

THE INFLUENCE OF AFFECTIVE COMMITMENT ON ACHIEVEMENT MOTIVATION IN NATURE LOVER STUDENTS AT UNIVERSITAS NEGERI MANADO

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Abstract. Affective commitment represents an individual's emotional connection, love, and pride toward an organization, assessed through emotional attachment, identification, and participation. Concurrently, achievement motivation is the drive to attain success or outperform others, measured by personal responsibility, goal-setting, creative efforts, goal attainment, moderate task assignment, optimal activity execution, and anticipation. This study adopts a causal associative approach with a quantitative method to examine the impact of affective commitment on achievement motivation among nature-loving students at Universitas Negeri Manado. The sample comprises 25% of 198 students, totaling 50 respondents. Simple linear regression is employed for data analysis using the SPSS 22 for Windows program. The results reveal a regression equation $Y = 51.218 + 0.424X$, indicating a 23.9% influence of affective commitment on achievement motivation among Manado State University Nature Lover Students. This research sheds light on the intricate relationship between affective commitment and achievement motivation in the context of nature lover students at Manado state university

Keywords: Affective Commitment, Achievement Motivation, Nature Lover Students.

INTRODUCTION

Students are classified as intellectuals, and apart from attending college, there are also students who take part in intra and extra organizations, one of which is the Students for Nature Lovers (Mapala). According to Situmorang (2009) Mapala is an organization whose members are students who have the same interests and also one of their goals is to care, love the surrounding nature and the environment, one of the Mapalas which is known as a pioneer in the establishment of Mapala in Indonesia is Mapala UI (University of Indonesia) which was founded on December 12 1964, was intended to accommodate students who were fed up with other organizations that were very political, and one of the founders was Soe Hok Gie.

There is also Mapala Manado State University (UNIMA) which is a Student Activity Unit at UNIMA, which was founded on February 16 1990 based on similar views, hobbies and ideals (AD/ART Mapala Unima 1990) and one of the founders is Bob Sumoked. Lintang (2016) Mentioned Mapala as an abbreviation for Oldest Student, this can be seen from initial observations made by researchers in January 2020, showing that there were several Mapala UNIMA members who graduated from college not on time, and they also had different reasons, there are those who are too loyal to the organization so they often forget time to go to college, there are also those who are too busy with organizational activities so they ignore college, they are so comfortable in the organization that it is difficult to find time to go to college. This problem has attracted the attention of researchers to research.

Becker (in Allen and Meyer, 1990) describes affective commitment as a tendency to consistently engage in organizational activities as a result of the accumulated investment that would be lost if the activity were stopped. Individuals who have dedication and loyalty to the organization are also determined by their affective commitment or emotional attachment to the organization (Rhoades et al, 2001),

According to Mowday et al (in Allen and Meyer, 1990) affective commitment is a strong relationship between an individual and an organization which is identified by their participation in organizational activities. Allen and Meyer (1990) have shown that the strongest cause of affective commitment is work experience, especially experiences that can fulfill students' psychological needs to feel comfortable in the organization and competent in carrying out work according to their role.

According to Rumiani's (2006) view, achievement motivation is the drive that moves individuals to achieve success with certain standards and strives to be superior to other people and is able to overcome all obstacles that hinder the achievement of goals. The achievement motivation referred to in this problem is graduating from college on time.

Based on the researcher's observations and interviews regarding one respondent's experience regarding emotional attachment, such as a sense of comfort and pride in being in an organization, it depends on what the individual gives to the organization, namely struggle and sacrifice so that the organization's programs run smoothly. So when this is higher, the individual's emotional attachment to the organization will also be higher. This can affect the student's achievement motivation

Starting from the problems above, this research was conducted to find out the influence of affective commitment on achievement motivation among Nature Lover Students at Manado State University.

