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Entrepreneurial Students' Achievement Motivation towards Academic Excellence

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Abstract

The advancement and convenience of technology nowadays are utilized by students to pursue their business endeavors. Entrepreneurial students remain actively engaged in their studies while running their businesses. A strong motivation is essential for entrepreneurial students to fulfill their roles both as students and entrepreneurs. This study is an explanatory research involving entrepreneurial students from the Department of Business Administration at Polines, with a sample size of 34 respondents. The results of this research indicate that achievement motivation has a calculated t-value (6.670)>tabulated t-value (1.694) with a significance of 0.000<0.05 towards academic achievement. Hence, it can be concluded that achievement motivation has a positive and significant influence on the academic performance of entrepreneurial students in the Department of Business Administration at Polines. The adjusted R Square value of 0.569 implies that 56.9% of academic achievement is influenced by achievement motivation. These findings suggest that despite engaging in business or entrepreneurship, students maintain high levels of achievement motivation, thus preserving their academic performance.

Keywords: Achievement Motivation, Academic Achievement, Entrepreneurial Students.

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INTRODUCTION

The continuous growth of the industrial era and the relentless advancement of technology have facilitated all tasks for those who can utilize them. This progress and convenience are utilized by students to engage in business ventures. These entrepreneurial students remain actively involved in their studies while enthusiastically pursuing their businesses. Despite being entrepreneurs, these students still have responsibilities to fulfill their studies excellently. Academic achievement must remain the primary priority over business endeavors. These entrepreneurial students make various efforts to ensure that both their academic achievements and businesses are well maintained. One of the most crucial aspects in maintaining academic achievement is the achievement motivation itself from these entrepreneurial students.

Academic achievement is a term used to denote the learning outcomes within a specific period expressed in numerical form or symbols or letters. According to Muhibbin Syah (2008), factors that can influence academic achievement include intellectual ability, interest, special talents, achievement motivation, attitude, physical and mental condition, independence, family environment, and situational environment.

Entrepreneurial students majoring in Business Administration at Politeknik Negeri Semarang acquire various knowledge applicable to their business endeavors. The knowledge gained by these students can assist entrepreneurial students in their business ventures. However, academic achievement must not be neglected. Students in the Business Administration Department at Politeknik Negeri Semarang undergo a modular system of study, wherein if a student fails to meet the requirements for a course, they must retake it in the following year (not advancing to the next level). This modular system requires students to stay focused on their studies.

The research conducted by Agung Nursamiaji and Kusnarto Kurniawan in 2015 found a strong correlation between learning motivation and students' academic achievement. Similarly, a study conducted by Ni Wyn Dian Pratiwi et al. in 2018 also found a significant relationship between motivation and students' learning achievement. Furthermore, Monika Sidabutar et al. in 2020 conducted research that resulted in finding that learning motivation positively influences students' academic achievement.

RESEARCH PROBLEM

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Based on the background outlined and the results of previous research, the research problem can be formulated as follows: "What is the influence of achievement motivation on the academic achievement of entrepreneurial students majoring in Business Administration at Politeknik Negeri Semarang?"

This research formulates the research question as follows:

1. Can achievement motivation influence the academic performance of entrepreneurial students?
2. How significant is the influence of achievement motivation on the academic performance of entrepreneurial students?

ACHIEVEMENT MOTIVATION

Winkel (2004) states that achievement motivation is the driving force within an individual to achieve success and engage in activities where success depends on personal effort and abilities. According to Atkinson (1982), achievement motivation is an individual's tendency to strive for success and have goal orientation, whether in successful or unsuccessful activities.

The dimensions measured in achievement motivation as stated by McClelland (2014) are the need for achievement, while the indicators of achievement motivation are:

- Goal Orientation
- Work Targets
- Work Quality
- Responsible
- Willingness to Take Risks
- Creativity and Innovation

ACADEMIC ACHIEVEMENT

According to the Kamus Besar Bahasa Indonesia (KBBI), academic achievement refers to the learning outcomes obtained from cognitive learning activities in schools or higher education institutions, usually determined through measurement and assessment. S. Nasution (1996) stated that academic achievement is the perfection attained by an individual in thinking, feeling, and acting. Academic achievement is said to be perfect if it fulfills three aspects: cognitive, affective, and psychomotor.

