "self-efficacy is individuals' beliefs in their ability to exert control over their lives, a feeling of competency". Self-efficacy is a term that has applications in various fields. Psychotherapy is a field that uses the construct of self-efficacy in helping individuals overcome various emotional disturbances such as fear, anxiety, phobias, and so on. In this case, psychotherapy applies self-efficacy to instill "the confidence that one can cope with the phobic situation." (Andrews, 1991).

Thus, an analysis of elementary school students' potential through sports becomes very important. Through a better understanding of the relationship between sport, achievement motivation, and self-efficacy, educators and policymakers can design better sports programs for students. The design of this sports program is expected to be able to maximize the potential of students at the elementary school level.

1.2. Related Research

Previous studies have linked exercise with increased achievement motivation and self-efficacy at higher levels of education, such as junior high and senior high schools. However, there is still a lack of research that specifically addresses the relationship between exercise and these psychological factors at the elementary level. Therefore, a comprehensive analysis is needed on the impact of sport on the achievement motivation and self-efficacy of students at this level.

Research conducted by Ali Munir et al (2023) in the research titled "The Relationship Between Motivation and Mentality towards Athletes' Psychology in Supporting Football Achievement: A Literature Study" shows the results that the results of a review study of several research articles that have been collected by researchers, that sports can affect mentality and motivation in improving student achievement. Apart from these two factors, from a review of several research articles (Munir., 2023). Brown & Johnson (2019) found that students' sports participation in elementary schools is positively related to students' academic motivation. Students who are active in sports tend to have a higher level of motivation in achieving academic achievement. In addition, research by Wilson & Davis (2018) showed that through sports, elementary school students can develop higher self-efficacy. Their confidence increased in terms of their ability to face challenges and achieve goals. In another study conducted by Thompson and Thompson & Martinez (2017), it was found that sport plays a role in increasing students' motivation and building their self-efficacy. Students' participation in team sports develops social and cooperative skills that can increase their self-esteem. Participating in sports activities in elementary schools can provide opportunities for students to develop their motor skills, physical strength, and coordination. In addition, through competition and teamwork, students can also build social skills, strengthen independence, and increase self-discipline. In this context, sports can be an important vehicle for honing student achievement motivation and building their self-confidence.

However, there is still a lack of understanding of how sports in elementary schools specifically affect students' achievement motivation and self-efficacy. Therefore, more detailed research is needed to explore this relationship better, as well as to identify factors that moderate the

relationship between exercise, achievement motivation, and self-efficacy at the elementary school level.

This research is different from previous studies, where researchers will look for the relationship between achievement motivation and self-efficacy toward student talent. This research jointly examines the relationship between achievement motivation and self-efficacy in student talent, whereas previous research only focused on one of the independent variables on the dependent variable. This research is important because researchers can determine the effect of student talent on the two independent variables together.

1.3. Research Objectives

The purpose of this study is to describe achievement motivation, self-efficacy, and student talent. In addition, this study also aims to examine the relationship between achievement motivation and student talent, self-efficacy and student talent, achievement motivation and self-efficacy, and student talent in elementary schools.

2. Theoretical Framework

2.1. Talent Identification

Ihsan (2018) stated that talent identification is a process to guide, mentor, see, and look for talents owned by students to be developed and seen so that they can reach achievements, can see talented candidates, and can also choose prospective athletes at an early age. Identification of talent is screening the potential owned by children and adolescents through tests of physical, physiological, and motor skills to identify their sports talent abilities, used as a basis for predicting that children and adolescents will succeed in training and be able to achieve peak performance (Yudiana et al. 2010). Talent identification is the first step to find out the giftedness of early childhood in certain sports. Along with the advancement of science and technology, a fairly good talent search method has now been found (Sukamti &Pranatahadi, 2018). The talent search method is sport search. "Sport search is a talent identification model consisting of 10 test items aimed at helping children (between 11-15 years of age), find children's potential in sports that are tailored to the characteristics and potential of children" (Furqon, 2002).

