

ACHIEVEMENT MOTIVATION TO SELF-REGULATION DURING COVID-19 PANDEMIC IN REGENCY OF CIREBON WEST JAVA PROVINCE INDONESIA

Cucu Sopiah¹, Yufiarti² dan Elindra Yetty³

¹Jakarta State University; ²Jakarta State University; ³Jakarta State University

Email: cucu.sopiah@umc.ac.id; elindrayetti@unj.ac.id ; yufiarti@unj.ac.id.

ABSTRACT

The Covid-19 disaster that hit the world has a huge impact on all areas, especially in the field of education that goes from face-to-face learning in schools to online learning at home. This situation requires the child to immediately adapt to the new atmosphere with various conditions that he experienced such as uncomfortable home conditions, limited handphon and laptop ownership, unfulfilled internet quotas, unstable internet signals, lack of parental knowledge about technology, and the way of mentoring parents at different homes to influence the achievement motivation that has an effect on the child's self-regulated. The purpose of this study was to determine whether achievement motivation can affect the self-reduction of grade 2 elementary school children in District of Astanajapura Regency of Cirebon west Jawa Provincw Indonesia. The research method used is quantitative research with a simple linearity test, the population in this study were all grade 2 elementary school children, District of Astanajapura Regency of Cirebon west Jawa Provincw Indonesia. The sample in this study were the children of Elementary School 1 Buntet and Elementary School 2 Kanci Kulon District of Astanajapura Regency of Cirebon west Jawa Provincw Indonesia. The results of this study obtained a determinant coefficient (R Square) of 0.344, with a significance value of $0.000 < 0.05$ and a tcount of $7.172 > t$ table 0.195, so it can be concluded that achievement motivation has an impact on self-regulation of 34.4 %.

Keyword: Students' Achievement, Motivation, Self-Regulation

INTRODUCTION

When the WHO announced Wuhan City of Hubei Province, China had contracted Covid-19. The world is shocked by the deadly disease, which requires the rest of the world to anticipate with restrictions on all sorts of activities ranging from social distancing to some countries implementing lockdown systems for certain regions.

Corona virus is a type of virus that causes infectious diseases caused by Several Acute Respiratory Sydrome Coronavirus 2 (SARS-CoV-2). This type is a new type that has not previously been identified in humans. There are two types of coronavirus known to cause diseases that can cause severe symptoms such as Middle East Respiratory Syndrome (MERS) and Severa Acute Respiratory Sydrome (SARS). Common signs and symptoms of Covid-19 infection include symptoms of acute respiratory distress such as fever, cough and shortness of breath. The incubation period averages 5-6 days with the longest incubation period of 14 days (Sugihantono et al., 2020).

In relation to the policy of tackling infectious disease outbreaks, Indonesia has a Law No. 4 of 1984 concerning Infectious Disease Outbreaks, Government Regulation No. 40/1991 on The Prevention of Infectious Disease Outbreaks, and Regulation of the Minister of Health No. 1501/Menkes/Per/X/2010 on Certain Types of Infectious Diseases That Can Cause Outbreaks and Countermeasures. Therefore, in order to prevent the covid19 outbreak, the Minister of Health has issued Decree of the Minister of Health Number HK.01.07/MENKES/104/2020 on the Determination of Novel Coronavirus Infection (Infection 2019-nCoV) as a Type of Disease That Can Cause Outbreaks and Its Countermeasures. The determination is based on the consideration that Novel Coronavirus Infection (Infection 2019-nCoV) has been declared WHO as a World Unsettling Public Health Emergency (PHEIC) (Sugihantono et al., 2020).

The government's efforts to break the covid-19 pandemic by enforcing social distancing regulations are one of them by closing schools. Another policy is to implement a strategy of learning at home and by studying face-to-face with the application of health protocols. On March 17, 2020, the Minister of Education published circular letter numbering 36962/MPK. A/HK/2020 on Learning Online and Working from Home in Order to Prevent The Spread of Covid-19. The letter is addressed to all heads of service from early childhood education, primary, secondary, to high education. In it was conveyed an exhortation to follow the Covid-19 prevention protocol stipulated in the circular.

