The contribution of achievement motivation toward student study skill

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Abstract

Study skill is the skill acquired by training student and learning can Enhance independence. In fact, there are many students who have not good study skill. Achievement motivation is one of the factors that prediction students study skill. The purpose of this research is to examine the contribution of achievement motivation toward study skill. This research used quantitative with descriptive correlation method. The population of this research is 625 and 244 samples of guidance and counseling majors students, UniversitasNegeri Padang. The instruments of the research used the Likert scale model, value of reliability are 0.841 and 0.842. The Data were Analyzed with simple regression. The result of this research shows that there is a contribution (25.2%) of achievement motivation toward study skill.

Keywords: achievement motivation, study skill, student

Introduction

Skills are skills perform a specific task which is obtained by practicing constantly, because no skill automatically but through exercise. Learning is a process to acquire the knowledge, skills, experience, and attitudes necessary for success in life (Sardiman, 2011). The skills learned are (acquired skills) by an individual through a continuous training process and covers aspects of optimization of ways to learn both in the domain of cognitive, affective or psychomotor.

Skills used to enhance the effectiveness and optimization of the study included the use of learning facilities. Hasanbeigi, Askari, Nahkjavani, Shirkhoda, Barzegar, Mozayyan, &Fallahzadeh (2011) which showed that the students 'Study skillcan play an important role in enhancing the students' academic achievement. Skills used to enhance the effectiveness and optimization of the study included the use of learning facilities. If the students' own strategies and perceptions of discipline in learning it will increase positive thinking about learning so that students easily think and remember in learning (Sudirman, Mudjiran, &Rusdinal, 2015). However, the fact that a lot of students do not have the skills learned.

Based on the results of processing for students AUM PTSDL BK FIP UNP in May 2017 concluded that the perceived problems of the students is a learned skill that is 50,5%. Then the problem which is considered very severe learning most is the skill area that is 18%. All students have a regular class quality study skill are not good with a percentage of 100% (Hidayat, 2015).

Based on these data can be understood if the problem is perceived by the majority of students are learning skills, then the skills students need to be assessed on FIP BK UNP to optimally enhance

learning. There are several factors that affect the Study skill one of which is the achievement motivation. Achievement motivation effect on learning skills. Achievement motivation is one of the things that must exist in students. Santrock (2003) explains that "Achievement motivation is the desire to accomplish something, to achieve a standard of success, and making an effort in order to achieve success. Motivation will make students work harder, tenacious, determined, and have full concentration in the learning process (Hamdu&Agustina, 2011).

It can be concluded that achievement motivation is the driving force students to meet or achieve a certain standard of excellence with the goal of achieving success in learning (Fitri, Neviyarni, &Ifdil, 2016). That is if a student has a high achievement motivation, the students tend to assume that the achievement is a matter that must be pursued, fought for, and be proud of and strive to overcome any barriers to learning, maintaining the quality of high learning, and competent to achievement.

Students who have achievement motivation will be viable or tenacious about work and vice versa, it is seen from a high level of student proktrastinasi. As many as 90% of college students have become a procrastinator, 25% are people who procrastinate chronic and they generally end up backward from college (William; Tatan, 2012: 864).

It can be concluded achievement motivation may affect students' Study skilland increase motivation to learn in order to reachable. Learn and improve student Study skillare very important in supporting the success of students study in the school. One effort that can be done is through guidance and counseling services. Improved Study skill are one aspect of the personal development of students studying the field of the objectives of guidance and counseling services.

There are still many students who do not have the skills to learn well when completing tasks lectures, coursework, and so, therefore, the researchers felt the need to do research to examine and analyze in depth associated with these skills the contribution of achievement motivation on Study skill and their implications for service guidance and counseling.

Based on the explanation can be found of a connection to the learning skills. But what about the size of the contribution of these factors, it is necessary to do research. The results of this study will be used as the reference in the preparation of guidance and counseling program. This is the basis of this research, because there are no research findings that show how big achievement motivation on FIP BK skills UNP. The purpose of this study was to examine the contribution of achievement motivation on student learning skills.

Method

This study uses a quantitative approach with descriptive correlational. The study population is students of the first semester, III, V, VII, and IX FIP BK Department UNP, totaling 625 students, with a sample of 244 students. Sampling with technique.theproportional stratified random sampling. The instrument used is scale Likert models. Instruments are valid and reliable, value of reliability are 0.841 and 0.842. To determine the contribution of independent variables on the dependent variable, then the data were analyzed with simple regression. Assisted data analysis using SPSS version 20.00.

Results and Discussion

Testing Requirements Analysis Data

Test requirements analysis undertaken in this study is a test for normality, linearity test, and a test multicollinearity.

Normality test using the Kolmogorov-Smirnov showed that data research was normally distributed variable data, with the value Asymp. Sig. achievement motivation 0.061, and study skill 0,137. The data from population is normal. Linearity test results showed that achievement motivation variable data with the learned skills are linear with Sig.0.000 ≤ 0:05.

The results of the analysis of the contribution of achievement motivation towards learning skills. Results showed that achievement motivation is significantly correlated to the Study skill with a contribution of 25.2%.. Achievement motivation can used to predict study skill students. Students who have achievement motivation will have good study skill.

Based on test results that have been made that there is a significant positive correlation between achievement motivation on learningskills.In the following sections will explain the discussion.

Results showed that achievement motivation is contributing significantly to the learning skills. The discovery was made based on sequence analysis of the data shows that the contribution of achievement motivationto a skill learned by 25.2%. That is, achievement motivationis one of the factors that contribute to the learning skills.

Referring to this research can be understood that the higher the student achievement motivation, the higher the learning skills. This means to determine the level of achievement motivation of learning skills. Individuals who have a need for achievement is more like a task with a level of difficulty was due to several reasons, among which is a task with a low level of difficulty can not make themselves appear better than other people McCelland (1987). This relates to the indicators of Study skillo that if someone is already motivated to learn, it will be serious in learning. Kesungguh-real in the study realized by having the skills or techniques in planning and doing something that is learning to achieve the goal.

The motivation that comes from outside (external) can come from teachers, which teachers can motivate students to seek a college assignment, while motivation comes from within the individual (internal) was the impetus for leisure and curiosity will get the new (Liando, Sumendap, &Koagouw, 2017). Chaplin (2009: 5) explains, "Achievement motivation is a tendency to fight for success or achieve the desired result and the hope of success in carrying out a task".

Skills are very important for students to achieve the objectives of the learning process and support its success. Through the Study skillof the students, the subject matter can be controlled properly. How to build the concentrations studied so that the material can be mastered (Surya, 2011: 116), among others: (1) the learning environment must be conducive, (2) the readiness to learn, and (3) to instill interest and motivation to learn by developing their imagination and critical thinking actively asked. Includes critical thinking skills to interpret, analyze, conclude, and explain (Chancaichaovivat, 2009)

Based on the above, it is understood that the importance of the interest and motivation of achievementto improve learning skills. One of which must be improved and developed on student achievement is motivation. Many service BK can be done to improve the Study skilluch as content services, activities Bimbel (Diniaty, 2011), guidance services group (Rasuna, 2009), action learning groups (Yusri, 2010), and the provision of services BK (Hasibuan, 2008). Based on these results BK services can improve learning skills, so UPBK was instrumental in providing services BK in order to improve learning skills.

Conclusion

Based on the findings and discussion of the research results, it can be argued conclusion achievement motivation significantly correlated. This shows that to improve the Study skillthen the student needs to increase the motivation of underachievement anyway. Based on research results, discussion and conclusions that have been stated previously that achievement motivation contribute to learning skills.

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