Talent is an important factor in accomplishing sports achievements, so various giftedness tests must be carried out to be able to see the dominant talent possessed by prospective athletes in the development process. Kusuma, Syafei, & Budi (2019) explained that talent is the main factor that determines the success of athletes to reach the pinnacle of achievement in sports. Furthermore, Indarto et al. (2018) explained that peak performance or peak achievement can occur if the process of fostering sports talent is carried out properly based on the interests and talents of athletes in sports. Athletes who have talent according to the sport they are involved in have a greater chance of achieving high achievements as desired.

Mansur (2016: 2) stated that lagging behind national sports achievements with other Asian countries is one of the big problems for the nation to improve its sports achievements. This is due to obstacles in efforts to search for and to find talented athletes in sports. Ratno & Nidyatama (2019) explained sports coaching to produce athletes who excel requires a long time and should be supported by the right training methods. Therefore, sports talent identification programs must be carried out early so that they can be trained according to their abilities. This is in line with the opinion of Arifin et al. (2017) who explained that elementary school students are a source of assets for obtaining potential and talented athlete candidates. So it is very appropriate if the beginning of the sports talent identification process is carried out at the elementary school level.

2.2. Achievement Motivation

Achievement motivation is a subjective and internal psychological drive, enabling individuals to pursue work they deem valuable and encouraging them to achieve their goals (Brunstein, J. C., & Heckhausen, 2018). Meanwhile, achievement motivation is also a mentality to compete and compare with others. By definition, as proposed by previously mentioned scholars,

achievement motivation is a subjective, internal, and psychological drive, enabling individuals to pursue work they perceive as worthwhile and ultimately achieve their goals. Hecker (1998) found that motivation influences the formation of psychological contracts. Motivation includes meaningful work, job security, a sense of accomplishment, promotion channels, and opportunities. Over the years, behavioral scientists have noticed that some people have a strong desire to achieve something, while others may not appear to be that concerned about their accomplishments. This phenomenon has attracted much discussion and debate. Achievement motivation is the tendency to strive for success and to choose goal-oriented success or failure activities. This form of achievement motivation forms the basis for a good life. Achievement-oriented people generally enjoy life and feel in control.

2.3. Self Efficacy

Bandura (1997) defines self-efficacy as the belief that a person succeeds in overcoming certain tasks. In addition, as a social cognitive theory, Bandura (1997) explained that self-efficacy affects cognitive function and behavior through motivational and affective processes. The process of motivation is a person's belief of being able to motivate himself through his thoughts to take action and decisions while hoping to be able to achieve the expected goals. While the affective process is a person's ability to overcome the emotions that exist within oneself to achieve the expected goals. The assumption that arises in this process is that the greater a person's motivation in practicing to express personal ideas, the better it will support a person to act appropriately to achieve the expected goals. Self-efficacy theory is considered a subset of social cognitive theory. The researchers argue that self-efficacy theory is one of Bandura's most enduring contributions to the areas of academic achievement, learning and motivation. Self-efficacy relates to the question of how one believes in one's ability to act, not how much one likes it or what skills and abilities one has. Academic self-efficacy is students' perceptions of their academic skills and abilities in completing a given task or activity. Research also shows that student self-efficacy is related to various aspects of academic and learning tasks (Bhati & Priyadarshini, 2022). Students with high levels of self-confidence and self-efficacy tend to experience lower levels of stress and direct their energies toward improving their cultural settings (Shi, 2018).

3. Method

3.1. Research Design

This research used a quantitative approach with a descriptive correlational research design. Correlational research is a study to determine the extent of the relationship and the level of relationship between two or more variables without affecting these variables so that there is no manipulation of variables (Bambang Sudaryana et al., 2022). The purpose of conducting correlational research is to find evidence concerning the relationship between variables, to see the size of the relationship between variables, and to obtain clarity and certainty about whether the relationship is convincing or not (Muhidin & Somantri, 2006).

3.2. Participants

The research population in this study was 573 elementary school students of the Former Residency of Solo who were registered in the 2020/2021 school year. The sample in this study was 248 students. The sampling used the proportional stratified random sampling technique. The proportional stratified random sampling technique is a sampling process conducted by dividing the population into strata, selecting simple random samples from each stratum, and connecting them in a sample to estimate population parameters (Sumargo, 2020). Respondents in this study focused on high school elementary school students, namely grades IV-VI with an age range of around 9-12 years. The selection of elementary school students is because this age range is the right age to develop their potential so that the findings can later provide a reference for developing their potential to the fullest.

