

The influence of Gender and Self-Actualization on Student Achievement Motivation

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Abstract : The process of self-actualization plays an important role in the learning process in order to achieve the desired goals, one of which is the achievement of achievement in learning. Achievement motivation is a factor that affects student achievement and success in the academic field in students. This study aims to determine the effect of gender and self-actualization on student achievement motivation. This research is an analytic observational study with a cross-sectional approach. The research was conducted on 159 students of UIN Sunan Ampel Surabaya. Data collection was carried out using google forms containing questions related to respondent characteristics, self-actualization and achievement motivation. The results of data collection were analyzed using multiple linear regression analysis with a 5% confidence level. The results showed that there was an influence between gender and self-actualization with student achievement motivation with a significance value of 0.000 <0.05. However, separately, it was found that gender did not significantly affect achievement motivation, while self-actualization had a significant effect on student achievement motivation.

INTRODUCTION

Self-actualization is a person's psychological need for his existence to be recognized according to what he is. According to Maslow (1993) actualization is the top of the human hierarchy, where there is the utilization and development of potential and talents that take place continuously (Paudi et al., 2022). Every self-actualized person will continue to grow, develop and use their ability to be themselves.

Self-actualization will occur throughout an individual's life. Likewise for students, as a student who is part of the self-actualization process. Students are expected to be able to actualize themselves according to their respective potentials. But in reality, there are still few students who are able to develop their potential.

In education, there are three important things: producing learning experiences, self-expression and stimulating curiosity. Need for

competence in students is shown from these three important things. The desired ability will increase if students experience learning, feel failure, get appreciation for what they achieve, punishment and problems faced, conduct various experiments, until finally all of these things strengthen student self-actualization. Empowerment and development of self-actualization in students must be developed in student learning. Student learning activities in providing learning experiences will support student empowerment in the learning process. (Junianto & Wagiran, 2013).

The description above shows that the process of self-actualization plays an important role in the learning process in order to achieve the desired goals, one of which is achievement in learning. Every individual has the desire to achieve their goals and aspirations. These ideals make a person have a need for achievement. To achieve these achievements, individuals need motivation to generate, manage, and maintain

behavior in order to achieve their goals and aspirations.

Achievement motivation is a drive related to achievement including the need to master, manipulate and regulate the social and physical environment, overcome obstacles and compete to obtain maximum results (Tarmizi, 2011). Achievement motivation is a factor that affects student achievement and success in the academic field in students. Students who have achievement motivation will try hard to do

assignments and achieve optimal grades so that they can achieve good learning achievements (Yuliany & Kaihatu, 2021).

One of the factors that influence a person's motivation is gender. Gender is not only related to the physical characteristics of men and women, but also the differences between men and women based on socio-culture. Gender is related to the role and function of responsibility between men and women which is the result of social construction and can change according to the times. Differences in motivation between men and women occur due to differences in the concept of inherent nature of each individual. This concept of nature results in differences in the way of thinking, perspective, goals and individual behavior to achieve these goals. (Santoso, 2015; Zahroh, n.d.)

Based on this background, the author wants to examine how gender and self-actualization influence student achievement motivation.

METHOD

This research is an analytic observational study with a cross-sectional approach. The research was conducted at UIN Sunan Ampel Surabaya in March 2023. The population of this study were all 2nd and 4th semester students. Sampling was carried out using simple random sampling technique, obtaining a sample of 159 students.

Data collection was carried out using a google form containing questions related to respondent characteristics, self-actualization

and achievement motivation. The questionnaire was sent via the whatsapp application by including a google form link.

The results of data collection were analyzed using multiple linear regression analysis with a 5% significance.

RESULTS AND DISCUSSION

Table 1 Student Characteristics Data

Variable		n	%
Sex	Male	48	30,18868
	Female	111	69,81132
Total		159	100
Age	≤ 20	143	89,93711
	> 20	16	10,06289
Total		159	100

Based on the table of respondent characteristics, it is known that the gender of the respondents is mostly female as many as 70.4% of respondents. Based on age, the most respondents at the age of ≤ 20 years, namely 89.9% of respondents.

Table 2 Respondents' self-actualization data

Variable	n	%
Self-actualization		
a. Low	26	16,3522013
b. Medium	109	68,5534591
c. Haigh	24	15,0943396
Total	159	100

Based on table 2, it is obtained that the most respondents' self-actualization is in the moderate category with 68.5% of respondents. Then the low category is 26%, and the least is the high category, which is 24%.

These results indicate that there are still few students who are able to actualize themselves optimally. This is because there are several factors that hinder self-actualization, namely internal and external factors. Internal factors are factors of the individual itself. Some factors that can inhibit self-actualization in these

individuals are ignorance of their potential, interests and talents. There is a feeling of doubt and fear of showing self-potential so that the potential is pent up. Meanwhile, external factors are obstacles that come from outside the individual such as social culture in the surrounding environment that does not support the actualization of one's potential. (Nurhadi, 2018).

Table 3 Respondents' Achievement Motivation Data

Variable	n	%
Achievement Motivation		
a. Low	18	11,3207547
b. Medium	118	74,2138365
c. Height	23	14,4654088
Total	159	100

Based on table 3, it was found that the highest achievement motivation was in the moderate category, namely 74.2% of respondents, while the least was 11% of respondents with a low achievement motivation category.

