MOTIVATIONAL THRUST ON UNIVERSITY STUDENTS' SELF-ESTEEM

Asih Rosnaningsih
Elementary Teacher Department, Teacher Training and Education Faculty
University of Muhammadiyah Tangerang
asihrosna@gmail.com

Abstract

Early adulthood is the life stage between 12-19 years old; it is the age where young adult experiencing the physical changes of their bodies and craving for psychosocial identity and intimacy. In several cases, young adult might severe low-esteem experience causing personal instability, lack of self confidence, being pessimism, loneliness and others. They need to maintain the desirable personal motivational thrust and positively see the good things around themselves. This study intended to find out whether there is any significant relationship between motivational thrust and students' self-esteem. A quantitative approach which includes inferential analysis including simple regression analysis was conducted to answer the objective of this study. The population were the fourth semester students of Elementary Teacher Department (PGSD) of Muhammadiyah University class IV-A to IV-F consist of 196 students; the samples were only 35 students.. To collect data, the study used two types of questionnaires.. The result of this study revealed that motivation didnot give significant effect on students' self-esteem ($r_{count} < r_{tab}$). It means that motivation thrust might result as a weak predictor on university students' self-esteem.
Keywords: *Early Adulthood, Motivation, Self-esteem.*

INTRODUCTION

Early adulthood is the life stage between 12-19 years old; it is the age where young adult experiencing the physical changes of their bodies and craving for psychosocial identity and intimacy from the group closest to them such as family, friends and others. In finding these relationship sometimes they are lack of strong sense of acceptance from others which leads to less satisfaction toward themselves. Teacher view this lacking of self-acceptance might affect to young adults who are majorly studying as students to their personal and academic performance; young adult with low self-esteem are considered to have learning disabilities while researchers have seen it (in fact there were more than 23.215 scientific articles focusing in self-esteem) as crucial factor in human developmental existence (Mruk, 2006:1).

Most of the theorists such as Rosenberg and Marsh believed that self-esteem is regarded as a person's attitude on a particular thing or object. Rosenberg (1965) view it as the stable sense of personal worth or worthiness. Self-esteem is has been considered as important factor in determining one's success or failure in many areas of life. In the quite same way, Marsh (1990) stated that self-esteem as the study of any attitude, the fact that people may have attitude both toward an object as a whole (global or general) and toward specific "facet" of that object. For instance, a student may have attitudes toward her university as a whole, but she or he may also have different attitudes toward a specific department, the quality of the faculty, or the attractiveness of the campus. This point applies equally to self-esteem, which can be viewed as an attitude toward an object, even though the holder of the attitude and the object toward which the attitude is held – the self – are the same.

In different perspective, Maslow (1954) introduced theory where self-esteem is regarded as one of the basic-needs besides the self-actualization, social needs, safety and security and other basic psychological needs. Further, he argues, people who are lack of self-esteem are highly unlikey to reach, or even to be motivated to seek. The basic needs' functions are as motivational factors in life and that must be addressed before we can reach the stage of recognizing and buliding the self-esteem.

To be relevant with the terms of language learning, Arnold's theory for self-esteem (1999) explained that there was several important

personality factors in building the second and foreign language acquisition. Numbers of variables are implied in affective domain of personality factors based on Brown (2000: 142) are self esteem, inhibition, risk taking, anxiety, emphaty, extroversion and motivation.

Motivation is the psychological condition thrusting peole to learn (Khodijah, 2014:150). In relation to learning process, motivational thrust is needed by students to activate their sense of learning. Motivation is characterized by long term goals, quality of involvement in learning and readiness of task (Carole Ames, 1990 in Hidayat, 2013: 93). Dimyati dan Mudjiyono (2009) listed several factors involving in students' motivational participation in learning, they are:

1. Students' ideas and aspirations. Ideas will strengthen student's learning motivation both intrinsic and extrinsic.
2. Students' ability. The desire of a child needs to be accompanied by the ability or skill in achieving it. Ability will strengthen the child's motivation to carry out developmental tasks.
3. Condition of students. The student's condition that includes the physical and spiritual conditions affects the motivation to learn.
4. Environmental Condition. Students' environmental condition can be in a state of nature, neighborhoods, peers, and social life. Healthy environmental conditions in a healthy, safe, peaceful, orderly and beautiful environment will enhance the overall learning motivation for the students. (Kompri, 2015, h.231)

