THE INFLUENCE OF MOTIVATION, DISCIPLINE AND SELF-CONFIDENCE ON STUDENT ACADEMIC ACHIEVEMENT IN MANAGEMENT STUDY PROGRAM, INSTITUT MANAJEMEN WIYATA INDONESIA

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ABSTRACT

The purpose of this study is to find out the influence of motivation, discipline and confidence on academic achievement. The research method used is quantitative research method with type of kausal relationship research or reciprocal relationship. The research samples taken were all students of Management Study Program of Institut Manajemen Wiyata Indonesia batch 2016, 2017, 2018. Data collection techniques using questionnaires. The instrument quality testing techniques include validity test and reliability test. The analysis used is descriptive analysis and classical assumption test such as normality test, multicolinearity test and heterosesticity test. The data analysis technique used in this study is multiple linear regression tests. The results showed that: (1) Motivation variables partially positively and significantly affect Academic Achievement, (2) Discipline variables negatively and significantly affect Academic Achievement, (3) Self Confidence variables partially positively and significantly affect Academic Achievement, (4) Motivation, Discipline and Self Confidence simultaneously or together have a positive and significant influence on Academic Achievement.

Keywords: *Motivation, Discipline, Confidence, Academic Achievement*

INTRODUCTION

Every human being needs education, because education is inseparable from our lives. It is like from two sides of one currency, which can not be separated from each other, leaving an individual without education means the same as raising a wild animal that is very dangerous and deadly to the lives of the people around him (Qaimi, 2003). Education is essentially a variety of activities carried out such as educating, teaching, and also training, which is carried out as an effort to transform values (Hangestiningsih, 2015).

According to (Hangestiningsih, 2015) there are several basic concepts of education including 1) education lasts a lifetime, 2) in education is a shared responsibility between the family environment, society, and also the government, 3) carrying out education for an individual is a must, which by carrying out it an individual will have a developing ability and personality.

In the world of education, one will experience the so-called learning process, which is a process of changing the behavior of individual learners through optimization of the environment as a source of stimulus in learning (Nurdyansyah & Fahyuni, 2016). In learning we can also see an outcome that is often referred to as academic achievement or learning achievement. Achievement of learning achievement comes from two words namely achievement and also learning. Achievement is a change in the manners or abilities obtained by a person from learning activities that have been done based on his ability to progress in the field of education

in a certain period (Khusaini, 2017).While learning is a business process which is done consciously by an individual in the process of obtaining changes in good behavior that can be observed directly as an experience (exercise) in his interaction with the environment (Husamah, Pantiwati, Restian, & Sumarsono, 2016).

Based on the observations that have been made on July 28, 2020, it can be known that the achievements contained in the management study program of the Institut Manajemen Wiyata Indonesia are still not optimal, this is because for the average cumulative achievement index contained in one year of the force there are still not optimal. Here is the list of cumulative achievement index distribution in Management Study Program students for each batch year per

semester for academic year 2018/2019 even semester (Sandjaja, 2020):

Table 1
Distribution of cumulative achievement index of Students of Superior Class Management Study Program

No	Year	Semester	Average cumulative achievement index	Highest cumulative achievement index	Lowest cumulative achievement index
1	2016	6	3,00	3,23	2,76
2	2017	4	3,01	3,25	2,83
3	2018	2	2,71	3,26	1,31

Source: Institut Manajemen Wiyata Indonesia, 2020

From table 1, it can be seen that the achievement or can be said with the Cumulative Achievement Index can be said to be unsatisfactory, because there are still those who get the below-standard Cumulative Achievement Index. Based on Permenristekdikti No. 44 Year 2015, article 25 of the Cumulative Achievement Index can be said to be satisfactory if students can achieve the Cumulative Achievement Index of 2.76 to 3.00, it is said that it is very

satisfying if students can achieve the Cumulative Achievement Index of 3.01 to 3.50, and the latter can be said with a predicate of praise if students can achieve a Cumulative Achievement Index of more than 3.50 (Permenristekdikti, 2015).

