

Achievement Motivation is Related to Emotional Stability in Students Who Participate in Competitions

Puan Maharani¹, Jihan Fadila Naswa², Meitia Safitri³, Hanifa Azura Nurhamsyah⁴, Syukriati⁵, Putri Salsabila⁶, Nadila Salza Putri⁷

{ puanmaharani22@gmail.com¹, jihanfadilanaswa24@gmail.com², meyvia3@gmail.com³, hanifaazuranur@gmail.com⁴, atisyukri26@gmail.com⁵, salsabilaa0807@gmail.com⁶, nadilasalzaputri@gmail.com⁷ }

Universitas Negeri Padang, Padang, Indonesia^{1,2,3,4,5,6,7}

Abstract. As a student, basically has the desire to be able to make brilliant achievements on his academic journey. This study aims to empirically test the relationship between emotional stability and individual achievement motivation when participating in competitions conducted on 95 students from the Faculty of Psychology and Health. This study uses a collerational quantitative approach using two instruments, namely emotional stability instruments and achievement motivation. The results of this study indicate that the hypothesis is accepted with a significance value of 0.25 ($p < 0.05$) and a Pearson correlation value of 0.231. This means that there is a significant positive correlation between emotional stability and achievement motivation of students who take part in the competition.

Keywords: Emotional Stability, Emotions, Achievement Motivation, Students, Competition

1 Introduction

Every individual has at least one desire or target to achieve. Generation Z, the younger generation, is currently the dominating generation in Indonesia. They are full of creativity and innovation, especially in the field of technology, which encourages them to achieve their best. This also applies to students as Generation Z today.

During the lecture period, students are often faced with academic demands. Generally, students will participate in various activities to fill their spare time or as academic support such as internships, volunteering or participating in various competitions. In undergoing all of this, especially participating in competitions, it not only requires readiness of knowledge and skills, but also emotional stability to face the various challenges that exist during the process. According to [10], emotional stability is an individual's ability to control their emotions by expressing the right response [1]. Furthermore, [11] also states that emotional stability is the ability to express individual emotions appropriately and not easily experience emotional changes in a short time. This emotional stability plays an important role in supporting student performance in the various competitions they participate in. Students who have good emotional stability, then they will be able to manage stress effectively during the competition time, so that

achievement motivation can increase even better. Whereas students with low emotional stability (fluctuations), may find it difficult to maintain their focus and motivation, so this could potentially reduce their performance.

Achievement motivation was originally developed by Murray [2], according to Murray [2], the need for achievement is about good performance, solving problems that arise, and completing tasks as quickly as possible. Murray's theory [2] was developed by [12] which was eventually divided into three parts, namely, motivation to belong, motivation for power, and finally achievement motivation. Achievement motivation is very important in the scientific field, especially for someone who wants to take part in a competition. [12] says achievement motivation is an idea that refers to how to do something well, faster, and as efficiently as possible to get the greatest end result compared to what has been done before [3].

This is supported by research conducted by [4] on "The Effect of Emotional Stability and Achievement Motivation on Self Pride of Muaythai Athletes of Balikpapan City". The results of his research found that emotional stability and achievement motivation have a significant effect on self-esteem in Muaythai Athletes of Balikpapan city. The higher the emotional stability and achievement motivation owned, the higher the sense of pride felt by Muaythai athletes in Balikpapan city. This shows the individual's ability to control personal desires and desires, which are driven by a strong spirit to achieve the best results. This drive contributes to the achievement of the concept of pride in oneself [4]. Findings from [5] research also show that individuals who are successful in managing emotions, especially negative emotions, have higher motivation to achieve in a competitive environment. Based on the results of another survey we conducted, some of the students who will participate in the competition have emotions that can be said to be less stable. This is expressed by feelings of fear of failure or anxiety when going to face the match/competition. This is also supported by research conducted by v[2] which states several forms of emotional instability possessed by athletes when they want to compete. This instability includes anxiety and tension triggered by the thought that the match is heavy and difficult to pass, thinking about the consequences of defeat, and feelings of worry, anxiety and unease because they consider the match as a dangerous thing. Therefore, we conducted further research to see the relationship between emotional stability and achievement motivation.

The purpose of this research is to analyze, explore and know the results of the relationship between emotional stability and achievement motivation, which is aimed at students who take part in the competition. Theoretically, this research can be used to develop social psychology theory, especially regarding emotional stability and achievement motivation. Practically, the results of this study can be used as a reference to develop the potential of students who take part in competitions. Based on the explanation above, it can be concluded that the hypothesis of this study is that there is a relationship between emotional stability and achievement motivation in students of the Faculty of Psychology and Health, Padang State University who have participated in competitions.

