Accomplishment Motivation and Soft Skill Related to Learning Achievement

Diarni Junita
Suarman, Sri Kartikowati

Economic Education Studies Program, Universitas Riau
Pekanbaru, 28293, Indonesia
Email: dian.arloncy@yahoo.com

Abstract. This study aims to determine the influence of achievement motivation through the role of soft skills to the learning achievement. This research was conducted due to the low achievement motivation of students at Economic Education Program Study, University of Riau. A total of 185 samples were selected from 344 number of population using Yamane statistical sampling technique. Data was collected by questionnaire and documentation techniques. It was then analyzed using path analysis. The results showed that Soft Skill played a positive role mediate that influence of accomplishment motivation on learning achievement. This means that learning achievement is not influenced by achievement motivation alone, but also supported by soft skill as intervening variable. In order to achieve achievement motivation students should have a successful future oriented attitude. Meanwhile, to improve soft skill students must have the ability to communicate, adapt and build relationships obtained from the ability of ICT and foreign languages.

Keyword: *Achievement motivation, Learning achievement, Soft skill*

1.   Introduction

In facing of competition in this era of globalization, the wheel of education should be designed in such a way that the educational process can go hand in hand with the development of advanced technology. With the process of education that moves along with the development of technology, it will create a human quality. A qualified human is a human being born from the world of education (SiskaShinta, 2017).

One of the aspects of the process for formation of qualified human resources is through the education institutions, in this case is a college or university. Teaching and learning activities on campus is an activity that must be supported, either from learning media, places, lecturers and students. Therefore, in addition to the campus provides complete facilities for students, students must be well conditioned so that learning can be effective

(Ramdhani & Muhammadiyah, 2015). Success in the learning process can be seen in the student's own learning achievement.

Learning achievement is always associated with student learning outcomes. Learning achievement is a benchmark to know the success of students in the learning process at a certain time and expressed in the form of value. Students who have high learning achievement can be said that he has succeeded in learning. Learning achievement is a blend of ability, soft skills, interests, talents, facilities, motivation, the ability of educators, attention, study habits, and also learning environment are interconnected and affect the pattern behavior of every student. Based on this, the success of an educational process can be determined by the high level of student achievement that can be seen from the evaluation of learning (Zhang, 2014).

In relation to learning achievement, Winkel (2010) describes learning achievement is the maximum result achieved by a person after carrying out the learning efforts. The point is that the results obtained by someone after a certain education or training, this can be determined by giving the test at the end of the education.

The indicators of learning achievement may have some various, according to the level of the education itself. While on the scope of Higher Education, the indicator of student achievement is the Grade Point Average (GPA) because the authentic learning result of a student is GPA. In the context of education in Higher Education (PT) indicator of student achievement is the Grade Point Average (GPA). As according to George Kuh (2016), GPA is clearly a sign of student learning success.

One of the other factors that influence learning achievement is psychological factor, in this case is achievement motivation. Motivation can be interpreted as the driving force from within and in the subject to perform certain activities in achieving the goal. Siska (2017) says that a person's learning achievement is low because of the lack of achievement motivation, meaning that the child is less able to apply his potential strength to be a learning act. Motivation can basically help in understanding and explaining a person's behavior, including the behavior of the learning person.

Meanwhile, soft skill is a set of abilities related to interpersonal and intrapersonal skills. According to Elfindri (2011), Soft skills make the existence of someone will be more felt in the society. He was detailing that, soft skills include communication skills, emotional skills, language skills, group skills, ethics and morals, courage and spiritual skills.

Based on the pre-survey, it is seen from the average GPA of 2006-2010 graduate students is 3.23, but for the next generation of graduate students 2011-2014 is only 3.12, and it skews down when compared with the

previous generation. The decrease of student achievement result from interview result of researcher with lecturer and some active student, allegedly caused by less able to divide time between study and activity in organization, frequent student doing midnight task so result less maximal, less eager to learn, like complained when getting lectures from lecturers, and often delayed doing lecture assignments given by lecturers.

Devy, 2016; Dani Rahman, 2016; Siska Shinta, 2017; suggests that the high level of learning achievement is determined by many factors, one of them is based on the soft skill level, while the soft skill is also influenced by achievement motivation. This opinion is supported by the research of Andres Sugioko (2016) and Ni Made (2017).

The purpose of this research is to analyze the influence of achievement motivation through soft skill toward student achievement of Economics Education of University of Riau.

2.   Methodology

This study used survey method with a sample of 185 respondents from 344 students of Economics Education FKIP University of Riau using Yamane statistical sampling technique. The data was obtained through the questionnaire and documentation, while data analysis was using analysis of the Path (path analysis).

3.   Results and Discussion

In general, the result of research stated that the achievement motivation of students is high. Furthermore, when viewed from each indicator turned out to be far-sighted indicators of the future and appreciate the time of achievement motivation students are moderate. While other indicators such as successful oriented, responsible for the task, pay attention to feedback, likes challenges, trying to work independently included in the high category, as can be seen in Table 1:

Table 1. Frequency Distribution of Student Achievement Motivation of Economic Education Student.

