The Impact of Students' Cumulative Achievement Index and Their Drive to Choose A Study Program UHAMKA's PGSD

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Abstract: This study aims to examine the impact of study program motivation on the overall performance index of students enrolled in UHAMKA PGSD. All 485 students from the PGSD at the UHAMKA's batch of 2018 made up the study's sample. This study used the associative method along with a quantitative approach. With a total sample of 90 students, sampling was done using the Simple Random Sampling approach. A questionnaire and documentation were the study's tools. Before the instrument was utilized in the study, validity and reliability tests were performed to assess the instrument's quality. A straight forward regression analysis was used to examine the research data. The results had a sign value of 0.002 0.05, indicating that the alternative hypothesis (Ha) had been accepted and the null hypothesis (Ho) had been rejected. Therefore, the analysis in this study's conclusion is that there is a significant relationship between the desire to select a study program and the overall achievement index of the UHAMKA class of 2018, with a coefficient of determination (adjusted R square) of 10.3%.

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Introduction

Education is one of the important things needed by every human being. It demonstrates the universality of the right to education. In Indonesia, there are three categories of education: formal education (school environment), informal education (family environment), and non-formal education (community environment) (Nurkholis, 2013). The world of formal education is divided into numerous segments, with universities constituting one of them. Universities were significant in generating future generations of quality people who could help Indonesia become a more developed nation (Suryana, 2018). To make this happen, it is required of everyone who intends and desires to continue their education in college to select a course of study that best suits their goals.

Choosing a study program was usually influenced by many factors, such as likes, interests, talents, abilities, and parental suggestions (Nurfia et al., 2017). Some are even brought on by friends joining in because they have given up and are unsure of what to do, which can lead to the choice of this college study program being inconsistent and out of line with an individual's preferences and skills. Students in the Elementary School Teacher Education Study Program at the UHAMKA's Batch 2018 experienced the same situation. Based on information from pre-research interviews with a number of PGSD UHAMKA's students to determine their original driving forces for enrolling in this program. It turned out that the results were highly varied, ranging from those who merely desired to become elementary school teachers to those who claimed to have been coerced into enrolling in

elementary school teacher education for a variety of reasons, including parental pressure, being rejected from the study program of their dreams, and even enrolling in the study program of teacher education. Primary School since he initially believed that this study curriculum was simple (Rufaidah, 2015).

While selecting this study program, there should be a strong motivation inside oneself so that we do not fiddle around when our lectures run later on, and our education can be completed.. Someone who is motivated will act, encourage others to act, and engage in an activity. Motivation was an action taken by someone to inspire others to do something they wish (Prihartanta, 2015). According to the claim made by Santoso, et al. (2017) that motivation played a crucial part in inspiring someone to take action (Santoso et al., 2017). Every individual has a different level of motivation. Each pupil must be motivated differently in this situation (Kadji, 2012).

According to several definitions of motivation included in this study, including one by Winardi, motivation was the outcome of various internal or external processes that resulted in passion and perseverance in engaging in certain activities (Pramesti, 2017), while Mc. Donald stated that motivation was a shift in a person's energy that was marked by the development of sentiments and begins because of a purpose (Nurjan, 2016). According to Santrock, a person's inspiration might come from within or from the outside (Laka et al., 2020). Herzberg's theory of motivation, usually referred to as the Two-Factor Theory, was employed by the researchers to support their explanation of why study programs were chosen in this study. According to Herzberg (1966), there were two types of causes, namely hygienic factors (extrinsic factors) and motivational factors, that caused a person to want to obtain contentment and distance himself from discontent (intrinsic factors) (Andriani & Widiawati, 2017). Some examples of internal elements are the self-perception of the person, accomplishments and self-esteem, needs, ideals, dreams for the future, the drive to advance, interest, and performance satisfaction. The provision of rewards, rivalry, punishment, praise, and the system of rewards were among the extrinsic variables (Pratama, 2011).

As a result, since motivation can affect one's level of achievement, it plays a significant role. If the student picks a study program because they have a strong drive to succeed, they will be more passionate and focused throughout the class, which will also have an impact on their academic performance (Dinamika & Dasar, 2015). In Saleh's definition, academic achievement is the result that students acquire after acquiring a body of knowledge that is evaluated by a score expressed in terms of numbers, letters, or symbols (Retnowati et al., 2016).

