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# **Social Adaptation, Self-Confidence and their Relation to Student Achievement Motivation of Madrasa Senior High School 1 Bogor Indonesia in Generating Student with Character**

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## Abstrac

Social adaptation, self-confidence and their relation to Student achievement motivation of Madrasa Senior high School 1 Bogor Indonesia in generating student with character

The study aimed to find out social adaptation, self-confidence and their relationship with achievement motivation in the Madrasa Senior high School 1 Bogor Indonesia in generating students with character. The sample in this study were 10th grade students with a total of 285 students

The results of this study indicate that; Firstly, the social adaptation variable and the achievement motivation variable were positively correlated between as calculated by Pearson Correlation, and the correlation coefficient value between these variables was 0.354. The coefficient of determination in this analysis obtained a value of 0.125, which means that 12.5% of the achievement motivation variables can be explained from the social adaptation variable.

Secondly, self-confidence variable and achievement motivation variable were positively related, the magnitude of the relationship between social adaptation variable and achievement motivation variable obtained by the correlation coefficient between these variables that was 0.541. The coefficient of determination in this analysis obtained 0.292 which means that 29.2% of the variables of achievement motivation can be explained by self-confidence variable.

Thirdly, between social adaptation variable and -self-confidence related together with achievement motivation variable , so it was obtained the corre

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lation coefficient value of 0.571. The determination coefficient value obtained was 0.326, which means that 32.6% variation in values on variables Achievement motivation (Y) can be explained by social adaptation (X1) and self-confidence from (X2) together

Based on the results of the study it can be said that social adaptation (X1), self-confidence (X2) were related to achievement motivation (Y).

In general, it can be said that social adaptation and self-confidence were related to the achievement motivation of Madrasa Senior high School 1 Bogor Indonesia in generating student with character

Key words : Social adaptation, self-confidence, motivation, achievement

## Adaptación social, autoconfianza y su relación con el logro estudiantil Motivación de Madrasa Senior High School 1 Bogor Indonesia en la generación de estudiantes con carácter

### Resumen

Adaptación social, autoconfianza y su relación con la motivación de logro del estudiante de Madrasa Senior High School 1 Bogor Indonesia en la generación de estudiantes con carácter

El estudio tuvo como objetivo descubrir la adaptación social, la autoconfianza y su relación con la motivación de logro en la Madrasa Senior High School 1 Bogor Indonesia para generar estudiantes con carácter. La muestra en este estudio fueron estudiantes de décimo grado con un total de 285 estudiantes.

Los resultados de este estudio indican que; En primer lugar, la variable de adaptación social y la variable de motivación de logro se correlacionaron positivamente según lo calculado por la Correlación de Pearson, y el valor del coeficiente de correlación entre estas variables fue de 0.354. El coeficiente de determinación en este análisis obtuvo un valor de 0.125, lo que significa que el 12.5% de las variables de motivación de logro pueden explicarse a partir de la variable de adaptación social.

En segundo lugar, la variable de autoconfianza y la variable de motivación de logro se relacionaron positivamente, la magnitud de la relación entre la variable de adaptación social y la variable de motivación de logro obtenida por el

coeficiente de correlación entre estas variables fue 0.541. El coeficiente de determinación en este análisis obtuvo 0.292, lo que significa que el 29.2% de las variables de motivación de logro pueden explicarse por la variable de autoconfianza.

En tercer lugar, entre la variable de adaptación social y la autoconfianza relacionadas con la variable de motivación de logro, se obtuvo el valor del coeficiente de correlación de 0.571. El valor del coeficiente de determinación obtenido fue 0.326, lo que significa que la variación del 32.6% en los valores de las variables Motivación de logro (Y) puede explicarse por la adaptación social (X1) y la autoconfianza de (X2) juntas

Con base en los resultados del estudio, se puede decir que la adaptación social (X1), la autoconfianza (X2) estaban relacionadas con la motivación de logro (Y).

En general, se puede decir que la adaptación social y la autoconfianza estaban relacionadas con la motivación de logro de Madrasa Senior High School 1 Bogor Indonesia para generar estudiantes con carácter

Palabras clave: adaptación social, autoconfianza, motivación, logro

## INTRODUCTION

Achievement is the hope and desire of almost people in various lines of life including learning. Having an achievement will make proud and will be the starting point for success although the fact shows that someone who has achievements is not necessarily succes. But achievement is not obtained instantly but requires encouragement or motivation in order to achieve the desired achievement. Motivation for achievement in education contributes large enough to achieve optimal learning outcomes. According to Cohen, one of the two aspects that cause a person having achievement motivation is the hope of success and avoiding failure(Cohen, 1976).

