The Effect of Self-Adjustment and Social Support on Achievement Motivation among Students from Eastern Indonesia Studying in Surabaya

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Abstract: *Achievement motivation is a desire to achieve a goal with a great effort to excel. This research aims to determine the effect of self-adjustment and social support on achievement motivation among students from eastern Indonesia studying in Surabaya.Research subjects were 100 students from several universities in Surabaya chosen using the techniques of non-probability withaccidental sampling technique.The reliability level of the achievement motivation scale, the scale of adjustment, and the social support scale are 0.764, 0.667, and 0.873, respectively. The results show that the effect of adjustment on achievement motivation is equal to 26.6% and the effect of social support on achievement motivation is equal to 7.9%. This research is expected to be useful for students to increase their achievement motivation by increasing the adjustment and social support they have.*

Keywords: achievement motivation, effect of self-adjustment, social support

1. Introduction

Education is one of the indicators that can be used to see how far a city's development has progressed. In Surabaya, efforts to encourage development in education, along with provision of relevant facilities, are not only carried out by the government, but also by the private sector and community social organizations. This is what makes Surabaya has a special attraction in the eyes of students from another region, especially those from eastern Indonesia.

The eastern part of Indonesia was grouped into regions that included: South Sulawesi, West Sulawesi, Southeast Sulawesi, Central Sulawesi, Gorontalo, North Sulawesi, North Maluku, Maluku, East Nusa Tenggara, West Papua, and Papua. Such groupinghas been stipulated by the Decree of the President of the Republic of Indonesia Number 55 of 2001 concerning the Council for the Development of Eastern Indonesia, which is intended to further accelerate development in eastern Indonesia.

Achievement motivation is the key to success. McClelland (1987) defines it as efforts in attainment of the standards of excellence. It refers to a personal concept that constitutes a factor encouraging every individual in order to achieve or get what he/she wants so as to enjoy success he/she wishes for.

Students need achievement motivation in the course of their studies at college, especially in order to successfully attain the expected achievement. Based on interviews regarding achievement motivation with ten students from other regions studying in Surabaya in different universities, they have high achievement motivation and want to show their abilities in various fields they learn. Atkinson & Feather (1994) state that achievement motivation is a condition caused by one who works hard to achieve goals. A strong will to achieve what one wants.

Every individual has a different experience and it happens because of the factors of the environment and daily life of the individual, especially the ways he/she interacts and communicates with his/her peers or a particular group, thus indirectly determining and influencing himself/herself. For example students at SepuluhNopember Institute of Technology (ITS), 30% of the students or around 5,000 students are those from other islands (Kompas, 5 March 2014). This will later cause a cultural shock to students from other regions who have different backgrounds.

Students from other regions studying in a region with cultures different from those of their home town will have problems adapting to a new environment, interacting with people in the new environment, and accepting new values adopted in the region. Schneiders(1964) states that self-adjustment constitutes a physical and psychological unity of an individual to deal with any demands from either inside and outside the individual. Self-adjustment depends on how one can interact well.

Surabaya is one of the big cities where students from various regions, especially those from eastern Indonesia, continue their studies. Thus, the researcher intends to discuss the effect of self-adjustment and social support on achievement motivation of students from eastern Indonesia studying in another region.

2. Research Method

This is quantitative research. The researcher conducted this research with a view to examining the effect of self-adjustment and social support on achievement motivation among students from eastern Indonesia studying in Surabaya. The target population to be used in this research was students from eastern Indonesia studying in Surabaya.

The researcher conducted an experiment to 50 subjects and based on the result the researcher chose 100 subjects to conduct the real research. Reliability of the scale used was tested using the internal consistency test using the Cronbach Alpha formula ($p > 0.60$). The discriminating power of the

items plays a role in helping to increase the scale's reliability. Items with discriminating power that is good and can be maintained are those with a correlation value greater than or equal to 0.25 (Azwar, 2010). The assumption tests used in this research were, first, the test of normality using the Kolmogorov-Smirnov method, where it is deemed normal if p> 0.05. Second, the linearity test undertaken in order to determine whether the independent variable-dependent variable pair approaches the regression line. The relationship between these two variables is said to be linear if the linearity is <0.05. The third one was the multicollinearity test by looking at the values of tolerance and variance inflation factor (VIF). The tolerance value must be between 0.0 - 1, while the VIF value must be lower than 10 (Nathanael, 2013).