Judging from the distribution of student cumulative achievement index that has been described previously there are 17% of the total students who get a cumulative achievement index below the standard, and there is also an average cumulative achievement index of the class of 2018 that is also sub standar. So there may be several factors that influence academic achievement/learning achievement that need to be researched because by knowing the influential factors, the relevant parties such as students, lecturers, and and educational institutions can further improve these factors.

In this case the author takes several factors that can influence academic achievement such as Motivation, Discipline, and Confidence that need to be considered and studied in depth. Based on the description, the author is interested in conducting in-depth research on "The Influence of Motivation, Discipline and Self-Confidence on Student Academic Achievement in Management Study Program, Institut Manajemen Wiyata Indonesia" for the years 2016, 2017, and 2018.

1. Management

The word Management itself comes from the Italian language which means maneggiare which means "to control". Then France adopted the word into management which means "art in implementing and organizing" (Mardalena, 2017). In the same book, Mary Parker Follet, says management as an art in completing a job through someone else (Mardalena, 2017) Meanwhile, according to Ricky W. Griffin in the book also explained that management is defined as a process in planning, organizing, coordinating, and

controlling resources to achieve goals effectively and efficiently.

2. Human Resource Management

Human Resource Management is a management activity in which there are various activities such as utilization, development, assessment, reciproation for human beings (Yusuf & Al Arif, 2015). In addition to the a mentioned earlier, in human resource management there are also several activities which include ways of designing planning systems, employee preparation, career management, performance evaluation, employee compensation, and regarding employment relationships. Human resource management consists of several series of integrated activities about employment relationships that affect people and organizations (Yusuf & Al Arif, 2015).

Others state that human resource management is an art done to achieve the organizational goals that the organization has set through the arrangement of others to carry out the necessary work (Yusuf & Al Arif, 2015). In the same book, Edwin B. Flippo also explains that human resource management is in a process that includes several parts such as planning, organizing, directing, and supervising the activities of procurement, development, compensation, integration, maintenance and release of human resources in order to achieve various goals both for individuals, organizations and surrounding communities.

According to (Yusuf & Al Arif, 2015) in Human Resource Management, there are several approaches taken, including the following: (1) Strategic approach, human resource management must contribute to the company's strategic success; (2) Human resources approach, human resource management is human management so that the importance of human dignity should not be ignored; (3) Management approach, human resource management is the responsibility of every manager. Department of Human Resources in order to serve managers and employees through their expertise; (4) System approach, approach taken in a larger system, namely the company. Therefore, human resources efforts must evaluate the contribution of employees given to the productivity of the company; (5) Proactive approach, HR management can increase its contribution to employees and organizations by anticipating various problems before the problem arises.

3. Motivation

Motivation comes from the Latin word "Movere" which means "encouragement or driving force" (Yusuf & Al Arif, 2015). Whereas according to the American Encyclopedia in (Hasibuan & Hasibuan, 2016), motivation is a tendency from within yourself to evoke encouragement and direct it. Others say that motivation is the desire that exists in a person that stimulates him/encourages him to perform a certain action (Umaya, Faisya, & Sunarsih, 2013):

According to (Hasibuan & Hasibuan, 2016) stated that motivation is classified into 2 types, namely: 1. Positive Motivation is by giving ransangan or encouragement to someone in the form of gifts for having achieved; 2. and Negative Motivation is to motivate someone with the aim that the person is excited again and will give punishment to those who do not have spirit.

Every human being has a motivation that will be used to satisfy the needs that exist in themselves that tend to be attached to themselves. These needs include (Hasibuan & Hasibuan, 2016) namely: 1) Physiological Needs (Physical and biological needs), is the need to maintain life, such as the need for

food, drink, clothing, air, and shelter; 2) Safety and Security Needs, is the need for a sense of security in carrying out an activity; 3) Affiliation or Acceptance Needs, is a need for compassion, accepted in an organization and the surrounding environment; 4) Esteem or Status Needs, is the need for appreciation and recognition from people in the surrounding environment; 5) Self Actualization is a necessity to actualize all abilities to achieve the desired achievement.

