The important to growing self-efficacy to improve achievement motivation

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Abstract. The long-term goal of this research is to accommodate the students' perceptions of the influence of the lecturer's leadership in teaching and learning activities and the students' self-efficacy to the students' achievement motivation. This research used questionnaires which distributed to the respondents and the data obtained were processed quantitatively with path analysis. The results showed that the significance influence of leadership on the lecturer only accounted for 1.4%, while the effect of self-efficacy of the student is very significant on the students’ achievement motivation, which amounted to 84.5%. The conclusions are that the lecturer leadership has no significant effect on the students’ achievement motivation, but self-efficacy has a great effect. The implication of this conclusion is that important to growing self-efficacy’s students to improve the students' achievement motivation.

1. Introduction
The achievement motivation is major driver for the student’s in his/her life. However, the achievement motivation does not stand-alone. That is, its’ existence is influenced by other factors. Therefore, in this study would be unearthed anything that can give effect the students’ achievement motivation. There are many factors that can influence it, but in this study will be limited to the scope of the students themselves. Like the students, they would not want to deal with the learning facilitator, in this case, the lecturer.

Therefore, the first factor that will be analyzed is the extent to which the leadership of the lecturer that influenced the student achievement motivation. Secondly, as an individual, the student must have self-efficacy. Bandura [1] defined self-efficacy as a person’s belief in his/her ability to take action by expectations. For instance, he/she followed the debate in English, because he believed he would be able to achieve achievement winner. Therefore, self-efficacy influenced the student achievement motivation. In the sense of the extent to which faculty leadership and student’s self-efficacy that can give the student achievement motivation.

The purpose of this study was to accommodate the students’ perceptions of the importance of leadership qualities of the lecturer in teaching and learning activities for achievement motivation did influence the student's learning, and the importance of the students have a strong self-efficacy, so the motivation underachievement increasingly maintained and continued to grow. The study also wanted to get the data and the facts supporting both theoretical, and field will be the third variable.

Colquitt et al [2] defined leadership as a person's ability to use the power and influence on his followers to want to run their activities to achieve the desired goal. When Colquitt theory applied within a lecturer as a leader, meaning that lecturer should be able to use the power and influence on the students that led in learning activities to achieve learning objectives.
With exposure to the concept of leadership, can be formulated that leadership is the actions of a leader in influencing and directing a person or group by recognizing, supporting, training or develop, motivate or inspire, foster relationships, nurturing, and give feedback to subordinates in order to work together to achieve the goals set by the organization.

As for the embodiment of leadership that is to (1) influence and direct; (2) delegate the task; (3) guide and re-establish and strengthen the organization's policies; (4) guide its members in carrying out the vision and mission of the organization; (5) provide input or advice in implementing the policy; (6) work actively both in personal and groups.

The theory of self-efficacy comes from a researcher named Bandura. According to Bandura [3], "Perceived self-efficacy refers to beliefs in one's capabilities to organize and execute the course of action required to produce given attainments.” Self-efficacy is a person’s belief in his ability to achieve the expected outcome. The effect one's self-efficacy in choosing a course of action, along with the amount of effort and endurance when he faced with obstacles or difficulties. Individuals with high self-efficacy tend to do a greater effort by the unyielding spirit.

Self-efficacy in this study revealed based on the three dimensions outlined by Bandura. Three dimensions of self-efficacy those are (1) the magnitude, (2) generality, and (3) strength. Magnitude is a person's level of confidence in doing business or actions. Strength is the person's level of confidence in achieving good performance. Generality is using the flexibility of the shape of one's self-efficacy in different situations. The higher self-efficacy of a person represent the level of his adjustment to the situation.

Achievement motivation was first coined by John Atkinson and David McLelland [4] as a model detail and depth to measure the contribution of several factors relating to achievement-oriented activities. Students who have high achievement motivation are students who tend to have a high motivation to achieve success, but it has a low motivation to avoid failure. Therefore, the students always have a job that a small risk of failure. Achievement motivation is the driving force in a person to try or to do something or activities well and successfully with honors superior (excellent); The impetus can come from within himself or come from outside himself. Achievement motivation is the driving force that is within a person to achieve the highest possible. Students always show the best performance is the student who has the motivation to excel.

So, the achievement motivation is the eagerness that comes from within oneself to surpass, get better performance and try to get success in activities that did expressed by (a) accept the assignment with the level of difficulty medium, (b) requires feedback, (c) orientation to the excellence, (d) sensitive to the problem, (e) be able to compete, (f) trying to do something creative, (g) determined to get something, and (h) to work hard.

2. Method
This quantitative research used survey method with path analysis. It is designed to obtain information about the symptoms at the time of the study.