Achievement motivation will encourage students to have better, effective and efficient behavior in carrying out learning activities. Students will have an optimistic attitude towards the future and will try to fully face challenges (Jannah et al., 2022). Motivation will arise in individuals because it is stimulated by certain goals. This goal is related to individual needs. One of them is the need to show their abilities, improve their abilities and actualize themselves (Pangestu et al., 2021).

Table 4 Crosstab Data on the Effect of Gender and Self-actualization on Student Achievement Motivation

Variable			Achievement Motivation			Total
			Low	Medium	Height	
Male	Self-actualization	Low	5 % (71,4%)	5 (15,2%)	0 (0%)	10 (20,8%)

		Medium	2 (28,6%)	22 (66,7%)	2 (25,0%)	26 (54,2%)
		Height	0 (0%)	6 (18,2%)	6 (75%)	12 (25%)
	Total		7 (100%)	33 (100%)	8 (100%)	48 (100%)
Female	Self-actualization	Low	5 (45,5%)	11 (12,9%)	0 (0%)	16 (14,4%)
		Medium	6 (54,5%)	69 (81,2%)	7 (46,7%)	82 (73,9%)
		Height	0 (0%)	5 (5,9%)	8 (53,3%)	13 (11,7%)
	Total		11 (100%)	85 (100%)	15 (100%)	111 (100%)

Based on table 4, it can be seen that male respondents with low achievement motivation have low actualization as much as 71.4%. Conversely, male respondents with high motivation have high actualization as well, namely 75%.

High actualization shows that respondents are able to recognize and develop their potential. Actualization is the full use of talents, capacities and potentials. The individual is able to choose and direct themselves to achieve the goals they want to achieve so that they are able to motivate themselves to work as well as possible. This motivates individuals to achieve (Rohman, 2015).

The results of the data normality test obtained a significance result of 0.929 where the result is greater than 0.05. So it can be concluded that the data is normally distributed. While the linearity test obtained the deviation from linearity value of 0.655 is greater than 0.05. So it can be concluded that there is a linear relationship between the self-actualization variable and achievement motivation.

Furthermore, the multiple linear regression analysis test was carried out and the following results were obtained.

Table 5 Data analysis of the Effect of Gender and Self-Actualization on Student Achievement Motivation

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3841.369	2	1920.685	71.609	.000 ^a
	Residual	4184.216	156	26.822		
	Total	8025.585	158			

a. Predictors: (Constant), aktualisasi diri, jenis kelamin
 b. Dependent Variable: motivasi berprestasi

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.017	4.569		3.286	.001
	jenis kelamin	1.196	.897	.077	1.333	.184
	aktualisasi diri	.769	.064	.693	11.956	.000

a. Dependent Variable: motivasi berprestasi

The results of the analysis show that together, gender and self-actualization affect student achievement motivation with a significance value of 0.000. The result is less than 0.05.

there are significant differences in achievement motivation in men and women. This happens because of the difference in their perspective on success. Men see success as a clear thing so they don't experience confusion when facing a competition. Whereas in women, the environment is less appreciative of the achievements obtained. In addition, as women tend to be required to be obedient and not competitive. (N.P. Rusmayani et al., 2022)

Differences in the roles of men and women in society are not only based on sex but also due to social construction which includes the position, function and role of each gender in various aspects of life. This causes individual differences in self-actualization. (Kurniawan & Rukma, 2023).

Self-actualization is one of the basic personality factors that motivates individuals to always develop themselves. With self-actualization, individuals have confidence in their ability to achieve their goals and ideals. Individuals who

have high self-actualization will also have a high dedication to the activities or work carried out, so that these individuals will have the urge to develop achievements (Zubaidi et al., 2018).

Achievement motivation is influenced by intrinsic and extrinsic factors. One of the intrinsic factors that has a big influence on achievement motivation is ideals or goals. The higher the actualization of the individual, the more it supports the success of achieving his goals and ideals. Achieving these goals cannot be separated from individual motivation to develop their abilities to achieve the expected achievements. (Ningsih et al., 2021).

Meanwhile, there is no partial influence of gender and self-actualization variables on achievement motivation. Gender or sex variables have no effect on student achievement motivation. These results are in accordance with previous research where there is no effect of gender on student achievement motivation. This happens because in the learning process, teachers give equal treatment to male and female students, both in terms of tasks and responsibilities. A supportive learning atmosphere for students raises learning motivation in all students encouraging students to show their best achievements (Santoso, 2015).

Based on the results of previous research, it can be seen that the effect of gender differences on student achievement motivation depends on external factors that play a role in supporting achievement motivation, including the surrounding environment and learning atmosphere.

CONCLUSION AND RECOMMENDATION

Together, gender and self-actualization have an influence on student achievement motivation. Gender of students together with self-actualization has an influence on student achievement motivation.

Separately, gender has no significant effect on student achievement motivation, while self-actualization has a significant effect on student achievement motivation. So, the higher the self-actualization will increase student achievement motivation.

Increased achievement motivation does not only come from internal factors but also needs support from outside individuals such as family, community and school environment. Surrounding support can increase individual self-actualization so as to encourage the individual to achieve.

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