



**THE INFLUENCE OF LEARNING AND SELF-CONFIDENCE
MOTIVATION ON ACADEMIC ACHIEVEMENT OF
STUDENTS IN THE FACULTY OF ENGINEERING,
UNIVESITAS ISLAM AS-SYAFI'YAH, INDONESIA**

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Abstract:

The GPA of Engineering Department students of As-Syafi'iyah Islamic University, Jakarta in the even semester, four and six shows a downward trend from year to year, and still far below the average GPA required in the world of work with a minimum GPA standard of 2.75. This study examines further the role of learning motivation and confidence in influencing Academic Achievement. The research method used is a quantitative method with a population that is all students majoring in mechanical engineering of the Islamic University of As-Syafi'iyah with a total of 118 students. The sampling technique used is Accidental Sampling and a sample size of 92 people. Data analysis used validity and reliability tests, and multiple regression analysis techniques. The conclusion of this study is there is a significant influence between learning motivation and mutual confidence in academic achievement at As-Syafi'iyah Islamic University, there is a significant influence among learning motivation on academic achievement at Universitas Islam As-Syafi'iyah and there is a significant influence among self-confidence in academic achievement at Universitas Islam As-Syafi'iyah.

Keywords: professionalism, associations, counseling, principles and rehabilitation

1. Introduction

1.1 Background

Science is very important for every individual, especially in seeking knowledge in educational institutions. It is undeniable in the world of education that there are many things that can be learned, ranging from material science, social sciences, and so on. Moreover, entering this Globalization is very important for us to realize the importance

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of a science, so from here various educational institutions continue to improve the quality of quality of education, compete in a healthy way to provide the best quality education, so as to produce graduates who can compete in the future. This is where the quality of human resources will be seen where universities will produce graduates who are ready to work and ready to accept the challenges of the times. But from all this, the role of parents and educators themselves is not missed, such as: teacher, lecturer.

Student achievement is a reflection of the results of the student's potential itself which is influenced by the quality of the teaching and learning process. In the teaching and learning process, there are at least three variables that are very influential, namely: the quality of teaching staff (lecturers), curriculum, and facilities and infrastructure including laboratories. Student achievement itself can be seen from the GPA (Grade Point Average) which measures students academically.

Learning motivation is formed from the desire or strong urge from individuals to improve learning achievement. Encouragement can be in the form of encouragement from yourself or from outside the individual. With a high learning motivation, the individual will get maximum results and vice versa, if the individual has a low motivation, he will get results that are not optimal. Three variables of learning motivation are interest, effort and persistence.

Self-confidence is very supportive in all activities or aspects. Because of this confidence, the individual is confident in his abilities, confident in what he does. With confidence, all aspects that make it doubtful will become strong self-confidence. Even good self-confidence requires effort and motivation when doing something. There are three variables, namely, confident, optimistic, consequent, and realistic rational as well as responsible.

Therefore, with this, the researcher will focus more on researching and further examining the role of learning motivation and confidence in influencing Academic Achievement. Therefore, by looking at the complexity of academic achievement problems, especially in the Engineering Study Program, encourages researchers to conduct research on "The Influence of Learning and Self-Trust Motivation on Academic Achievement of Students in The Faculty of Engineering, Univesitas Islam As-Syafi'iyah in Jakarta."

1.2 Research purposes

The objectives in this study are:

1. To determine the effect of learning motivation on students' academic achievement in the Engineering Department of Univesitas Islam As-Syafi'iyah in Jakarta;
2. To find out the influence of Confidence in the academic achievement of students of the Engineering Department of Univesitas Islam As-Syafi'iyah in Jakarta;
3. Taken together to determine the effect of learning motivation and self-confidence on the academic achievement of students of the Engineering Department of Univesitas Islam As-Syafi'iyah, Jakarta.

