

Analysis on Students' Achievement using Instrument Projective Test for Higher Education in Jakarta

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Abstract: Students as an integral part of the community are the responsibility of the Higher Education as a coach to make their students have high achievements while attending college, especially students at the XY College of Jakarta must be able to achieve brilliant achievements which later can contribute their knowledge to the community in general and the industrial community especially. The indications of achievement can be seen and observed through the motives contained in students as social beings both with achievement motives, friendly motives, and motives for power. In this study the only motives of achievement were examined, while friendly motives and ruling motives were not carried out considering the study, according to the authors more relevant to researching one of the motives that is the achievement motives. While universities want their students to have high achievements. Therefore, the author is very interested in writing in this journal about the Measurement of Achievement Motives for students in Jakarta XY College with the intention that it can be used as an important input in Jakarta XY College to later be made into consideration in coaching and guidance for students in the future. In turn it can have a positive impact on the existence of XY College. From the research, there were 30 students through measurement of achievement motives using the Projective Test tool, it is known that the achievement motives that exist in the students of Jakarta XY College showed that the average student in Jakarta XY College had a low achievement motive with a value of 0.74 needs for achievement (need for achievement), known as the abbreviation N-Ach. According to David C. McClelland, the height of the N-Ach can affect the economic level of a country. So David C. McClelland believes that this N-Ach can be improved through Achievement Motivation Training (AMT).

1 INTRODUCTION

Higher Education Jakarta is an Educational Institution under the Ministry of Industry of Republic Indonesia which has the vision and mission of making the advanced educational institutions supported by students who are knowledgeable and achievement, and able to create morning jobs for the graduates. Therefore, its existence needs to be supported consistently and really in order to compete with other similar universities. One of the most important factors is that the students have good quality of the students who have high achievement motives.

Please note that until now has never held research on social motives, especially achievement motives for students; whether the students have high, moderate or low achievement motives. In terms of students who have high achievement

motives will greatly provide a positive value for the college where he is in college and will have an influence on the image of Higher Education itself.

If you want to realize the image of the intended university, then Higher Education must have a strong commitment to guide the students to be able to have high achievement motif or minimal medium. To lift the good name / image of Higher Education in Jakarta must be supported by the quality of students with high achievement.

Supported by students who have high achievement motives, it is probable that the vision and mission of Higher Education in Jakarta can be realized and able to elevate the degree and good name / image of Higher Education in Jakarta in particular and the Ministry of Industry in general. To find out the high motives of the students of Higher Education in Jakarta will be used Projective Test Instrument Thematic Apperception Test (TAT) created by Henry Murray and then developed by D.

C. Clelland Clinic, from Harvard University, USA (McClelland, 1967).

The purpose of this study is to find out how high the level of student achievement of College in Jakarta, so that the result can be input and consider Higher Education in Jakarta in taking policy for student progress in particular and of course progress, and image of Higher Education in Jakarta in general.

2 LITERATURE REVIEW

According to Murray (1938), cited by Mulyani (1984), in his dissertation on Social Motives, that the determinant of behavior is necessity or "need". While McClelland uses the term motive sometimes motivation in a synonymous sense, and to find the underlying motive of a behavior, the best way is to analyze the motives that exist in one's fantasies. And in his opinion all the motives derived from the learning (Mulyani, 1984).

The motive is a potential and latent need, formed by experiences that can be relatively survive, although the possibility of change still exists, and functions to move and direct behavior to a particular destination. While motivation is a state that arises within the subject (individual-pen.).

Due to the interaction between the motives and observed aspects of the situation, which are relevant to the motive and activate the behavior. While the social motive is the motive underlying the activities of the individual in his reaction to others, including social motives, among others, are the motives of achievement, the motive of affiliation, and the motive of power (Mulyani, 1984).

Experts agree that the characteristics of people who have high achievement motives include:

- Prefer moderate risk than high risk
- Oriented forward and dynamic
- There is a strong, tenacious and resilient drive to work on and accomplish a task that has certain difficulties
- Have confidence in dealing with tasks related to achievement
- Do not like to waste time
- Learn a lot from self-experience and others
- Responsible personally.

This paper only examines the achievement motives; friendly motives and motives in power are not discussed.

3 RESEARCH METHODOLOGY

The data to be analyzed comes from the results of the test in the form of imaginary / imaginary stories that have been poured in writing after the respondent is given the opportunity to see the image for 10-15 seconds, then asked to write the story within 5 minutes of each picture, after finished writing the story 1, then switch to story 2 and so on until the 6th story finishes, based on the image you've seen.

Observation of images and Writing stories carried out one by one to finish as many as 6 images. Thus will be collected 30 (people) x 6 = 180 imaginary stories that will be scored by TAT scoring method.



Figure 1: Sample image of TAT

To determine a story in a score / judged whether the story is worth the achievement motive or not can be seen from the content of the existing narrative as follows:

- When in the story there is an attempt to achieve success both with an indication of exceeding the size of self that has been achieved or exceed the standard of another (standard of excellent).
- If in the story there is a hard work effort, diligent, tireless, new invention / innovation (unique accomplishment).
- If in the story there is business involvement in long term involvement.

The story scored achievement motif is called Achievement Imagery (AI), while the story that got

the score is not the achievement motion there are 2 titles namely Task Imagery (TI) or the stories about routine task, no performance achievement and Unrelated Imagery (UI) or stories that are not related to job duties.

Even McClelland (1967) concluded that achievement motives can be trained through an intensive training package under the name Achievement Motivation Training (AMT). Until now the training is still being conducted in various state enterprises (SOEs), BUMS, education, SMEs and the general public with various variations of adjustments with specific goals and interests.

