

# The Effect of Self-concept against Student Achievement Motivation in the Department of Management based on KKNi

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**Keyword:** Self-concept, achievement motivation

**Abstract:** This study aims to find out how a Large self-concept can influence student achievement motivation. Achievement motivation is a need that can encourage individuals to make efforts to achieve goals and produce better achievements. N Ach aspects (achievement motivation) are moderate risk-taking, immediate feedback needs, satisfied with achievement, and preoccupied with the task. The importance of achievement motivation for students' educational success is because achievement motivation is the desire to get things done, in achieving a standard of success, and make an effort to achieve a goal, while self-conceiving is a perception and self-evaluation both physical, social and psychological gained through experience experienced by individuals in relationships with others This study uses a quantitative approach. The population in this study were UPN "Veteran" students of the Faculty of Economics and Business, majoring in Management based on KKNi in 2017 with a sample of 142 determined based on Sugiyono's table (2015). The data analysis technique used is simple regression analysis. The results showed that: Self-Concept (self-concept) significantly influence student achievement motivation with a contribution of 50.4%.

## 1 INTRODUCTION

Achievement motivation is a need that can encourage individuals to make efforts to achieve goals and produce better achievements. In this connection, McClelland (in Luthans, 2006), illustrates that all aspects of Ach (achievement motivation) are: moderate risk-taking, immediate feedback needs, satisfied with achievement, and engrossed in tasks. The importance of achievement motivation for student education success is because achievement motivation is the desire to get things done, in achieving a standard of success, and make an effort to achieve a goal (Santrock, 2003).

Someone who has high achievement motivation has several advantages compared to those who have low achievement motivation. This was explained by Mc Clelland (Robbins, 2006) who said that the results obtained if a person has high achievement motivation when faced with complex tasks tend to do better, they seem enthusiastic to complete their tasks well, and learn how to do the task better the next time they continue. Also, someone who has a strong achievement motivation will look for situations where they can get satisfaction achievement. They determine the norms of achievement for themselves without having to think about rewards that are not

related to the achievement itself. They also try desperately to achieve what they have more determined for themselves. Several factors influence achievement motivation, according to Fernald & Fernald, including self-concept (Self Concept) (Rolan, 2006 in Latifa, 2018). If someone considers himself capable of doing something, then the individual will try to achieve what he wants. Then Moss & Kagen (Rola, 2006) also said that a person's self-concept would affect his desire to excel.

The concept of self (self-concept) is a perception and self-evaluation, whether physical, social, or psychological, obtained through the experiences experienced by individuals in relationships with others (Fitts, 1991). Aspects of the self-concept expressed by Fitts (1991) include self-identity (identity self), self-behavior (behavioral self), self-illumination / evaluator (judging self), physical self, ethical-moral self (moral-ethical self), personal self (personal self), family self (family self), and social self (social self) (Fitts, 19971). The role of self-concept is the way a person thinks about himself. Recognition and achievement, individuals will be motivated to work hard if they feel cared for by others. Likewise, when individuals have a perspective on themselves, a concept of themselves will be formed, the concept of self is important for the life of

the individual because the concept of self determines how individuals act in various situations (Calhoun & Acoccela, 1990).

The results of research conducted by Rola (2006) showed a significant relationship between self-concept and achievement motivation in adolescents. The same research conducted by Gage & Barliner (in Rola, 2006) shows that there is a positive relationship between self-concept and the desire for achievement. Also, Wulandari & Rola's (2004) research on the relationship of self-concept and achievement motivation for adolescents who live in orphanages in Medan City, shows the role of self-concept on achievement motivation is very large or significant. The results of the study conducted by Latifah (2018) also showed that self-concept significantly affected students' achievement motivation with a contribution of 33.26%.

## 2 LITERATURE REVIEW

### 2.1 Achievement Motivation

According to Mc Clelland in Djiwandono (2008), Achievement motivation is where a person tends to struggle to achieve success or choose an activity that is oriented to success or failure goals. Thus the achievement motivation comes from within the individual and not from others so that success in learning can be achieved. Achievement motivation is a very important role in achieving success because a person's success is achieved due to self-motivation, so that good learning outcome is achieved.

According to Sri Esti (2009), Motivation has intensity and direction. The intensity of motivation used for an activity may depend on the magnitude of the intensity rather than the magnitude of the direction.

Achievement motivation that is owned by one person with another certainly different. Several aspects are used as a measure of high achievement motivation. This was revealed by McClelland (Rola, 2006) that there are six characteristics of someone who has a high achievement motivation, among others.

- a. A strong feeling to achieve goals, namely the desire to complete the task with the best results.
- b. Responsible, which can take responsibility for himself and determine his future, so that what is said is successfully achieved.
- c. Evaluative, which is using feedback to determine more effective actions to achieve achievement, the failure experienced does not make him despair, but as a lesson to succeed.

- d. Take the risk of "medium," in the sense that his actions are in accordance with the limits of his ability.
- e. Creative and innovative, which is able to look for opportunities and use opportunities to be able to show their potential.
- f. Like challenges, i.e., happy activities that are competitive and competitive

### 2.2 Self-concept

Fitts & Warren (Rogers, 2010) states that self-concept (self-concept) is one's feeling of self-esteem, feeling of satisfaction as himself, and self-evaluation separate from the body or its relationship with other things. Self-Concept (self-concept) is defined as multi-dimensional, arranged by a system that hierarchically contains academic Self-Concepts (by supervising mathematical concepts, languages, etc.) and non-academic self-concepts which are subdivided into self-concepts physical, social, and emotional (Byrne & Shavelson in Muller, 2012).