		Frequency	Percent	Valid Percent	Cumulative Percent
	Very High	8	4.3	4.3	4.3
	High	161	87.0	87.0	91.4
Validity	Middle	14	7.6	7.6	98.9
level	Low	2	1.1	1.1	100.0
	Very Low	0.0	0.0	0.0	100.0
	Total	185	100.0	100.0	

From Table 1 it can be seen that the majority of Economic Education students in University of Riau is 87.0% in the category of high achievement motivation. This condition means the achievement motivation of Economic Education student as a whole is included in the high category.

Furthermore, related to the soft skill level of students, it also has a high category. Only on indicators to adapt, build relationships and negotiate soft skills of students are moderate. While other indicators such as motivating yourself and others, communicate, innovate, lead, build relationships are included in the high category, it can be seen in Table 2.

Table 2. Frequency Distribution Variable Soft Skill Student Economic Education University of Riau

		Frequency	Percent	Valid Percent	Cumulative (%)
	Very High	8	4.3	4.3	4.3
	High	125	67.6	67.6	71.9
Valid	Middle	48	25.9	25.9	97.8
	Low	4	2.2	2.2	100.0
	Very Low	0.0	0.0	0.0	0.0
	Total	185	100.0	100.0	

From Table 2, it can be observed that the majority of students of Economics Education is 62,87% that is in high soft skill category. This means that the condition of students' soft skill is included in the high category. After the test, then obtained the results as in Table 3.

Table 3. Coefficient of Determination Regression through Z on Y

Model Summary[b]

Model	R	R Square	Ad justed R Square	Std. Error of the Estimate
1	.766[a]	.587	.580	.13533

a. Predictors: (Constant), Soft Skill, Achievement Motivation
b. Dependent Variable: Learning Achievement

From Table 3, we get R Square value of 0,587. This means that the percentage of influence achievement motivation and soft skill on learning achievement is equal to 58,7%. While the remaining of 41.3% is influenced by other variables. They are not included in this regression model.
To determine the significance of stimulant effect, it can be seen from the p-value or sig value in the following table Anova:

Table 4. Simultaneous Regression Coefficient Test (F test)

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	4.704	3	1.568	85.613	.000[b]
1	Residual	3.315	181	.018		
	Total	8.019	184			

a. Dependent Variable: Learning Achievement

b. Predictors: (Constant), Soft Skill, Achievement Motivation

From Table 4 it is known that F arithmetic is 85.613 with a significance of 0.000. F table can be obtained with the equation n - k - 1; k = 185 - 3 - 1; 3 = 181; 3 = 2,655 (see table F) where n is the number of samples, k is the number of independent variables and 1 is constant. Thus it is known that F arithmetic (85.613)> F table (2,655) with Sig. (0,000) <0.05. It means that achievement motivation through soft skill together has a significant effect on learning achievement. While to know the variable of Achievement Motivation (X) to Soft Skill (Z) partially or individually, can be seen from in Table 5:

Table 5. Partial Regression Coefficient Test (T Test)

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6.401	4.765		1.343	.181
Organizing Activity	.324	.054	.350	6.037	.000
Achievement Motivation	.884	.108	.472	8.158	.000

a. Dependent Variable: Soft Skill

The t value of the table at the significance level of 5% (2-tailed) with the equation of n - k - 1: alpha / 2 = 185 - 2 - 1: 0,05 / 2 = 182: 0,025 = 1,973 (see table t) which is the number of samples, k is the number of independent variables and 1 is constant. Thus, the following results are obtained:
1) Achievement Motivation. Given t value table (8,158)> t table (1,973) or Sig. (0,000) <0.05. Meaning is the motivation of achievement, significant influence on soft skill. Furthermore, to know the magnitude of Soft Skill mediation variables for achievement motivation toward learning achievement, Sobel test is done with the results seen in Table 6:

Tabel 6. Results of Sobel Test

Variabel	A	B	Sea	SEb	Sobel Statistic	Sig.
Achievement Motivation	0,472	0,584	0,108	0,002	4,370	0,000

From Table 6 it is known that t table value (4,370)> t table (1,973) or Sig. (0,000) <0.05. This means that achievement motivation significantly influences learning achievement mediated by soft skill. The higher the achievement motivation will be the higher the learning achievement if supported by high soft skills. Therefore, student achievement will increase if supported by high achievement motivation and mastery of high soft skills as well. This finding is in line with the opinions of Devy (2016) and Siska Shinta (2017) in which the learning achievement is supported by achievement motivation while achievement motivation is determined by the mastery of soft skills. This can be seen in Figure 1.
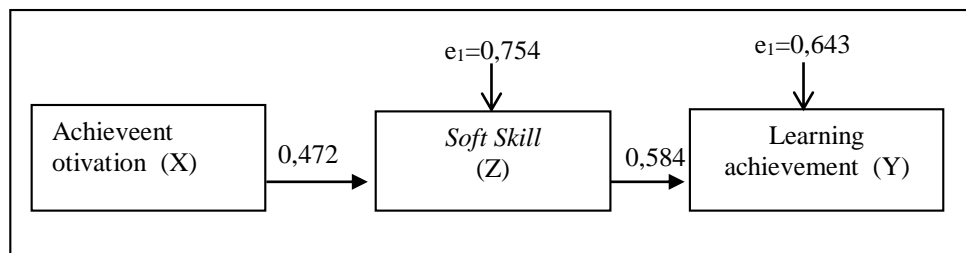
Figure 1. Line Diagram Result of Regression Analysis

