



# The Role of Achievement Motivation in Improving Cognitive Learning Outcomes of Creative Products and Entrepreneurship of SMK Negeri 2 Kupang Students

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**Receive: 11/08/2024**

**Accepted: 11/09/2024**

**Published: 01/10/2024**

## Abstrak

Membuktikan peranan motivasi berprestasi dalam meningkatkan hasil belajar kewirausahaan siswa SMK Negeri 2 Kupang adalah tujuan dari penelitian ini. Menggunakan desain penelitian kuasi eksperimen dengan rancangan Nonequivalent Control Group Design, yang dilaksanakan pada kelompok siswa dengan motivasi berprestasi tinggi 20 orang dan kelompok siswa motivasi berprestasi rendah 19 orang pada kelas XI TKR 1 SMK Negeri 2 Kupang, tahun 2023. Uji persyaratan analisis dilakukan dengan uji normalitas dan homogenitas. Teknik analisis data menggunakan analisis uji t. Hasil penelitian menunjukkan bahwa: 1) Kelompok siswa dengan motivasi berprestasi tinggi mempunyai karakter berusaha mengerjakan tugas secara optimal dan tepat waktu, gigih, menyukai persaingan dan visioner. 2) Kelompok siswa dengan motivasi berprestasi tinggi mempunyai hasil belajar lebih tinggi (mean 75,15) dibandingkan dengan kelompok siswa dengan motivasi berprestasi rendah (mean 68,2). Oleh karena itu, motivasi berprestasi mempunyai peranan dalam meningkatkan hasil belajar kognitif produk kreatif dan kewirausahaan siswa SMK Negeri 2 Kupang.

**Kata Kunci:** Peranan motivasi berprestasi, hasil belajar produk kreatif dan kewirausahaan, siswa SMK Negeri 2 Kupang

## Abstract

*The purpose of the study was to prove the role of achievement motivation in improving entrepreneurship learning outcomes of students of SMK Negeri 2 Kupang. This research is a quasi-experimental research with Nonequivalent Control Group Design, which was conducted on a group of 20 students with high achievement motivation and a group of 19 low achievement motivation students in class XI TKR 1 SMK Negeri 2 Kupang, 2023. The analysis requirement test was carried out with normality and homogeneity tests. Data analysis techniques using t test analysis. The results showed that: 1) Student groups with high achievement motivation have the character of trying to do tasks optimally and on time, persistent, like competition and visionary. 2) The group of students with high achievement motivation has higher learning outcomes (mean 75.15) compared to the group of students with low achievement motivation (mean 68.2). Therefore, achievement motivation has a role in improving the cognitive learning outcomes of creative products and entrepreneurship of students of SMK Negeri 2 Kupang.*

**Keywords:** *The role of achievement motivation, learning outcomes of creative products and entrepreneurship, students of SMK Negeri 2 Kupang*

## Introduction

Achievement motivation is part of the learner characteristics that have a very important role in the learning process. According to Murray (Degeng, 2001), achievement motivation is a person's desire arising from his need to achieve the best, work hard in achieving goals, or the ability to complete difficult tasks that involve competition with others with high standards. Then, according to McClelland, (1987) achievement motivation is the desire to succeed and win in competition using the best measures of excellence. Previous achievements or the achievements of others can be the source. To develop his creative and innovative achievements, the person enjoys taking on challenging projects, taking personal responsibility, and being receptive to feedback. Furthermore, according to Schunk, (2012), people who have high achievement motivation have characteristics, namely: (1) have a strong enthusiasm for problem solving and completing tasks; like high but rationally achievable targets), (2) feel proud of achievements, rather than gifts or praise; like to work alone, and when in groups with superior friends, and (3) expect feed back from their performance. Therefore, in learning activities, achievement motivation is a very important factor, because it is a driving force in learning that can improve the quality of learning outcomes (Rabukit Damanik, 2020).

Students who have high achievement motivation will be more enthusiastic and active in learning, to achieve success or avoid failure (Suharni, 2021). This is consistent with his research's findings Mentzer, Nathan and Becker, (2010) mention, achievement motivation is very important to maintain and manage a successful learning environment. Students who have high achievement motivation tend to make more diligent efforts to acquire new material and apply their conceptual understanding, to overcome the problems they face (Leli Helpita, 2023). Therefore, achievement motivation in students can affect success and success in learning (Deswita et al., 2023). Therefore, in this study, the topic "The Role of Achievement Motivation in Improving Cognitive Learning Outcomes of Creative Products and Entrepreneurship of The SMK Negeri 2 Kupang students " was raised.

**Method**

Participants in this study were students in class XI at TKR 1 SMK Negeri 2 Kupang, which amounted to 39 students in 2023. This study uses a nonequivalent control group design and is quasi-experimental in nature. (Tuckman, 1999). This study will look into how different levels of achievement motivation affect students' learning results when it comes to creative products and entrepreneurship.

