

The influence of achievement motivation training on the student's motivation achievement at Islamic Boarding School X In Karanganyar

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ABSTRACT

Islamic boarding school students have responsibilities not only in the academic field in general but also in religious education. Status as students at Islamic Boarding School certainly has an impact on understanding religious knowledge and it is not uncommon for students at Islamic Boarding School to be required to memorize the Al-Quran. The diverse backgrounds of the students at Islamic Boarding School X Karanganyar also make the students' motivation to achieve low. This research aims to determine the effect of achievement motivation training on the achievement motivation of students at Islamic Boarding School X in Karanganyar. The method in this research uses a pre-experiment with one group pretest and posttest design. This research involved 65 students at Islamic boarding school X in Karanganyar. The respondents of this study were male and female with an age range of 14-15 years. Hypothesis testing in this research uses Paired Sample T-test statistical analysis. The results of this study show a difference in mean achievement motivation scores with a significance value of 0.000 ($p < 0.001$) with a t value: of -10.874. These results show that the achievement motivation of students at Islamic Boarding School X in Karanganyar increased after being given treatment in the form of achievement motivation training.

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Introduction

Islamic boarding schools are increasing in number over time and attracting parents' interest in enrolling their children in Islamic boarding schools. Parents are starting to have the view that Islamic boarding schools are now quite modern. Parents see opportunities for their children not only to gain general knowledge but also religious knowledge in the hope of being able to shape their children's morals better. Ministry of Religion Islamic Boarding School Database related to the number of Islamic boarding schools in Indonesia in 2019 amounting to 25,938 with 3,962,700 students (Kementerian Agama Republik Indonesia, 2019).

The high level of public interest in Islamic boarding schools makes Islamic boarding schools compete with each other in improving the quality of Islamic boarding schools and the quality of the students. Islamic boarding schools are closely associated with the characteristics of independence and spirituality which are increasingly developing dynamically in line with changing times. Asy'ari, Zahrudin, & Islam (2020) Islamic boarding schools also have challenges in improving the quality of students. Islamic boarding school output must have

excellence in the form of religious and general knowledge. This advantage is what will make students competitive so that they can answer the challenges of the times.

The Islamic boarding school education curriculum is one form of Islamic boarding school development. The educational curriculum, which is increasingly broader in scope, provides students with a broader insight into both worldly and human knowledge, thereby providing students with provisions when they graduate from Islamic boarding school. Islamic boarding school students are faced with mastering knowledge from various fields such as general education, religion and tahfidzul Qur'an. Islamic boarding school students currently have greater demands with the curriculum being implemented.

Islamic boarding school students also have advantages in religious knowledge such as mastery of various religious books, memorization, and studying the interpretation of the Al-Qur'an. Kharis (2017) explained that the superior values of the students include independence, solidarity, discipline, language skills, religious knowledge, understanding the values of life, following IT trends, and morals towards elders or teachers. The excellence of students in the academic, language and religious fields is also in line with the educational content that must be carried out. Life in Islamic boarding schools often also influences students' motivation to study.

Islamic boarding school life in the form of a dormitory with various activities is not uncommon for some students to experience boredom. One of the feelings of boredom experienced by students is that they are not motivated to get a better achievement. Motivation for the achievement of Islamic boarding school students at Islamic Boarding School The subject said that most of the students did not have the enthusiasm and motivation to excel both in subjects and in memorizing the Al-Qur'an. YS (male, 14 years old) said that sometimes feeling tired is caused by feeling that there are demands in studying academically or religiously, which makes him feel lazy in completing assignments. Mustafa & Alkeshek (2021) explained that one indicator of achievement motivation is how diligent and tenacious a person is in completing tasks as best as possible. Achievement motivation will certainly have an impact on a person's academic performance. Preliminary research described that several indicators show students' lack of achievement motivation.

