What factors effect to the learning achievements and self-description in polytechnic of road safety transport student?

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Abstract. The aim of this study are, to determine the influence of achievement motivation, the inspiration of the learning model, service satisfaction, career expectations, to the achievement of learning and self-confidence Polytechnic of Road Transport Safety student. The sample in this research consist of 146 students of Polytechnic of Road Transport Safety. The data obtained from questionnaires distributed to the respondents. After the data collected continued with the validity and reliability test by using the formula Confirmatory Factors Index then the data were analyzed by using SEM technique. The results showed in general, the conclusion of this research there is influence of achievement motivation, inspiration from learning model, service satisfaction, and career expectation toward learning achievement and self-confidence of student of Polytechnic of Road Transport Safety. A more representative service model is needed for students such as the use of internet-based learning facilities to facilitate student access to meet the information needed to facilitate the learning process. Student service quality is the ability of lecturers to consistently meet student expectations.

1. Introduction

Increasingly, higher education institutions have realized that education can be considered a service-based business. Service quality and student satisfaction are the cornerstone to providing quality academic services including academic, economic and technological cultures on an ongoing basis. One’s achievement motivation ideally should increase over time to achieve goal faster, but apparently motivation always fluctuates constantly. Students must have achievement motivation in learning in order to achieve the minimum academic requirements. Research so that on average of 30% of first year students fail to pass on to the next level and that 50% of students failed to complete their studies at higher education, one of the main reasons for that is low achievement motivation in students.

In fact, it is general perception about theoretical subjects like “education” that it can better be taught by given lectures or in worst cases just by book reading (as experienced, observed and investigate by the researcher herself in colleges). So this study is an effort to give new dimension by providing positive results of cooperative learning activities on performance of students [1]. This study will provide an insight to teacher educators, who can use its results to develop attitude towards using cooperative learning methods based on industrial practice and work in prospective teachers.
Learning achievement is the ability acquired through the internalization of knowledge, attitude, skills, competence, and accumulated work experience. The learning achievement shows the learning progress described vertically from one level to another and documented in a qualification framework. The learning achievement must be evaluated with appropriate assessment criteria that can be used to identify whether or not the expected learning outcomes have been achieved [2].

Service satisfaction involves an environment or space that provides experience, stimulates the senses, encourages information exchange, and offers the opportunities for exercise, feedback, application and transfer most likely to support learning. Echoed the findings that students often get technology skills by spending more time surfing the internet, learning, communicating, and gaming, than watching television or socializing with friends and family. Career expectations are jobs that ideally want to be pursued by individuals. Career development theory and traditional models have limited applicability to the lives and experiences of diverse populations. Stated that in addition to the importance of individual characteristics in career development, the need to consider cultural and contextual factors has long been known in vocational psychology.

According to Snyder the components of the theory of hope are goal, pathway thinking, agency thinking and a combination pathway thinking and agency thinking [3]. According to the theory of hope, the components of pathway thinking and agency thinking are the two necessary components. These components are complementary, reciprocal, and positively correlated, but not the same.

University has offered degree completion for popular programs to provide a better provision of access to higher education. The choice of different learning formats in conjunction with articulation creates areas of research on persistence based on degree completion method. Obstacle to degree completion have a direct and indirect effect on the overall education process; Both internal and external factors can hinder student in learning. It is expected that the industrial learning experience supports motivation and skill achievement for students.

2. Method
This research used a quantitative research approach. To improve the reliability of the questionnaire used in this study, the researchers administered a pretest to 146 respondents from the associate’s degree program [D3] in Motor Vehicle Inspection Program Polytechnic Road Safety Transport Tegal. This research aimed to investigate the effect of achievement motivation, inspiration from learning model, learning facility, and career expectation on the completion of the associate’s student in PKB. With learning achievement as intervening variable, the study was limited to the research subject 146 respondents were selected using non probability sampling and proporsive sampling. After collecting data, validity and reliability tests were performed using Confirmatory Factors Index [CFI] and followed by data analysis by using SEM technique.

