



Achievement Motives of North Sumatra Athletics Team in Facing Competitions

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Keywords

Achievement Motive,
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Abstract

This study aims to analyze the achievement motive factors of North Sumatra Athletics athletes in facing competitions. The subjects in this study were 28 people. This research is included in quantitative research. The data analysis technique used is descriptive statistics with the formula F percent, which is used to determine the percentage of athletes and the frequency of answers for each factor. Considering the relatively small population, this research uses the entire population as the sample in this research. The data collection method used in this research is by using a scale. The scale model used is the Likert scale. Based on the results of data analysis, from the scale of achievement motives seen from the characteristics 1) Characteristics of self-confidence and responsibility, there were 82.14% who stated that they had a sense of self-confidence and responsibility. 2) Characteristics of having a future orientation, there are 89.2% who have a future orientation. 3) Characteristics of having a high urge to act. There are 92.8% who have a high urge to act. 4) Characteristics of having creativity: It turns out that 75% have creativity. 5) Characteristics of having tough friends. It is known that 82.14% have tough friends. 6) Open nature turns out there are 89.2% who have open nature.

INTRODUCTION

Athletics is a sport that is quite famous in Indonesia. In general, there are three sports, namely running, jumping and throwing. These three athletic sports are the main agenda in every competition, for example National Sports Week, where this sporting event is an activity that is in great demand by athletes. In Indonesia, the first athletic union was founded on September 3 in Semarang, which is now called the All Indonesian Athletic Association, while the athletic clubs that were founded during the Dutch East Indies government were on the island of Java, in several big cities, such as Semarang, Solo, Jakarta and Surabaya. One condition that often becomes a problem for athletes is the achievement motive.

Various conditions that often become problems for athletes are anxiety when facing competitions, achievement motives and athletes' ability to control emotions. Athletes when facing a competition often experience symptoms such as excessive sweating, fast heartbeat, cold hands and feet, indigestion, dry mouth, dry throat, pale face, frequent urination beyond normal limits. Athletes also often complain of pain in their joints, stiff muscles, feeling tired quickly, unable to relax, easily startled and sometimes accompanied by facial or body movements with excessive intensity and frequency, such as when sitting continuously shaking their legs and stretching their necks. (Myrna, 1996; in Faridz, 2010).

Motive is defined as the effort that drives someone to do something. Motive can be said to be a driving force from within and within the subject, to carry out certain activities in order to achieve a goal, motive can even be interpreted as an internal condition (preparedness). Starting from the word "motive", motivation can be interpreted as a driving force that has become active. Motives become active at certain times, especially when the need to achieve goals is felt/urgent, while achievement motives are the drive that individuals have to achieve optimal results. The achievement motive will direct individuals to make maximum learning efforts because they expect maximum results. According to Purwakawaca (in Faridz, 2010) the achievement motive is an effort that moves people to think and focus their attention on an object and make plans to achieve their goals. Motives can move individuals to fulfill their needs, for example achieving an achievement to achieve mental satisfaction. Motive is defined as an effort that moves someone to do something. Motive can be said to be a driving force from within and within the subject, to carry out certain activities in order to achieve a goal, even motive can be interpreted as an internal state (readiness). Motivation in sports activities is the basis for moving and directing a person's behavior to achieve achievement (Gunarsa, 2004). Irwanto (1994, in Faridz, 2010) explains that the achievement motive is reflected in individual behavior which always leads to standards of excellence and is the result of a learning process, so it is said that people like this like challenging tasks, are personally responsible and open to positive things. input. increase achievement, innovation, creativity because this achievement motive can be improved through practice.

Motivation is the driving force for someone to carry out an activity to fulfill their needs (Rabideu, 2005). Motivation makes someone try to improve the work results they want to achieve. This effort will continue until you get what you want. According to Suardiman (in Sujarwo, 2013), motivation arises because of need. The needs that encourage motivation are psychological needs to fulfill physical satisfaction such as eating, drinking, oxygen and so on as well as social psychological needs to fulfill social satisfaction such as; appreciation, praise, security and so on. Apart from that, the emergence of motivation is also influenced by the environment in which the individual is located. Motivation gives direction and purpose to individual behavior. According to Ardhana (in Sujarwo, 2013) motivation is an important factor in achieving achievement, both academic achievement and in other fields. Motivation is closer to the willingness to carry out tasks to achieve goals. One type of motivation that is seen to have a role in individual work behavior is achievement motivation.