4. Discipline

Discipline is an attitude to respect or respect a rule or rule that is in force, whether in writing or unwritten (orally) and able to carry it out and will receive sanctions if at any time violates the duties and authorities that have been given to it before (Hasibuan & Hasibuan, 2016) There is also a state that discipline is a management activity to carry out the standards of an organization where the activity is to encourage people in the organization to follow the various standards of the rules (Umaya et al., 2013).

According to (Tu'u, 2008) discipline has several functions as explained by, namely (1) To organize a life together; (2) To build personality; (3) To train personalities; (4) As coercion; (5) As punishment; (6) To create a conducive environment. Discipline is important for a person for various reasons as described by (Tu'u, 2008), including the following: 1) disciplines that arise from the awareness of a person will bring the person success in his learning; 2) discipline provides a calm and orderly situation during the learning process; 3) people always hope, their children in school are accustomed to norms, the value of life, and also discipline. In other words, children can make an individual better, orderly, organized and also disciplined; 4) discipline is the way for an individual to succeed in learning and also later work.

5. Self Confidence

Self Confidence is an attitude that exists in a person to think positively by enabling himself to develop a positive assessment both for himself and for the environment he is facing (Hulukati, 2016). Meanwhile, according to (Ghufron & Risnawati, 2012) said confidence is a belief in the ability and optimistic attitude that has to be able to do something.

According to (Hulukati, 2016), there are several characteristics or characteristics of individuals who have confidence including the following: (1) Believing in competence or self-ability, so as not to require praise, recognition, acceptance, or respect for others towards him; (2) Not encouraged to show conformist attitudes in order to be accepted by others or an organization; (3) Dare to accept and face the rejection of others, in the sense of daring to be yourself; (4) Have good self-control ability and have stable emotions; (5) Have an internal locus of control or can be said to be able to see success or failure, depending on one's own efforts and not easily give in to fate or circumstance; (6) Have a positive perspective on himself, others or a situation outside of him; (7) Have realistic expectations towards himself, so that when that hope does not materialize, he is still able to see the positive side of himself and the situation that is happening.

6. Academic Achievement

Academic achievement is the result of interactions that have been conducted over a period with various factors that influence it both from within and from outside the individual (Umaya et al., 2013). Academic achievement or learning achievement is influenced by several factors, namely internal factors and external factors, for more details can be considered several factors as follows (Haryati, 2017); 1) Internal Factor that is a factor that comes from within an

individual. The internal factor consists of two, namely the following: physiological factors, psychological factors, namely an ability possessed by an individual, such as (intelligence, interests, talents, motivations, attitudes). While the external factor is a factor that comes from outside an individual. The external factors include: social environmental factors, non-social environmental factors, learning approach factors.

In academic achievement there are 3 types of domains to know the level of academic achievement of a person and also required indicators as pointers that show the level of academic achievement of a person (Makmun, 2012) the cognitive realm (observation, memory, understanding, application, analysis, synthesis and evaluation), affective domain (acceptance, welcome, appreciation / appreciation, deepening, characterization / vision), as well as the psychomotor realm (moving and acting skills, and verbal and non-verbal expression skills).

METHODE

1. Sampling and Data Retrieval Methods

The method used in this research is quantitative method, which means method based on philosophy of positivism, which is used to research on certain populations or samples, whose data collection uses research instruments with the intention to test established hypotheses (Sugiyono, 2016). The population taken in this study is students of the Management Study Program of Institut Manajemen Wiyata Indonesia for the year 2016, 2017, 2018. While the sample was taken using saturated sampling techniques. Saturated sampling is a way of determining which samples all members of the population are used as samples (Sugiyono, 2016).

The data taken consists of primary data and secondary data. The primary data in this study was obtained through interviews with research subjects using questionnaires. While secondary data can be in the form of library materials, literature, previous research, books, news, and so on related to the variables studied.