Students fight for academic success in the lecture environment. The higher a student's academic achievement, the better his or her academic mastery (Irvana Arofah et al., 2020). The Grade Point Average, sometimes known as GPA, measure a student's academic performance. GPA is one measure of a student's performance in a lecture (Hendikawati, 2011). GPA is a set of statistics representing the accomplishments and development of the student learning process. It is cumulatively recapitulated from the first semester to the last semester (Abimanyu, n.d.). Students' grade point averages are typically influenced by two types of elements: internal factors and external influences. Student motivation in selecting study programs is one of them, as was previously noted, and it is one of the internal determinants. It was predicted that a student's GPA will be satisfactory if he decided to enroll in the PGSD study program out of personal motivation (Santika, 2020).

Because of this, it is expected of each student to be able to cultivate and develop the motivation that already exists within him. If a student is unable to do so, it is feared that this

will negatively affect his educational process in the future, leading to issues like a lack of motivation to attend lectures, longer study sessions, a lack of concern for academic success, etc. The objective of this study aims to examine how PGSD at the UHAMKA's class of 2018 were motivated to choose their study programs.

Research Method

This study using a quantitative strategy and the associative method. With a research population of 485 students, this study was carried out from May–June 2022. In this study, the sample size was reduced using the Slovin method with a 10% error rate to obtain 90 students due to time, money, and effort constraints. Simple random sampling was employed as the sampling method in this study. Every member of the population had an equal probability of being chosen as the research sample in a simple random sampling (Rahmadi, 2011).

By sending online surveys created with the Google Form app to respondents, the data collection tool for the motivation to select the study program was gathered. A Likert scale with four response options—strongly disagree, disagree, agree, and strongly agree—is used to score the research instrument. Testing the instrument's maximum 41 statement items on 31 students who shared the same characteristics as the research sample served as the instrument's validity and reliability test. The reliability test reveals a reliable instrument, indicating that the instrument is appropriate for use in the study. The validity test findings indicate that 15 instrument items are invalid, hence the invalid instrument is not used in the study. While the information for the students' cumulative achievement index is gathered from documents obtained from the campus' academic division. The Student ID Number and the name of the PGSD student from the UHAMKA's class of 2018 are included in the paper.

With the use of the SPSS 25 computer program, simple regression analysis is used as the data analysis technique in this study. In order to create a simple regression analysis, the data must be linear and normal. Therefore, the normalcy test and linearity test were performed first, followed by data analysis (Suyono, 2015). Utilizing the Product Moment Correlation to verify the notion.

Results and Discussion
Normality Test

The study's normality test aims to determine whether the independent and dependent variables are distributed regularly. The Kolmogrov-Smirnov test is the statistical analysis employed for this normalcy test. The data are regularly distributed if the level of significance (sig.) is more significant than (0.05), and vice versa. The findings of the normalcy test of the study program selection motivating variable on the student's cumulative accomplishment index are listed below.

Table 1. Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		90
Normal Parameters[a,b]	Mean	,0000000
	Std. Deviation	2,04931138
Most Extreme Differences	Absolute	,053
	Positive	,042
	Negative	-,053
Test Statistic		,053

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.	

The asymp value is determined using the results of the normalcy test from the above table. Sig of 0.200 > 0.05. Consequently, it may be said that the study's data are regularly distributed.

Linierity Test

The purpose of the linearity test, which is one of the prerequisites for carrying out a simple regression test, is to determine whether the connection between the independent variable (X) and the dependent variable (Y) in this study is linear or not. The relationship between the two variables is described as linear. The data is not linear if the P-value suggested by the sig value is more than 0.05, and vice versa if the sig value is less than 0.05. The motivational variable for selecting study programs represented by X and the student's cumulative achievement index represented by Y were tested for linearity. The results are shown below.

Table 2. Linierity Test Results

Connection	Sig.	Description
Motivation for Choosing Study Programs on Students's Cumulative Achievement Index	0,525	Linier

The incentive variable for selecting study programs and the student's cumulative accomplishment index have a linear relationship, as evidenced by the value of sig. 0.525 > 0.05 in the table of linearity test results above.

In this study involved 90 PGSD students from the UHAMKA's batch 2018. To choose the PGSD study program at the UHAMKA's, the students must complete a 26-item motivational questionnaire. According to information gleaned from research data, the dependent variable is the cumulative achievement index and the independent variable is motivation to select study programs (X) (Y). The SPSS 25 program was used to examine the data. The findings of a straightforward regression analysis on the drive to select study programs with a cumulative achievement index are presented below.

Table 3. First Hypothesis Analysis Results

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	99,856	1,519		65,732	,000
	Motivation	-,063	,020	-,321	-3,176	,002

The significant value of 0.002 0.05 indicates that Ha is accepted and Ho is rejected, as shown in the table of the first hypothesis analysis findings. The incentive to select study programs considerably impacts the cumulative achievement index. The second analysis checks the student's cumulative achievement index for the R Square value of the incentive to select study programs. The outcomes are displayed in the following table.