Achievement Motivation

Achievement motivation according to experts, according to the view of McClelland (1985, in Supit et al., 2020), human motivation is the emergence of a certain drive to achieve a situation or goal so that it directs individual behavior to achieve it. Based on Maslow's theory, McClelland determined that there are three particular motives that are useful in understanding work-related behavior, namely need for achievement, need for affiliation, and need for power, need for achievement or achievement motivation is motivation that encourages individuals to achieve success, and aims to succeed with several standards for excellence.

Another opinion expressed by Rumiani (2006, in Ramadan & Basuki, 2018) states that achievement motivation is an impulse that moves individuals to achieve success with certain standards and strives to be superior to other people and is able to overcome all obstacles that hinder the achievement of goals. Meanwhile, Larsen & Buss (2002, in Supit et al., 2020) define achievement motivation as the need to do everything as well as possible and to overcome obstacles in achieving the goals set by the individual.

Many factors influence achievement motivation in individuals, both internal and external factors. Several experts have tried to formulate factors that influence achievement motivation. Heckhausen (Martaniah, 1982) states that there are five situational and specific factors that influence achievement motivation. The five situational factors are: (a) Causal Attribution, individual achievement motivation is determined by several factors such as ability, attractiveness, strength, effort and time, luck, big or small disturbances. (b) Reference Norms, specific situations that stimulate each aspect ultimately determine the standard of success. These circumstances will determine whether a particular performance can satisfy oneself or satisfy others. For example, a student's achievement may not be good enough compared to his group or may not have met the assignment requirements even though this achievement is an improvement from previous achievement. (c) Time Perspective (Goal Setting), achievement motivation is influenced by the time period for achieving these goals. Therefore, individuals who have high achievement motivation will set goals with a time perspective. (d) Performance-Outcome-Expectation, the level of task difficulty also influences individual achievement motivation. Tasks that are too difficult or easy for the individual will cause the individual not to know whether the success is due to his abilities or due to other factors, whereas the more difficult the task will make the individual believe in his own abilities. (e) Outcome-Consequence-Expectation, expectations that will be obtained from the achievements achieved from the environment. Individuals who hope to get a good impression from the achievements they achieve will have a good impression on the surrounding environment

McClelland (in Hasan, 2006) states that people who have high achievement motivation have the following characteristics: (1) Have personal responsibility: students who have achievement motivation will carry out school assignments or be responsible for their work. Students who are responsible for their work will be satisfied with the results of their work because they are the result of their own efforts. (2) Determine the value to be achieved: determine the value to be achieved. A value that is higher than one's own value or higher than the value achieved by others. To achieve

grades in accordance with standards of excellence, students must completely master the material studied. (3) Try to work creatively: highly motivated, persistent and active students looking for creative ways to complete their coursework. (4) Striving to achieve goals: individuals who have aspirations will study well and have high achievement motivation. (5) Has moderate tasks: have tasks that are not too difficult and not too easy. Divide tasks into several parts so that they are easy to do. (6) Do the best activities: Do learning activities as best as possible and nothing is forgotten. (7) Anticipate: carrying out activities to avoid failure or difficulties that may occur from the description of these aspects, it can be concluded that the aspects that influence achievement motivation are having responsibility, determining the value to be achieved or setting standards of excellence, trying to work creatively, trying to achieve goals, have moderate tasks, carry out activities as well as possible, and hold anticipation.

Affective Commitment

Allen & Meyer (1990, in Kurniawan, 2012) revealed that each component has a different basis. Individuals who have high affective commitment still join organizations because of the desire to become members of the organization. This is confirmed by Vandenberghe (2004, in Kasanah, 2016) that affective commitment has a strong direct effect on the intention to leave the organization. If affective commitment is high, then the intention to leave the organization is also low. Individuals who have dedication and loyalty to the organization are also determined by their affective commitment or emotional attachment to the organization (Rhoades et al., 2001).

Hartmann and Bambacas (2000, in Kurniawan, 2012) state that affective commitment is a feeling of belonging and being part of an organization and has a relationship with personal characteristics, organizational structure and work experience. Each individual's high commitment can be seen from their involvement in the organization and feeling comfortable as a member of the organization. Buchanan (in Allen and Meyer, 1990) explains affective commitment as an individual's participation in the goals and values of an organization based on the psychological bond between the individual and the organization.