Table 1. Distribution of Research Subjects Based on Achievement Motivation

Achievement Motivation	Frequency	Percentage (%)
High	20	51,3 %
Low	19	48,7 %
Total	39	100 %

(Source: Research data 2023)

There are various steps in this study process. The first step is study preparation, which entails creating test tools on the subject of entrepreneurial attitudes and behaviors as well as research instruments to gauge achievement motivation. The second stage is the implementation of the experiment which includes several steps: first, the pretest is conducted; second, the measurement of achievement motivation; third, two student groups—one with high success motivation and the other with low achievement motivation—are the subjects of the study; and finally, after the learning process consisting of 8 meetings, a posttest is conducted which again discusses material on the attitudes and behaviors of entrepreneurs.

The accomplishment motivation instrument used in this study was modified from Robinson (Cohen, 1976), using characteristics such as: 1) competition; 2) fear of failing; 3) hard work; and 4) optimism for success. Additionally, the test's content was developed using the creative product and entrepreneurship course syllabus as a guide. Students who had completed the courses on entrepreneurship and creative products were used to test the validity and reliability of the research instrument. The product moment correlation formula was utilized to assess the validity of the research instrument items, the Cronbach Alpha formula was used to assess the accomplishment motivation instrument's reliability, and KR20 analysis was employed to assess the test instrument's

reliability. (Sugiyono, 2011), after valid and reliable, then to measure the data.

To get an idea of the starting skills of the two groups, a pretest was provided to the research subjects prior to the experimental treatment. The analysis requirements test that was applied was: 1) Levene's test for homogeneity and the Kolmogorov-Smirnov test for normalcy.

Descriptive analysis and t test analysis were used to continue the data analysis when it was determined that the data was homogeneous and normal. The computer program SPSS for Windows version 20 was used to process the data in order to analyze it.

### Result and Discussion

Table 2. Descriptive Analysis of Pretest Result Data

	Achievment Motivation	N	Mean	Std. Dev	Std. Error Mean
PRETEST	AM High	20	41.0000	5.96481	1.33377
	AM Low	19	39.4211	6.14922	1.41073

(Source: Research data 2023)

The results of the pretest data normality test with the Kolmogorov-Smirnov test yielded the number (SIG) of high-achievement motivation student groups (0.20) and low (0.20), greater than 0.05, indicating that both data groups are declared normally distributed, according to table 2 above. After obtaining the number (SIG)  $0.860 > 0.05$  using the Levene Test on the basis of the mean, the accomplishment data was deemed homogeneous, allowing the t test to proceed.

The price of  $t = 0.814$  is found from the results of the t test of two independent samples, and the significance value between the groups of students with high and low accomplishment motivation is (Sig) 0.421 ( $p > 0.05$ ) for the learning outcomes of creative products and entrepreneurship (pretest). This demonstrates that there is no discernible difference between the two student groups' learning outcomes (pretest) (equal).

Based on the study's findings, students who exhibited high accomplishment motivation had posttest learning outcomes with an average of 75.15 and a standard deviation of 5.83. Next, statistics on learning outcomes from student groups with strong accomplishment motivation are distributed as follows:

Table 3. Learning Outcomes of Students with a Strong Drive for Achievement

No	Learning Outcomes	Absolute Frequency	Relative Frequency
1	0 - 59	0	00,00 %
2	60 - 69	4	20,00 %
3	70 - 79	12	60,00 %
4	80 - 89	4	20,00 %
5	90 - 100	0	00,00 %
Total		20	100,00 %

(Source: Research data 2023)

The study findings on the posttest of students with low achievement motivation showed that, on average, students achieved 68.21 learning outcomes, with a standard deviation of 7.26. Next, statistics on learning outcomes from student groups with low accomplishment motivation are distributed as follows:

Table 4. Learning Outcomes of Students with Low Achievement Motivation

No	Learning Outcomes	Absolute Frequency	Relative Frequency
1	0 - 59	2	10,53 %
2	60 - 69	6	31,58 %
3	70 - 79	10	52,63 %
4	80 - 89	1	05,26 %
5	90 - 100	0	00,00 %
Total		19	100,00 %

(Source: Research data 2023)

The analysis requirements test is then conducted using the Kolmogorov-Smirnov test based on the test results above. The research data (learning outcomes) are normally distributed based on the test results obtained (SIG)  $0.675 > 0.05$ . The Levene Test homogeneity test revealed that the research data (learning outcomes) were

homogenous (SIG)  $0.291 > 0.05$ . Since the data is homogeneous and regularly distributed, the statistical analysis using the t test can proceed.

Tables 5 and 6 present the findings from the t test analysis.