2. Data Analysis Techniques

Data analysis is an activity carried out after the required data is collected, which activities such as grouping data according to variables and types of respondents, then tabulating the data based on the data, and then presenting the data of each variable and the last one doing calculations to test the hypothesis that has been submitted in the research (Sugiyono, 2016).

3. Descriptive Analysis

Descriptive analysis is used to determine the trend rate of research variables, which in the analysis looks at the mean ideal, standard deviation, while the formula used is as follows (Ananda & Fadhli, 2018):

1. Mean ideal

$$Mi = \left\{ \frac{\text{Highest score} + \text{Lowest score}}{2} \right\}$$

2. Standard deviation

$$SDi = \left\{ \frac{\text{Highest score} - \text{Lowest score}}{6} \right\}$$

By categorizing the grade trend level as follows:

Table 2
Categories and Intervals

Intervals	Categories
X > Mi + 1,5 Sdi	Excellent
Mi + 0,5 Sdi < X ≤ Mi + 1,5 Sdi	Good
Mi - 0,5 Sdi < X ≤ Mi + 1,5 Sdi	Enough
Mi - 0,5 Sdi < X ≤ Mi - 1,5 Sdi	Less
X ≤ Mi – 1,5 Sdi	Very Less

Source: Fadhli, 2018

4. Classic Assumption Test
   a. Normality Test

   Normality test is a regression model test tool used to test whether in residual from regression model made normal or abnormal distribution. A good regression model is to have a normal residual distribution or it can also be close to normal (Perdana, 2016). The part that needs to be seen for normality test purposes is the line part (Asymp. Sig. (2-tailed)). If (Asymp. Sig. (2-tailed)) greater than or equal to 0.05 then the data is distributed normally, and vice versa (Gunawan, 2018).

   b. Multicolinearity Test

   Multicollinieriy Test is a regression model test tool used to find co-ornuation between free variables (independent). To find the existence of multicollinieriy, can be done by regression test using VIF (Variance Inflation Factor) and Tolerance value with the help of SPSS for windows program. VIF criteria with the number 10 and tolerance value above 0.10, then it can be said there is no problem of multicolliation and thus there is intervariable collegiality (Perdana, 2016).

   c. Heroscetiticy Test

   Heteroskedastisity Test is a test tool used to determine variance inequality from residual observation to observation of another (Perdana, 2016) To find whether or not a heterosescedastisity occurs, it can be known by looking at the sig value on the coefficient table on the glacier test, if the sig value is greater than 0.05 then there is no problem of heterosexedastisity in the regression model, and vice versa if the sig value is smaller than 0.05 then there is a problem of heteroskedastisity in the regression model (Gunawan, 2018)

5. Hypothesis Test
   a. T Test

   Partial tests or commonly called t-tests are used to find out if free variables have a significant effect on bound variables. As for knowing that if sig > α (0.05), then H0 is accepted and H1 is rejected, and vice versa if sig < α (0.05), then H0 is rejected and H1 is accepted. To find out whether it is accepted or not H0, can be seen from the probability (Sig F) where if sig < α then H0 is rejected and Ha is accepted and vice versa (Priyatno, 2014).

   b. F Test

   Simultaneous test or commonly called F Test is used to find out if all free variables have a significant effect on bound variables. As for knowing whether or not H0 is accepted, it can be seen from the probability (Sig F) where if sig < α then H0 is rejected and Ha is accepted and vice versa (Priyatno, 2014).

   c. Coefficient of Determination

   Coefficient of determination of measures used to determine the accuracy between the expected value and the sample data. And to find out is to use the analysis of the Coefficient of

   Determination obtained by squising the correlation coefficient or it can also be obtained by means of correlation coefficients multiplied by 100% (Khitam, 2016).

   d. Multiple Linear Regression Test

   Multiple linear regression, used to determine the influence or linear relationship between several free

variables and bound variables (Ananda & Fadhli, 2018). If Fhitung > Ftabel and the significance of < 0.05, then it can be concluded that there is an influence between variables (Independent) with variables bound (dependent) significantly. If Fhitung < Ftabel and the significance of > 0.05, then it can be concluded that there is no influence between variables (Independent) with bound variables (dependents) (Gunawan, 2018)