3.3. Data Collection

The instrument used in this study is questionnaire with a Likert scale measurement model. The Likert scale is a measurement scale developed by Likert (Nemoto & Beglar, 2014). hich uses several questions to measure individual behavior by responding to 5-point choices on each question with a choice format such as strongly agree, agree, neutral, disagree, and strongly disagree. Data analysis was assisted by using the SPSS program.

3.4. Data Analysis

Research data were analyzed using simple linear regression and multiple regression. Simple linear regression is an equation model that describes the relationship of one independent variable (X) with one dependent variable (Y) (Yuliara, 2016b). Meanwhile, multiple linear regression is an equation model that explains the relationship of one dependent variable (Y) with two or more independent variables (X1, X2,…Xn) (Yuliara, 2016a). Simple linear regression involves only one influencing variable, while multiple linear regression involves more than one influencing variable (Susanto & Suryadi, 2010, 33)**.**

3.5. Validity and Reliability

The instrument used in this study was a questionnaire to analyze the achievement motivation and self-efficacy of elementary school students. Before the instrument was used for data collection, validity and reliability tests were carried out. The stages in the validity test are as follows:

3.5.1 Content Validity Test

The content validity test was done using the calculation of V-Aiken. The V-Aiken test was carried out using expert judgment. The value of the Aiken validity index had a range of values between 0V1 (Budiyono, 2015). Expert judgment is asking for consideration from experts or experienced people. Based on the aspects measured, it can be concluded that an average of 0.892 was obtained so that the instrument was feasible to use.

3.5.2 Construct Validity Test

The Construct validity test in this study used the principles of confirmatory factor analysis (CFA) using the Lisrel software. Following are the results of the analysis using the Lisrel software.

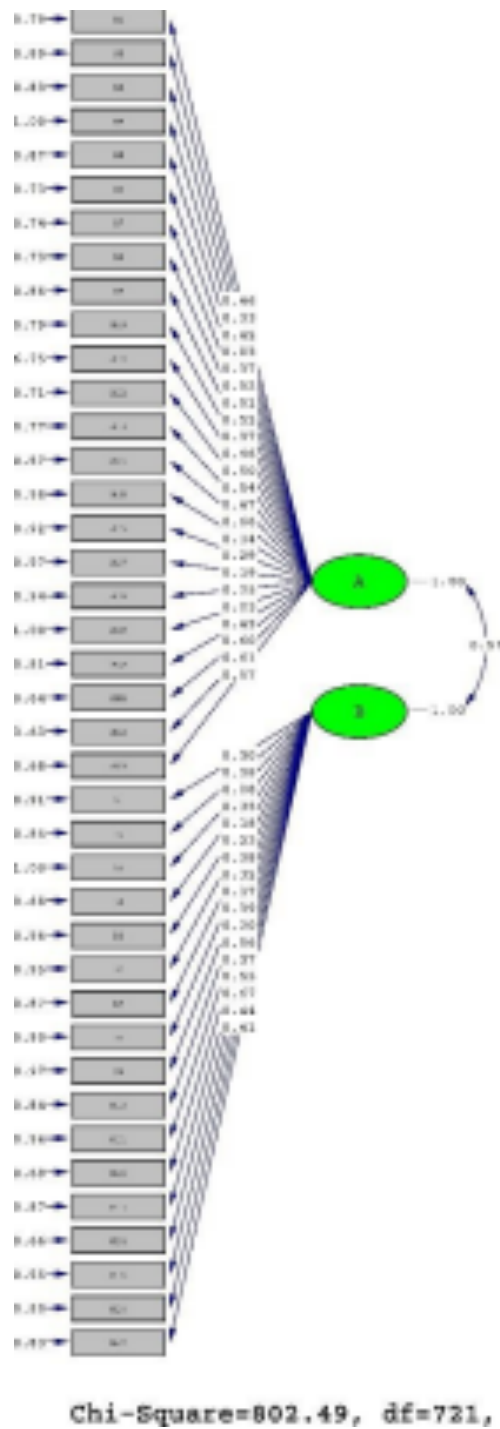Chi-Square=802.49, df=721, P-value=0.017

Figure 1. The results of the construct test for achievement motivation instruments using the Lisrel application

CFA data can be said to be valid if the results of the chi-square value divided by the df value are not more than 2, the P-value is > 0.05, and the RMSEA value is <0.05. Figure 1 showed that the Chi-square value was 298.65; the df value was 272; the P-value was 0.12808, and the RMSEA value was 0.031.

