Relationship between Achievement Motivation and Learning Outcomes on Land Law Course vy Student of PPKN Nusa Cendana University

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Abstract: Motivation is a power or a complex situation and readiness of a person to move toward a particular purpose. The purpose of this research is to analyze the correlation between achievement motivation and cognitive learning outcomes on Land Law Course. The subject in this research is 25 students of PPKn Department, Faculty of Education, Nusa Cendana University. The design of this research is Pearson product-moment correlation coefficient, which used SPPS version 20.0 to see if there are any correlations between achievement motivation and learning outcomes. Data from table correlation shows that Pearson correlation value is $0.814 > 0.5$ with significance level .000, therefore it can be concluded that there is a strong correlation with a positive direction between achievement motivation variable and learning outcomes. In conclusion, achievement motivation has a significant correlation with learning outcomes of Land Law Course.

Keywords: Learning outcomes, achievement motivation, Land Law Course, PPKn Department

The success of students in achieving high learning outcomes is determined by achievement motivation. According to Dale H. Schunck, motivation and learning can influence each other. When students learn and they feel more skilful, they will be more motivated to continue their study. Achievement motivation refers to someone's effort to be more competent in a particular activity. Furthermore, John Atkinson's theory of achievement motivation cited by Schunk describes that someone's attitude depends on his expectation to gain something. The action gives hope to success and also fears to fail. The best way to develop achievement behavior is by combining the strong hope to success and the less fear of failing. This way suggests that students who have high achievement motivation will choose the most difficult tasks, in which the students believe that they can solve the tasks and will gain the feeling of achievement. In contrast, students who have low achievement motivation tend to choose the simple and easy tasks and have little effort to success (Schunk, 2012).

Based on curriculum structure of PPKn Department, Faculty of Education, Nusa Cendana University, there is a Land Law course. This course has a competency in which student will be able to demonstrate considerable knowledge of concepts, norms and theories of Land Law, able to investigate land problems and able to find the solution in a fair and humane way.

Christ Kyriacou argues that in relation to empowerment and motivation, there are three central and crucial aspects of students' involvement in learning activities. The first is attentiveness, in which students should pay more attention to learning experiences. The second is receptiveness, in which students should have the willingness to learn and should response the experience. The third is appropriateness, in which learning experience should be appropriate with desired learning outcomes and considers students' initial knowledge and consideration (Kyriacou, 2012).

Therefore, this research is conducted to find if there is any relationship between achievement motivation and learning outcomes particularly on Land Law Course in PPKn Department.

ACHIEVEMENT MOTIVATION

Motivation Concept

Schunk & Hanson (1989) describes motivation as a process of push and maintain a particular purpose by steering someone's behavior. Motivation is power in learning that gives students power and strength to study. Learning with full energy will make students maximise their potency and push them to explore learning resources especially under a supervision of professional teachers. Motivation is not developed by itself but it needs a condition that could attract students. There are several variables that motivate students to learn. In addition, students have social purposes that can be integrated with their academic purposes.

Motivation is power or forces or energy or complex condition and readiness of the individual to move to achieve particular purposes. Slavin (2005) states that motivation is one of the most important aspects of learning. If there is no motivation in learning, there is no learning process. Motivation can affect both learning process and learning outcomes. Effective learning forms motivation. If learning process is effective, interesting, useful, and matching with students' interest, it will increase student involvement in the learning process (Uno, 2011).

The relationship between motivation and purposes happens when someone has a high level of anxiety to fail but able to conduct his task properly and learn from his previous experiences. When someone has a low level of anxiety, he will need more motivation to finish his job. There are two things that motivate students to learn. First, students learn because they want to know and want to increase their knowledge. Second, students learn to obtain a high grade, promoted to the next level, get a certificate and so on (Rohani, 2004).

Dale H. Schunk argues that reward is an important component that could encourage someone to do similar action in the future. Motivation is presented by the increase in number, intensity and duration of actions. Schunk also describes that cognize theory and constructivist theory about motivation states that desire to get rewards motivate an action. Rewards can increase motivation when it is given based on people's achievement and progress in learning. Motivation can decrease when people see rewards as things that control their behavior by the time (Schunk 2012).

Achievement Motivation Concept

The main thing in learning is a research about learning achievement. Achievement motivation refers to the attempts to be competent in activities that need hard work.

Motivation theory explains two of factors that encourage someone to reach the satisfaction and to avoid the dissatisfaction. There is hygiene factor (extrinsic factor) and motivation factor (intrinsic factor). This motivational factor includes everything that can push someone to reach his or her success. The motivational factor can be a job, an achievement, a chance to growing up, progression in a career, and people's recognition known as "hope theory". Hope theory describes that when a person really wants something and has a big hope to get it, the person will be motivated to reach what the person wants. On the other hand, when a person has only a little hope towards it, their motivation to make efforts will be low as well.