The Ministry of Education urged all education units under the ministry of education to postpone events that invite many participants by replacing them through video conferences or through other online communications. Online learning is applied similarly to its presence in schools and colleges. Through the circular, the school enacted learning from home through online as a strategy to fulfill children's educational rights during the pandemic.

By walking the online learning process from home, it requires the child to be able to learn as much as he can with rough conditions. The condition experienced by students of one of the regions, especially buntet village and kanci kulon village in Astanajapura District, Cirebon Regency, West Java Province, Indonesia was not immediately met its needs as expected by the government. Uncomfortable home conditions, limited handphon or laptop, unfulfilled internet quotas, unstable internet signals, lack of parental knowledge related to technology, and different ways of mentoring parents in different homes influence the motivation of achievement that affects the self-regulation of the child.

This can be seen during interviews with teachers and parents at elementary school 2 Munjul grade 2 some children seem to lack the desire or encouragement to achieve good grades when learning online at home for various reasons namely not understanding the material, means of communication with parents that the child does not understand when accompanying learning and some children should be reminded by parents to learn online assigned teachers , some children are still busy playing with their friends when the online hours have started, so the implementation of online learning is not maximal implementation, which causes the child to have low achievement motivation and self-regulation.

Motivation is an internal state that causes people to behave in a certain way to achieve certain goals (Affum-osei & Forkouh, 2014), Campbell & Pritchard mention motivation as a set of psychological processes that lead to initiation, direction, intensity, and behavioral perseverance (Affum-osei & Forkouh, 2014). Achievement Motivation is an important ability that determines what a person can do and motivation determines what someone will do (Cetin, 2015). Heckhausen defines achievement motivation as a person's encouragement to improve his competence (or maintain it at the highest possible level) in all activities in which a person has committed himself or herself to achieving a standard of excellence (Rheinberg, Vollmeyer, & Burns, 2000).

There are two dimensions of motivation associated with achievement that are hope for success and fear of different failures in one goal (realistic vs. too simple or too difficult goals) and how strong success or failure is incentive (Rheinberg et al., 2000). Ames (Doostian et al., 2014) defines achievement motivation as referring to behavior related to learning and progress in school.

Heckhausen divides motivation into two: intrinsic motivation and extrinsic motivation. Intrinsic motivation indicates motivation from within while extrinsic motivation means to show motivation from outside (Rheinberg et al., 2000). Intrinsic motivation is an activity carried out by an individual, freely without any coercion from the outside (Ryan & Deci, 2000), while extrinsic motivation is an activity done to obtain a reward. Extrinsic motivation refers to behavioral performance that fundamentally depends on achieving results separated from the action itself. In other words, extrinsic motivation is instrumental (Ryan & Deci, (2000).

Self-regulation according to Papalia, Old, & Feidman, (2015) is the control from within the individual to be able to control behavior towards the social environment. Carvas & Scheier define self regulated is the process by which an organism strives to control self-

behavior in achieving a goal (King, 2016). Self-regulation involves the ability to control one's behavior without having to rely on the help of others (Santrock, 2020). Pintrich (Pintrich, 2000) says self-regulation is an active and constructive process in which learners verify, regulate, and motivate to control cognition and behavior. The results of his research Jansen, van Leeuwen, Janssen, Jak, & Kester, (2019) concluded motivation can influence the effectiveness of self-regulation interventions in children.

Children will have an accomplished motivation if the environment in and outside environment participates in supporting, such as the home environment where the child to learn should be conducive, parents who can understand and guide the child when learning at home, the child feels facilitated all his learning needs at home, such as the availability of technology tools for online, stable internet access and awareness in the child to learn to support the extent of motivation of the child's achievements at home, in addition self regulated learning in the child itself is very important, such as awareness of cognition, meta cognition and planning related to online learning at home will affect the child's self regulated learning. Based on this research aims to find out if the achievement motivation can affect the self regulated of elementary school students in grade 2 Astanajapura District, Cirebon Regency, West Java Province, Indonesia.