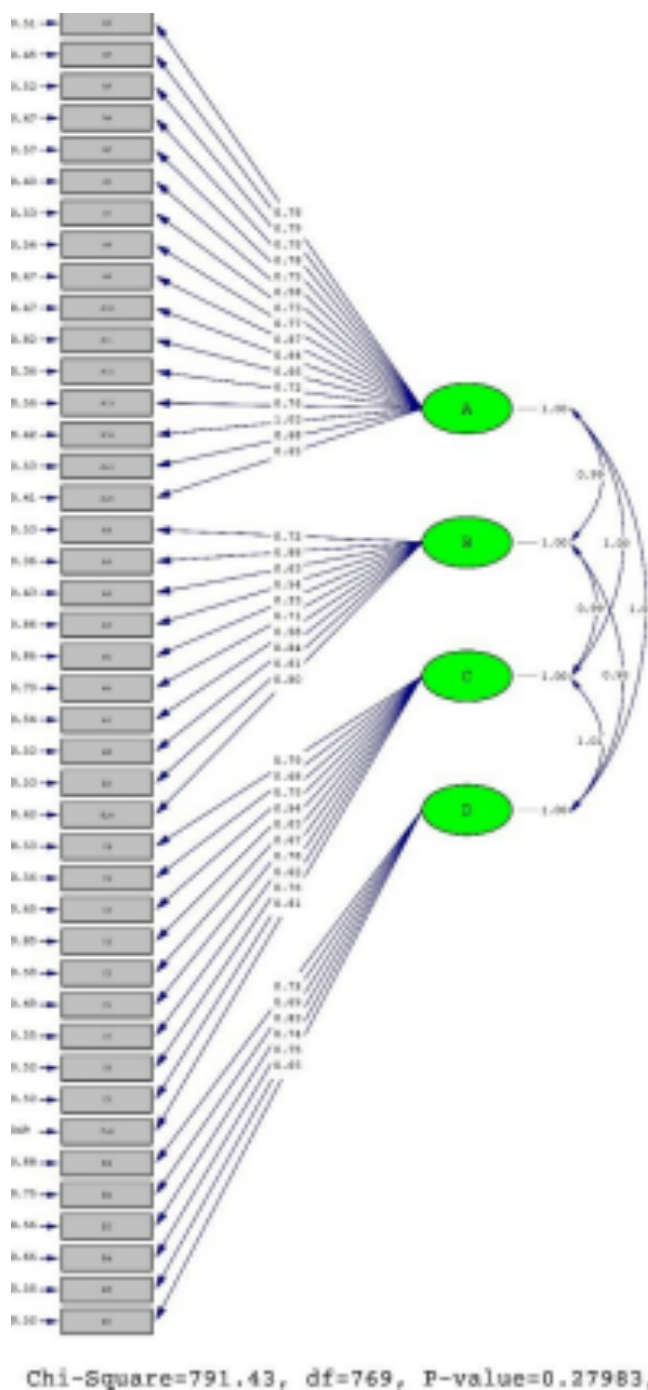Chi-Square=791.43, df=769, P-value=0.27983, RMSEA=0.024

Figure 2. The results of the construct test of self-efficacy instruments using the Lisrel application

CFA data can be said to be valid if the results of the chi-square value divided by the df value are not more than 2, the P-value is > 0.05, and the RMSEA value is <0.05. Figure 2 showed that the Chi-square value was 298.65; the df value was 272; the P-value was 0.12808, and the RMSEA value was 0.031.

An instrument is considered reliable if the measurement results remain consistent when used to measure at different times or individuals but under similar conditions. The instrument was tested using Cronbach's Alpha to detect inaccurate indicators. The instrument can be said to be reliable if the reliability coefficient is 0.70 or more (Budiyono, 2015). The results of the achievement motivation instrument reliability test were 0.813 and self-efficacy was 0.920.