Mowday et al (in Allen and Meyer, 1990) have their own definition of affective commitment, namely a strong relationship between an individual and an organization or company which is identified by their participation in the activities of the company or organization. Furthermore, Becker (in Allen and Meyer, 1990) describes affective commitment as a tendency to be engaged in organizational activities consistently as a result of the accumulation of investment that is lost if the activity is stopped.

Conceptually, each of the three components of organizational commitment has different antecedents. Mowday et al (in Allen & Meyer, 1990) suggest that the antecedents of an individual's affective commitment to the organization are influenced by four categories, namely: (a) Personal characteristics. Gender, age, tenure in the organization, marital status, level of education, need for achievement, work ethic, and individual perception of their competence. (b) Job characteristics. Job characteristics show how much decision making the employee makes regarding his work, and how many tasks the employee must complete. (c) Work experience. Meyer and Allen (in Allen and Meyer, 1990) have shown that the strongest cause of affective commitment is work experience, especially experiences that can fulfill employees' psychological needs to feel comfortable in the organization as well as components in carrying out work according to their role. (d) Structural characteristics. Includes the size of the organization, the presence of unions, the extent of control, and the centralization of authority.

Several experts have their own explanations and concepts regarding affective commitment. Allen & Meyer (1990, in Yulius, 2018) explain that there are three aspects that describe an individual's affective commitment to the organization, namely: (1) Emotional attachment: It is an individual's strong feelings towards the organization so that it is easy to become emotionally attached to the organization. Individuals will feel that they are part of the organization's family which is shown by positive affection and a high sense of belonging to the organization. Because there is a feeling of attachment to the organization, individuals have little reason to leave the organization and still desire to continue their membership in the organization. (2) Identification: It is an individual's belief and acceptance of the organization's goals and values. The existence of belief and acceptance of the goals and values of the organization is one of the keys to forming a series of other aspects of organizational commitment. This aspect can be seen from several attitudes, namely: the similarity of goals and values that individuals have with the organization, the individual's feeling that the

organization provides policies to support their performance, and pride in being part of the organization. (3) Participation: It is an individual's desire to be seriously involved in the interests of the organization. The desire to be truly involved in every activity or activity of the organization is reflected in the individual's acceptance of accepting and carrying out the various tasks and obligations assigned. Individuals will always try to provide the best performance exceeding the minimum standards expected by the organization. In addition, individuals will be willing to carry out work outside their duties and roles if their assistance is needed by the organization.

According to Gautam, Dick, & Wagner (2004, in Kasanah, 2016) explain that affective commitment consists of three components, namely: (1) Emotional attachment: Is an emotional attachment to a group or organization. Organizations have their own meaning for individuals so that individuals feel they have become part of the organization. Individuals who are emotionally attached will remain faithful and loyal to the organization. (2) Identification: It is belief and acceptance of a set of organizational values and policies. This is demonstrated by the similarity of individual values and goals with the values and goals of the organization. Apart from that, individuals feel proud to be part of the organization. (3) Involvement: It is an individual's strong desire to strive for the benefit of the organization. This is demonstrated by the individual's efforts to accept and carry out every task and obligation assigned to him or her beyond what the organization expects. Individuals will do work outside their responsibilities if needed.

Nature Lover Students

Situmorang (2009) Mapala or Student Nature Lovers is an organization consisting of students who have similar interests, concerns and love for the natural surroundings and the environment. One of Mapala which is known as a pioneer in the establishment of Mapala in Indonesia is Mapala UI (University of Indonesia) which was founded on December 12 1964 and one of the founders was Soe Hok Gie. Mapala was founded to accommodate students who were fed up with other student organizations that had a very political nature.