Based on Figure 1, it can be explained that the influence of achievement motivation to soft skill is 0.472, while the effect of soft skill on learning achievement is 0.584. This implies that achievement motivation indirectly influences the improvement of learning achievement, through the role of soft skills. Therefore, student achievement will increase if supported by high achievement motivation and mastery of high soft skills as well.

Based on the results of the above analysis, the results of this study are not different from the theory of adversity quotient (Stoltz, 2005) and core competency theory (Prahalad & Hamel, 2004). In adversity quotient, it is explained that the motivation of achieving someone will produce intelligence in the face of adversity. After soft skill increases, theoretically the ability of a student in innovation, critical thinking, social spirit, and sensitive to situation will also increase. If so, according to core competency theory, a student's learning achievement will also increase. That is, the higher the motivation of achievement, soft skills will also be higher. Then, the higher the soft skill, the learning achievement will also increase.

4.   Conclusion

Based on the results of the study, it was concluded that soft skills, play a positive role mediate the indirect influence of achievement motivation in learning achievement. It means that learning achievement is not influenced by only achievement motivation, but also supported soft skill as intervening variable. In order to achieve achievement motivation students should have a successful attitude-oriented future and like a challenge that is restrictive and competitive. Meanwhile, to improve soft skill students must have the ability to communicate, adapt and build relationships obtained from the ability of ICT and foreign languages. Furthermore, to increase learning achievement, students should improve achievement motivation by intensifying the lecture and self-study. For the next researcher, research should be done by adding yet other variables that have not been studied in this research, so that further research more wide and can solve the problem of learning result, especially on Economic subject.

References

Sugioko, A., Hidayat, T.P, Putri M.G.Y, 2016, Analisis Pengaruh Motivasi, Organisasi dan Soft Skill Terhadap Kinerja Mahasiswa Fakultas Teknik Unika Atmajaya Angkatan 2012, *Jurnal Teknoin*, 22(8), 1-15.

Hakim, D.R, 2016,Peran Soft Skill Terhadap Prestasi Belajar Dan Aktivitas Berorganisasi Terhadap Daya Saing Mahasiswa Pendidikan Ekonomi Universitas Kuningan,*Journal of Economic Education*, 5(2), 1-14.

Retnowati, D.R, 2016, Prestasi Akademik dan Motivasi Berprestasi Mahasiswa S1 Pendidikan Geografi Universitas Negeri Malang,*Jurnal Pendidikan*, 1(3), 1-5.

Elfindri, Wello M.B, Tobing, P., Yanti, F., Zein,E.E., Indra, R ., 2011,Soft SkillUntuk Pendidik. *Baduose Media, Jakarta.*

Kuh. G., 2016, What Matters to Student Success: A Review of The Literature. *National Postsecondary Education Cooperative (NPEC), USA*. 156,

Made, N.,2017,Hubungan Motivasi Berprestasi dan Minat Berorganisasi Terhadap Indeks Prestasi Belajar Mahasiswa Pada Jurusan Pendidikan Teknik Informatika,*Jurnal Karmapati,* 6(2), 1-10.

Prahalad, C.K., Gary H., 2004,The Core Competence of The Corporation.*Harvard Business Press, Cambridge.* 322,

Ramdhani, M. A., Muhammadiyah, H., 2015, The Criteria of Learning Media Selection for Character Education in Higher Education,*International Conference of Islamic Education in Southeast Asia*. 2(3), 174-182.

Pratiwi, S.S., 2017, Pengaruh Keaktifan Mahasiswa dalam Berorganisasi dan Motivasi Berprestasi Terhadap Prestasi Belajar Mahasiswa Fakultas Ekonomi Universitas Negeri Yogyakarta,*Jurnal Pendidikan dan Ekonomi* 6(1), 1-11.

Stoltz G.P., 2005,Adversity Quotient (Alih Bahasa: T. Hermaya). *Grasindo, Jakarta.*

Sugiono, 2015,Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D. *Alfabeta, Bandung*.

Winkel. 2010. Psikologi Pengajaran. *PT Gramedia, Jakarta.*

Zhang, X., 2014, Using the Goal of Finding Employment to Guide and Increase College Student Competitiveness. *Hubei Education* (government publication), 1(8), 40–42.