



STRESS AND REFERENCE GROUP CONTRIBUTION TO ACHIEVEMENT MOTIVATION OF STUDENT

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Abstract

Achievement motivation in the academic field is the basis of a good educational life. Achievements that must be achieved through continuous efforts and strong self-motivation will face various obstacles. Students may experience stress in academic life. However, the existence of social support can provide a sense of comfort, attention, appreciation or assistance received by students so as to maintain consistency to keep achieving. The purpose of this study was to analyze and determine the effect of stress and reference groups on student achievement motivation. The population in this study were all active third semester students at one of the universities in the city of Surabaya for the 2019/2020 academic year, totaling 254 students. Sampling with purposive technique with the number of respondents as many as 72 people. The data was processed through validity, reliability, and t-test and analyzed by regression. The results of this study indicate that stress does not have a significant effect on achievement motivation. On the other hand, the reference group has a significant influence on achievement motivation. The greater the support provided by the reference group, the greater the potential to increase student achievement motivation. Social support from a larger reference group can make students more enthusiastic about going through the lecture process and trying to achieve the best achievement.

Keywords: achievement motivation, stress, reference group, students, academic.

Introduction

Education is a powerful instrument for the social, political and economic development of a country. Education is the path that will lead humans to glory because knowledge is power (Wahyudi, 2018). College is one of the most important formal educational institutions that play a major role in educating, shaping one's ideas, habits, and attitudes towards adult life. The education system in colleges will help them develop a balanced personality, physically strong, mentally alert, emotionally stable, culturally healthy and socially efficient along with the most desirable aspects of knowledge and learning. Students grow and learn as they journey from youth to adulthood. Therefore, higher education is considered a necessary component for the development, improvement, and utilization of the best side of human resources, especially student resources and potential.

Currently the education system creates more pressure because it increases competition and comparisons between individuals (Munir & Arifin, 2021). In these modern times, there is a growing emphasis on the professionalization of education which has become a necessity today. With regard to education and employment, there is a fact that the level of competition in the job market is very high, where professional education, skills, and other personality attributes play a very important role in competition, especially among young people and beginners as competitors (Khan & Alam, 2015).). This shapes students' self-perceptions and provides them with the basis for their future participation in society that is not limited to the workplace. Students must have the knowledge and skills to face competition in the world of work. To achieve this, they must have the motivation to continue to excel as long as they are students so that their academic achievements become their main strength. Academic achievement is obtained through continuous effort and high self-motivation.

Motivation to achieve achievement or often referred to as achievement motivation is the tendency to strive for success and choose goal-oriented success. In the academic environment, achievement motivation is the spirit of learning, the desire to acquire knowledge and grow in self-development. This motive is the driving force that instills in a person and the desire to achieve or achieve. Achievement motivation in academics is the basis of a good life. Achievement-oriented students generally enjoy life and feel in control. McClelland conceptualized achievement motivation to show

the strong drive felt by individuals to excel in various aspects such as education, culture, wealth, and so on. That fulfills the need for self-esteem. McClelland (1961) defines achievement motivation as competition with a standard of excellence. Motivation that comes from the desire to perform well or to succeed is called achievement motivation (Khan & Alam, 2015).

The well-known psychologist, Atkinson (1966) argues that achievement motivation has two factors, namely the motivation to pursue achievements and the motivation to avoid failure. A person's achievement-oriented behavior is based on three parts, namely the individual's tendency to excel; probability of success; and the individual's perception of the value of the task. The motive for avoiding failure is determined by three considerations, namely the need to avoid failure; a person's estimate of the probability of failure on a particular task; and the value of the failure incentive on the task, that is, how unpleasant it would be to fail (Yanti, 2013; Lestari, 2014). Atkinson found that if a person's motivation to pursue success is stronger than the motivation to avoid failure, that person will have a higher subjective probability estimate for success; Similarly, if a person's motivation to avoid failure is stronger than the motivation to pursue success, the individual will have a higher subjective probability estimate of failure (Darmawan, 2012). If the same person can experience both motives at the same time depending on the situation, then the sum of the two motivations. If the results of the task approach are more positive, the individual will be motivated towards the task (Purwanti, 2014). If the result is more positive to avoid the task, then the individual will be motivated to avoid the task. Which motive a person chooses depends on the relative strength of that achievement motive to achieve success, or to avoid failure. The form of achievement motivation is the basis for achieving a good life (Darmawan, 2020; 2021).