Manado State University Nature Lover Students is a Student Activity Unit that specializes in developing students' interests, talents and creativity in their love and concern for nature conservation. Mapala UNIMA was born on February 16 1990 at the UNIMA Campus based on similar views, hobbies and ideals. Mapala UNIMA consists of Mapala from each Faculty at UNIMA and one of the pioneering members of the board is Bob Sumoked. (AD/ART Mapala UNIMA 1990)

RESEARCH METHOD

This research is causal associative research using a quantitative approach. Umar (2005, in Rimata, 2014) Causal associative research is research that aims to determine the influence between two or more variables. The variables in this research are divided into two, namely: Affective Commitment (Variable organization and achievement motivation (Variable Y) McClelland (1985) achievement motivation is motivation that encourages individuals to achieve success, and aims to succeed with some measure of excellence.

The population in this study was 198 UNIMA Nature Lover Students. In taking or determining samples, Arikunto (2006, in Indrakasih & Khairiah, 2015) stated that if there are less than 100 subjects, it is better to take all of them, so that the research is population research. Furthermore, if the subject is large then 10%-15% or 20%-25% or more can be taken. Therefore, the sample in this study was determined to be 25% of the population, namely $25\% \times 198 = 49.5$ people rounded up so that the sample size was 50 students.

The data collection technique used by researchers is carried out using a questionnaire considering the data obtained using Google forms, with an approach using a Likert scale. The Likert scale mode used in this research has been modified by the researcher by eliminating doubtful answers so that the Likert scale model has four alternatives, namely: strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). Questions in items that support (favorable) and do not support (unfavorable).

The data analysis technique for testing this research hypothesis uses a simple linear regression technique and for statistical analysis purposes in this research the SPSS 22 for Windows computer program is used.

Validity test is a measure that shows the levels of validity or validity of an instrument. Sugiyono (2010, in Rizal, 2018). The high and low validity of an instrument shows the extent to which the data collected does not deviate from the intended validity picture. To test the validity of each statement item by correlating the item score with the total score using the product moment correlation technique with the help of the SPSS 22 computer program.

The validity test was carried out after distributing the questionnaire to respondents, each item was analyzed by comparing the calculated *r* price with the product moment table *r* price at a significance level of (a) 0.05, with a trial sample size (N) of 50 respondents, so the *r* table used was 0.279 . If the calculated *r* price is greater than the table *r* price, then the item is declared valid. Conversely, if the calculated *r* is smaller than the *r* table value, then the item is declared invalid.

Based on the results of testing measuring instruments carried out by researchers, the validity score range for the affective commitment scale was between 0.283 to 0.660, while the achievement motivation scale ranged from 0.299 to 0.777. During the trial, 8 items were found to be invalid on the affective commitment scale and 30 items were valid, meanwhile for the achievement motivation scale, 8 items were invalid and 30 items were valid.

The reliability test was carried out to see the accuracy of a measuring instrument that will be used in this research. Reliability is the accuracy or level of precision of a measure or measuring device. Reliability refers to an understanding that an instrument is trustworthy enough to be used as a data collection tool because the instrument is good. Arikunto (2010, in Septiani, 2014) Reliability is a measure that shows the extent to which measurement results remain consistent when measurements are made twice or more on the same symptoms and with the same measuring instrument. After measuring validity, it is necessary to measure the reliability of the data, whether the measuring instrument can be used or not.

The method used to test the reliability of the questionnaire in this research is using the Cronbach Alpha coefficient formula. If the Alpha coefficient is greater than the significance level of 60% or 0.6, then the questionnaire is reliable. On the other hand, if the Alpha coefficient is smaller than the significance level of 60% or 0.6, then the questionnaire is not reliable. In this reliability test, assisted by using the SPSS 22 (Statistical Package For Service Solution) computer program.

Based on the results of the reliability test for the affective commitment variable, it is 0.863 which is greater than the Alpha coefficient value of 0.6, so it can be concluded that the affective commitment variable in this study is reliable, and for the achievement motivation variable it is 0.788 which is greater than the Alpha coefficient value of 0.6 so it can be concluded that the variable Achievement motivation in this research is reliable.