In this context, the author only focuses on the measurement of achievement motif by using the Projective Test instrument, TAT scoring method which is often used in conducting research, including when conducting demonstration in Indonesia in 1972 through UNIDO project in cooperation with Republic of Indonesia; in this case the Ministry of Industry, Ministry of Manpower, top universities in Indonesia.

4 ANALYSIS AND DISCUSSIONS

2.1 Main Category Assessment

From the data (story imaginary) that there are 30 respondents, each respondent 6 stories so that there are a total of 180 stories. Once in the value as shown in following table 1:

Table 1: Main category assessment

No. of Resp.	Achi. Story	No. of Stories	Resp.	Achi. Story	No. of Stories
1	2	6	16	2	6
2	0	6	17	2	6
3	3	6	18	1	6
4	1	6	19	3	6
5	1	6	20	2	6
6	2	6	21	2	6
7	3	6	22	0	6
8	0	6	23	0	6
9	0	6	24	1	6
10	2	6	25	1	6
11	2	6	26	2	6
12	4	6	27	1	6
13	0	6	28	2	6
14	1	6	29	1	6
15	3	6	30	0	6

2.2 Sub Category Assessment

From the data (story imaginary) that there are 30 of the results of the main category assessment, each story achievement traced elements as follows:

- Elements that indicate the need (need) is abbreviated as N.
- Elements that indicate activity (activity) abbreviated Act.
- The element that shows the shadow of success (success anticipation) abbreviated Sa.
- Elements that show failure anticipation (abbreviated Fa).
- Elements that indicate the existence of barriers / constraints in the self (personal block) abbreviated Bp.
- Elements that indicate the existence of obstacles / constraints from outside the self / outside world (world block) abbreviated Bw.
- Users indicate the existence of an effort to ask for help from other parties H
- Elements that show a sense of fun / happy / proud / satisfied for the results achieved (positive feeling) abbreviated F +.
- elements that show a sense of disappointment / sad / upset over the results achieved a failure (negative feeling) abbreviated F-
- Is the written story focused on an achievement purpose (theme) abbreviated as Th.

If in one story achievement contains all the elements - the above elements then the story is considered perfect with a total value of 11 needs / achievement motif or as popular 11 N.ach (need for achievement). The details are as follows:

Table 2: Variable score

No.	Variable	Score
1	AI score	1 N.ach
2	N score	1 N.ach
3	Act score	1 N.ach
4	Sa score	1 N.ach

5	Fa score	1 N.ach
6	Bp score	1 N.ach
7	Bw score	1 N.ach
8	H score	1 N.ach
9	F+ score	1 N.ach
10	F- score	1 N.ach
11	Th score	1 N.ach

If the story of the entire story (180 stories) of the achievement story and each story of achievement contains the elements mentioned above, then the result is:

$$180 \times 11 \text{ N- ach} = 1980 \text{ N.ach} \quad (1)$$

Based on sub-category scoring, results are obtained as Table as follows:

Table 3: Sub category assessment

No. of Resp.	Main & sub scores	No. of Stories	Resp.	Main & sub scores	No. of Stories
1	7	6	16	8	6
2	-3	6	17	7	6
3	13	6	18	3	6
4	4	6	19	20	6
5	1	6	20	5	6
6	6	6	21	7	6
7	11	6	22	-5	6
8	-5	6	23	-4	6
9	-3	6	24	5	6
10	8	6	25	2	6
11	5	6	26	6	6
12	15	6	27	3	6
13	0	6	28	7	6
14	0	6	29	1	6
15	10	6	30	0	6

Total calculations of the main categories and sub categories are: 134 N.ach in 180 stories (already taken into account from the reduction of unrelated story of Imagery). Therefore, the average per person / student of XY Jakarta Higher Education semester 1 has achievement level $134/180 = 0,74 \text{ N.ach}$.

Under the terms, the standard achievement motives are as follows:

- Score: -1 to 2 N.ach is categorized as low;
- Score: 3 to 6 N. ach is categorized as being;
- Score: 7 to 11 N.ach is categorized high.

5 CONCLUSIONS

Based on our findings, we can conclude things as follows:

- From the result of scoring by using Projective Test instrument or Thematic Apperception Test (TAT), the Student Achievement Motive 1st semester of XY Jakarta Higher Education has average grade achievement 0.74 N.ach which means low achievement motive.
- When viewed individually, then there are 6 (six) respondents whose scores (both the results of major categories or sub categories) have not shown the achievement motive, or in other words still get a score of zero (0) or negative score means that his thoughts are still fixed to the purpose of task unsupportable and / or affiliated routine tasks that lead to friendship, but according to McClelland can still be developed through exercises, one of them is Outstanding Motivation Training. While there are 1 (one) respondents who have a moderate achievement motif with a score of 3.33 N.ach

Moreover, this achievement motif can be developed through intensive training that is Achievement Motivation Training. Therefore, to encourage students to have higher achievement motives and in turn will be able to produce output according to the expectations of Higher Education in Jakarta and of course the students themselves, the Achievement Motivation Training for Higher Education students is considered to be very urgent.

Notwithstanding, it should be conducted an effort to realize the Achievement Motivation Training in Higher Education, based on a regular basis which is timed to be adjusted by lecturing scheduling or academic calendar.

The achievement of this achievement motivation training is entirely the authority of the Higher Education Leadership, but it should be given to the students of semester 1 or the final semester with the consideration if held for the first semester students, the students will be able to quickly adjust to the vision and mission of Higher Education in Jakarta.

Meanwhile, when the training is given to the students of the final semester, it will provide direction and as a provision to enter the world of work.

Realizing this journal is very simple, then the future may be continued to other researchers which is more scientific in terms of researching with particular variables, for the sake of interest.

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