The factors causing academic achievement according to Muhibbin Syah (2008) are

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influenced by three factors: internal factors, external factors, and learning approach factors. The types and indicators of academic achievement according to Benjamin Bloom in Nana Sudjana (2017) are divided into:

- Cognitive Domain
  - Knowledge (able to demonstrate)
  - Comprehension (able to explain)
  - Application (able to define orally)
  - Analysis (able to provide examples)
  - Synthesis (able to use appropriately)
  - Evaluation (able to outline, classify, connect, conclude, generate general principles, assess based on criteria, and produce)
- Affective Domain
  - Receiving (demonstrating acceptance and rejection attitudes)
  - Responding (willingness to participate or engage)
  - Valuing (considering important and beneficial)
  - Internalization (considering beautiful and harmonious)
  - Characterization of a value or complex values (recognizing and believing; denying; institutionalizing or negating; embedding in personality and daily behavior)
- Psychomotor Domain
  - Skills of movement and action (coordinating eye, foot, and other body part movements)
  - Proficiency in verbal and non-verbal expression (speaking; making facial expressions and bodily movements)

RESEARCH METHODS

This research is an 'Explanatory Research', characterized by its explanatory nature, focusing on examining the relationships between research variables by testing hypotheses (Sambas Ali Muhidin and Maman Abdurrahman, 2007). Data collection method involves soliciting responses from respondents through a list of questions via Google form.

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Population and Sample

The population in this study consists of entrepreneurial students majoring in Business Administration at the State Polytechnic of Semarang, with a sample size of 34 respondents obtained.

Data Analysis Method

The analysis technique employs several approaches, namely: (Sambas Ali Muhidin and Maman Abdurrahman, 2007).

a. Instrument testing employs the approaches of Validity Test and Reliability Test.
b. Analysis is conducted using the Three-box Method index analysis technique.
c. Data analysis testing is conducted using the Classical Assumption Deviation Test approach, which includes the Normality Test.
d. Model and hypothesis testing are performed using the Regression Equation Test:
    1) T Statistical Test (Partial), in the Regression Model Feasibility Test using IBM SPSS Statistics 25, in this case, is used to examine the extent of influence between variables.
    2) Testing the Coefficient of Determination in the Regression Model Feasibility Test is conducted to assess the strength of the relationship between variables.

Validity Test

The validity test is used to measure the validity or legitimacy of a questionnaire (Ghozali, 2014). The validity calculation resulted in (df) = 32, so the table value of r with (df) = 32 at a significance level of 5% is 0.2869.

1. Validation Test of Achievement Motivation Variable

Table 1 Validation Test of Achievement Motivation Variable

Variable	Indicator	Statement	r_{value}	r_{table}	Expl.
B	Goal Orientation	B1	0,676	0,2869	VALID
	Work Targets	B2	0,862	0,2869	VALID
	Work Quality	B3	0,929	0,2869	VALID
	Responsible	B4	0,858	0,2869	VALID
	Willing to take risks	B5	0,808	0,2869	VALID

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"Table 1 indicates that each item of the achievement motivation variable has a calculated $r_{value} > r_{table}$, thus indicating that all items of questions are valid.

2. Validation Test of Academic Achievement Variable

Table 2 Validation Test of Academic Achievement Variable

Variable	Indicator	Statement	r_{value}	r_{table}	Expl.
P	Cognitive Domain	P1	0,685	0,2869	VALID
		P2	0,850	0,2869	VALID
		P3	0,847	0,2869	VALID
		P4	0,894	0,2869	VALID
		P5	0,830	0,2869	VALID
	Affective Domain	P6	0,735	0,2869	VALID
		P7	0,738	0,2869	VALID
		P8	0,732	0,2869	VALID
		P9	0,779	0,2869	VALID

Source: Processed Primary Data, 2023

Table 2 indicates that each item of the academic achievement variable has a calculated $r_{value} > r_{table}$, thus indicating that all items of questions are valid.

Reliability Test

A questionnaire is considered reliable if an individual's responses to statements are consistent or stable over time (Ghozali, 2014). A construct or variable is considered reliable if it yields a Cronbach's Alpha value > 0.70.