Moreover, the researcher also used a simple regression test and a multiple regression test to test the hypotheses.

3. Research Findings

3.1 Variable Achievement Motivation (Y)

Data on achievement motivation were gathered using a questionnaires consisting of 28 statement items whose validity and reliability have been examined. Those questionnaires were distributed to 100 respondents to be answered and the results can be seen in the following data classification table:

Table 1: Categories of Data on Achievement Motivation Scores

Category	Score Range	Frequency	Percentage (%)
Very Low	$x \leq 56.06$	4	4
Low	$56.6 < x \leq 84.02$	57	57
Average	$84.02 < x \leq 111.98$	37	37
High	$111.98 < x \leq 139.94$	2	2
Very High	$x > 139.94$	0	0
Total		100	100

Results of such categorization suggest that of the total subjects, 4 (4%) falls into the "very low" category, 57 (57%) falls into the "low" category, 37 (37%) falls into the "average" category, and 2 (2%) falls into the "high" category.

3.2 Variable Self-Adjustment (X₁)

Data on self-adjustment were gathered using a questionnaires consisting of 23 statement items whose validity and reliability have been examined.

Table 2: Categories of Data on Self-Adjustment Scores

Category	Score Range	Frequency	Percentage (%)
Very Low	$x \leq 46.12$	10	10
Low	$46.12 < x \leq 69.04$	68	68
Average	$69.04 < x \leq 91.96$	22	22
High	$91.96 < x \leq 114.88$	0	0
Very High	$x > 114.88$	0	0
Total		100	100

Results of such categorization suggest that of the total subjects, 10 (10%) falls into the "very low" category, 68 (68%) falls into the "low" category, and 22 (22%) falls into the "average" category.

3.3 Variable Social Support (X₂)

Data on self-adjustment were gathered using a questionnaires consisting of 21 statement items whose validity and reliability have been examined.

Table 3: Categories of Data on Social Support Scores

Category	Score Range	Frequency	Percentage (%)
Very Low	$x \leq 42$	65	65
Low	$42 < x \leq 63$	28	28
Average	$63 < x \leq 84$	7	7
High	$84 < x \leq 92.8$	0	0
Very High	$x > 92.8$	0	0
Total		100	100

Results of such categorization suggest that of the total subjects, 65 (65%) falls into the "very low" category, 28 (28%) falls into the "low" category, and 7 (7%) falls into the "average" category.

4 Data Analysis

4.1 Assumption Testing

a) Normality Test
Results after performing the test of normality to the distribution of data on achievement motivation suggest a value of significance of 0.200, which implies that the two variables are normally distributed.

b) Linearity Test
The researcher undertook a test of linearity by looking at the scatter plot and by comparing means. The linearity test results in this research are described as follows.
1) Self-Adjustment vs Achievement Motivation
Based on the resulting significance of linearity (0.000) less than 0.05 (sig. <0.05) and the significance of the deviation of linearity (0.275) greater than 0.05 (sig.> 0.05), it is evident that self-adjustment and achievement motivation in this research are linear.
2) Social Support vs Achievement Motivation
Based on the resulting significance of linearity (0.003) less than 0.05 (sig. <0.05) and the significance of the deviation of linearity (0.195) greater than 0.05 (sig.> 0.05), it is evident that the variables social support and achievement motivation in this research are linear.

c) Multicollinearity Test
Both independent variables have a VIF value of 1,286 and a tolerance value of 0.77. These indicate the absence of multicollinearity in both independent variables, which are self-adjustment and social support.

4.2. Hypotheses Testing

1) First Hypothesis Testing
The first research hypothesis testing was undertaken by performing a t-test to ensure the existence of the effect of the variable self-adjustment on achievement motivation.

Table 4: Results of the First Hypothesis Testing

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std Error	Beta		
(constant)	47.289	5.637		8.389	.000
Adjustment	.547	.092	.515	5.952	.000

Results show that the significance value of t with a significance value of 0.000 is smaller than 0.05. This indicates that the variable self-adjustment affects the variable achievement motivation.