4. Findings

The data of this study included the variables of achievement motivation (X1), self-efficacy (X2), and talent (Y). The following is a description of the results of the research data processing.

4.1. Achievement Motivation

A description of achievement motivation data, totaling 248 elementary school students, can be seen in Table 1.

Table 1. Data Description of Achievement Motivation

Score Intervals	Category	Frequency (f)	Percentage (%)
≥ 189	Very high	13	5,5
153 – 188	high	121	48,7
117 – 152	Moderate	113	45,5
81 – 116	Low	1	0,4
≤ 80	Very low	0	0,0
Total		**248**	**100%**

Table 1 showed that the majority of the students, namely 48.7%, had high achievement motivation, 45.5% of the students had moderate achievement motivation, 5.5% of the students had very high achievement motivation, and 0.4% of the students had low achievement motivation. So, it can be concluded that on average the achievement motivation of elementary school students was in the high category.

4.2. Self Efficacy

A description of self-efficacy data for elementary school students, totaling 248 respondents, can be seen in Table 2.

Table 2. Data Description of Self-Efficacy

Score Intervals	Category	Frequency (f)	Percentage (%)
≥ 138	Very high	31	13.1
111 – 137	high	158	63.7
84 – 110	Moderate	58	23.3
57 – 83	Low	1	0.4
≤ 56	Very low	0	0.0
Total		**248**	**100%**

Table 2 showed that the majority of the students, namely 63.7% had high self-efficacy, 23.3% of the students had moderate self-efficacy, 13.1% of the students had very high self-efficacy, and 0.4% of the students had low self-efficacy. So, it can be concluded that the average self-efficacy of elementary school students was in the high category.

4.3. Student Talent

A description of the student talent data, totaling 248 respondents, can be seen in Table 3.

Table 3. Frequency distribution of students' talents

Score Intervals	Category	Frequency (f)	Percentage (%)
102 – 125	Talented	70	28.2
54 – 101	Quite talented	174	70.1
≤ 53	Untalented	4	1.7
Total		**248**	**100**

Table 3 showed that the majority of the students, namely 28.2% were talented, 70.1% are quite talented, and 1.7% are not talented. So, it can be concluded that on average, elementary school students in the Former Residency of Solo are quite talented.

4.4. Data Analysis Requirements Testing

The analysis requirements tests carried out on the research data were the normality test, linearity test, and multicollinearity test.

4.4.1. Normality Test

The normality test was carried out using the Kolmogorov-Smirnov method with a significance level of > 0.5, which means that the data is normally distributed. Based on the results of the normality test for achievement motivation data with an Asymp value. Sig of 0.341 > 0.05, self-efficacy with Asymp value Sig. of 0.324 > 0.05, so that both variables were normally distributed.

4.4.2. Linearity Test

The linearity test in this study utilized the SPSS version 26.00 program by observing the value of the linear term at a significance level of 0.05. According to Coakes, Steed & Ong (2010: 114) if the sig. is ≤ 0.05 then it is declared linear, and if the sig. is > than 0.05 then it is not linear. Based on the results of the linearity test, it was found that the relationship between achievement motivation and talent is said to be linear with a Linear Term of 0.000 < 0.05. Data on the relationship between self-efficacy and talent is stated to be linear with a Linear Term of 0.000 < 0.05.

4.4.3. Multicollinearity Test

Based on the VIF self-efficacy value of 1,124, achievement motivation is 1,283. Thus, the two VIFs are smaller than 10. This means that there is no multicollinearity between achievement motivation, self-efficacy, and student talent.

4.5. The Relationship between Achievement Motivation and Self Efficacy with Student Talents

4.5.1. The Relationship between Achievement Motivation and Student Talents

The results of the analysis of the relationship between achievement motivation and student talent are shown in Table 4.

Table 4. The Results of Simple Linear Regression Analysis and Significance Test of X1 with Y

Variable	R	R Square
X1-Y	0.325	0.087

Table 4 showed that the R-value was 0.325 which indicated the regression coefficient between achievement motivation and student talent. The R-Square value (R2) of 0.087 means that 8.7% of the variation in student talent could be explained by achievement motivation, while the remaining 91.3% was explained by other variables. The direction of the relationship between achievement motivation and academic stress had a negative correlation.