Achievement-oriented people generally enjoy life and feel in control. Being motivated keeps people dynamic and gives them self-esteem. They set quite difficult but easily attainable targets, which help them achieve their goals. They don't set very difficult or very easy targets. By doing this they ensure that they are only carrying out tasks that they can accomplish. People who are motivated for achievement prefer to work on a problem rather than leave the outcome to chance. People who are motivated to achieve seem to be more concerned with their personal achievements than rewards for success (Singh, 2011).

Achievements that must be achieved through continuous efforts and strong self-motivation will face various obstacles (Ernawati, 2020). One of them is stress. Students may experience stress in academic life. This is normal because it is a part of self-development such as adjusting to the new social order, carrying out new roles and responsibilities as a student, having a learning load and educational concepts that are not the same as the previous school period, academic activities and burdens, financial problems, difficulty managing time, expectations of academic achievement, changes in lifestyle and development of self-concept. In addition, there are academic burdens that must be borne by students such as excessive or unclear homework (assignments), relationships with academic staff and time pressure to complete assignments or education. Stress is a mental or physical phenomenon that is formed through a person's cognitive assessment of stimuli and is the result of a person's interaction with the environment (Lazarus & Folkman 1984). The existence of stress depends on the presence of a stressor. Feng (1992) and Volpe (2000) define a stressor as anything that challenges an individual's adaptability or stimulates a person's bodily or mental responses. Stressors can come from environmental factors, psychological factors, biological factors, and social factors (Mardikaningsih & Wisnujati, 2021).

The academic environment allows as a cause of stress (Chiang, 1995). The stress comes from too much homework, unsatisfactory academic performance, exam preparation, lack of interest in certain subjects, and punishment from lecturers. According to Greenberg (2004), sources of stress experienced by students include the desire to achieve achievement, and the completion of several academic tasks. Chang and Lu (2007) suggest that academic institutions have different work settings compared to nonacademic and therefore one would expect differences in the symptoms, causes, and consequences of stress. Stevenson and Harper (2006) suggest that stress in academic institutions can have both positive and negative consequences if not managed properly. Goodman (1993) reveals that students have different expectations, goals, and values that they wish to fulfill, which is only possible if students' expectations, goals, and values are integrated with the institution. Goodman (1993) states that stressors that affect students can be categorized as academic, financial, time or health related, and self-imposed. Stress has become an important topic in academic circles.

Academic stress refers to feeling restless or mentally depressed as a reaction to a perceived negative academic or environmental situation. Many scholars in the behavioral sciences have conducted extensive research on stress and its outcomes, and concluded that the topic requires more attention (Yanti, 2013).

Undergraduate students who generally have an age between 18-22 years enter the late adolescence phase (Santrock, 2007). At that time, peers can pay attention to individuals because they can understand and give sympathy. This shows that students have started to need friends as part of their lives. In fact, some students will depend on their lives through friends other than their parents. Social support like this is a form of need for comfort, attention, appreciation or assistance received by individuals from other people or groups (Werdarti, 2020). The identified group is used as a guide by someone in behaving called a reference group. Members of reference groups play a very important role in the process of student social life.

In their interactions, students as members of a reference group are indirectly influenced by cultural norms and values in the surrounding community. Although reference groups are closely related to students, sometimes there are obstacles in the communication process so that there is a discrepancy between the information conveyed by the reference group to students. On the other hand, if social support is obtained from a reference group, it will have a significant role in student achievement motivation. Reference groups that provide social support from peers are support that comes from friends around students. Peer social support is an interpersonal relationship that contains the provision of assistance involving aspects consisting of information, emotional attention, assessment, instrumental assistance, social network support obtained by individuals through interactions with the environment, which have emotional benefits or behavioral effects for the recipient so that can help individuals in solving problems. High peer social support can make students more enthusiastic about undergoing the lecture process. This is because friends around can provide assistance and accompany in various conditions. When peer social support is low, students tend to be less able to solve problems because there are no friends to talk to and ask for help.

