

# Student Commitment to Do Lecture Task Observed from Motivation to Achievement

Fitriani

Accountancy Education Department  
FKIP Universitas Islam Riau  
Pekanbaru, Indonesia  
[fitriani@edu.uir.ac.id](mailto:fitriani@edu.uir.ac.id)

**Abstract**—The purpose of this research was to find out the analyze student commitment to do lecture task observed from motivation to achieve achievement. By analyzing the commitment and motivation of achieving good results, the causes of and solutions to enhance the student's commitment to the task are expected to be known. This research used quantitative approach with correlational method. The population of this research was 248 Students of Accountancy Education in Universitas Islam Riau in education year 2016/2017 who still have theoretical lecture subject. The sample determination is done with Slavin formulas and dwarf in proportional random sampling. The samples were 154 students who was taken by using *proportional random sampling* technique. The data was collected by using questionnaire with Likert scale. The data was analysed by using descriptive analysis and product moment correlation analysis. The result of the research showed that motivation to get achievement and student commitment to doing lecture task (task commitment) had significant relation. The higher student motivation to achieve achievement, the higher student commitment to do lecture task. The study also showed that the cause of low commitment students due to the easily bored and not independent in the task.

**Keywords**—*commitment to do task, motivation to achieve achievement.*

## I. INTRODUCTION

College student is a student who attends college. Lecture task that have to be done is the part of college student's routine. A lot of task can spend students most time and therefore they have to be able to manage and divide their time to study, do task, take a rest, do religion activities, etc. Time management is intended to make students easier to decide which task should be prioritized and therefore they do not have to be in a rush in doing task. Task which is done ahead of time has better result than that of task which is done in a rush. However, no matter how good the target of time to do the task is, it will not take effect if the students themselves have no commitment to do the task.

Commitment to do task determines the success of student concerning dealing with structured or unstructured task [1].

The terms which are used to describe student commitment to doing tasks (or task commitment) are diligence, perseverance, hard work, continuous exercise, confidence and believe in somebody's ability to do work [2]. Task commitment means spirit and giving your time and energy completely to finish a task [3]. Student commitment to finish task becomes the form of responsibility through self-consciousness of each student.

The definition of task commitment is limited to five dimensions as follows: 1) tough, diligent, and not easy to get bored, 2) independent, 3) deciding realistic aspiration goal, 4) love to learn and want to improve themselves, 5) have strong desire to get success in academic field [4]. Task Commitment also consists of three components as follows: high goal setting, self-confidence, and focused attention [5].

The commitment to do task must be supported by motivation from students themselves. Motivation becomes a need for students that has to be fulfilled to increase their spirit in finishing the task. McClelland says that need of motivation is divided into three parts as follows: the need to achieve achievement, the need of affiliation, and the need of dominance [6]. Achievement motivation can be defined as the need for success or the attainment of excellence [7]. The need of achieving achievement pushes students to always develop their creativity and direct their ability in order that they can achieve maximal work achievement [8]. Student who wants to achieve achievement will have spirit to achieve the goal. The need of achieving achievement can increase student effort in finishing task in effective time.

The characteristics of students who have motivation to get achievement are as follows: 1) high responsibility towards themselves, 2) having clear work plan and goal and try to realize them, 3) having the ability to make decision and dare to take the risk, 4) doing activity/work and finishing with satisfying result, 5) having desire to become person who masters certain field [9].

Based on that explanation, highly motivated students should have high commitment to the task. In fact, the tasks are carried out when approaching a fixed time to be collected. Almost every student has dreams and accomplishments to be achieved, but in reality not all students have full commitment to make their dreams come true [8]. The statement pointed out that every student who wants to succeed achievements not only has the desire but must have a commitment to achieve it.

Essentially, every student has the desire, but not all have a commitment to implement them. Therefore, it is necessary for the students to have overall commitment. It can be accomplished by increasing the motivation from within him. The motivation is able to support someone to do activities with more vibrant.

Every student has different motivation. There are students with self motivation, without being influenced by others. However, there are also students who should be motivated and supported by others. Some students also have high motivation but the motivation is decreasing because of daily interaction.

From the interview with students of Accountancy Education FKIP Universitas Islam Riau, it was found that most students will do the task near due date even though the task had been given ahead of time. The task which is done in a rush results in result which is not maximal. One way that can be done to increase commitment to do task is to build motivation to get achievement upon students self. Students who have motivation to get achievement are expected to show the existence of commitment to doing task and therefore the purpose of this research was to find out the analyze of motivation to get achievement to student commitment to doing lecture task (task commitment) upon students of Accountancy Education in Universitas Islam Riau. This research is expected to find problems that cause the low commitment of the students to work on the task and the solutions. In addition, it is expected to find the power of the students' motivation to be one of the solutions in addressing the problems related to the commitment of the students.