Achievement motivation is generally influenced by self-confidence. Self-confidence is a person's belief in the ability to display certain behavior or to achieve certain target. The existence of self-confidence will be very easy to actualize the potential that is owned so as to encourage to achieve the desired things. Self-confidence is the belief in your ability to develop and to manage yourself (Komara, 2016). In the view of Yusuf Luxori Self-confidence is the key of success in life (Luxory, 2004) . Without self-confidence it will not be able to reap success in society and will not be able to realize the expectations. To be able to control the environment requires good social adaptation skills.

Adaptation is the ability of someone to control or play an active role in a condition where he/she lives. Living in a social environment that consists of various types of individual characters and values, as well as the norms inherent in the environment, requires a person to adapt and adapt to the environment in which he lives. Adaptability will lead someone to the ease of doing and performing something. Therefore the strong encouragement to have achievement motivation which begins with the ability to control the environment and self-confidence, the presence of these two things will certainly make a strong stimulus or as a motivation to achieve the ideals of good achievement, all of which show the characteristics of students .

Based on the description above, the three problems that will be tested in this study are as follows:

1. Does social adaptation relate with achievement motivation at Madrasa Senior high School 1 Bogor Indonesia ?
2. Does self confidence relate with achievement motivation at Madrasa Senior high School 1 Bogor Indonesia?
3. Do social adaptation and self confidence together relate with achievement motivation at Madrasa Senior high School 1 Bogor Indonesia in generating student character ?

## LITERATURE REVIEW

### a. Social Adaptation

Adaptation according to Semiun in Handono and Bashor is a process that involves self-responses to overcome the demands imposed by the world in which he/she lives (Bashor, 2013). Adaptation can mean changing self in accordance with environmental condition, so it can mean changing the environment according to personal circumstances. Thus, adaptation can be interpreted as the ability to carry out the process of self-adjustment to the environment both individually and in group to carry out life.

Adaptation can be done through; Firstly. Social interaction, social interaction according to Gillin and Gillin in Saputri dan Jalil is social relationships that occur dynamically and relate to the relationship between individuals, individual with groups, or groups with groups and relate to one another (Jalil Y. R., 2017). Social interaction is an interplay between those who are interacting. In Shaw's view, which was quoted by Soekanto dan suustyowati, explaining that interaction is an interpersonal exchange that each person shows their behavior to one another in their presence and each behavior influences each other (Suustyowati, 2013). With the interaction of each individual it will regulate the relationship with the environment to adjust, in the attitude and behavior. Secondly. Communication is the

sending and receiving of messages or news between two persons or more with or without media so that the intended role can be understood. Communication will occur when there is a sender and receiver, the recipient and sender of the message. Communication is an interaction that affects each other, both directly and indirectly.

Thus social adaptation can be interpreted as a self-adjustment to the environment by interacting or relationship with one another so as to get results that are in accordance with him, as well as the communication between one another as a form of sending messages in order to achieve the message sent.

#### b. Self-Confidence

Simple definition of self-confidence is a person's belief in the symptom of the excess aspects possessed by the individual and that belief makes them feel able to achieve various goals in his life (Thursan, 2002). Therefore confidence will come from an individual's awareness that the individual has the determination to do anything, until the goal he wants is achieved (Barbara E. D., 2000).

The self-confidence in a person can be seen in the aspects of independence, optimism, selflessness and tolerance, believe in own ability, having reasonable ambitions and withstanding trials (B, 2000).

There are several factors that can affect self-confidence in an individual, including; physical appearance, socio-economic status, gender, level of education, parenting, family environment, and workplace. In addition to the fact, there are also factors that inhibit self-confidence, according to the statement quoted by Yusuf there are several inhibiting factors for the emergence of self-confidence in someone who often happens, among others: Feelings of being persecuted by others, angry feeling, disappointment feeling, loss of hope feeling, and Sinful feeling (Yusuf, Percaya Diri, Pasti, 2005).

#### c. Achievement Motivation

Motivation is an important factor in achieving achievement, either academic achievement or other fields. Motivation is closer to the willingness to carry out the task to achieve the goal. One type of motivations that is seen as having a role in individual work behavior is achievement motivation (Ardhana, 1992). While McClelland defines achievement motivation as a standard of excellence, namely the drive to achieve success in order to succeed in competition or competition with several measures of excellence (McClelland, 1975). The measure of excellence can be in the form of one's own previous achievements or other people's achievements. According to Cohen, there are 2 aspects that underlie achievement motivation, namely the hope for success and avoiding failure. Both aspects of motivation

are related to things / tasks in the future (Cohen, 1976).

So achievement motivation is a strong encouragement from students to do their best, be successful, and feel capable or competent. According to Santrok, Achievement motivation is the desire to accomplish something to achieve a standard of success and to do a business with the aim of achieving a success (Santrock, 2007). The characteristic of charaterized student is a sense of achievement during their education at school.