According to Ghasemi, Rastegar, Jahromi, & Marvdashti (2011), achievement motivation is an impulse that provides energy and directs a person's behaviour to achieve certain goals. This type of motivation is associated with goals, achievement strategies, planning, effort, and feelings of self-worth. Mamin, Hasanuddin, & Samputri (2020) explained that in the learning process, a student's achievement motivation is important because it causes students to make optimal efforts to master the field they are studying.

Darajat (Amalia et al., 2018) explained that Islamic boarding schools are religious educational institutions that are appropriate and refer to Islamic teachings in Indonesia. The initial data submitted by the Pondok caretakers was also strengthened by analyzing the background conditions of each student from a broken home, orphans, and children who did not receive attention and affection from their families. Factors that influence student achievement according to McClelland (1987) divided into internal and external. Internal comes from the individual himself, such as a person's efforts and curiosity. Meanwhile, external comes from outside the individual, such as reward punishment. Mayangsari (2013) also said that parents' acceptance of their children has a significant influence on their children's achievement motivation.

Haryani & Tairas (2014) Conducting qualitative research on achievement motivation among high-achieving students from economically disadvantaged families produced two factors that influence achievement motivation. First, intrinsic factors in the form of belief in success. Second, extrinsic factors include family, school and friends. Kumari & Qasim (2015) in

their research entitled "A Study of Achievement Motivation about Academic Achievement of Higher Secondary Students" found that the student profile was related to the level of achievement motivation and academic achievement. Students who have high achievement motivation from both public and private schools have a positive impact on the student's academic achievement. These results provide recommendations for school stakeholders to increase students' achievement motivation.

This research provides training to increase students' motivation to achieve. The students are required to be able to master general knowledge, and religion, and memorize the Koran under the condition of having to live in a dormitory. Based on the background explanation of the problem, the researcher is interested in seeing how Achievement Motivation Training can increase achievement motivation in Islamic boarding school students.

Research Method

The variable examined in this research is the independent variable in the form of treatment given to students in the form of motivational training or "Achievement Motivation Training". The dependent variable in this research is achievement motivation in Islamic boarding school students.

This research involved 65 Islamic boarding school students in the Klodran area, Karanganyar. The research respondents were male and female with an age range of 14-15 years. This research method uses a pre-experimental approach with one group pretest and posttest design (the form of the design can be seen in Table 1). Sampling was carried out using *non-probability purposive sampling technique*, namely selecting research samples with certain consideration criteria to obtain data that represents the specified criteria (Sugiyono, 2018).

Table.1 Research Design

Group	Pretest	Action	Posttest
Experiment	Y1	X	Y2

Note :

Y1 : pretest measurement

Y2 : posttest measurement

X : *Achievement Motivation Training*

The data collection method used in this research is the achievement motivation scale which refers to Mc Clelland theory (1987) and uses the likert scale. Mc Clelland explained that there are several indicators of aspects of achievement motivation, including responsibility and tenacity to carry out tasks as best as possible, liking challenges and trying to overcome challenges, expecting concrete feedback to determine effective steps in achieving achievements, having realistic goals according to ability, and being able to consider risks. that will be faced. Achievement Motivation Training is carried out in two stages, namely delivery of motivation by the motivator, and then reflection on achievement motivation from the students.

Result and Discussion

This research began with a scale that was distributed 3 days before the training event was held. The first stage of Achievement Motivation Training was carried out by watching motivational videos about teenagers. In this stage, the video will be reviewed accompanied by the delivery of motivation by the motivator. The second stage is carried out by inviting students to reflect on their life journey up to their current age. In the final stage of this training, students are also asked to write down their strengths and weaknesses as well as their targets and

dreams in the short and long term. After receiving training, students are then asked to fill out the achievement motivation scale.