RESULT AND ANALYSIS

1.1 Prerequisite Test

1.1.1 Normality Test

The normality test aims to find out whether the data population is normally distributed or not. The normality test was carried out using the one sample Kolmogorov-Smirnov test. If the significance (sig) is greater than or equal to 0.05 then the data is declared normal, and if the significant value is smaller than 0.05 then the data is not normally distributed.

Table 4.1 Normality Test Results One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residuals
N		50
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	5.93093124
Most Extreme Differences	Absolute	.093
	Positive	.076
	Negative	-.093
Statistical Tests		.093

Asymp. Sig. (2-tailed)	,200 ^{c,d}
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The table above shows that the Kolmogorof-Smirnof test value is 0.200, which means it is greater than 0.05. so it can be concluded that the research data is normally distributed. The normality of this research data is also shown in the image below:

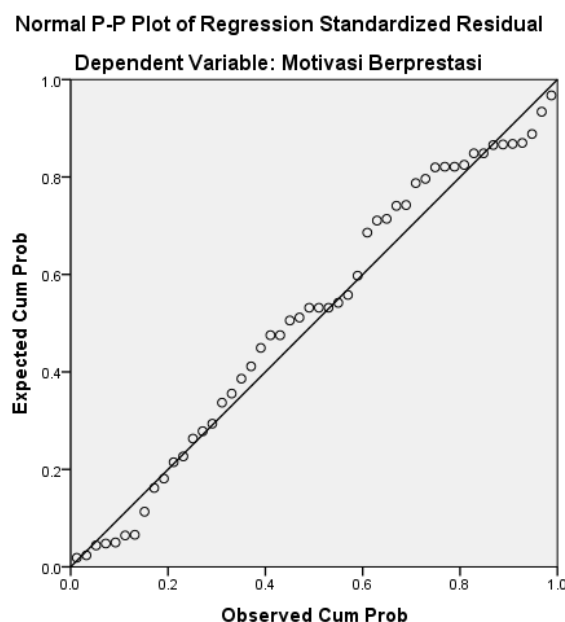


Fig. 1. PP Plot Normality Test Results.

1.2 Linearity Test

To find out the form of relationship between the independent variable and the dependent variable. The basis for decision making in linearity testing is that if the sig value, deviation from linearity is > 0.05 , then there is a linear relationship between the independent variable and the dependent variable, and if the sig deviation from linearity value is < 0.05 then there is no there is a linear relationship between the independent variable and the dependent variable.

Table 4.2 Linearity Test Results

			Sum of Squares	Df	Mean Square	F	Sig.
Achievement Motivation * Affective Commitment	Between Groups	(Combined)	1274.030	24	53,085	1,339	,237
		Linearity	541,599	1	541,599	13,660	,001
		Deviation from Linearity	732,431	23	31,845	,803	,700
	Within Groups		991,190	25	39,648		
	Total		2265.220	49			

ANOVA Table

The basis for decision making in the linearity test can be seen from the significance value. From the output above, a significance value = 0.700 > 0.05 is obtained, so it can be concluded that there is a linear relationship between the variables of affective commitment and achievement motivation. The results of the linearity test can be concluded that the linearity assumption of this research data meets the requirements for further analysis or the research data meets the requirements for use in hypothesis testing.

1.3 Hypothesis Test

Linear regression analysis technique using the SPSS (Statistical package for service solution) 22 for Windows computer service program to find out whether achievement motivation is influenced by affective commitment or not.

Lets to see the table below. Discribing about important to actualize the free of mind for students.

Table 4.3. Variables Entered/Removed ^a

Model	Variables Entered	Variables Removed	Method
1	Affective Commitment ^b		.Enter

Table 4.4. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,489 ^a	,239	,223	5,992

Table 4.5. ANOVA ^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	541,599	1	541,599	15,083	,000 ^b
	Residual	1723.621	48	35,909		
	Total	2265.220	49			

Table 4.5. Coefficients ^a

Model		Unstandardized Coefficients	Standardized Coefficients	Q	Sig.
		B	Std. Error	Beta	
1	(Constant)	51,218	10,705		4,785
	Affective Commitment	,424	.109	,489	3,884

Based on the results of a simple regression test, the regression equation $Y = 51,218 + 0.424$. This means that every increase in affective commitment score will cause an increase in achievement motivation of 0.424 at a constant of 51.218.