Table 3 Reliability Test Results

Variable	*Cronbach's Alpha*	Alpha Value	Expl.
Achievement Motivation	0,868	0,70	RELIABEL
Academic Achievement	0,922	0,70	RELIABEL

Source: Processed Primary Data, 2023

Table 3 shows that the Cronbach's Alpha of each variable is greater than 0.70, indicating that all questionnaire items in this study are considered reliable or trustworthy.

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RESULTS AND DISCUSSSION

The T statistical test essentially indicates how far the influence of one explanatory or independent variable individually explains variations in the dependent variables (Ghozali, 2014). When observed in the t-table with a significance level of 0.05 and degrees of freedom (df) = n-2 = 34-2 = 32, the obtained t-table value is 1.694. Based on the obtained t-table value of 1.694, the decision-making criteria for the t-test are as follows:

1. If the calculated t-value < table t-value or the significance value > 0.05, then H0 is accepted or Ha is rejected.
2. If the calculated t-value > table t-value or the significance value < 0.05, then H0 is rejected or Ha is accepted.

The results of the t-test in this study regarding achievement motivation on academic achievement are presented in Table 4 as follows:

Table 4 The Results of Academic Achievement t-Test

Variable	t_{value}	t_{table}	Sig. Value
Motivasi Berprestasi	6,670	1,694	0,000

Source: Processed Primary Data, 2023

The calculation of the t-test results in Table 4 indicates that the achievement motivation variable has a calculated t-value of 6.670 > table t-value of 1.694 with a significance value of 0.000 < 0.05. According to the decision-making criteria for the t-test, Ha is accepted and H0 is rejected. Therefore, it can be concluded that the achievement motivation variable partially influences the academic achievement of students majoring in Business Administration at Politeknik Negeri Semarang.

The results of the coefficient of determination regarding the influence of achievement motivation on academic achievement can be seen in the following Table 5:

Table 5 The Results of the Coefficient of Determination Test for Academic Achievement

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,763[a]	,582	,569	5,525

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a. Predictors: (Constant), Total_Motivasi_Berprestasi
b. Dependent Variable: Total_Prestasi_Akademik
Source: Processed Primary Data, 2023

Table 5 shows that the Adjusted R Square value is 0.569 or 56.9%, which means that 56.9% of Academic Achievement is influenced by the Achievement Motivation variable, while the remaining 43.1% is influenced by other variables.

The results of the conducted test indicate a positive and significant influence between achievement motivation and academic achievement of entrepreneurial students. The greater the achievement motivation of entrepreneurial students, the greater the academic achievement obtained, with a percentage influence of 56.9%. These results signify the crucial importance of achievement motivation among entrepreneurial students in maintaining or achieving satisfactory academic results as expected. This statement is evident from the significant percentage of the influence of achievement motivation on academic achievement itself.

The results of this study are consistent with the findings of previous research conducted by Agung Nursamiaji and Kusnarto Kurniawan in 2015, which found a strong relationship between learning motivation and students' academic achievement. Similarly, research conducted by Monika Sidabutar et al. in 2020 also yielded results showing that learning motivation has a positive influence on students' academic achievement. S. Nasution (1996) stated that academic achievement is the perfection attained by an individual in thinking, feeling, and acting.

According to Syah (2002), factors considered to influence academic achievement include intellectual ability, interest, special talents, achievement motivation, attitude, physical and mental condition, independence, school environment, family environment, and situational environment. Achievement motivation, as described by Winkel (2004), is the driving force within an individual to achieve success and engage in activities where success depends on personal effort and abilities.

CONCLUSION

Based on the conducted research, it is concluded that there is a positive and significant influence between achievement motivation and academic achievement of entrepreneurial students. This implies that the greater the achievement motivation of entrepreneurial students, the greater the academic achievement obtained, with a percentage influence of 56.9%.

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FUTURE DIRECTIONS

Recommendations for further research include conducting studies on entrepreneurial students regarding their academic achievement and business growth, as well as other influencing factors that were not investigated in this study. Research could also be expanded to a larger population to explore and understand the various factors influencing entrepreneurial students in achieving their academic success.

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