Fitts (Agustiani, 2009) also suggested that a person's self-concept is influenced by several factors as follows.

- a. Experiences, especially interpersonal experiences, that give rise to positive feelings and valuable feelings.
- b. Competence in an area that is valued by someone and others.
- c. Self-actualization, or implementation and realization of true personal potential.

Brooks and Philip Emmert (Rachmat, 2005) explain the characteristics of someone who has a positive Self-concept (self-concept) is as follows.

- a. Confident in his ability to overcome problems.
- b. Feeling equal to others.
- c. Receive compliments without shame.
- d. Recognizing that everyone has various feelings, desires, and behaviors that are not all agreed upon by the community.
- e. Able to improve himself because he can express aspects of his personality that he does not like and try to change it.

### 2.1. Effect of Self-concept (Self-concept) on Achievement Motivation

Self-Concept (self-concept) develops along with the growth experienced by someone. Therefore, if the development of a normal child, then the self-concept owned since childhood must be replaced by a new self-concept and in line with various kinds of

discoveries or experiences that have been obtained (Gunarsa & Gunarsa in Rola, 2006).

Students who are generally in the age range of 18-22 years are in their late teens (Santrock, 2010). It is known that culture plays a role in shaping one's self-concept.

Schultz (1991) says the personality of an adult individual is a reflection of the understanding they get about themselves, which Rogers refers to as self-concept. Self-concept is formed from childhood until the end of adolescence.

Alwisol (2007) and Dayakisni & Hudaniah (2009) added that self-concept is the relationship between attitudes and beliefs and views held by someone about the characteristics and characteristics that they have which include their physical dimensions, weaknesses, intelligence, failure, motivation owned by himself, and others that refer to his hopes. This is in accordance with the opinion of Fernald & Fernald (Rola, 2006: 21), which says that one of the factors that influence a person's achievement motivation is his self-concept. If someone considers himself capable of doing something, then the individual will try to achieve what he wants. Then Moss & Kagen (Rola, 2006: 21) also said that a person's self-concept would influence his desire for achievement.

### 3 RESEARCH METHODS

This research is a simple quantitative regression study with independent variables Self-Concept (X) and achievement motivation as the dependent variable (Y). The study population was all students in the 2017/2018 school year with a total of 250 people, and the number of selected research sampling was 142 people based on Sugiyono's table (2015).

### 4 RESULTS AND DISCUSSION

Table 1. Results of Regression analysis

Model		Unstandardized Coefficients		t	Sig.
		B	Std. Error		
1	(Constant)	40 898	5,920	6,909	.000
	TKD	.062 8,078 .000			.504

The research results have answered the purpose of research that is generally concluded that no significant effect of self-concept on achievement motivation in students majoring FEB-based management KKNi UPN "Veteran" Yogyakarta, and

specifically concluded that aspects of self-concept have a significant and linear effect on achievement motivation, with a regression equation with a significance of 0,000

$$\hat{Y} = 40,898 + 0.504 X \quad (1)$$

These findings are in accordance with the opinion of Fernald & Fernald (Rola, 2006) which says that wrong one factor that influences a person's achievement motivation is the self-concept that is owned by an individual, if the individual considers himself capable of doing something then the individual will try to achieve what he wants. That is when someone feels himself capable of carrying out a particular task or activity, he will try to achieve achievement. This is reinforced by the opinion of Moss & Kagen (Calhoun & Acocella, 1990), which also says that one's self-concept will influence his desire to excel.

The opinion above is also strengthened by Pudjijogoyanti (1995), which states that self-concept or self-evaluation will motivate achievement of an achievement. In addition, self-concept also has a role in directing all behavior. The role is shown by the fact that every individual always tries to get a balance in himself, always holding on to what is obtained in life experiences and always fulfilled the need to achieve achievement.

In accordance with the findings of Latifah (2018) also showed that self-concept significantly influences student achievement motivation. This implies that in the future, both teachers and parents can try to encourage students/children to have positive self-concepts so that they can encourage children to advance.

Based on the opinions and results of the research, theoretically, the self-concept possessed by students will influence achievement motivation in these students, so that the results of this study show the truth of the theory.

### 5 CONCLUSION

Based on the conclusions of the data analysis conducted, it can be concluded that the aspect of self-concept as an independent variable influences achievement motivation with a magnitude of regression coefficient of 0.504 in the direction of positive influence. This proves that student self-concept has a significant and linear effect on achievement motivation. The better and higher self-concept in students will be followed by an increase in student achievement motivation and vice versa.

For UPNVY FEB management students in an effort to achieve optimal and more advanced learning achievement, it is recommended to have a positive Self-concept, because with positive self-concept students will be more confident in their ability to overcome problems, feel equal to others, not ashamed and accustomed to getting praise, aware that everyone has a variety of feelings, desires, and behaviors that are not all liked by the community, able to improve themselves because he is able to express aspects of personality that he dislikes and try to change.

For lecturers, they should be more intent on encouraging students so that they are active in learning if there is a need for rewarding programs for outstanding students can certainly increase student motivation.

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