Prior researches discussing the relationship between motivation on self-esteem has been conducted by Deci and Ryan (1995); Kernis (1995); Rogers (1961); Ryan and Deci (2003,2004); all came up with the simillar conclusion that self-esteem also motivates people to expand the self and selfhood. The need of self-esteem takes on the character of a "calling" or an intrinsic motivation to reach a higher level of mastery and growth. Such motivation pushes the individual to face challenges rather than avoid them, and encourages them to take risks to be all one can be" rather than to shy from such possibilities in life. They supplied the good possibilities on

how self-esteem works after the motivational thrust has been trigerred.

METHODOLOGY

The study took place at University of Muhammadiyah Tangerang. It is a private university which is located on Jalan Raya Perintis Kemerdekaan I No.33 Cikokol, Tangerang. The populations of this research were fourth semester students of Elementary Teacher Department (PGSD) from Teacher Training and Education Faculty. They consisting of 6 (six) classes A-F or 196 students but only 35 students (class 4-F) were chosen as samples. Below are the population details:

Table 2. Population of the study

No.	Class	Male	Female	Total
1	4 A	4	26	30
2	4 B	3	30	33
3	4 C	1	30	31
4	4 D	3	31	34
5	4 E	6	27	33
6	4 F	0	35	35
	Total	**17**	**179**	**196**

This study was conducted during teaching and learning process for learning planning for Elementary teacher's subject. It consists of two meetings (19, 26 April 2017). At the end of the class' session, students filled out the two types of questionnaires given to them.

In correlational study, total minimal samples should be at least 10 times by the amount of the variables being studied (independent + dependent); therefore, in this study, 35 students are considered appropriate to be taken as the samples (Sugiyono, 2009: 13).

There are two main instruments used in this study, they are motivation and self-esteem questionnaires. Firstly, the motivation's questionnaire was adopted from Dimyati dan Mudjiyono (2009); it contains four main indicators such as students' ideas and aspirations, students' ability, students' condition, and students' environmental condition.

Secondly, the self-esteem' questionnaire was adopted from Rosenberg (1965); Rosenberg Self-Esteem Scale (RSES) which consisted of ten items. It generalized the feelings based on how they feel about themselves. RSES indicators are consisted by self-deprecation and self-confidence. Although it has been used for

more than fifty years, RSES is considered a reliable and valid quantitative tool for self-esteem assessment in psychology studies. All data were analyzing by SPSS IBM Statistics 21.0.

FINDINGS
Test of Normality

The One-Sample Kolmogorov-Smirnov test is designed to test if the samples of a group come from a normal data distribution.
The data assumption to be normally distributed when the p-value is bigger than α 0.05.

Table 1. One-Sample Kolmogorov-Smirnov Test

		Motivation	Self. esteem
N		35	35
Normal Parameters[a,b]	Mean	98.23	100.86
	Std. Deviation	9.428	14.475
Most Extreme Differen-ces	Absolute	.134	.173
	Positive	.106	.173
	Negative	-.134	-.107
Kolmogorov-Smirnov Z		.792	1.026
Asymp. Sig. (2-tailed)		.557	.243

In the table above, it was shown that p-value for motivation is 0.557> 0.05 and p-value for self-esteem is 0.234>0.05, so it is concluded that the data are normally distributed.

Test of Homogeneity

The Levene's test statistic is used to assess the equality of variances for a variable calculated for two or more groups. It means that the variances of the samples to be compared must be identical, but only that they do not differ by an amount that is statistically significant. The requirement of homogenous data if the p-value is bigger bigger than α 0.05.

Table 2. Levene's Test Statistics

F	df1	df2	Sig.
1.143	19	15	.401

In the table above, it was shown that p-value is 0.127 > 0.05, so it is concluded that the data are come from homogeneous group.

Test of Hypothesis
H_0 : $\beta 1 = 0$
H_1 : $\beta 1 \neq 0$

As independent variable, the p-value of motivation (sig. 2-tailed) 0.88 > 0.05. So, we accept the Null Hypothesis (H_0). In other words, there is no significant relationship between motivation and self-esteem.

