# THE INFLUENCE OF SELF-EFFICACY, SELF-ACTUALIZATION, AND LEARNING ENVIRONMENT ON ACHIEVEMENT MOTIVES OF CLASS XII STUDENTS OF SMA ADHYAKSA I KOTA JAMBI

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**A R T I C L E   I N F O**

**Abstract.** This study aims to analyse the effect of self-efficacy, self-actualisation, and the learning environment both individually and collectively on achievement motives in class XII students at SMA Adhyaksa 1 Jambi. This research is classified as research with the type of expost-facto using a quantitative approach. The population in this study were all XII grade students at Adhyaksa 1 Jambi High School totalling 134 people, and the sampling technique used was total sampling. The data collection technique in this study used a questionnaire instrument. The data obtained were analysed using descriptive statistical methods using simple regression and multiple regression techniques. The results of this study prove that self-efficacy has a significant effect on student achievement motives with a magnitude of influence of 49.1%. Self-actualisation variables have a significant effect on student achievement motives with a large influence of 49.9%. The learning environment variable has a significant effect on the motive for achievement in students with a magnitude of influence given of 34.2%. The results of multiple regression analysis prove that together the variables of self-efficacy, self-actualisation and learning environment have a significant effect on students' achievement motives with a value of the influence given of 60.4%.

## INTRODUCTION

Education in Indonesia has a goal to educate the life of the nation. As stated in Law Number 20 of 2003 concerning the National Education System Article 50 Paragraph 2 which states that the government determines national policies and national education standards to ensure the quality of education. In addition, national education functions to develop capabilities and shape dignified national character and civilization in the context of educating the life of the nation, aiming at developing the potential of students to become human beings who believe and fear of God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen (Damayanti et al., 2022). A directed and systematic education system should be able to encourage students to achieve optimal performance at school. In other words, the school system should be able to grow and increase motivation in every student. This is important considering that one aspect that has a significant contribution to student academic success is whether or not students

have motivation in order to achieve academic success (Juliana et al., 2017). Based on this description, it can be understood that motivation has an important role in learning activities, and student success in achieving satisfactory learning outcomes. The success of students in their education is also influenced by their achievement motivation (Yasmini, 2021).

Yuliawati (2021) stated that she was a pioneer in the study of achievement motivation and she developed a measurement method, limiting achievement motives as an effort to achieve success and aiming to succeed in competition with a measure of excellence. The measure of excellence can be in the form of his own previous achievements or the achievements of others. Meanwhile Arimbawa (2021) uses the term need for achievement to describe achievement motives, which he describes as the desire or tendency to do something difficult as quickly and as well as possible. The characteristics of a person who has an achievement motive as revealed by Krismawati (2022), include: having the desire to compete in a healthy manner with himself and with others, having the desire to work well, thinking realistically, knowing his own abilities and weaknesses, having personal responsibility, able to make breakthroughs in thinking, think strategically in the long term and always take advantage of feedback for improvement.

Someone who has a high achievement motive tends to always try to achieve what he wants even though he experiences obstacles and difficulties in achieving it. In fact, the achievement motive possessed by a person tends to often experience a decrease and at other times increases. The achievement motive possessed by a person ideally always experiences progressive so that it will accelerate what is desired. It is something that is not owned by the younger generation to always increase their achievement motive.

However, the situation that occurs in educational unit is quite the opposite. Based on the results of initial observations made in class XII students, it is known that there are still students who lack of high achievement motives. It is known based on observations in the learning process. From the observations, it was found that some students were less enthusiastic about participating in the learning process. There are still students who are lazy during the learning process. In addition, the lack of student achievement motives can also be seen from the behavior of students who tend to be late in doing, completing, and collecting assignments given by the teacher. Students tend to only do assignments when the teacher has given a warning. Many of the students do not do their own work. The students only rely on friends who have done their work by imitating the results of existing work.

Furthermore, the problem of lack of achievement motive in students can also be seen from the low sense of competition between one student and another. Students seem to lack of a strong passion for learning outcomes or achievements that exceed their classmates or colleagues, or the desire to exceed previous achievements. Students tend to accept gracefully the learning outcomes they receive and the achievements of other students.

According to Widana et al. (2019) someone who has high achievement has a tendency to show patterns of achievement motives and power motives throughout their life. Thus a high achievement motive will lead to a high level of success as well. An environment with good achievement motives will not materialize if it is not accompanied by several main factors, namely the high and low levels of these students' motives for learning and how the people around them support them (Kamila, 2020).