Heckhausen (1968) says that achievement motivation is the encouragement to a person to improve and maintains their level of ability as high as possible in every activity in which the superiority standard is used as the comparison. Three superiority standard that can be used are; (1) task, relate to how to finish the assignment well; (2) oneself, relate to the higher achievement level; (3) other people, relate to higher achievement compare to others. Achievement motivation is a strong encouragement to make effort and work to success. People with high

achievement motivation have big hope for success and make an effort to reach his aims without thinking about failure (Hidayat, 2008). Someone's achievement motivation is determined by his tendency to success. People with high achievement motivation have more tendencies to focus on achieving good performance than to avoid failure. They are always positive that they will success and tend to achieve maximal performance. They prefer questions with average difficulty than hard or easy questions. They will feel challenged to do the task properly and when they success they will feel fulfilled and proud of themselves. On the other hand, people with low achievement motivation tend to avoid failure and will avoid the medium level of task because it will get them into anxiety. They will choose the hardest one so they will have a reason for the failure, while the easiest task can avoid them from failure (Sopah, 2000).

Aydin & Coskun (2011) mention the characteristics of people with high and low achievement motivation in table 1.

Tabel 1 The difference of people with high achievement motivation and low achievement motivation (Aydin & Coskun, 2011)

No	High achievement motivation	Low achievement motivation
1	Learn to always learning	Assignment is taken as the learning outcome
2	Make learning purpose with medium level of difficulties	Make the hardest or easiest learning purpose
3	Improve the confidence	Not improve confidence
4	Motivation relate to personal effort (intrinsic factor)	Motivation relate to outside effort (extrinsic factor)
5	Try to solve problems	Almost giving up when trouble comes

Source: Aydin & Coskun, 2011

The characteristics of people with high achievement motivation are confident, responsible, active in community and campus, choose an expert as a partner instead of a sympathy person, can bear social pressure. Heckhausen (1979) gives 6 characteristics of a person with high achievement motivation, those are; (1) has positive mind, optimistic and confident; (2) choose the medium level of task instead of the hardest one or the easiest one; (3) have a future vision; (4) appreciate time; (5) patient, diligent, persistent in doing task;(6) choose the expert as a partner instead of volunteer

Based on the opinion of Degeng (1997), the difference of people with high achievement motivation and low achievement motivation are shown in Table 2.

Table 2 The difference of people with high achievement motivation and low achievement motivation (Degeng, 1997).

No	High achievement motivation	Low achievement motivation
1	Loves the task they choose	Loves the task that is chosen by other people
2	Few tasks	Many tasks
3	Highest effort	Effort based on amount of the task
4	Work hard and doesn't care about other	Care about other
5	Realistic	Idealist
6	Love to be challenged	Avoid challenge
7	Avoid evaluation	Like to be evaluated
8	Achievement for ratification	Achievement for honor
9	Dare to try and take risks	Avoiding risks
10	Outcomes is related to the effort	Outcome is related to fate, ability and difficult task

Source: Degeng, 1997

Learning outcomes

Learning outcomes has a close relation with learning purpose. Learning purpose is a target in learning. Evaluation of learning outcomes is appraisal toward students' level of understanding about learning purposes or competency. Dimyati argues that learning outcomes are capabilities. After studying, people will gain skill, knowledge, attitude and values. There are five types of learning outcomes as students' capabilities; (a) Verbal information is a capability to express knowledge verbally, (b) Intellectual Skill is an ability to adapt with living environment, and ability to present symbols and concepts, (c). Strategy cognitive is an ability to express and direct their cognitive activities including an ability to solve a problem, (d). Motoric skill is an ability to do a series of physical movement and physical coordination, (e). Attitude is an ability to receive or reject object based on their judgment to the object.

In 'The Condition of Learning' book, it states that taxonomy is learning outcomes or competency in studying. Taxonomy consists of; (a) Verbal Information, for example, ability to mention, to identify, and to make a list; (b) Psychomotor skill, for example ability to perform an action properly to obtain particular aim' (c) Attitude, for example faith and choices; (d) Intellectual skill, for example ability to analyze and modify symbols and information; (e) Cognitive strategy, for example, ability metacognitive that is shown in the form of ability to think about thinking process and ability to learn how to learn.

Learning outcomes can be referred to a model created by Benyamin S. Bloom that was revised by Anderson & Krathwohl (2001), which suggest three domains that can be used as a basis to formulate learning purposes that cover cognitive, affective, and psychomotor aspects. Cognitive aspect (learning outcomes) including six abilities that have hierarchy; (a) Knowledge, is on the lowest level of hierarchy in cognitive aspect including ability to identify and to mention information; (b) Understanding, is ability to explain and ability to understand a concept; (c) Analyze, is ability to elaborate a concept, ability to describe the relationship of component in the concept; (d) Synthesis, is ability to combine components to form a concept or new rules; (e) Evaluation, is on the highest level of hierarchy of cognitive aspect that includes ability to evaluate and make decision about current situation; (f) Product, is ability to create a product.

Affective aspect is close to attitude, emotional, and appreciation of values, norms and object of studying. There are five level of hierarchy in affective aspect; (a) Receive, is ability to give attention to an activity or an event; (b) Response, is ability to give response and participate; (c) Evaluate, is ability to receive or reject a particular value or norm; (d) Organize, identify, choose, and decide values or norms that will be used; (e) Give character to values, in form of believing, practicing, and showing consistent attitude toward values and norm.