Path analysis is used to determine the level (1) of the influence between the pair of scores of leadership variables (X1) and (2) self-efficacy (X2) on achievement motivation (X3). The target population in this study were the students at Bina Nusantara University, Jakarta. The affordable population is the students at Bina Nusantara University Jakarta. The number of samples taken for the study were 122 people from of 150 students who are the sample framework, which according to Slavin formula [5],

\[
n = N / (1 + Ne^2), \text{ which}
\]

\[
n = Number of samples
N = Total population
e = Error tolerance (0.05)
\]

\[
n = 150 / (1 + 150 \times 0.05 \times 0.05) = 150 /1.23 = 121, 9512 = 122
\]
The study used simple random sampling technique. While for the test instrument was taken as many as 30 people outside the sample research.

3. Result
Based on the data process, the result could be shown the model of a structural equation as follows:

Equation structure: \( X_3 = 0.014X_1 + 0.845X_2 + \varepsilon_1 \) ratio.

The structure of the equation shows the direct influence of variables \( X_1 \) and \( X_2 \) to \( X_3 \), where it amounted to 1.4% of variables \( X_1 \) and \( X_2 \) amounted to 84.5% or a total equivalent to 85.9%. That means that the two variables in the model as a whole can explain the variable \( X_3 \) directly by 85.9%, the remaining 14.1% is indirectly explained by other variables that are not in this model. Thus, the structural model of inter-influence of these variables can be described as follows.

![Diagram showing the structural model variable \( X_1 \) and \( X_2 \) to \( X_3 \).]

**Information:**
- \( X_1 \) = Lecturer’s Leadership
- \( X_2 \) = Student’s Self-Efficacy
- \( X_3 \) = Achievement Motivation

From the calculation results by path analysis that faculty leadership does not significantly (1.4%) influenced student achievement motivation, while self-efficacy of students (84.5%) is very significant. Leadership faculty in teaching and learning activities is the process of influencing and directing students to change behavior. It does not make a significant contribution. Apparently, the leadership of the faculty in teaching and learning activities is not a variable that does not much influence the student achievement motivation, so like any leadership lecturer for students who have achievement motivation is not a problem. It reminds the writer of the story of Bima in the world of puppetry looking “Perwitasari” water (water of life) in the direction of Durna as written by Sindhunata [5]. Durna leadership qualities inadequate because it would harm Bima who beg his direction, but because of Bima had achievement motivation, which would get “Perwitasari” water, Bima even managed to get what he was looking for.

Meanwhile, self-efficacy of students is a precondition for students in increasing motivation underachievement very significant in influencing student achievement motivation. The reason, achievement motivation as the driving force that lies within the student to achieve the highest possible, further strengthened by the student’s self-efficacy. The students always demonstrate the best achievements are students who have achievement motivation, and self-efficacy influenced it. The students who have achievement motivation will always strive to achieve the goals set. With high self-efficacy, the student will increase maximum achievement motivation.
This result was inline with the study of Muhamad Yusuf [6] which titled “The impact of self-efficacy, achievement motivation, and self-regulated learning strategies on students’ academic achievement”. Yusuf concluded from his study that there is a meditational role of self-efficacy in achievement motivation and learning strategies. The above findings were similar also with the existing literature on self-efficacy, achievement motivation, learning strategies about the students’ academic achievement by Habibah Elias [7]; Mahmud Bin Hj Abd Wahab [8]; Wood and Bandura [9]; and Young and Choi [10].

4. Conclusions
From the research on the influence of the lecturer leadership in learning activities (X1) and self-efficacy (X2) on achievement motivation (X3) of 122 students of Bina Nusantara University, Jakarta chosen by the sampling technique is simple random can be delivered conclusions and suggestions as follows:

- There is a significant positive direct influence on the leadership of the faculty in teaching and learning activities on student’s achievement motivation.
- There is a positive direct effect of self-efficacy toward student’s achievement motivation.

Therefore, for students who have had achievement motivation, leadership qualities lecturers not much affect. That is, the faculty of leadership quality is no problem for students who have achievement motivation. Hence the task of the lecturer is to be a student’s trigger to have achievement motivation.

While, because of self-efficacy has a very significant influence on the achievement motivation. Thus, the achievement motivation itself is also influenced by self-efficacy. The bottom line in order to improve student achievement motivation necessary to enhanced self-efficacy of the students and lecturer leadership in improving student’s achievement motivation can increase student’s self-efficacy.

Based on the above conclusion can be conveyed some suggestions as follows:

- It is importance to increase of the student’s self-efficacy to awake motivation.
- It is important to improve the students’ achievement motivation to encourage the students to have self-efficacy.

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