Engel et al. (1994) stated that a reference group is a person or group that significantly influences individual behavior. Reference groups provide norms and values that are used as a determining perspective on how a

person thinks or behaves. Reference groups involve one or more people who are used as a basis for comparison or reference points to form affective and cognitive responses and express one's behavior. Reference groups vary in size (from one to hundreds of people) can have tangible, or intangible and symbolic forms (Khayru, 2021). This group often gives a real role to a person's behavior (Sinambela, 2021). A person's reference group (and someone who is a member of the reference) can come from the same or different social class, subculture, or even culture (Peter & Olson, 1999). Based on the previous explanation, the purpose of this study is to determine the effect of stress and reference groups on student achievement motivation.

Method

This study uses a quantitative approach with survey methods and multiple linear regression analysis techniques. Survey methods involve collecting data to test hypotheses or answer people's questions about a particular topic or problem. The population in this study were all active third semester students at one of the universities in the city of Surabaya for the 2019/2020 academic year, totaling 254 students. Sampling using a purposive technique and the amount is determined based on the Slovin formula with a confidence level of 90% and a significance level of 0.1 (10%). The calculation shows the number of respondents is 72 people.

A questionnaire has been prepared to calculate the effect of stress variables and reference groups on student achievement motivation using a five-point Likert scale. The independent variables are stress and reference group. The dependent variable is achievement motivation. The data collected through the questionnaire will be tested for validity and reliability to determine the quality of the data. Furthermore, hypothesis testing using t-test and regression analysis is carried out.

Result and Discussion

Respondents collected were 72 students. Respondents are grouped based on their characteristics as shown in Table 1.

Table 1. Respondent Profile

Characteristics	Group	Frequency	Percentage
Gender	Man	33	45.8
	Woman	39	54.2

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Age	18 years	6	8.3
	19 years old	42	58.3
	20 years	10	13.9
	21 years	6	8.3
	22 years	5	6.9
	> 22 years old	3	4.2

Sources are obtained from the results of data tabulation

Table 1 shows that there are more female respondents than male respondents. From the age group, respondents aged 19 years were more dominant than other age groups. Furthermore, the data collected was tested for validity. Each statement item is not less than 0.3 to be declared valid. The results of SPSS for the validity test are shown in Table 2 and the results obtained state that all statement items are valid because they have a corrected item total correlation value greater than 0.3.

Table 2. Validity Test

Variables	Statement Items	Total Correlation
Stress (X.1)	1	0,546
	2	0,537
	3	0,688
	4	0,535
	5	0,536
	6	0,612
	7	0,592
	8	0,543
Reference Group (X.2)	1	0,784
	2	0,792
	3	0,742
	4	0,624
Achievement Motivation (Y)	1	0,659
	2	0,573
	3	0,652
	4	0,534
	5	0,574
	6	0,616

Source: SPSS Output Results

After the validity test, the reliability test was carried out. This test is to measure the internal consistency of the statements of each research variable. Measurements were carried out using Cronbach's alpha value as

shown in Table 3. The condition is that the alpha value is more than 0.6. From the SPSS output, Cronbach's alpha value for stress is 0.664, the reference group is 0.759, and achievement motivation is 0.683. These results indicate that all scales have internal consistency and are therefore reliable for use and further processing.

Table 3. Reliability Test

Variables	Cronbach's Alpha	Status
Stress	0.664	Reliable
Reference Group	0.759	Reliable
Achievement motivation	0.683	Reliable

Source: SPSS Output Results

The results of the normality test are shown in Figure 1. The figure has a distribution of points as data around the diagonal line and in the direction following the diagonal line. This proves that the data is normally distributed and the assumption of normality is met.