2 Research Method

This research uses quantitative methods with the research design used is correlational. This correlational design classifies research variables into two kinds of groups, namely independent variables and dependent variables. Correlational research is a type of research type that looks at the relationship between one or several variables with other variables [6]. The population in this study were all students of the Faculty of Psychology and Health, Padang State University. The

subjects in this study were 95 active students of the Faculty of Psychology and Health, Padang State University who had participated in competitions at regional, national and international levels. The sampling technique used is Nonprobability sampling with purposive sampling type. [7] explains that nonprobability sampling is a sampling technique that does not provide equal opportunities for each member of the population to become a sample [7].

The instrument used by researchers to measure the emotional stability of students who take part in the competition is an instrument developed by Chaturvedi and Chander. The components consist of optimism, empathy, independence, calmness, and tolerance. After adaptation, the items for this instrument consist of 13 statements [8]. The instrument used to measure achievement motivation was taken based on McClelland's theory [8] which was later developed by Mangkunegara [9] with 25 post-adaptation items. Both instruments in this study use a Likert scale consisting of four answer options, including: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS) [9].

As for the reliability value after adaptation, the emotional stability instrument obtained a Cronbach Alpha value of 0.866, while for the achievement motivation instrument the Cronbach Alpha value obtained was 0.920.

This research uses quantitative data so that it is analyzed with a statistical approach. In testing the hypothesis, researchers used a correlation test using SPSS (Statistical Package for Social Science) 25 for Windows. However, before testing the hypothesis, an assumption test was carried out first which included normality and linearity tests. The hypothesis can be accepted if the p value <0.05.

3 Result

This study was conducted on 95 students of the Faculty of Psychology and Health, State University of Padang who had participated in both academic and non-academic competitions, at the regional, national or international levels. Respondents in this study were in the age range of 18-22 years. Based on gender, there were 40% male respondents and 60% female respondents, which means that more female respondents than male participants in this study. Furthermore, based on the type of competition the respondents participated in, 47.4% of respondents had participated in academic competitions only, then 45.3% of respondents had participated in non-academic competitions only, then as many as 7.4% of respondents had participated in academic and non-academic competitions. The research was conducted from November 10-21, 2024, through questionnaires distributed online to students of the Faculty of Psychology and Health, Padang State University. Based on the research that has been done, the following data results are obtained:

Table 1. Table title. Table Normality Test for Emotional Stability and Achievement Motivation.

	Unstandardized Residual	Keterangan
Asymp. Sig. (2-tailed)	0,200	Normal

Tabel 2. Table title. Table Linearity Test for Emotional Stability and Achievement Motivation

			Sum of Squares	df	Mean Square	F	Sig.
a Emotional Stability * Achievement Motivation		(Combined)	5511,414	35	157,469	1,007	0,481
	Betwe en Group	Linearity	783,233	1	783,233	5,007	0,029
		Deviation from Linearity	4728,181	34	139,064	0,889	0,639
	Within Group		9228,333	59	156,412		
	Total		14739,747	94			

Based on Table 1, the significance value is 0.200 ($p > 0.05$), indicating that the data are normally distributed. In Table 2, the results of the linearity test show a significance value for linearity of 0.029 ($p < 0.05$), and the significance value for deviation from linearity between emotional stability and achievement motivation is 0.639, which is greater than the significance level ($0.639 > 0.05$). Thus, it can be concluded that emotional stability has a linear relationship with achievement motivation among students of the Faculty of Psychology and Health at Universitas Negeri Padang.

Table 3. Table title. Table Pearson Correlation Test

		Stabilitas Emosi	Motivasi Berprestasi
Emotional Stability	Pearson Correlation	1	0,231
	Sig. (2-tailed)		0,025
	N	95	95
Achievement Motivation	Pearson Correlation	0,231	1
	Sig. (2-tailed)	0,025	
	N	95	95

The correlation test in this study used the Pearson test because the data were normally distributed. Based on Table 3 of the correlation test, the results show that the two variables in this study have a significant relationship, as evidenced by a significance value of 0.25 ($p < 0.05$). Furthermore, a Pearson correlation value of 0.231 was obtained, indicating a significant positive relationship between emotional stability and achievement motivation among students of the Faculty of Psychology and Health, Universitas Negeri Padang. This means that the higher the emotional stability, the higher the achievement motivation, and conversely, the lower the emotional stability, the lower the achievement motivation. Therefore, it can be concluded that the hypothesis of this study is accepted.

The study conducted indicates a significant positive relationship between emotional stability and achievement motivation among students of the Faculty of Psychology and Health, Universitas Negeri Padang. This research reveals that the higher the emotional stability, the higher the achievement motivation among students of the Faculty of Psychology and Health, Universitas Negeri Padang, who have participated in competitions. Conversely, the lower the emotional stability, the lower the achievement motivation among these students. Emotional stability can drive an individual's motivation to achieve.