2. Literature Review

2.1 Understanding Academic Achievement

The word academic achievement comes from Netherlands namely, *prestatie*, while in English the achievement is called *achievement* in the Complete Dictionary of Psychology Kartini Kartono & Dali Gulo (2006). Defined as the achievement or results achieved. Dwipurwani (2012) Students' academic achievements can be seen from the GPA which measures students academically.

2.2 Understanding Learning Motivation

Motivation is a process that cannot be observed directly. The process that can be observed is the individual's behavior, such as doing the tasks, the effort done, perseverance and the realization of feelings or thoughts into the form of words (verbalization). Learning motivation plays an important role in the world of education and teaching and learning, because motivation influences a person's behavior which includes what, when, and how students learn. These students who are motivated strongly spend a lot of energy to do learning activities. The student shows interest, attention and enthusiasm in conducting learning activities, trying to succeed, pursuing the task of using effective learning strategies (Pintrich & Schunk 1996).

2.3 Understanding of Confidence

Self-confidence is a person's mental attitude in assessing themselves and surrounding objects so that a person has confidence in his ability to do something according to ability (Rini, 2002).

2.4 Framework of Thinking

The framework of thinking towards the hypothesis is the framework used as the basis of this research. Learning motivation is an encouragement or driving force of students in undergoing the learning process. The existence of learning motivation within students will make them able to achieve what they want, including in achieving academic achievement. And also the confidence that is in students will make them confident in their ability to achieve academic achievement. Based on a framework that describes the effect of learning motivation, self-confidence in academic achievement can be illustrated in the research chart below:

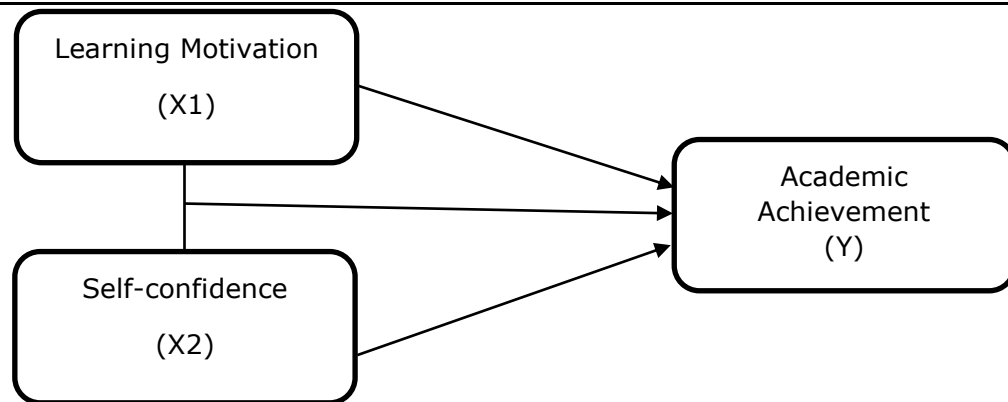


Figure 1: Framework of thinking

2.5 Research Hypothesis

Based on the literature review of the thought framework proposed, it can be proposed the following hypothesis: 1. there is an effect of learning motivation on academic achievement 2. There is an influence of confidence in academic achievement 3. There is an effect of learning motivation and self-confidence together on academic achievement.

3. Research Methodology

3.1 Research variable

The variables used in this study are:

- 1) Dependent Variables: Academic Achievement
- 2) Independent Variables:
 - a) Motivation to learn;
 - b) Confidence.

3.2 Population and Research Sample

The population in this study was all students majoring in mechanical engineering at Asya Syafiiyah Islamic University with a total of 118 students. Sampling technique used is Accidental Sampling Technique and sample size (Size) based on the following Slovin formula:

$$n = \frac{N}{1 + N \cdot e^2} = \frac{118}{1 + 118 \cdot 0,05^2} = 92$$

Based on the Slovin formula above, the sample size is 92 students.