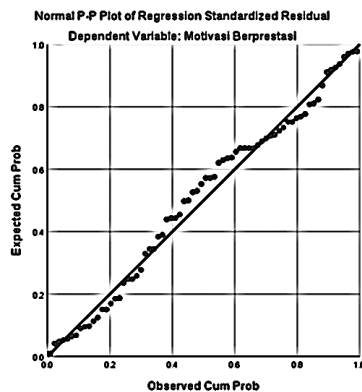


Figure 1. Normality Test
Source: SPSS Output Results

To find out the indication of multicollinearity, it can be seen from the tolerance value and the VIF value obtained. If the VIF value is between 1 and 10 and the tolerance value obtained is less than 1, it can be said that the equation of a research model does not show any symptoms of multicollinearity. The tolerance value obtained is 0.994 and the VIF is 1.006. The tolerance value obtained is less than 1 and the VIF value is between 1 and 2. Based on this, it can be stated that the regression model does not show symptoms of multicollinearity. The independent variables are not correlated

with each other, there is a linear relationship between the independent variables in the regression model used. Autocorrelation test using statistical method from Durbin-Watson. From the SPSS output, the DW value is 1.854. This value indicates that there is no autocorrelation problem.

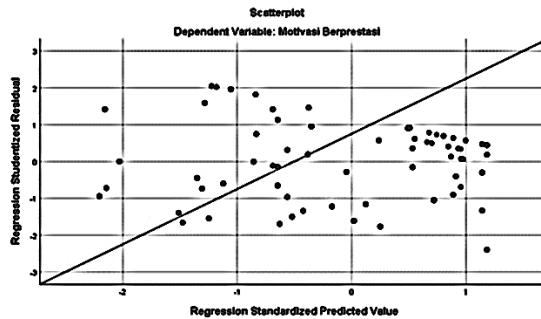


Figure 2. Heteroscedasticity Test
Source: SPSS Output Results

The last classic assumption test is heteroscedasticity test. Figure 2 shows that the points are spread out and are in each part on the Y axis. Thus, it can be concluded that there is no heteroscedasticity.

Table 4. t-Test and Regression Model

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	24.545	7.291		3.366	.001
	X.1	.109	.092	.119	1.179	.243
	X.2	.481	.092	.529	5.247	.000

Source: SPSS Output Results

After going through the validity and reliability tests as well as the classical assumption test, the next step is data analysis through multiple linear regression analysis. The t-test was used to test the partial effect of the independent variable, namely stress and the reference group on the dependent variable, namely achievement motivation. SPSS output results are as shown in Table 4.

The regression model obtained from the results of SPSS is as follows: $Y = 24.545 + 0.109X.1 + 0.481X.2$. The regression model means that the constant value of 24,545 is the amount that exists if the stress variable and the reference group are equal to zero, the achievement motivation is

24,545. The positive value of each independent variable coefficient with a positive sign means that the stress variable (X.1) and the reference group variable (X.2) have a positive effect on achievement motivation (Y). Each independent variable regression coefficient value also indicates the amount of addition or increase in achievement motivation for each additional independent variable. The regression model is also known to have independent variables that have a dominant effect on the dependent variable based on the highest regression coefficient value, which is given by the reference group (X.2).

The significance value of each stress-free variable is 0.243, which means it is greater than the 0.005 level of significance. This means that the stress-free variable has no significant effect on achievement motivation. The significance value of each independent variable in the reference group is 0.000, which means it is smaller than the significance level of 0.005. This means that the independent variable of the reference group has a significant effect on achievement motivation. The form of influence is positive in the direction, which means an increase in the influence of the reference group causes an increase in achievement motivation.

Table 5. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	472.868	2	236.434	15.048	.000 ^b
	Residual	1084.118	69	15.712		
	Total	1556.986	71			

Source: SPSS Output Results

The results of the F test were carried out by comparing the Probability sig values. with the specified limit of 0.05. From the comparison results, the calculated F value is 15,048 and the P value is Sig. in Table 5 obtained a value of 0.000 which means it is below the 0.05 limit. Thus, it can be stated that at the real level = 0.05, stress and the reference group simultaneously have a significant effect on achievement motivation.