One aspect that can increase student achievement motives is self-confidence in their abilities. This aspect is more commonly known as self-efficacy. Self-efficacy refers to one's knowledge of one's own ability to complete certain tasks without the need to compare it with the abilities

of others (Woolfolk, 2019). In each individual there is self-confidence that accompanies one's fighting power. This statement is reinforced by the opinion of Isti'adah (2020), which states that individual who has high self-efficacy can set challenging goals and maintain their commitment. So that, even at the end of a threatening failure, they are able to increase their efforts to achieve success. In addition to self-confidence, to be able to increase achievement motives, other indicators are needed that can encourage the emergence of a passion for learning in students. One indicator that can encourage student learning enthusiasm is by fulfilling self-actualization needs. Self-actualization is a process of being yourself and developing unique talents, traits and psychological potential (Patioran, 2013).

Self-efficacy and self-actualization in practice cannot be separated from the environment where students learn. The learning environment according to Saroni (2016) is everything related to where the learning process is carried out. This environment includes two main things, namely the physical environment and social environment. The two types of environment in the learning process must support each other, so that students feeling home at school and wanting to participate in the learning process consciously and not because of pressure or compulsion. It is assumed that the learning environment will affect the learning achievement achieved by students. A conducive environment will encourage students to study seriously. At the end, it can improve student learning achievement. Conversely, a learning environment that is not conducive will interfere the student learning activities, thereby reducing learning achievement (Sudiarta & Widana, 2019).

The empirical facts as described above form the basis for the importance of this research, that is carried out in the setting of one high school in Jambi. This research was conducted to answer the research questions, whether self-efficacy, self-actualization, and learning environment affect the achievement motives of class XII students at SMA Adhyaksa 1 Jambi. The objective of the research is to identify and at the same time to describe the impact of self-efficacy, self-actualization, and the learning environment and their influence on students' achievement motives.

**METHOD**
This type of research is classified as expost-facto with a survey approach. The research population was 134 students of Class XII at private SMA Adhyaksa I Jambi. Considering that the population is not too large, this study uses a total sampling technique. Data collection used an instrument in the form of a questionnaire and the obtained data was analyzed using simple regression and multiple regression statistical methods. Processing of research data was carried out using the SPSS application.

**RESULTS AND DISCUSSION**
Statistical analysis of research data using regression analysis obtained the following results.

Tabel 1. Results of Research Data Analysis

| Model | R | R Square | F | Sig |
|-------|-----|----------|---------|------|
| $X_1Y$ | .701 | .491 | 127.472 | .000 |
| $X_2Y$ | .706 | .499 | 131.259 | .000 |
| $X_3Y$ | .585 | .342 | 68.703 | .000 |
| $X_{123}Y$ | .777 | .604 | 66.179 | .000 |

This result means that the magnitude of the influence of the self-efficacy variable (X1) on students' achievement motives (Y) is 49.1%. The effect of self-actualization variable (X2) on

students' achievement motive (Y) is 49.9%. The learning environment (X3) influences the achievement motive (Y) in students, with the magnitude of the influence given by the learning environment of 34.2%. Simultaneously the variables of self-efficacy (X1), self-actualization (X2) and learning environment (X3) affect achievement motives (Y) in class XII students at SMA Adhyaksa 1 Jambi. The magnitude of the influence given by the variables of self-efficacy, self-actualization and learning environment is 60.4%, the rest can be caused by other variables not included in this study.

The results of simple regression analysis prove that self-efficacy, self-actualization, and the learning environment, both individually and simultaneously, have a significant effect on achievement motives in Class XII students at SMA Adhyaksa 1 Jambi. The results of this study are basically in line with the opinion of Parajes and Schunk (2012) which states that self-efficacy is related to achievement, although regarding this, there are still differences regarding the causes of efficacy. According to Bandura (in Isti'adah, 2020) self-efficacy contributes to achievement, either related to motives or thinking strategies. Furthermore Bandura also mentioned that to see a person's intellectual performance, self-efficacy is a predictor that is more than just looking at ability. Another study conducted by Mills, Parajes, and Herron (2006), proved that academic success was experienced by students who prepared themselves as best they could by using metacognitive strategies to monitor academic work time.

The results of research on self-efficacy and achievement motives as carried out by Petriani (2013) with the sample of Balinese dancers who were still teenagers proved that there is a relationship between self-efficacy and the achievement motives of young Balinese dancers in Gianyar Regency of 0.968 with a significance value (2-tailed) of 0.000. Based on the results of research conducted by Mills, Parajes, and Herron (2006) and Petriani (2013) proved that self-efficacy have a relationship with achievement motives, in the academic and non-academic fields. Therefore, the results of this study are interesting, that the findings prove that the variables of self-efficacy and achievement motive influence each other. Someone who has a high achievement motive will certainly use his abilities and expertise to achieve goals, and before this stage, of course the individual must already believe in his abilities. In other words, belief in one's own abilities will give birth to achievement motives and achievement motives require belief in one's abilities. This achievement motive will eventually create achievement.