## II. METHOD

This research was quantitative research which used correlational method. The population of this research was all students of Accountancy Education FKIP Universitas Islam Riau who still have theoretical lecture subject. They were students from semester 2, 4 and 6 in education year 2016/2017. The number of population of this research was 248 students. The number of sample was determined by using Slavin formula with *proportional random sampling* technique. The result of the calculation showed 154 students as sample.

Data collection techniques used related to the task commitment and motivation are questionnaires using Likert scale which have previously been tested for validity and

reliability. Each has 4 choices of answers: 4 (strongly agree), 3 (agree), 2 (disagree), 1 (strongly disagree). Student commitment questionnaire contains 15 statements with indicators as follows: 1) tough, diligent, and not easy to get bored, 2) independent, 3) deciding realistic aspiration goal, 4) love to learn and want to improve themselves, 5) have strong desire to get success in academic field [11]. Meanwhile, indicators motivation to get achievement as follows: 1) high responsibility towards themselves, 2) having clear work plan and goal and try to realize them, 3) having the ability to make decision and dare to take the risk, 4) doing activity/work and finishing with satisfying result, 5) having desire to become person who masters certain field [12].

The data of variable of commitment to do task and variable of motivation to get achievement were collected by using Likert scale which had been tested previously and its validity and reliability had been tested too. The result of validity test from task commitment variable and motivation to get achievement variable showed that the correlation value was  $> 0.30$  and therefore the questionnaire which was used was valid. Meanwhile, reliability test with Cronbach Alpha ( $\alpha$ ) showed the value of task commitment questionnaire and motivation to get achievement questionnaire was 0.718 which meant that the questionnaire was reliable.

The data was processed by using descriptive analysis technique, analysis requirement test, and product moment analysis. Descriptive analysis was used to see the common description of variable of students' commitment to doing task and variable of motivation to get achievement. Analysis requirement test was used as requirement to test the hypothesis. The requirement of product moment was fulfilled by using the test of data normality and linearity test. Meanwhile, analysis of product moment correlation was used to find out the relation/relevance of motivation to get achievement and students commitment to doing task upon students of Accountancy Education FKIP Universitas Islam Riau.

## III. THE RESULT OF THE RESEARCH AND DISCUSSION

### Descriptive analysis

The commitment of students to work on the task and accomplished motivational variables are consisted of 15 statements that each has 4 value scales. Thus, the total number of highest value of the students' commitment to work on the assignments amounted to 60 and the number of lowest value of 15.

From the result of the questionnaire data analysis on task commitment variable, it was found that the mean of value was 25.5779, minimum value was 15, and maximum value was 32. From data analysis on motivation to get achievement variable, it was found that the mean of value

was 25, minimum value was 16, and maximum value was 32. Then, the result of data analysis was classified into 4 categories such as low, moderate, high, and very high. From the result of data analysis on variable of motivation to get achievement, it was found that there were 1 student (0.6%) who has low motivation, 62 students (40.3%) who have moderate motivation, and 91 students (59.1%) who have high motivation. From variable of task commitment, it was found that there were 4 students (2.6%) who were in low category, 61 students (39.6%) who were in moderate category, and 89 students (57.8%) who were in high category.

Based on the indicators of students' commitment to the task, the indicators of the first tough, resilient and not easily bored is 15.6%, the second indicator which is independent attitude has a percentage of 18.3%. The third indicator that is a realistic aspiration set a goal of gaining a percentage of 20.5%. The fourth indicator which is enjoy learning and have a desire to improve themselves earn a percentage 14.8%. The fifth indicator that is has a strong desire to succeed in academics earn a percentage 30.8%.

Accomplished motivational variables, the first indicator that is a high responsibility on yourself retrieved 20.7%. The second indicator, i.e. have a work plan and a clear purpose and seek to achieve them retrieved 12.2%. The third indicator that is has the ability to take decisions and dare to take the risk of facing retrieved 19.8%. The fourth indicator i.e. activities/employment and solve them properly and to satisfy accrued 21.5%. And the fifth indicator that is willing to be the person who masters certain fields retrieved 25.8%.

#### The result of data normality test

Data normality test was used as requirement which has to be fulfilled in product moment analysis technique. The data normality test in this research used *Kolmogorov Smirnov* test with significant rate 0.05 and processed with the help of SPSS 16.0. The data is said to have normal distribution if significant value is more than 5% or 0.05.