RESULT AND DISCUSSION

A. Normality Test

Normality test results can be seen in the following table:

Table 3
Normality Test One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		35
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	1,72901009
Most Extreme Differences	Absolute	,107
	Positive	,083
	Negative	-,107
Test Statistic		,107
Asymp. Sig. (2-tailed)		,200[c,d]

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
Source: data processing results, 2020

Normality test results using SPSS Statistic 24 for Windows Asymp value. Sig. (2-tailed)) is 0.200 or greater than 0.05 so that this residual value can be said to be normally distributed.

B. Multicolinearity Test

Multicolinearity test results can be seen in the following table

Table 4
Multicolinearity Test

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-,985	3,601		-,273	,786		
Motivasi	,213	,059	,778	3,615	,001	,233	4,296
Disiplin	-,229	,099	-,492	-2,316	,027	,238	4,193
Kepercayaan Diri	,282	,094	,504	3,013	,005	,385	2,598

a. Dependent Variable: Prestasi Akademik

Source: data processing results, 2020

Multicolinearity test results using SPSS Statistic 24 for Windows is known that the value of "Collinearity Tolerance" of the three variables is more than 0.10 and the value of "Statistics VIF" is less than 10, so it can be concluded that here does not occur independent intervariable multicolinearity.

C. Heterosceticity Test

Heteroscedastisity test results can be seen in the following

Table 5
Heteroscedastisity test

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	6,105	1,931		3,162	,003
Motivasi	-,021	,032	-,219	-,656	,517

Disiplin	,047	,053	,289	,878	,387
Kepercay aan Diri	-,091	,050	-,471	-1,817	,079

a. Dependent Variable: ABS_RES

Source: data processing results, 2020

Heteroseskedastiity test results using SPSS Statistic 24 for Windows known sig value greater than 0.05 means no heterosceticity problem in regression model.

D. Discussion

1. The Influence of Motivation on Academic Achievement

The results of this study showed that there is a positive influence of Motivation on Academic Achievement in Students of Management Study Program of Institut Manajemen Wiyata Indonesia, based on hypothesis testing that is t test with thitung score for Motivation variable of 6,280. The tttabel value is seen from the free degree (df = n-k-1) which is 2.039. So obtained thitung > ttabel or 6,280 > 2,039. Then, the significant value on the Motivation variable is 0.001 less than 0.05, so it can be concluded that Ha is accepted and Ho is rejected which means the Motivation variable partially affects academic achievement, which if the higher the motivation level then the better the academic achievement of an individual.

Based on descriptive analysis that has been done before, the level of motivation contained in students found that 54.3% of the population studied had a level of motivation with less and very less categories, 34.3% of the population had a good and excellent motivation level and the remaining 11.4% of the population had a good level of motivation

The results of this study support the statement said by (Chik &

Abdullah, 2018) says that motivation has a positive and significant effect on the development of an individual's academic achievement. The other research that results in accordance with this research is a study conducted by (Asvio, 2017) with the research title The Influence of Learning Motivation and Learning Environment on Undergraduate Students' Learning Achievement of Management of Islamic Education, Study Program of Iain Batusangkar.

2. The Influence of Discipline on Academic Achievement

The results of this study showed that there is a negative influence of Discipline on Academic Achievement in Students of Management Study Program of Institut Manajemen Wiyata Indonesia, based on hypothesis testing that is t test with thitung score for Discipline variable of -2,517. The tttabel value is seen from the free degree (df = n-k-1) which is 2.039. Thus obtained thitung > ttabel or -2,517 < 2,039. Then, the significant value on the Discipline variable is 0.017 less than 0.05, so it can be concluded that Ha is rejected and Ho is accepted which means the Discipline variable partially negatively affects Academic Achievement, which if the higher the level of discipline then the decrease in academic achievement of an individual, this may be because the student is less disciplined in learning. As for the results of descriptive analysis that has been done before it turns out that more than half of the population or 60% have a level of discipline with less and very less categories, as many as 34.3% have a level of discipline with good categories and very good, while the remaining 5.7% have a level of discipline with sufficient categories.