Psychomotor aspect refers to physical activities with four level of hierarchy; (a) Imitate, ability to perform something that was observed before; (b) Manipulate, ability to modify a skill; (c) Precision, ability to do activity accurately; (d) Articulation, ability to perform activities efficiently and in coordination (Anderson & Krathwohl 2001).

According to Degeng, in general, learning outcomes can be classified into three categories; (1) Effectiveness; can be measured with the level of learning accomplishment. There are four factors to describe effectiveness those are accuracy and level of mistakes, a speed of work, and level of learning, and level of retention from what we learned. (2) Efficiency; can be measured with ratio of effectiveness and total time and/or cost consumed for learning. (3) Appeal; can be measured by observing the tendency of students to continue learning. Appealing of learning is close to appealing of course, in which learning quality influences both. Therefore, measurement of student tendency to continue learning or not can be connected with learning process or with courses itself (Degeng, 2013).

RESEARCH METHOD

Purpose of Research

The aim of this research is to see a correlation between achievement motivation and cognitive learning outcomes on Land Law Course doing by students of PPKn Department, Nusa Cendana University, in Semester IV academic year 2015/2016. The hypothesis in this research is that there is a positive relation between achievement motivation and students' learning outcomes.

Research Subject

Subjects of this research are 25 students of PPKn Department, Nusa Cendana University, in Semester IV academic year 2015/2016.

Research Instrument

1. Instrument of achievement motivation
   To measure students' achievement motivation, this research used 32 questions. Students as a research subject were asked to fill the motivation instrument by choosing one from five answer options that suitable with their condition. Each answer options has scored as follow; very agree with score 5, agree with score 4, do not know with score 3, disagree with score 2, very disagree with score 1. Therefore, the highest score from the questionnaire would be 160 and the lowest score would be 32. Based on the highest and the lowest score, the students will be categorised into two groups. Those are students with high achievement motivation (97-160) and students with low achievement motivation (32-96).
2. Instrument of learning outcomes
   The instrument of learning outcomes in this research is a result of a cognitive test. Written cognitive test consist of 50 questions that are spread in cognitive domain (C1, C2, C3, C4, C5 and C6) from learning theme. Drafting instrument of test result based on basic competency of the course, that is knowledge of the definition of land in Indonesia society. Indicators are created based on this basic competency. Each indicator is formed into several test items and the test items are in the form of objective test. To prove that the every test items is valid, it is important to conduct instrument test. Students as research subject either in test group or experiment group were asked to choose one from four answer options of the objective test. The right answer will be given score 1 and the wrong answer will get score 0.

Research design

To prove the hypothesis, which is achievement motivation relate to learning outcomes, correlation analysis was used to explain the power and direction of a relationship between the two variables. Thus, research design used Pearson product moment correlation coefficient. With hypothesis:

H_0 : $r=0$; there is no relation between achievement motivation and learning outcomes.
H_1 : $r \neq 0$; there is a relation between achievement motivation and learning outcomes.

RESULT AND DISCUSSION

Based on the hypothesis, a prerequisite test was conducted before correlation test. The result of validity test can be seen in table 3.

Table 3. Validity test

Case Processing Summary			
		N	%
Cases	Valid	25	100.0
	Excluded[a]	0	.0
	Total	25	100.0
a. List wise deletion based on all variables in the procedures			

After that, a test of data reliability was conducted and the result is shown in table 4.

Table 4. Test of data reliability

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.770	.898	2

When every precondition is fulfilled, the next step is correlation test between achievement motivation and learning outcomes on Land Law Course. The result of the test is presented in Table 5.

Table 5. Correlation between achievement motivation and learning outcomes

Correlations

		Motivation	Learning_Outcome
Motivation	Pearson Correlation	1	.814**
	Sig. (2-tailed)		.000
	N	25	25
Learning_Outcome	Pearson Correlation	.814**	1
	Sig. (2-tailed)	.000	
	N	25	25

**. Correlation is significant at the 0.01 level (2-tailed).

From the Correlation table, can be seen that Pearson correlation is $0.814 > 0.5$ with significance .000. Based on the data, the result is suitable with the hypothesis, in which $r \neq 0$, thus, it can be said that there is a relation between achievement motivation and learning outcomes on Land Law Course. This result also showed that the relation between achievement motivation and learning outcomes is positive. In conclusion, between variable achievement motivation and variable learning outcomes, there is a strong and significant relation with positive direction.

CONCLUSION

In this research, we can conclude that achievement motivation has a significant correlation with learning outcomes on Land Law Course. Based on this result, students'

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achievement in gaining high grade is determined by achievement motivation factor. This research also supports Schunk's (2012) argument about motivation and learning is influencing each other. Students' motivation could affect what and how they learn. Once students learn and feel that they become more skillful, they will be motivated to continue learning. Therefore, achievement motivation should be emphasized in a learning process.

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