Table 4. Second Hypothesis Analysis Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,321[a]	,103	,093	2,06092

a. Predictors: (Constant), Motivation

The R value is 0.321, as seen in results from the second hypothesis analysis. The cumulative achievement index's influence on motivation to select study programs is 10.3%, according to the table's value of the coefficient of determination (R Square), which indicates that another variable not used in this study accounts for the remaining 100% – 10.3% = 89.7% of the variance.

The third analysis investigates the impact of the incentive to select academic programs on the cumulative accomplishment index. The results are displayed in the table below.

Table 5. Third Hypothesis Analysis Results

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	99,856	1,519		65,732	,000
Motivation	-,063	,020	-,321	-3,176	,002
a. Dependent Variable: IPK					

The third hypothesis analysis test's table of findings yields the following regression equation:

$$Y = 99{,}856 - 0{,}63$$

This equation yields a constant coefficient of 99.856, which indicates that the GPA will be 99.856 if the desire to select a study program remains constant. When the motivation to pick study programs grows by 1, the GPA will decrease by 0.63, and vice versa, if the drive to choose study programs reduces by 1, the GPA will rise by 0.63. This is known as the coefficient of motivation to choose study programs, which is -0.63.

The incentive to select the PGSD study program has a considerable impact on the cumulative accomplishment index, according to the data that has been analyzed, even though the constant coefficient produced is negative. Someone picking a study program must have specific goals and objectives, one can also infer this from the phenomena that take place. Similar circumstances apply to the PGSD students at the UHAMKA's class of 2018. Even though some students choose the PGSD study program against their better judgment, these students can still succeed. There is, therefore, much hope for the major they have selected because these students can control their motivation when they first enter and see the world of lectures.

According to Retno Utami Prasetyo Ningsih's (2015) research, 0.4% of a student's learning achievement was controlled by their motivation to choose the social studies education department; other factors determine the remaining 93%. In addition, Teguh Widodo's (2014) study was another one that was pertinent to this study since its findings demonstrated a meaningful relationship between the desire to enroll in a study program for elementary school teachers and the cumulative accomplishment index. The indicated effect was 35.3 %.

The remark from Shernoff et al. that one's seat in the lecture hall has a significant impact on participation, attention, learning experience, and achievement is one more factor that supports this research. In contrast to those who sit in the middle or front of the class, those seated at the back exhibit lower levels of involvement, attention, learning, and achievement (Shernoff et al., 2003). The choice of seating position, which will prompt him to engage in the lecture process so that he obtains satisfying results, may be the reason why students who have poor motivation to choose study programs but can still get a high GPA.

Additionally, educators have a role in this because they must inspire students to engage in the learning process actively and urge them to continue developing the skills that already exist inside them (Muslim, 2017). Due to their proximity to students during learning process activities, educators significantly impact in students' performance in accomplishing learning goals. As a result, the lecturer's job also had the potential to influence students' academic success (Simatupang, 2017). The learning process is another factor that may have an impact on academic success. A student will achieve academically if he or she completes the learning process successfully. Students' identities would alter due to the learning process, both in terms of their knowledge and the behaviors that served as indicators of their learning success (Sanuhung et al., 2021).

Conclusion

According to the study's fidings, PGSD students at the UHAMKA's batch 2018 had a cumulative achievement index that was significantly influenced by their motivation to select a study program by a factor of 10.3%. The significance value of 0.002 < 0.05 and the R Square value of 0.103 demonstrate this. However, the regression coefficient value is negative due to the simple regression equation, indicating a substantial negative relationship between the motivation to select a study program and the cumulative achievement index. The calculated coefficient value was -0.63, which means that if the desire to pursue a course of study grows by 1, the GPA will fall by 0.63, and vice versa, if the desire to pursue a course of study decreases by 1, the GPA will rise by 0.63. The results of this study also showed that the Cumulative Achievement Index (CAI) may be evolved by the learning process and was not solely dependent on the desire to enroll in a PGSD study program.

Recommendation

According on the findings of the study and the drawn conclusions, the following suggestions for future improvement: (1) The study program should always keep an eye on students during the learning process and keep giving instructions to boost students' enthusiasm during the lecture process so that the successes attained can continue to rise. (2) In addition to consistently providing incentives to improve their children's best learning outcomes, parents are also expected to constantly monitor and support their children's every goal in the college process. It will prevent students from feeling bored and lazy while studying.

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