The results of this study are not in line with the research conducted by (Verma & Kumari, 2016) with the title of discipline and academic performance research (A study of selected secondary schools in Lagos, Nigeria) and research conducted by (Thoha & Wulandari, 2016) with the title of research the effect of yparents attention and learning discipline on economics learning outcomes, with the result that discipline affects the level of academic achievement of an individual.

However, the results of this study are in line with research conducted by (Agustina & Nopiani, 2017) with the research titled The Influence of Learning Disciplines And Peer Environment on The Learning Achievements of Accounting Students of STIE Nasional Banjarmasin, and in line with the research conducted by (Widana, 2016) with the title Influence of Learning Discipline And Family Environment on The Achievement of Learning Social Sciences Students Grade VIII SMP Negeri 3 Singaraja, which the results of both studies said that the level of discipline does not give a positive influence on the learning achievement or academic performance of an individual and vice versa gives a negative influence on the level of learning achievement or academic.

3. The Influence of Confidence on Academic Achievement

The results of this study showed that there is a positive influence of Confidence on Academic Achievement in Students of Management Study Program of Institut Manajemen Wiyata Indonesia, based on hypothesis testing that is t test with thitung score for Confidence variable of 3,061. The tttabel value is seen from the free degree (df = n-k-1) which is 2.039. So obtained thitung > ttabel or 3,061 > 2,039. Then, the significant value on the Confidence variable is 0.005 less than 0.05, so it can be concluded that Ha is accepted and Ho is rejected which means the Confidence variable partially affects academic achievement, which if the higher the confidence level of an individual then the better the academic achievement of an individual.

As for the results of descriptive analysis that has been done before it turns out that as many as 43% of respondents have a level of confidence with less and very less categories, as many as 43% have a level of confidence with a good category and very good, while the remaining 14% have a level of confidence with enough categories.

This research is also supported by research conducted (Rohtas, 2016) with the title of research on the effect of self-confidence on academic achievement children elementary stage, saying that the level of confidence affects an individual's academic achievement.

4. Influence of Motivation, Discipline And Confidence together On Academic Achievement

In this study, it was known that Ftabel was 2,911, while Fhitung was 20,816. In this case Fhitung > Ftabel which is 20,816 > 2,911 which means Ho is rejected and Ha is accepted. Meanwhile, judging from the significant value obtained can be seen less than 0.05, so it can be concluded that there is a significant influence between variable motivation, discipline and confidence simultaneously or jointly on academic achievement. The higher the motivation, discipline and confidence

of an individual, the better academic achievement he will achieve.

CONCLUSIONS

Based on the data obtained from the results of the analysis, the conclusions that can be expressed in this study are as follows:

1. The results of the study in the description analysis showed that more than half of the population had a level of motivation that fall into the category of less, but the motivation variable partially had a positive and significant effect on the Academic Achievement.
2. The results of the study in the description analysis showed that more than half of the population had a level of discipline that fall into the category of less, while the test results were partially disciplined variables negatively and significantly affected the Academic Achievement.
3. The results of the study in the description analysis showed that respondents had a level of confidence that entered classified as lacking and very good, but the confidence variable partially had a positive and significant effect on the Academic Achievement.
4. Variable Motivation, Discipline and Confidence simultaneously or together have a positive and significant influence on Academic Achievement.

SUGGESTIONS

1. The results of research on motivation variables show that more than half of the samples taken in this study have a level of motivation that is classified as less and very less, in this case an individual must increase his motivation again in order to diligently study, because motivation affects the level of academic achievement of an individual.
2. The results of research on disciplinary variables show that there are still many individuals who have disciplined behaviors in less and very less categories. In this case, an individual must be more disciplined when in a learning environment, since discipline attitudes also affect an individual's level of academic achievement.
3. For further researchers, the results of the study can be used as one of the reference materials, especially for research related to motivation, discipline and also confidence
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