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Table 2: Achievement Motivation Training

Stages	Goal	Activities
Achievement motivation by coach	a. Increasing the responsibility and tenacity to perform tasks maximally in students.	a. Watch a video on motivation for teenagers and school life. b. Game: Responsibility and rigor.
	b. Enhance the ability to take on challenges.	a. Materials on risk management and youth creativity in the theme "Becoming Creative Teen Santri" b. Games: Group game sharing by creating a project together
	c. Fostering creativity and innovation in students in achieving.	
	d. Improve students' ability to make clear and realistic goals for the future.	a. The material on "Great Teenagers for a Glorious Future" was illd by the trainer.
	e. Attention to concrete feedback.	b. Question and answer session with students
Relection of achievement motivation in students	Santri can draw lessons from all the material and increase awareness of their own strengths and weaknesses.	a. Santri writes down their own strengths and weaknesses. b. Santri write down their dreams and aspirations for the future. c. Santri make implementation targets in achieving the Dream. d. The students paste their writings in a place provided by the trainer.

Hypothesis testing in this research uses Paired Sample T-test statistical analysis. Before the hypothesis test is carried out, a normality test is first carried out. Based on the normality test of the pretest data for the achievement motivation variable, the Kolmogorov-Smirnov value was obtained at 0.560 with significance $p:0.913$ ($p>0.05$). Meanwhile, the results of the posttest data normality test for the achievement motivation variable obtained a Kolmogorov-Smirnov value of 0.673 with significance $p:0.755$ ($p>0.05$). This shows that the distribution of achievement motivation data is normal.

Table 3. Hypothesis Test Results

Measurement 1	Measurement 2	t	P
SKOR PRETEST	SKOR POSTTEST	-10.874	0.000

The paired sample t-test was used to determine whether or not there was a difference in mean achievement motivation before and after being given treatment. The results show a difference in mean achievement motivation scores with a significance value of 0.000 ($p < 0.001$) with a value of $t: -10.874$. These results show that the achievement motivation of Nurul Qur'an Islamic Boarding School students' achievement increased after being given treatment in the form of Achievement Motivation Training. Soyer, Sari, & Talaghir (2014) explain that achievement motivation is an individual's need to be able to meet realistic goals, receive positive feedback on what has been done, and experience a sense of accomplishment in the efforts that have been made.

According to Setyadi & Mastuti (2014) low achievement motivation will have an impact on the level of student academic procrastination and can reduce students' ability to take responsibility for completing school assignments. The importance of themes related to student achievement motivation, in this case santri, is evidenced by the many studies that refer to achievement training. Research conducted by Hasanah & Uswatun Khasanah (2022) showed that motivation from the asatidz or teachers at the boarding school had an impact on the learning ethos of the students. Another research in the scope of pesantren is by Suparno et al. (2022) which explains that there are several things that can affect student learning motivation, including the factors of students, parents, teachers, and the boarding school system.

Fatimah & Erlina (2023) conducted research on achievement motivation which explained that social support and self-esteem have an influence on achievement motivation. In the learning situation at the pesantren, self-adjustment between students and pesantren and the learning received is needed. Social support also provides reinforcement for students in completing their studies in the academic and religious fields such as memorizing the Koran. In Pesantren X, although there are several santri problems found by the Pondok management at the beginning of entry, such as orphans or orphans, from broken home families, or family economic conditions that are below sufficient. The pesantren always provides assistance so that students can still have motivation in learning. Santri always get support from the Pondok through the teachers. Pondok also said that communication with the family is also an effort so that students still have strong motivation in learning. Ekanita & Putri (2019) also said that social support also influenced 35.4% of students in adjusting to the education system in pesantren.