4.5.2. The Relationship between Self-Efficacy and Student Talents

The results of the analysis of the relationship between self-efficacy and student talent are shown in Table 5.

Table 5. The Results of Simple Linear Regression Analysis and Significance Test of X2 with Y

Variable	R	R Square
X2-Y	0.300	0.092

Table 5 showed that the R-value was 0.300 which indicated the regression coefficient between self-efficacy and student talent. The R Square value (R2) was 0.92 meant that 9.2% of the variation in student talent could be explained by self-efficacy, while the remaining 90.8% was explained by other variables. The direction of the relationship between self-efficacy and student talent had a negative correlation.

4.5.3. The Relationship between Achievement Motivation, Self-efficacy, and Student Talents

The results of the analysis of the relationship between achievement motivation and self-efficacy with students' talents are shown in Table 5.

Table 6. The Results of Multiple Regression Analysis and Significance Test X1, X2, with Y

Variable	R	R Square
X1 X2 -Y	0.543	0.340

Table 6 showed that the R-value was 0.340 which indicated a multiple regression coefficient between achievement motivation and self-efficacy with student talent. The R Square value (R2) was 0.340 meant that 34% of the variation in talent could be explained jointly by achievement motivation and self-efficacy, while the remaining 66% was explained by other variables.

5. Discussion

5.1. Motivation for Achievement of Elementary School Students

Motivation is closely related to academic achievements. When a person has good motivation, he or she carries out all the activities optimally. Educators and parents should pay attention to this kind of important motivation because motivation and learning are related to one another. Motivation is a process that creates a tendency to act to produce one or more influences. Motivation is energy, a source of enthusiasm, and a controller of learning activities. In many cases in the field, the teacher is someone who can know and distinguish between students who have the motivation to learn and those who do not have the motivation to learn (Edu., 2021)

Motivation is one of the internal factors that comes from a student in the form of factors that can influence learning outcomes. Achieving motivation is a consistent effort from an individual to achieve success with a certain standard of excellence in a competitive situation (Mamin., 2020). Achievement motivation can affect the level of utilization of students' talents, while the talents possessed by students can also influence their motivation to reach high achievements. According to David (1961), a psychologist who studies achievement motivation, "Achievement motivation is an internal drive that drives a person to achieve success and high performance. Students who have strong achievement motivation will use their talents optimally to achieve high achievement goals" (McClelland, 1961). In their research, Eccles & Wigfield (2002) stated that "Talent is an important factor in achievement motivation. When students are aware of their talents and feel confident in developing them, their motivation to achieve high achievements will increase" (Eccles & Wigfield, 2002). Research by Dweck (2006) emphasizes the important role of self-confidence and students' views of their talents. Dweck stated, "Students who have a view of talent as something that can be developed and improved tend to have higher achievement motivation than students who perceive talent as something fixed and unchangeable" (Dweck, 2006).

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5.2. Self-Efficacy of Elementary School Students

The research findings showed that the self-efficacy of elementary school students as a whole was in the high category. The high self-efficacy of students showed that students already had a strong level of confidence in their ability to carry out their duties as students. This showed that students' abilities in various aspects affecting their talents as students can be overcome by strong self-confidence from themselves.

Self-efficacy determines how a person feels, thinks, motivates, and performs actions. Such beliefs have various effects, including the four major processes: cognition, motivation, affection, and selection processes. Self-efficacy is certainly associated with the ability to overcome problems, with achievements that have been achieved. People tend to be successful because they have certain capabilities. On the other hand, people tend to fail because they are always wrong. Self-efficacy is more visible when people's ability to face and overcome problems (Bandura, 1997). Thus it can be concluded that strong self-efficacy can influence students' talent processes. Furthermore, self-efficacy really needs to be improved to achieve talent in sports and join talent scouting.

Bandura (in Santrock, 2014) stated that self-efficacy has a great influence on a person's behavior. Furthermore, Alwisol (2009) stated that self-efficacy is an assessment of oneself regarding how well he or she can function in certain situations. Self-efficacy is related to the belief that someone can do what is expected. Self-efficacy is the confidence that an individual can succeed in carrying out an activity (Locke, 1997). The development and improvement of students' self-efficacy cannot only be carried out by individuals themselves but it needs encouragement or support from stakeholders in student education, namely in the environment and other supporting factors.