2) Second Hypothesis Testing

The second research hypothesis testing was undertaken by performing a t-test to ensure the existence of the effect of the variable social support on achievement motivation.

Table 5: Results of the Second Hypothesis Testing

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std Error	Beta		
(constant)	68.431	4.239		16.144	.000
Support	.293	.101	.282	2.905	.005

The significance value of t with a significance value of 0.005 is smaller than 0.05. This indicates that the variable social support affects the variable achievement motivation.

3) Third Hypothesis Testing

Table 6: Results of the Third Hypothesis Testing

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std Error	Beta		
Constant	47.289	5.637		8.389	.000
Adjustment	.547	.092	.515	5.952	.000

Results show that adjustment significantly affects achievement motivation. This is evident from the significance value of the t-test for the effect of self-adjustment on achievement motivation amounting to 0.000 (p<0.05).

5. Discussion

The first hypothesis testing suggests that self-adjustment affects achievement motivation. The effect of self-adjustment on achievement motivation is equal to 26.6% with a significance value of 0.000. This shows that there are other factors that can affect achievement motivation with a contribution of 73.4%.

Another factor affecting achievement motivation which is one of the variables in this research is social support. Results of the research data show that social support has an influence on achievement motivation by 7.9% with a significance value of 0.005. Based on the data, it can be said that social support has an influence on achievement motivation, but the resulting effect is not as strong as the effect exercised by self-adjustment.

The primary source of social support for children is parents (Santrock, 2002). The feeling of being supported by the environment can make things easier, especially when the moment when one is dealing with pressure in an attempt to adapt to another region (Gardner, 2007).

Research findings for the third hypothesis suggest that self-adjustment and social support do not simultaneously affect achievement motivation of the research subjects, thereby the hypothesis is rejected or not accepted. Statistics show that the variable that influence achievement motivation is self-adjustment only, with a significance value of 0.00 and the effect of R-squared of 26.6%.

This hypothesis is rejected because when the variables self-adjustment and social support were combined to measure any effect on achievement motivation, the more dominating variable was self-adjustment, while the variable social support has no effect. This is supported by data from the first and second hypotheses which indicate that the effect of self-adjustment is indeed greater than that of social support. The data show that the effect of self-adjustment on achievement motivation is equal to 26.6%, while the other results show that the effect of social support on achievement motivation is equal to 7.9%.

6. Conclusions and Suggestions

6.1 Conclusion

The first hypothesis testing results show that the significance value of the effect of self-adjustment on achievement motivation is equal to 0.000, where p<0.05. Thus, it is evident that in the first research hypothesis an effect is identified. The value of Adjusted R-Squared is 0.266, which implies that self-adjustment affects achievement motivation by 26.6%.

The second hypothesis testing results show that the significance value of the effect of social support on achievement motivation is equal to 0.005, where p<0.05. Thus, it is evident that in the second research hypothesis an effect is identified. The value of Adjusted R-Squared is 0.079, which implies that social support affects achievement motivation by 26.6%, with regression equation $Y=68.431+0.293X\pm11.511$ where Y is achievement motivation and X is social support.

The third hypothesis testing results show that only self-adjustment significantly affects achievement motivation with significance of 0.000 (p<0.05). The effect of self-adjustment is 26.6%. The third hypothesis is rejected as self-adjustment and social support do not simultaneously affect achievement motivation.

6.2 Suggestions

For students from other regions, it is advisable that they learn to interact with the people around them thus building a harmonious relationship between them and local residents because adapting to a new environment (self-adjustment) with different cultures requires one to make cultural adaptation.

For families, they can also provide support by fulfilling the needs of their children, including needs relating to their studies and the living costs. Moreover, they can also provide informational support by providing advice and suggestions

on how to deal with problems facing their children studying in another region.

For universities, they can facilitate students with various activities that can help students from other regions to interact with one another. Such activities may include joint devotions, community service or social service, which can later encourage them to be more familiar with one another.

For future researchers, they can use the variables self-adjustment and social support to examine in depth the effect of these two variables on the learning motivation of students from other regions, in addition to their achievement motivation.

Moreover, there are several other independent variables that influence achievement motivation, such as: psychological factors regarding motivation goals, desires, memories, attention, experiences, and reasons that encourage students to learn.

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