2.1. Structural validity and reliability
The factor loading > 0.7 thus considered has convergent validity, the tables below showed almost that all indicators and sub indicators are valid. An indicator is considered reliable if it has an estimate value > 0.5. The results of the calculations presented in the table below suggest that, the indicators are reliable can be seen in table 1.

| Group number 1 - Default model | Estimate |
|-------------------------------|----------|
| MB_3 <--- MB                  | .732     |
| MB_2 <--- MB                  | .943     |
| MB_1 <--- MB                  | .740     |
| IMP_3 <--- IMP                | .795     |

Table 1. Standardized regression weights.
2.2. Normality test
This section present the result of multivariate normality testing in structural equation model: The normality testing of data was done by observing multivariate of CR value. If multivariate critical ratio is in the range of -2.58 to 2.58, then it can be categorized as normal data distribution. The results of data processing showed that CR of multivariate kurtosis was 30.840 which is outside the the interval of -2.58 to 2.58. Thus, it is concluded that the multivariate normality assumption was not met. Despite the results, the Limit Central Theorem states that the normality assumption is not critical for large samples (n> 100) [4], or in other words the sample distribution of big sample will be close to normality, can be seen in Table 2.

| Variable | min  | max  | skew | c.r. | kurtosis | c.r. |
|----------|------|------|------|------|----------|------|
| KDL_3    | 2.000| 4.000| -.200| -1.333| -3.287   |      |
| KDL_2    | 2.000| 4.000| .816 | 4.024| -.192    | -.473|
| KDL_1    | 2.000| 4.000| .917 | 4.525| .118     | .292 |
| CP_3     | 2.000| 4.000| .439 | 2.167| .348     | .858 |
| CP_2     | 2.000| 4.000| .052 | .254 | .465     | 1.148|
| CP_1     | 2.000| 4.000| .122 | .600 | .245     | .605 |
| EK_1     | 1.000| 4.000| .682 | 3.366| .448     | 1.106|
| EK_2     | 2.000| 4.000| .078 | .387 | .126     | .310 |
| KL_1     | 2.000| 4.000| -.006| -.028| -.525    | -1.296|
| KL_2     | 2.000| 4.000| -.474| -2.337| -1.129  | -2.786|
| KL_3     | 2.000| 4.000| -.140| -.691| -.700    | -1.727|
| IMP_1    | 2.000| 4.000| .187 | .923 | .876     | 2.160|
| IMP_2    | 2.000| 4.000| .049 | .243 | .227     | .559 |
| IMP_3    | 2.000| 4.000| .106 | .523 | -.066    | -.163|
| MB_1     | 2.000| 4.000| -.418| -2.064| -.724   | -1.785|
| MB_2     | 2.000| 4.000| .138 | .682 | -.624    | -1.539|
| MB_3     | 2.000| 4.000| .282 | 1.392| -.643    | -1.587|
| Multivariate | 129.744| 30.840   |      |      |          |      |

2.3. Full model structural
In accordance with literature review and research objectives, then developed structural model can be seen in figure 1 below:
In the improvement of the model, there are changes were to made the model fit. First, the DF value, was modified from 308 to 58. The chi-square value went down drastically, from 335.301 to 51, 961. The increase from 0.000 to 0.698. The probability value after improvement is 0.698 > 0.05 suggest that this research model becomes fit is described in table 3:

| Goodness of fit index | Cut-off value | finding | Ref. |
|-----------------------|---------------|---------|------|
| Chi-Square            |               | 51, 961 | good |
| RMSEA                 | ≤ 0.08        | 0.048   | good |
| P-Value               | >0.05         | 0.150   | good |
| GFI                   | ≥ 0.90        | 0.701   | good |
| AGFI                  | ≥ 0.90        | 0.985   | good |
| TLI                   | ≥ 0.95        | 0.853   | good |
| Cmin/DF               | ≤ 2.00        | 1.541   | good |
| CFI                   | ≥ 0.95        | .965    | good |

3. Result and discussions
The results of this study indicate that: (1) Self-development is the most dominant motivating factor encouraging students to take higher education in accounting at the polytechnic, followed by a focus on careers and social norms. Meanwhile, the focus on career is the most dominant motivating factor encouraging students to take accounting higher education at the university, followed by self-development and social norms, (2) Academic confidence is the most dominant expectation factor owned by students in taking accounting education both in polytechnics and at universities, followed by intellectual and social opportunities.

Conceptual artefacts classified in three groups: characterize self-confidence; self-assessment of belief; and factors that influence the development of self-confidence. This review finds the confidence to be strong and stable in psychological constructs, best promoted through the attention of the instructor to develop learners' knowledge and involvement in socially designed learning activities. It was further found that teacher attention to activities involving self-regulation of students was important.
Based on the results of the study, then the effect of achievement motivation on the achievement of Polytechnic of Road Safety Transport program learning showed that achievement motivation did not affect the learning outcomes of these things indicated the value of $p = 0.476$ or $p > \alpha = 0.05$. The results of this study are in line with the research conducted by Kavousipour with the title Achievement motivation level in students of the Shiraz University of Medical Sciences and its influential factors [5]. The results showed that the six most influential factors in academic motivation were "family attitudes", "getting good jobs in the future", "respecting themselves", "ability to learn", "believing in their role in victory and defeat" and "a tendency towards optimism about themselves".