METODE RESEARCH

This research uses quantitative research methods, the population in this study is all elementary school children grade 2 Astanajapura District, Cirebon Regency, West Java Province, Indonesia. The sample in this study were 101 elementary school children from elementary school 1 Buntet and elementary school 2 Kanci Kulon, Astanajapura District, Cirebon Regency, West Java Province, Indonesia, Instruments used in this study using questionnaires namely high achievement motivation questionnaires and self-regulation questionnaires on a scale of 1-5, data analysis using SPSS.

FINDINGS AND DISCUSSIONS

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.587 ^a	.344	.338	5.279

a. Predictors: (Constant), Achievement Motivation

Based on the calculation results obtained a correlation value (R) of 0.587. Based on this output, a determinant coefficient (R Square) is 0, 344, which can be concluded that achievement motivation has an influence on self-regulation by 34.4%.

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	26.536	4.074		6.513	.000
Achievement Motivation	.494	.069	.587	7.172	.000

a. Dependent Variable: Self-regulated Learning

The constant value of 26,536 means the consistent value of the accomplished motivation variable is 26, 536. Mean while, the achievement motivation regression coefficient achieved 0.494. This means that any increase in the achievement motivation n to achieve one unit will affect the regulation of 0.494. Based on the value of the coeficience table, it is known that the value of t count is 7,172 > t table 0.195 so that it can be concluded that the achievement motivation has a significant effect on the self-regulation of grade 2 elementary school children.

CONCLUSIONS AND SUGGESTIONS

The results of this study indicate that in the regression data analysis, there is a significant influence between achievement motivation on self-regulation, which is equal to 0.000 <0.05, so it can be concluded that achievement motivation affects self-regulation. Based on the t test, it is known that the t-count value is 7,172> t-table 0.195, so it can be concluded that achievement motivation has a significant effect on self-regulation of grade 2 elementary school children..

The results of this study are in accordance with the research Jansen, van Leeuwen, Janssen, Jak, & Kester, (2019) with the conclusion that motivational research can influence the effectiveness of self-regulation interventions in children. According to Pooreslami & Shirazi (Doostian et al., 2014) the motivation of excellence that children have is a

prerequisite for student learning, the effect of which can be seen in training and learning. Some Psychologists emphasize the need to pay attention to motivation in education, as there is a significant link between motivation in education and learning the new skills, strategies, and behaviors of Pintrich & Schunk (Doostian et al., 2014). Motivation closely related to one's self-regulation will be motivated to achieve goals involved in self-regulation (e.g., organizing and training materials, monitoring learning progress, and adjusting strategies) (Schunk, 1995). Motivation is very important because it affects self-regulation, self-regulation can motivate students to set new goals to continue learning (Schunk, 1995).

The result of the correlation calculation is obtained a value of (R) 0.587, based on the output obtained determinant coefficient (R Square) of 0.344, which can be concluded that the motivation of achievement affects self-regulation by 34.4%. These data indicate that achievement motivation can contribute 34.4% to children's self-regulation, the remaining 66% comes from other factors not examined in this study. Other factors that influence SRL include family, peers, instructors, educational environment, and student personal characteristics (Jouhari, Haghani, & Changiz, 2015). There are internal and external factors that can affect a child's capacity for self-regulation, namely internal factors consisting of biological, genetic, and children's temperament factors, individual motivation to self-regulate, which can come from external sources (i.e., rewards and consequences) or goals and Internal values (i.e. intrinsic motivation), external or environmental factors, including biology, skills, motivation, caregiver support, and environmental context contribute to individual differences in self-regulation (Hatch, 2017).

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