Thus, it can be said that the influence of affective commitment on achievement motivation is positive, meaning that the higher the level of affective commitment, the higher the achievement motivation.

The regression equation $Y = 51.218 + 0.424$ whether this is significant or not, will be tested using Fcount at a significance level of 0.05, seen from the Fcount which is obtained at 15,083 which is greater than the value (probability of error), 0.000 which means it is smaller than 0.05. How much influence can be taken from the R Square of 0.239, which means the influence of affective commitment on achievement motivation is 23.9%. This means that the higher the level of affective commitment has a positive and significant effect on the increase/addition to the variable achievement motivation. These results support the proposed alternative hypothesis (H_a) which is accepted..

1.4 Discussion

In general, students join campus organizations because they want to gain knowledge and insight that cannot be obtained in the lecture zone. Likewise, students who belong to the extended Mapala family, they also gain knowledge that is not taught in lectures, such as orienteering climbing, caving, rafting, diving. Students also initially enter college with the main goal of graduating college on time, but when the student enters an organization and is loyal and feels comfortable in the organization then this can influence the student's main goal. Cut Zurnali (2010, in Dhanial & Mahardayani, 2013) Affective commitment is a feeling of love for an organization that gives rise to a willingness to stay and foster social relationships and appreciate the value of relationships with the organization because of having become a member of the organization.

The high level of student loyalty to the organization can be measured from aspects of affective commitment. Allen & Meyer (1990, in Yulius, 2018) explain that there are three aspects that describe an individual's affective commitment to the organization, namely emotional attachment which means the individual's strong feelings towards the organization so that they will easily become emotionally attached to the organization, identification which means belief and acceptance. individual towards the goals and values of the organization, and thirdly participation which means the individual's desire to be seriously involved in the interests of the organization. These aspects can influence students' achievement motivation which can be measured from the aspect of achievement motivation. McClelland (in Hasan, 2006) states that people who have high achievement motivation have the following characteristics, have personal responsibility, determine the value to be achieved, try to work creatively, try to achieve goals, have moderate tasks, do activities as best as possible, and make anticipation.

To find out whether there is an influence of affective commitment on achievement motivation, researchers conducted observations and short interviews with members of Mapala UNIMA. After that, a questionnaire was distributed to each respondent. This research was conducted during the Covid-19 Pandemic and it was an obstacle if the questionnaire was distributed directly, so Google Forms was used to distribute the questionnaire online. Next, validity, reliability, normality, linearity and simple linear regression were tested to determine the effect of affective commitment on achievement motivation.

Based on the results of a simple linear regression test, the regression equation $Y=51.218 + 0.424X$ is obtained. This means that every increase in affective commitment score will cause an increase in achievement motivation of 0.424 at a constant of 51.218. Whether this is significant or not will be tested using Fcount at the significance level 0.05. Judging from the F count, it is obtained that 15,083 is greater than the value (error probability), 0.000, which means it is smaller than 0.05. How much influence can be taken from the R Square of 0.239, which means the influence of affective commitment on achievement motivation is 23.9%. This means that the higher the level of

affective commitment has a positive and significant influence, the higher the influence on the achievement motivation or time to graduate from college for Nature Lover Students . These results support the proposed alternative hypothesis (Ha) which can be accepted a.

CONCLUSION

Conclusion

Based on the research results and discussion, it can be concluded that there is a positive and significant influence between affective commitment and achievement motivation. The higher the affective commitment, the higher the achievement motivation.

Suggestion

Based on the results of the research that has been carried out, the following suggestions can be put forward: For the UNIMA Nature Lovers Student Organization, they can divide their organizational time and study time in order to reduce graduating classes not on time, because based on this research it was found that when students are loyal to the organization, their achievement motivation will increase..

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