From the result of normality test, it was found that the value of significant (2-tailed) of variable of task commitment was  $0.101 > 0.05$ , and the value of significant of variable of motivation to get achievement was  $0.156 > 0.05$ . Both variables had significant value  $> 0.05$  and therefore it can be concluded that variable of task commitment and variable of motivation to get achievement had data which had normal distribution. Therefore, the requirement for correlation analysis had been fulfilled.

#### The result of linearity test

Linearity test was used to fulfil one of requirements of product moment correlation analysis. The condition of linearity test was that the significant value on row of deviation from linearity was  $> 0.05$ . The result of data

analysing with the help of SPSS 16.0 can be seen in the following table:

TABLE I Linearity Test

Variabel	Row	F	Sig.
Task Commitment * Motivation to get achievement	Deviation from Linearity	1.475	.123

The table 2 above showed that the value of F count from motivation to get achievement was 1.475 and the p-value (significant) was 0.123. The p-value of the whole variable was 0.05 and therefore it can be concluded that there were no deviation from linearity.

#### The analysis of product moment correlation

The analysis of product moment correlation was conducted to find out the relation/relevance of motivation to get achievement and students commitment to doing task. The criteria which were used are as follows:

Ho: If  $r \text{ count} < r \text{ table}$ , it means that there is no significant relation/relevance of motivation to get achievement and students commitment to doing task.

Ha: If  $r \text{ count} > r \text{ table}$ , it means that there is significant relation/relevance of motivation to get achievement and students commitment to doing task.

The result of product moment analysis with the help of SPSS 16.0 is presented in the following table:

Table II Test of Product Moment Correlation

#### Correlations

		Motivation to get Achievement	Task Commitment
Motivation to get Achievement	Pearson Correlation	1	.560**
	Sig. (2-tailed)		.000
	N	154	154
Task Commitment	Pearson Correlation	.560**	1
	Sig. (2-tailed)	.000	
	N	154	154

\*\* . Correlation is significant at the 0.01 level (2-tailed).

From the result which is presented in table 3, it was found that  $r \text{ count}$  was 0.560 and  $r \text{ table}$  was 0.159. According to criteria which were used in this research, it was found that the value of correlation between motivation to get achievement and commitment to doing task was 0.560  $> 0.159$  and therefore it means that there was significant

relation between students commitment to doing task and motivation to get achievement. The criteria of interpretation of correlation coefficient which were used are as follows [13]:

0.00-0.199: Very low

0.20-0.399: Low

0.40-0.599: Moderate

0.60-0.799: Strong

0.80-1.000: Very strong

The criteria of interpretation of correlation coefficient were used to determine how strong or how low the relation between the two variables. Based on the criteria, the value of relation between students' commitment to doing task and motivation to get achievement was 0.560 (moderate). In addition, the contribution of each variable can be seen in table 4 as follows:

TABLE III Contribution  
Measures of Association

	R	R Squared	Eta	Eta Squared
Task Commitment * Motivation to get achievement	.560	.314	.640	.409

The contribution from motivation to get achievement can be known from the value of R Square (0.314 or 31.4%) which means that contribution of motivation to get achievement in increasing students task commitment was 31.4% and 68.6% was the value of other factors that influence students' task commitment.

## Discussion

This research proved that motivation to get achievement can increase students' commitment to do task. The proof is the significant value of correlation test which was  $0.560 > 0.159$ . Correlation value which was 0.560 had positive value and it means that motivation to get achievement can increase students' task commitment. The result of this research also showed that the percentage of contribution of motivation to get achievement towards students' task commitment was 31.4%. This contribution is quite big.

The increase of students' commitment to doing task will result in satisfying achievement and study result of student. The achievement that want to be achieved influences student in finishing task. Students finish task to show their competence [11]. Research with similar variable also proved that one of factors that determined commitment was motivation [14].

The improvement of motivation to get achievement can be conducted by many ways. The thing to consider is to build motivation to get achievement from outside and inside of students self. The motivation from inside and motivation from outside complete each other and cannot stand alone in giving spirit and passion towards student [15].

Given the fact that motivation to get achievement is important to improve students' commitment to doing task, cooperation from various parties is needed in order that student motivation to get achievement can increase. The cooperation can be done by the students themselves, students' friend, parents, lecturer, and other relevant parties.

The motivation to get achievement of students can grow the spirit to make plan concerning activities that will be done and therefore all activities are planned and can be finished as targeted. When students get many tasks, they can do task which should be prioritized without wasting time. Student who have motivation to get achievement do not really expect help from others and they believe in their own ability [16].