The results of hypothesis testing using paired sample t-test show that there is a significant difference in terms of achievement motivation before and after being given Achievement Motivation Training treatment with the pretest results (M:78.17 dan SD: 8.206) and posttest (M:86.97 and SD: 8.676). Based on these results, the hypothesis proposed by researchers that there is a difference in the achievement motivation of Islamic boarding school students before and after being given Achievement Motivation Training is accepted. Rini & Widiyana (2011) obtained research results showing that motivational training given to 26 employees of a company had an effective influence on increasing employee productivity. Various research that has been carried out previously, shows that achievement motivation is very important in supporting a person's productivity abilities according to the field they are studying at that time. Many training courses related to motivation have also been carried out to increase achievement motivation. Research on the theme of achievement motivation has also been carried out by Riza & Masykur (2015) regarding achievement motivation and discipline of MTSN Nganjuk students. The results of this research explain that there is a positive

relationship between achievement motivation and discipline, where achievement motivation makes an effective contribution of 52.9% to discipline.

The results of this research are supported by previous research Andhini (2013) which suggests that achievement motivation training can increase achievement motivation in members of an MLM company. At this company, the training provided has an impact on productivity which can be seen from the number of sales results made by members. Related training fosters motivation to excel in a person, which is closely related to the resulting performance output. The results of this research show an increase in students' achievement motivation compared to the students' achievement motivation several days before receiving this training. The achievement motivation training stimulates several important aspects for students, including responsibility, test setting, and creativity and innovation. Through this training, it can be seen from the pretest and post test scores of students, which predominantly increased. Priasmoro (2020) said that santri or pesantren students have very little time to gather with their families, so communication between santri and teachers is an important indicator for santri mental health. Students can only interact with their families in a limited way so that it is not uncommon for psychological problems to arise in students, such as feelings of sadness, loneliness, and it is not uncommon for problems to occur in the mental health of students. The psychological conditions experienced by students certainly greatly influence the learning process. The learning load that students have cannot be equated with students who are not students. The boarding school or pesantren must provide assistance to assist students in learning, including increasing students' achievement motivation.

The life of students at Islamic boarding schools has the same routine every day. It is undeniable that the demands of education in general and the activity of memorizing the Al-Qur'an make students sometimes feel bored. Losing motivation due to routine certainly has an impact on students' desire to achieve, so activities or methods are needed to arouse and increase students' motivation, especially in learning to memorize the Al-Qur'an. Achievement Motivation Training provides students with an understanding of cultivating enthusiasm for fastabiqul khoirot or competing in good deeds. Students gain understanding and motivation to become better individuals. These results can be seen from the increase in achievement motivation before and after the training carried out. Susanto (Azhari & Ismiradewi, 2021) explains that achievement motivation is the strength that arises within a person to achieve the desired achievement so that he can achieve the best results according to his optimal abilities to achieve success. Students in training receive reinforcement in the form of motivation which makes the desire to succeed and succeed emerge.

The research findings of Amalia et al. (2018) show that there is a difference in achievement motivation between Islamic boarding school students and general students. This research shows that there is a higher achievement motivation among students. This is in line with the condition of achievement motivation of students in Islamic boarding school. The scope of Islamic boarding school, which has more intense togetherness with friends, may also have an impact on students' motivation.

Fitri (2023) was found that there is a relationship between achievement motivation and academic stress in students. Academic stress can occur when a student has a desire to achieve achievement and the demands in completing various academic assignments that are always required on time. Students who have good achievement motivation will be able to make plans in achieving goals. Critical and creative thinking is also an indicator that a student can solve problems, especially in terms of education. Puryati, Gaguk, & Awaluddin, (2023) explained that the learning process is strongly influenced by a person's psychological condition, one of which is motivation. There are several factors that also affect a person's motivation in the learning process. According to Shah (2008) first, internal factors that are influenced by conditions from within a person. Second, there are external factors that arise from family or the environment

where students live. And the last is the approach factor in learning related to student strategies in understanding the learning provided.

Conclusion

This research can be concluded that there are differences in achievement motivation among students at Islamic Boarding School X in Karanganyar. Students' achievement motivation increased after being given treatment in the form of Achievement Motivation Training. In the future, research on achievement motivation will be further explored regarding training used with different designs and groups so that it shows a stronger impact on increasing students' achievement motivation, especially in memorizing the Al-Qur'an.

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