The findings of this study are supported by [5], who stated that when an individual can manage their emotions well and consistently, their motivation to achieve in competitive situations will be higher. This aligns with [4] who revealed that emotional stability and good emotional intelligence allow individuals to manage emotions positively, thus motivating them to achieve their dreams and reach achievements through passion and perseverance.

4 Conclusion

Based on the data analysis conducted, it can be concluded that there is a relationship between emotional stability and achievement motivation among students of the Faculty of Psychology and Health, Universitas Negeri Padang, who have participated in competitions. This study shows that the higher the emotional stability, the higher the achievement motivation among these students. Conversely, the lower the emotional stability, the lower the achievement motivation among students of the Faculty of Psychology and Health, Universitas Negeri Padang, who have participated in competitions. Thus, the hypothesis of this study is accepted.

The recommendation that can be given to students is to manage their emotional stability, as emotions are linked to various aspects, one of which is motivation, in line with the findings of this study. This research can also provide guidance for student development in terms of motivation and emotional stability, especially in the context of competition.

For future researchers, it is recommended to use different research methods, such as experimental methods, to improve emotional stability or achievement motivation. Additionally, a qualitative approach can be used to explore in more depth the influence of emotional stability on achievement motivation. It is also hoped that future researchers will use random sampling techniques in sample selection to obtain more representative results from the entire population.

References

- [1] A. Hidayat, Suprpto, J. Nahuway, I. Mutmainnah, Suroso, and J. Utomo, "Hubungan Intensitas Penggunaan Media Sosial Dengan Stabilitas Emosi Pada Dewasa Awal," *J. Pendidikn Tanbusai*, vol. 7, no. 2002, pp. 2013–2015, 2023, [Online]. Available: [https://repository.unja.ac.id/27720/%0Ahttps://repository.unja.ac.id/27720/5/BAB I.pdf](https://repository.unja.ac.id/27720/%0Ahttps://repository.unja.ac.id/27720/5/BAB%20I.pdf)
- [2] A. M. Al-Fajriyah, "Hubungan Antara Religiusitas Dengan Motivasi Berprestasi Pada Mahasiswa Program Studi Psikologi Islam di IAIN Kediri," *Repository IAIN Kediri*, pp. 1-81, 2023, [Online]. Available: <https://etheses.iainkediri.ac.id/10572/>
- [3] S. Farradinna, "Motivasi Berprestasi Atlet Muda Dalam Menghadapi Pekan Olahraga Nasional Tahun 2012 Ditinjau Dari Kepercayaan Diri," *Psikologika J. Pemikir. dan Penelit. Psikol.*, vol. 17, no. 2, pp. 53–59, 2012, doi: 10.20885/psikologika.vol17.iss2.art6.
- [4] R. J. Dirgantara, "Pengaruh Stabilitas Emosi dan Motivasi Berprestasi Terhadap Kebanggaan Diri Atlet Muaythai Kota Balikpapan," *Psikoborneo J. Ilm. Psikol.*, vol. 8, no. 4, p. 757, 2020, doi: 10.30872/psikoborneo.v8i4.5580.
- [5] J. J. Gross, "Emotion Regulation: Current Status and Future Prospects." *Psychological Inquiry*, 1-26, 2015.
- [6] A.M. Yusuf, "*Metodologi penelitian: dasar-dasar penelitian ilmiah.*" Padang: UNP Press. 2010.
- [7] Sugiyono. "*Metode Penelitian Kuantitatif, Kualitatif, dan R&D.*" Bandung: Alfabeta. 2020.
- [8] R. Punksaningtiyas, "Hubungan penggunaan media sosial dengan kualitas tidur, kestabilan emosi dan kecemasan sosial pada remaja di SMAN 20 Surabaya." *Repository Universitas Airlangga*, pp. 1-70, 2018, [Online]. Available: <https://repository.unair.ac.id/76642/>
- [9] S. Rahmawani, "Hubungan Motivasi Berprestasi dengan Prestasi Kerja." *Repository UIN Syarif Hidayatullah Jakarta*, pp. 1-95, 2008. [Online]. Available: [https://repository.uinjkt.ac.id/dspace/bitstream/123456789/14159/1/SRI%20RAHMAWA NI-PSI.pdf](https://repository.uinjkt.ac.id/dspace/bitstream/123456789/14159/1/SRI%20RAHMAWA%20NI-PSI.pdf)
- [10] A. A. Scheinesters, *Personal Adjustment and Mental Health*. New York: Halfand Winston, 1964.
- [11] E. B. Hurlock, *Psikologi Perkembangan: Suatu Pendekatan Sepanjang Rentang Kehidupan* (terjemahan). Jakarta: Erlangga, 2002.
- [12] D. McClelland, *Achievement Motivation Theory*, in *Organizational Behavior 1*, Routledge, 2015, pp. 46-60.