Table 3. Correlations

		Motivation	Self Esteem
Motivation	Pearson Correlation	1	.293
	Sig. (2-tailed)		.088
	N	35	35
Self-Esteem	Pearson Correlation	.293	1
	Sig. (2-tailed)	.088	
	N	35	35

Regression Equation:

In regression equation, a mathematical equation is used to determine the various prediction about a particular variable which relate to another variable.

Table 4. Coefficient

Model		Unstandardized Coefficients	
		B	Std. Error
1	(Constant)	56.714	25.216
	Motivation	.449	.256

$Y = 56.714 + (0.449) X_1$

Interpretation:

1. Constant value is 56.714 means if motivation (X) is 0, the self-esteem will be 56.714
2. Coefficient of motivation (X) is 0.449 means if motivation (X) increases by 1 point, the self-esteem (Y) will increase 0.449.

Table 5. Model Summary

Model	R	R Square	Adjusted R Square
1	.293[a]	.086	.058

a. Predictors: (Constant), Motivation

By seeing the table above, the coefficient determination showed the correlation of 0.293 < $r_{tab,n=35}$ 0.334; it implies that there is no relationship between motivation and self-esteem. Coefficient determination (R^2) or 0.086 or it can be inferred that motivation accounts for 8.6% of variability in students' self-esteem.

CONCLUSION

To conclude, motivation has been statistically contributed for students'self-esteem. The percentage of the result was 8,6% while other possible factors might still need to be further investigated.

The motivation factor seemed low in affecting students' self-esteem can be determined by several reasons. First, it is very possible that each student has her own learning passion or ideas which is sometimes unstable (high and low); it depends their mental and physical health. Secondly, there is no reward or such appreciation on their achievement from the environment (family, friends, and others) so their learning passion cannot be accommodated. Lastly, the teaching and learning process which is sometimes classical. All aspects mentioned above will automatically inflict their own self-esteem. If motivation is low, so their self-esteem will slightly drop down.

Suggestion
1. Since the samples of this study only consist of small scale class (35 students) made the result seemed not statistically significant, the next study conducting the same topics should use wider range of samples.
2. The characteristics of the samples should also become consideration, this study use 4-F students where the class are consisted of female students only

REFERENCES

Bolognini, M., Plancherel, B. Bettschart, W., and Halfon, O. (1996). *Self-Esteem and Mental Health in Early Adolescence: Development and Gender Differences*: Journal of Adolescence, 19, 233-245

Brodkey,D and Shore, H. (1976). *Students Personality and Success in an English Language Program*. Language Learning 26: 153-159.

Brown, H.D. (2000). *Principles of Language Learning and Teaching, Fourth Edition*. White Plains, NY: Pearson Education, Ltd.

Brown, K.M, McMahon, R.P, Biro, F.M, Crawford, P., Schreiber, G.B, Similo, S.L., Waclawiw, M. And Striegel-Moore, R. (1998). *Changes in Self-Esteem in Black and White Girls between the age of 9 and 24 years*: The NHLBI Grwoth and Health Study: Journal of Adolescent Health, 23, 7-19

Coopersmith, S. (1967). *The Antecedents of Self-Esteem*. San Francisco: W.H. Freeman

Epstein, S. (1979). *The Ecological Study of Emotions in Humans*. In K. Blankstein (Ed.), *Advances in the Study of Communications and Affect* (pp.47-83). New York: Plenum.

Gardner, R, and Lambert, W. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, MA: Newbury House.

Harter, S. (1999). *The Construction of the Self*. New York: Guildford Press.

Heyde, A. (1979). *The Relationship between Self-Esteem and the Oral Production of a Second Language*. Unpublished Doctoral Dissertation, University of Michigan.

Mruk, C.J. (2006). *Self-Esteem Research, Theory and Practice*. New York: Springer Publishing Company, Inc.

O'Brien, E.J and Epstein, S. (1983, 1988). *MSEI: The Multidimensional Self-Esteem Inventory*. Odessa, FL: Psychological Assessment Resources.

Pollack, W. and Shuster, T. (2000). *Real Boys' Voices*. New York: Random House

Plummer, D. (2005). *Helping Adolescent and Adult to Build Self-Esteem*. London: Jessica Kingsley Publisher.

Rosenberg, M. (1965). *Society and Adolescent Self-Image*. Princeton, NJ: Princeton University Press

Sugiyono. (2009). *Statistika Non-Parametris untuk Penelitian*. Bandung: CV. Alfabeta.