The dimension of self-efficacy is divided into 3 dimensions, namely the level dimension, the generality dimension, and the strength dimension. Some indicators of self-efficacy based on these dimensions are (1) self-confidence in completing certain tasks, (2) self-confidence to motivate oneself so that one can take action in completing tasks or problems, (3) self-confidence to try hard, tenaciously, persistently, and diligently, (4) strong belief in facing obstacles, challenges, and difficulties, (5) confidence in completing broad and narrow tasks (Yunianti et al., 2016). Bandura, a well-known psychologist in the field of self-efficacy, stated, "Self-efficacy plays an important role in developing and using students' talents. Students who believe in their ability to master tasks and face challenges will be more likely to optimize their talents" (Bandura, 1997). Zimmerman (2000) in his research, stated, "Students with high self-efficacy tend to use their talents effectively. They have strong self-belief in their ability to succeed. The belief encourages them to overcome obstacles and achieve high achievements. (Zimmerman, 2000). Research by Honicke & Broadbent (2016) revealed that "self-efficacy can affect students' motivation in developing and utilizing their talents. Students who have high confidence in their abilities tend to have a higher intrinsic motivation to explore and hone their talents" (Honicke & Broadbent, 2016).

5.3. The Relationship between Achievement Motivation and Self-Efficacy with the Talents of Elementary School Students

Research related to self-efficacy and motivation was carried out with the conclusion that self-confidence and motivation did not necessarily affect high or low achievement (Wahyuningtyas & Febrianingsih, 2018). Students who have high self-confidence tend to motivate themselves to complete the tasks that have become their obligation, so they try to find alternatives to solving the problems they face. "Self-efficacy has a significant influence on achievement motivation and the utilization of students' talents. Students who have high confidence in their ability tend to have higher motivation to develop and optimally utilize their talents" (Bandura, 1997). Schunk (1995) stated, "Achievement motivation and self-efficacy interact in a complex manner in influencing the use of students' talents. Students who have strong achievement motivation and high self-efficacy tend to achieve higher achievements and are more active in developing their talents" (Schunk, 1995).

According to Wigfield & Eccles (2000), "Achievement motivation and self-efficacy play an important role in directing students' talents to high achievements. Students who have high achievement motivation and strong self-efficacy tend to use their talents effectively to achieve high achievements in various fields". Conroy & Elliot (2004) stated, "Achievement motivation and self-efficacy play an important role in helping students optimize their talents. Students who have high achievement motivation and strong self-efficacy tend to show a higher commitment to develop and use their talents productively" (Conroy & Elliot, 2004).

In their study, Lent et al., (2002) stated, "Self-efficacy is a key factor in optimizing the utilization of students' talents. Students who have high self-efficacy tend to be more likely to overcome obstacles, develop their talents, and achieve high achievements." According to Usher & Pajares (2008), "Achievement motivation and self-efficacy interact with each other in directing students to use their talents effectively. Students who have high achievement motivation and strong self-efficacy tend to face challenges, hone their talents, and achieve high achievements".

6. Conclusion

The followings are the conclusion drawn from the findings of the research results: (1) In general, the description of achievement motivation and self-efficacy of elementary school students in the Former Residency of Solo belongs to the high category. (2) There is a negative and significant relationship between self-efficacy and the talents of elementary school students in the Former Residency of Solo. (3) There is a significant relationship between achievement motivation and self-efficacy with the talents of elementary school students simultaneously in the Former Residency of Solo. (4) Based on the results of the research, discussion, conclusions, and implications, there is an opportunity to increase students' self-efficacy and achievement motivation, as well as to reduce/prevent procrastination in elementary school students to develop their talents.

Limitation

The limitation of this research lies in the research subject which is still limited. Researchers have limited time so they cannot conduct research in a broad scope. The limitation in this research is that the research scope is still limited only in the former Surakarta residency.

Recommendation

Teachers in elementary schools need to foster achievement motivation and self-confidence in students in order to discover the talents they have, so they can perform well. This research can be used as a reference for teachers to know that sports participation plays a moderate role in the relationship between achievement motivation, perceived social support, and general self-efficacy in students.

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Conflict of Interest

There are no conflicts of interest during this research and the article publication.

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