Service satisfaction has an effect on Learning Outcomes indicated $p$ value = 0.003 or $p < \alpha = 0.05$. The results of this study agree with the research conducted by Akareem and Hossain with the research title Determinants of education quality: what makes students' perception different? Multinomial regression analysis was conducted to identify student characteristics regarding perceptions about the quality of higher education [6]. The findings indicate that the status of students for scholarships, extracurricular activities, parental education, age, previous results, and the university where they study has a significant influence on the quality of higher education. This study shows that the environment created by higher education institutions influences the perception of student quality.

The results of this study are also supported by research conducted by El-Hilali et al. [7]. Students' Satisfaction and Achievement and Absorption Capacity in Higher Education. The results show that, the image of the college and reputation, academic programs and teaching methods influence student satisfaction. Achievement and absorption capacity is influenced by student participation, satisfaction, teaching methods and programs. The only dimension of service quality that has a direct impact on students is physical evidence. In addition, students with a high GPA have shown a higher level of achievement and satisfaction. Assessing student satisfaction and achievement and absorption capacity is very important not only for students and their institutions but also for the business industry that has the potential to recruit these students.

Previous research conducted by Mathew Previous research studied the millennium role played by HR practices in gaining organizational commitment [8]. One of the objectives of HR practices is specifically to meet employee career expectations and these practices encourage the right behaviour to realize organizational commitment. Furthermore significantly the literature talks about the antecedents for organizational commitment as well. Some studies highlight the impact of generation diversity in the workforce and the role of HR practices in managing various aspects of the workforce. The purpose of this study is to provide a conceptual framework that identifies the effectiveness of strategic HR practices in meeting the career expectations of the millennium and the impact of these practices on organizational commitment.

Research that does not support the results of this study is the research conducted by Nwankwo, et al. Researching with the title: Relationship between Self-Esteem and Achievement Motivation among Undergraduates in South Eastern Nigeria [9]. This study examined the relationship between self-confidence and achievement motivation in university students. The sample consisted of 100 students and 100 female students from the University of Nigeria, Enugu campus (UNEC) with an age range of 18-35. Correlational design is used Hudson [10]. The 25-item index of self-esteem scale and Hermann motivation scale achieving 29 items is given. Pearson product moment statistical correlation coefficient revealed a positive relationship between self-esteem and achievement motivation, $r (198) = 0.34$ at $p < 0.05$ [11].

Another study that supports this research is the research conducted by Anggela et al. [12]. It is known that the application of simulation is very good, seen from the implementation of learning in the first cycle and second cycle. Student confidence through the implementation of simulations at the base line is 39.48%, cycle I is 55.5 and cycle II is 77.5%. Increased self-confidence of students starting from the base line until the first cycle of 16.02 and starting from the first cycle to the second cycle of 24.76. The results of the study show that bivariate analysis produced a positive correlation between self-efficacy and career expectations, and a negative relationship between perceived barriers and career expectations. Multiple regression analysis shows that the stereotypes of threats, self-efficacy, and
perceived barriers have a statistically significant contribution to predictions of career expectations. By identifying psychosocial variables (through 60% of the learning process with the support of theoretical methods and discussions as well as 40% scale industry and laboratory work practices, keys related to career expectations, psychologists, educators, and counselors can increase their contribution to the development of interventions aimed at progress career and the success of the students.

4. Conclusion
In general, the conclusion of this research is that there is an influence of achievement motivation, inspiration from learning model, service satisfaction, and career expectation toward learning achievement and self-confidence of Polytechnic of Road Safety Transport Student. The research result imply that the learning achievement and self-confidence of Polytechnic of Road Safety Transport Student can be improved by developing of visionary leadership supported by competent teachers with high achievement motivation.

This research offers several suggestions for the following parties: First teachers should be more aware of the importance of teacher competence development as demonstrated by the improve teaching abilities Second, board of director of the associate’s degree on Polytechnic of Road Safety Transport should be able to fulfill the requirement of the world of work by producing students who tackle global challenges in the future.

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