Table 6. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.551 ^a	.304	.284	3.964	1.854 ^a

Source: SPSS Output Results

The R value or correlation is 0.551, which means that the relationship between the independent variable and the dependent variable is considered quite strong and positive. The value of the coefficient of determination is 0.304, which means that there is a 30.4% contribution of the stress variable and the reference group to the formation of the achievement motivation variable, the remaining 69.4% is influenced by other variables outside this study.

Stress has no significant effect on student achievement motivation. Academic stress is related to educational activities, occurs during education, and is caused by demands that arise when a person is in education, and occurs when students experience emotional tension when they fail to cope with these demands. Sources of academic stress experienced by students from several sources. According to Davidoff (1987), sources of academic stress include monotonous situations, noise, too many tasks, unreasonable expectations, ambiguity, lack of control, dangerous and critical situations, unappreciated, ignored, missed opportunities, confusing rules, conflicting demands, and coursework deadlines. Thus, students who have stress in the academic and non-academic fields can have a risk of experiencing academic stress that affects their achievement motivation. Some things that might help to reduce academic stress are getting social support and support from family. Achievement motivation is a desire that exists within a person that encourages that person to achieve a standard or measure of excellence. This is also determined by one's self-concept (Darmawan, 2013). The existence of a clear self-concept causes the emergence of motivation, one of which is the urge to show achievement. The high achievement motivation of students is shown by the strong desire of students to complete the study period at the psychology faculty on time. The existence of achievement motivation will encourage students to overcome obstacles, train strength, and try to do a difficult job in a good way and as quickly as possible, or in other words, students' efforts to find or exceed the standard of excellence. According to McClelland, individuals who have high achievement needs, have a strong desire to get quick feedback. Students with high motivation will like activities that provide valuable and fast feedback on student progress towards achieving goals. Furthermore, McClelland added that individuals who want immediate feedback, generally do not find a tendency to be frustrated. Thus, if stress does not have a significant effect on achievement motivation, it means that stress can be processed by students or they are not achievement-oriented, but just get a degree or have not found a goal for themselves.

Different things happened to the reference group which had a significant influence on achievement motivation. The greater the support provided by the reference group, the greater the potential to increase student achievement motivation. Individuals who have high achievement needs, generally prefer information about the results they do. Information that is feedback that can improve their performance in the future is needed by the individual. The information will provide an explanation of how individuals try to get results so that individuals know their shortcomings, which can later be corrected for the next increase in achievement. Individuals who prioritize the need for immediate feedback will actively seek information which is then disclosed to trusted people because sometimes something that requires an acknowledgment. Reference groups have a role in this, such as college friends and friends outside campus and even family. The existence of recognition that comes from the reference group serves as a trigger or impetus for students to show more achievement.

Conclusion

The results of this study indicate that stress does not have a significant effect on achievement motivation. On the other hand, the reference group that has a significant influence on achievement motivation.

Based on these findings, the authors suggest the following. A person can be said to experience stress when experiencing a condition of internal pressure due to demands that come from within and the individual's environment. Differences in the characteristics of each individual will determine the response to the stimulus that is the source of stress so that the resulting response will be different even though the stimulus that is the source of stress is the same. Students with strong personalities can survive and are not even affected by the pressures experienced so that they do not cause stress. Student achievement motivation is shown by the student's belief that with hard work, students can complete college assignments with satisfactory grades. Individuals who are confident in themselves are included in the self-healing group. Individuals belonging to the self-healing group, stress is felt as something unpleasant but still must be managed or managed properly. Students will control behavior that aims to maintain health, and avoid disease. In students there is a general tendency to be enthusiastic about life, have stable emotions, be alert, responsive to others, passionate, curious, feel happy and believe in yourself and feel useful.

Students who have high achievement motivation, have self-healing so that they are able to suppress prolonged stress.

The interaction of students with their friends can encourage them to try to improve achievement. Togetherness, concern, and the desire to be better are the main factors for obtaining academic achievement for students. This awareness must be supported by the university so that students have the impression that all their efforts have the support of the campus.

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