3.3 Research Instruments

Learning motivation scale is arranged based on indicators of learning motivation from Schunk and Pintrich (2012) namely, interest, effort, and persistence. Learning motivation scale consists of 16 items with the following distribution of interests including 4 items, the business includes 6 items and persistence includes 6 items. The scale used in this variable uses a likert scale.

The scale used to reveal this confidence is compiled by the researcher himself by referring to what was stated by Lauster (1992). In this study, researchers looked at the extent to which students' self-confidence in themselves and learning outcomes. The confidence scale consists of 30 items, with the following distribution 6 items of self-confidence, 6 items of optimism, 6 items of objective, 6 items of consequences, 6 items of reality and reality.

3.4 Data Analysis Results

Data processing uses the help of the SPSS application, following the output:

Table 1: Model summary

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .641 ^a | .411 | .398 | .29806 |

a. Predictors: (Constant), KD, MB

Table 2: Anova

ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1 | Regression | 5.516 | 2 | 2.758 | 31.044 | .000 ^b |
| | Residual | 7.907 | 89 | .089 | | |
| | Total | 13.423 | 91 | | | |

a. Dependent Variable: PB

b. Predictors: (Constant), KD, MB

Tabel 3: Coefficients

Coefficients^a

| Model | | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------|------------|-----------------------------|------------|---------------------------|-------|------|
| | | B | Std. Error | Beta | | |
| 1 | (Constant) | .107 | .351 | | .304 | .762 |
| | MB | .378 | .074 | .416 | 5.105 | .000 |
| | KD | .412 | .067 | .504 | 6.191 | .000 |

a. Dependent Variable: PB

Hypothesis 1: There is an influence of learning motivation and self-confidence together on students' academic achievement at Jakarta Islamic University As-syafi'iyah.

Based on the multiple regression calculations, it is shown in table 4.2 above obtained the determination coefficient of 0.411. Table 4.3 shows the value of $F = 31.044$ and the significance level of 0.000 ($p < 0.05$). This means that learning motivation and self-confidence have a significant influence on academic achievement by 41.1% thus hypothesis 1 is accepted.

Hypothesis 2: There is an influence of learning motivation on student academic achievement at Univesitas Islam As-Syafi'iyah in Jakarta.

Based on simple regression calculations, according to table 4.4 obtained t value = 5.105 with a significance level of 0.000 ($p < 0.05$). This means that learning motivation has a significant influence on academic achievement, thus hypothesis 2 is accepted.

Hypothesis 3: There is an influence of confidence in students' academic achievement at the Univesitas Islam As-Syafi'iyah in Jakarta.

Based on simple regression calculations, with table 4.4 obtained the value of $t = 6.191$ with a significance level of 0.000 ($p, 0.05$). This means that confidence has a significant influence on academic achievement, thus hypothesis 3 is accepted.

4. Results

Based on the results of research conducted on 92 students of the Univesitas Islam As-Syafi'iyah Jakarta engineering department, the authors found that there was a positive influence between learning motivation on academic achievement, this meant that the higher the student's learning motivation the higher the student's academic achievement. Furthermore, the authors find that there is a positive influence between self-confidence on academic achievement, this means that the higher the student's confidence, the higher the student's academic achievement. The author also found that student learning motivation and student self-confidence together had a significant effect on academic achievement of 41.1%.

4.2 Conclusions

1. There is a significant influence between learning motivation on academic achievement.
2. There is a significant influence among confidences in academic achievement.
3. There is a significant influence among learning motivation and mutual confidence in academic achievement.

4.3 Suggestions

4.3.1 Theoretical

The existence of this research is expected to be useful for the development of science, especially in educational psychology. To get better results, for further research it is recommended to add other variables such as parenting, self-efficacy and other variables that affect academic achievement. In addition, the data collection process is recommended to be carried out in different regions and populations.

4.3.2 Practical

It is recommended for students to increase their learning motivation by making goals for long-term and short-term goals where students aim to move, and focus on their talents and interests. And it is also suggested to students to increase their self-confidence by understanding, understanding their abilities and believing that every human being is given different talents.

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