Achievement motivation is a person's tendency to try to achieve success and have a goal orientation, activity success or failure (Atkinson, 1982; in Sujarwo, 2013). Achieving success requires hard work and trying as hard as possible to avoid failure. McClelland (in Sujarwo, 2013) defines achievement motivation as motivation that encourages individuals to achieve success, and aims to succeed in competition or competition with some measure of excellence (standard of excellence). The measure of excellence can be one's own previous achievements or the achievements of others. Achievement motivation is the desire to achieve achievements in accordance with established standards (Degeng, 1997, in Sujarwo, 2013). So that individuals can understand sociology learning material which explores a lot of people's lives from high-level cognitive aspects, individual achievement motivation is needed.

According to McClelland (1987, in Sujarwo, 2013) one of the factors that encourages moti-

vation in a person is the need for achievement. These needs include the desire to achieve success, overcome obstacles, complete something difficult and the desire to be able to exceed other people. Robinson in Cohen (1976, in Sujarwo, 2013) suggests that the need for achievement is assumed to be a motive to achieve success and a motive to avoid failure.

According to Rabideu (2005) achievement motivation is a drive for excellence compared to one's own standards and those of others. Based on this opinion, it can be concluded that achievement motivation is an impulse that arises from within the individual in connection with the hope that the actions taken are a means of achieving good results, competing and outperforming others, overcoming obstacles and maintaining high morale. Having high enthusiasm will encourage him to achieve optimal learning results.

According to Rabideu (2005) there are 2 aspects that underlie achievement motivation, namely: hope for success and avoiding failure. These two aspects of motivation are related to things/tasks in the future. Efforts to avoid failure can be interpreted as efforts to carry out tasks as optimally as possible, so as not to fail in obtaining future opportunities. Likewise, striving for success can be a driving force that gives self-confidence, so that you are able to do something successfully, taking into account the ability to avoid failure. With the hope of success, someone will work hard to achieve it and try to get better learning results.

McClelland (Faridz, 2010) uses the term need for achievement (N-Ach) for the need for achievement, namely as an encouragement for someone to succeed in competing with a standard of excellence. Someone who has achievement motivation will look for situations where they can achieve personal responsibility to find solutions to problems and as a challenge to solve problems and receive feedback as a form of responsibility for success or failure. According to Atkinson (Faridz, 2010) there are two aspects that underlie achievement motivation, namely rewards for success and avoiding failure.

McClelland (1975, in Faridz, 2010) defines achievement motivation as motivation that encourages individuals to achieve success, and aims to succeed in competition or rivalry with some measure of excellence (standard of excellence). The measure of excellence can be one's own previous achievements or the achievements of others. McClelland said that achievement motivation is the encouragement that students have to do everything, excel and try to achieve success (Haryani, 2014). Achievement motivation can be interpreted as a driving force that aims to increase the level of ability as a reward for oneself for having made the effort to do and achieve something so as to create a satisfactory learning achievement (Kusumajati, 2011).

Heckhausen (in Masdawaty, 2006) provides the following characteristics of individuals who have an achievement motive: 1) Have great self-confidence in facing competitive tasks, 2) Have a more purposeful and future-oriented attitude, 3) Prefers work with a moderate level of difficulty and responsibility, 4) Doesn't like wasting time and is creative, 5) Has friends whose abilities and toughness in carrying out tasks are balanced, 6) Is open and easy to get along with anyone.

The urgency of this research is to see the extent of preparation of the psychological condition of North Sumatran athletic athletes, in preparation for the National Sports Competition (PON) which will take place in Medan from 10-18 September 2024. All of these athletic athletes have participated in the training program implemented since January 2021, by the North Sumatra Athletics sports management. Regarding the psychological condition of athletes, researchers are actually not only researching one aspect, but there are 2 aspects, namely the ability to Control Emotions. However, the management of North Sumatra Athletics, they only wanted to see the results of the achievement motive aspect, so in the end the researchers only used one aspect in this research.

METHOD

The type of research used is descriptive quantitative research. The data source for this research is 28 North Sumatran athletic athletes, who are then referred to as the research population. Considering the relatively small population, the sampling technique in this study used total sampling, where the entire population was used as the sample in this study. The data collection method used in this research is by using a scale. The scale model used is the Likert scale.

The measuring instrument used to measure achievement motivation is an achievement motivation scale designed by the researcher himself based on the characteristics of achievement motivation put forward by Heckhausen (1991) and Mc. Clelland (in Masdawaty, 2006). The validity value of this measuring instrument is 0.928 and the reliability value is 0.885. These results come from Thesis Research on behalf of Faridz Ravsamjani, 2016 where the same measuring instrument was used in

research on 309 athletes, using Confirmatory Factor Analysis (CFA). From these results, this research no longer uses validity and reliability tests before starting data collection.

The items in this scale are statements with four answer choices, namely very suitable (SS), suitable (S), not suitable (TS), very inappropriate (STS). The scale is presented in the form of favorable and unfavorable statements. The score given moves from 1 to 4. The assessment weights for favorable statements are: SS = 4, S = 3, TS = 2, STS = 1, while the assessment weights for unfavorable statements are: SS = 1, S = 2, TS = 3, STS = 4.