The results of testing the hypothesis prove that self-actualization has a significant effect on students' achievement motives at SMA Adhyaksa 1 Jambi. This finding is in line with the results of research by Junianto and Wagiran (2013) who found that self-actualization has an effect of 10.8% on student achievement. The results of this finding are in line with the theory put forward by Goble which states that self-actualization is a psychological need so that its existence is recognized according to itself or to be oneself. Therefore, self-actualized people always grow, develop and use their best abilities to be themselves.

Strengthening this opinion, Brophy (2004) states, the main reasons for student involvement in learning are empowerment and self-actualization. Empowerment and development of self-actualization is something that must be developed in the implementation of learning. Self-actualization affects the physical, social, individual and spiritual aspects. Especially for self-actualization, students have an impact on motives, hard work and positive thinking. Self-actualization will lead to individual satisfaction. With the emergence of a sense of satisfaction, then a person will feel comfortable and enthusiastic in carrying out an activity that can trigger

learning achievement. In addition to fulfilling the need for self-actualization, other factors that affect learning achievement are achievement motives. The achievement motive is a strong desire that comes from within the student to be more successful and successful. The motive can grow student achievement.

The students who have low motives will not have the desire to carry out learning activities, so it can make students who have high enough intelligence to be very low, to fail because of a lack of motive. Learning achievement will be optimal if there is the right motive. If students fail in learning, maybe it's not solely the student's fault; maybe the teacher or parents are not successful in arousing student motives.

The findings of further research prove that the learning environment has an effect on students' achievement motives at SMA Adhyaksa 1 Jambi. The results of research conducted by Febriyanti (2018) found the same results; there was a correlation between the learning environment and achievement motives. In addition, Menrisal (2014) in his research said that the school environment plays an important role in student learning success. A good school environment tends to increase students' motives for achievement. According to research results conducted by Biskupic et al. (2014), the learning environment can increase students' achievement motives at school.

Dianah (2017) concluded that the environment that provides learning facilities is very important and influences learning outcomes. Therefore, the school must be able to provide a learning environment as an adequate facility. If you only rely on makeshift facilities, learning facilities will be ineffective in increasing student achievement motives. School as a formal institution is a means in order to achieve educational goals. Through school, students learn various things that seek to educate or shape humans to have knowledge, faith, piety, noble character, discipline, and work ethic as well as shape humans to be competent and communicate according to the values of their time.

Based on the concept of educational goals, it can be said that education cannot be separated from the word learning. In order to study well, good self-actualization and achievement motives are needed, because they are two things that influence each other. To improve the quality of students, an effort is needed to encourage students' enthusiasm in learning (Kurniawan, Daharnis, & Karneli, 2020). One effort that can encourage student learning activities is by fulfilling self-actualization needs. In other words, self-actualization is a situation in which a person wants to highlight or show his abilities to the environment. Someone wants to be recognized as having an important contribution to accountability.

A good learning environment can improve the quality of the learning process which has an impact on student learning outcomes. The achievement motive is able to stimulate students to be active in carrying out learning activities. The learning environment and achievement motives mutually reinforce each other in their influence on learning outcomes. A positive learning environment coupled with positive learning motives can also result in positive learning outcomes. Achievement motive is a tendency to complete activities or work with active effort so as to provide the best results. Motive drives a person to achieve goals. The intended purpose is learning outcomes. Increasing the achievement motive is able to move a person in making efforts to achieve better learning outcomes. Achievement motives can grow with encouragement from inside and outside part of student.

The need factor can be used as one of the motives from inside part of the individual to gain achievement. Increasing the need for something to get achievement can encourage someone to achieve it. Conducive environment can increase one's achievement motive. Conducive environment is a driving factor from the outside. Motives from outside can be in the form of encouragement given by the teacher to students, supporting learning facilities so as to foster students' interest in learning, or even giving awards to students.

A good learning environment can improve the quality of the learning process which has an impact on student learning outcomes. Achievement motive is able to stimulate students to be active in carrying out learning activities. The learning environment and achievement motives mutually reinforce each other in their influence on learning outcomes. A positive learning environment coupled with high learning motives can lead to high learning outcomes as well. Achievement motive is one of the factors in students to encourage students to achieve the highest learning achievement for the sake of self-esteem. In achieving the expected learning achievement, students do a job without any encouragement from others in successfully carrying out their tasks.

**CONCLUSION**

Based on the research findings, the conclusion of this study is that self-efficacy and self-actualization have proven to have a significant effect on students' achievement motives. The quality of the learning environment has a significant effect on achievement motives. The variables of self-efficacy, self-actualization, and the learning environment jointly influence the achievement motives of Class XII students at SMA Adhyaksa 1 Jambi

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