An accomplished student motivation on this aspect of the work plan and have a clear purpose and trying to make it possible to have the lowest results. The average student does not have a plan of work; it is that the cause of the students does not have priority in carrying out daily activities especially for the task. The next aspect is the ability to take decisions and dare to take the risk of also having a low result on this research. The inability of the students in taking decisions cause the students not confident over what has been done, thus indirectly lower the commitment to the task.

Student commitment to task on aspects of love to learn and have the desire to improve them had the lowest percentages. This is apparent from the lack of desire of students to attend a seminar or training outside the lecture. In addition, students are also accustomed to cheating his friend's duties. The habit is causing students not independently in the task, which resulted in low student commitment. The internalization of the task goal is necessary for student to commit themselves to learning [17].

The result of this research also showed that the low students' commitment to doing task was caused by the fact that they were easy to get bored. Therefore, it is advised to avoid doing task in a long time since doing task in a long time can cause boredom. The good way to do task can be done by using time as effectively as you can; not too fast nor taking too long time but regularly and continuously.

## IV. CONCLUSION AND SUGGESTION

This research proved that motivation to get achievement had relevance/relation to students' commitment to doing task (task commitment). The higher students' motivation to get achievement, the higher students' commitment to do task.

The suggestions based on this research are as follows: 1) students should make target and decide time limitation in doing task, 2) students should determine priority concerning task which should be done first, 3) students should be independent and not dependent on their friend, and 4) students should finish the task in effective and ordered time.

#### REFERENCES

- [1] Mc Cayk, K. D., Hinsz, V. B., & Mc Caul, H. S. 1987. The effects of commitment to performance goals on effort. *Journal of Applied Social Psychology*, 17(5), 437-452.
- [2] Renzulli, J.S. 1978. The three-ring concept of giftedness: a development model for promoting creative productivity. [www.gifted.ucom.edu/](http://www.gifted.ucom.edu/)
- [3] Tirtonegoro, S. 1984. *Supernormal children and education program*. Jakarta: Bina Aksara.
- [4] Hawadi, Reni Akbar. 2002. *Identification of intellectual giftedness with non-test method*. Jakarta: Grafindo.
- [5] Kim, W. J., Byeon, J. H., & Kwon, Y. J. (Submitted). 2013. Inventory Development to Classify Task Commitment Types of Science Learning. *Journal of the Korean Association for Research in Science Education*.
- [6] Dweek, C. S., & Elliot, E. S. 1983. Achievement motivation. In P. Mussen & E. M. Hetherington (Eds). *Handbook of child psychology*. New York. Pp. 634. Bangun, Wilson. 2012. *Human resource management*. Jakarta: Erlangga.
- [7] Rabideau, S, T. 2005. *Effects of achievement motivation on behavior*. Rochester institute of Technology. <http://www.personalityresearch.org/papers/rabideau.html>.
- [8] Hasibuan, Malayu Sondang P. 2013. *Human resource management*. Jakarta: Bumi Aksara.
- [9] Kim, W. J., Byeon, J. H., & Kwon, Y. J. 2012. Analysis of task commitment types of science learning in high school students biology classification. *Journal Korea Association Science Education*. 32 (6), 863-879.
- [10] Kandani, Haryanto. *The achiever*. <https://books.google.co.id/books?isbn=9792779396>
- [11] Harackiewicz, J. M., Barron, K. E., Carter, S. M., Lehto, A. T., & Elliot, A. J. 1997. Predictors and consequences of achievement goals in the college classroom: maintaining interest and making the grade. *Journal of Personality and Social Psychology*, 73, 1284-1295.
- [12] Mangkunegara, Anwar Prabu. 2011. *Human resource management company*. Bandung: Rosdakarya.
- [13] Sugiyono. 2012. *Quantitative research methods, qualitative and R&B*. Bandung: Alfabeta.
- [14] Putri, Fannidia. I. 2014. The relationship of motivation and commitment of the employees in education and social training. *Jurnal Administrasi Pendidikan*, Vol 2 (1), 220-232.
- [15] Brunstein, J. C., & Maier, G. W. 2005. Implicit and self-attributed motives to achieve: two separate but interacting needs. *Journal of Personality and Social Psychology*, 89, 205-222.
- [16] Bangun, Wilson. 2012. *Human resource management*. Jakarta: Erlangga.
- [17] Tirtonegoro, S. 1984. *Supernormal children and education program*. Jakarta: Bina Aksara.