Table 5. Results of Descriptive Analysis of High and Low Achievement Motivation Students

	Achievement Motivation	N	Mean	Std. Deviation	Std. Error Mean
Learning Outcomes	AM High	20	75.1500	5.83343	1.30440
	AM Low	19	68.2105	7.26926	1.66768

(Source: Research data 2023)

Table 6. Analysis of Two Independent Samples t Test for Learning Outcome Data (Posttest)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower		Upper
Learning Outcomes	Equal variances assumed	1.147	.291	3.296	37	.002	6.939	2.10518	2.673	11.20
	Equal variances not assumed			3.278	34.52	.002	6.939	2.11722	2.639	11.23

(Source: Research data 2023)

As can be seen from the results of the analysis, which yielded a t test value = 3.296 and a p value (Sig 2 tailed)  $0.002 < \alpha (0.05)$ , there is statistically significant difference between the learning outcomes of students with high and low achievement motivation. The results showed that the group of students with high achievement motivation was superior in learning outcomes (mean 75.15), compared to the group of students with low achievement motivation (mean 68.21).

Achievement motivation has a very important role in the learning process (Usman Alwi, Ahmad Badwi, 2021). At the time of the research, from the observation process, it can be seen that students who have high achievement

motivation will be encouraged to make better efforts than other students with low achievement motivation. Students with high achievement motivation will be encouraged to act realistically and be able to assess their abilities, so they will work seriously to complete the tasks that are their responsibility (Pudentiana et al., 2024). In addition, students who have high achievement motivation will try to distinguish themselves from others (Tanadi et al., 2020).

Where, these students will be challenged to complete each task on time and try to find solutions to every learning problem they face. Different conditions occur for students with low achievement motivation, who tend to be slow and lackluster in doing their tasks (Pusparina et al., 2021). He has a tendency to become easily

disheartened and despairing, especially when faced with serious learning difficulties, which leads to inadequate learning outcomes. This condition demonstrates that students with high success motivation consistently put up consistent effort in completing learning activities and are capable of solving problems both individually and in groups. Then, in order to obtain the best learning outcomes, students with high accomplishment motivation enjoy competition to win a learning competition. (Habsy et al., 2023). Therefore, in order to produce higher quality learning outcomes, pupils with strong success motivation have superior character during the learning process.

The findings of this investigation are consistent with those of his studies. According to Onete et al., (2012), accomplishment motivation is a driving force behind learning and intensifies a person's drive to pursue their objectives until they are accomplished, which is why it has a substantial impact on students' academic performance. Furthermore, Gupta, M., Devi, M., & Pasrija, (2012) in their research stated, achievement motivation will affect the learning process in students. Pupils with strong success motivation will be more eager to participate in class, which will enhance their academic performance, and have good performance and great expectations for success. Students with low accomplishment motivation, on the other hand, will put in less effort and excitement during the learning process. Next, the findings of his investigation (Edy Suprpto, 2014) stated, in the learning process, achievement motivation has a very important role in learners. Achievement motivation influences the efforts that learners will make, so that they will try hard in various ways to achieve the goals they have set. Someone who has high achievement motivation will be motivated and encouraged to do something better

than others who do not have achievement motivation. This means that students who have high achievement motivation will get superior learning outcomes compared to students who have low achievement motivation. In addition, someone who has high achievement motivation has a strong vision of the future (visionary). Something that he wants to achieve in the future, he has thought about when he is concerned about solving current problems. Therefore, students' ability to empower achievement motivation is proven to have a positive effect on achieving superior learning outcomes.

From the description above, it is clear that achievement motivation has a very important role in the learning process. Where, achievement motivation has a very strong influence on students to try hard in various ways to win the competition in getting superior learning outcomes. Therefore, achievement motivation has a role in improving learning outcomes for creative products and entrepreneurship.

## Conclusion

The group of students with strong success motivation has learning outcomes (mean) 75.15 higher than the group of students with low achievement motivation (mean 68.21), according to the results of the discussion and debate. The t test analysis yielded the following results:  $t_{count} = 3.29$  with  $p$  (Sig = 0.02)  $< 0.05$ . This indicates that groups of students with high and low success motivation had quite different learning outcomes, with the high achievement motivation groupings having an edge over the other during the learning process, namely: 1) strive to do tasks optimally and on time, 2) have a high spirit of learning, 3) like competition and challenging tasks, 4) can receive feed back, 5) have a vision far ahead (visionary).

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### Curriculum Vitae

Yuliati, was born in Kulon Progo Regency, Yogyakarta. Studied at SD Negeri 4 Wates Yogyakarta, SMP BOPKRI 1 Wates Yogyakarta, SMEA Negeri Wates Yogyakarta and obtained a bachelor's degree (S1) in the Department of Commerce at IKIP Negeri Surabaya. Currently completing the Masters in Management Program at Widya Mandira Catholic University, Kupang.