Table 1. Blue Print Achievement Motif Scale

No	Characteristics of the Achievement Motive	Item Number		Total
		Favourable	Unfavourable	
1	Have a great sense of self-confidence and responsibility	9, 16, 41, 50	8, 15, 22, 40, 49, 53	10
2	Have an orientation towards the future	2, 10, 39, 32, 42	6, 13, 20, 29, 38, 47	11
3	Have a high drive to act	11, 18, 26, 34, 44, 52	4, 36, 45	9
4	Have creativity	12, 28	27, 35	4
5	Have tough friends	5, 19, 37, 46	3, 25, 33, 43	8
6	Open minded	7, 14, 21, 30, 39, 48	1, 17, 23, 31, 51	11
Jumlah		27	26	53

To test the validity of the data in this study, researchers used a content validity test. Test the reliability of the measuring instrument used. Reliability using the Cronbach's alpha method. The data analysis used in this research is descriptive statistics. The statistics used are calculations of frequency distribution and percentages which aim to see a general picture of the research sample regarding the research variables. These descriptive statistics are used to see a general description of research participants.

RESULTS AND DISCUSSIONS.

The results of testing the achievement motivation scale, totaling 53 items, showed that there were 5 invalid items and 48 valid items.

Table 2. Results of Validation of Achievement Motive Scale Items

ACHIEVEMENT MOTIVE											
item	R hitun g	Ket	item	R hitun g	Ket	Item	R hitun g	Ket	item	R hitun g	Ket
p9	0,495	Valid	p24	0,397	Valid	p44	0,395	Valid	p3	0,566	Valid
p16	0,525	Valid	p32	0,538	Valid	p52	0,607	Valid	p33	0,389	Valid
p41	0,536	Valid	p42	0,416	Valid	p4	0,534	Valid	p43	0,564	Valid
p50	0,475	Valid	p6	0,638	Valid	p36	0,576	Valid	p7	0,427	Valid
p8	0,565	Valid	p13	0,530	Valid	p12	0,409	Valid	p14	0,343	Valid

p15	0,375	Valid	p29	0,524	Valid	p28	0,577	Valid	p21	0,660	Valid
p22	0,458	Valid	p38	0,591	Valid	p31	0,619	Valid	p30	0,552	Valid
p40	0,555	Valid	p47	0,516	Valid	p5	0,440	Valid	p39	0,636	Valid
p49	0,747	Valid	p11	0,647	Valid	p19	0,373	Valid	p1	0,511	Valid
p53	0,460	Valid	p18	0,543	Valid	p37	0,476	Valid	p17	0,344	Valid
p2	0,529	Valid	p26	0,474	Valid	p46	0,555	Valid	p23	0,336	Valid
p10	0,525	Valid	p34	0,512	Valid	p44	0,395	Valid	p51	0,363	Valid

Table 3. Aspects of the Achievement Motive

Variabel/ Dimension	High		Average		Low		Total	
	f	%	f	%	f	%	f	%
Have a great sense of self-confidence and responsibility	23	82,1	5	17,9	-	-	28	100,0
Have an orientation towards the future	25	89,3	-	-	3	10,7	28	100,0
Have a high drive to act	26	92,9	-	-	2	7,1	28	100,0
Have creativity	21	75	7	25	-	-	28	100,0
Have tough friends	23	82,1	5	17,9	-	-	28	100,0
Open minded	25	89,2	-	-	3	10,7	28	100,0

Characteristics of self-confidence and responsibility: 82.1% (23 people) said they had a sense of self-confidence and responsibility. Characteristics of having a future orientation, there are 89.3% (25 people) who have a future orientation. The characteristics are that they have a high urge to act. There are 92.9% (26 people) who have a high urge to act. The characteristics of having creativity are that 75% (21 people) have creativity. Characteristics of having tough friends: It is known that 82.1% (23 people) have tough friends. Characteristics of being open, there are 89.2% (25 people) who have an open minded.

CONCLUSION

In general, North Sumatra athletic athletes have the characteristics of individuals who have high achievement motives. This is because each dimension that was assessed reached the highest figure, namely 92.9% (Dimension of Having a high drive for action), while the lowest score was 75% (Dimension of Having Creativity). These results show that the average score of 28 athletic athletes regarding achievement motives is 85.1% which is in the High/Good category. This condition also really supports athletes to be able to compete and achieve achievements. This high achievement motive is related to an individual's ability to face competition. The achievement motive is an individual's psychological condition which can also be a supporting factor whose existence can influence achievement in accordance with the expected sports goals.

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