Based on explanation above, the hypotheses of this research are :

H1: social adaptation relates positively with achievement motivation of Madrasa Senior high School 1 Bogor Indonesia students

H2: self confidence relates with motivation achievement of Madrasa Senior high School 1 Bogor Indonesia student

Social adaptation and self confidence toghter with achievement motivation of Madrasa Senior high School 1 Bogor Indonesia student generates student with character.

## RESEARCH METHODS

This research was conducted from 13 classes at Madrasa Senior high School 1 Bogor Indonesia. This research was conducted in 6 (six) months, started from November 2017 until April 2018.

Target population in this research was all students from 13 classes at Madrasa Senior high School 1 Bogor Indonesia. The number of students was 507 and the sample was 285 persons

Instrument used in data collection was questionnaire as many as 20 questions for each social adaptation, self-confidence and achievement motivation variable. From that questionnaire it has realibility (using Alpha Croanbach) 0.712 for social adaptation variable, 0.713 for self-confidence variable and 0.722 for achievement motivation.

. The results were analyzed using one-way analysis of Anova by SPSS-PC 20.0 for windows software. Hypothesis test was donw at significance level 0.05.

## RESULTS

In this test performed statistical analysis which stated the relationship between the three variables and the contribution of both independent variable and dependent variable. For this reason, regression and correlation analysis were used to find the model and the strength of the relationship between the independent variable with the dependent variable.

1. Social Adaptation Hypotesis test (Xi) and Its relation with achieve

ment motivation (Y). Based on the results of simple linear regression analysis calculation obtained the values of constant  $a = 39.053$  and coefficient  $b = 0.407$ . Thus a simple linear regression equation can be formulated in relation to social Adaptation with achievement motivation at Madrasa Senior high School 1 Bogor Indonesia with the equation  $\hat{Y} = 39,053 + 0,407 X_1$ . Before the equation was used to draw conclusions, the linearity test and the significance of the regression model were tested.

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	39,053	3,589		10,883	,000
Adaptasi sosial	,407	,064	,354	6,360	,000

a. Dependent Variable: MotivasiBerprestasi

ANOVA<sup>a</sup>

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	1076,327	1	1076,327	40,449	,000 <sup>b</sup>
Residual	7530,459	283	26,609		
Total	8606,786	284			

a. Dependent Variable: MotivasiBerprestasi

b. Predictors: (Constant), Adaptasisosial

Based on the results of the above analysis, the significance test of the regression model based on the linearity test of the regression equation obtained Fcount (b / a) of 40.499 and p-value = 0.000 < 0.05, it can be concluded that H0 was rejected, so it can be stated that the regression equation model  $Y = X_1$  was very significant.

The test results made the regression equation expressed by  $Y = 39,053 + 0,407 X_1$ , it can be used to conclude that there is a relationship between social adaptation and achievement motivation.

Model Summary<sup>a</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,354 <sup>a</sup>	,125	,122	5,158	,125	40,449	1	283	,000

a. Predictors: (Constant), Adaptasisosial

b. Dependent Variable: MotivasiBerprestasi

Furthermore, based on the regression equation it can be described as an increase in the trend of social adaptation score followed by an increase in achievement motivation. Qualitatively social adaptation contributes to achievement motivation of 0.407 units in a positive direction with a constant of 39.035.

The hypothesis that states "social adaptation has a positive relationship with achievement motivation", the magnitude of this relationship was calculated using SPSS. From the calculation results obtained the correlation coefficient between X1 and Y ( $r_{xy}$ ) of 0.354 and  $F_{count} = 40.449$ , so the determination of coefficient ( $R^2$ ) was 0.125. Because  $r_{y1}$  was consulted with the interpretation table of the value correlation coefficient can be that the level of the relationship between the two variables was weak or low. So it can be concluded that social adaptation had a low positive relationship with achievement motivation.

The test results above show that there is a relationship that is directly proportional between the two variables, meaning that the better the social adaptation, the better the achievement motivation. From the coefficient of determination ( $R^2$ ) of 0.125 or 12.5% variance that occurs in the trend of increasing or decreasing achievement motivation can be explained by the variable social adaptation through the equation  $\hat{Y} = 39,053 + 0,407 X1$ .

2. Self-confidence hypothesis test ( $X2$ ) and its relation with achievement motivation ( $Y$ )

Based on the results of the calculation of simple linear regression analysis obtained the value of a constant = 27.872 and the coefficient  $b = 0.597$ . Thus, a simple regression equation can be formulated in relation of social adaptation with achievement motivation at Madrasa Senior high School 1 Bogor Indonesia with the equation  $\hat{Y} = 27.872 + 0.597 X2$ . Before the equation was used to draw conclusion, the linearity test and the significance of the regression model were tested.

Coefficientsa

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
† (Constant)	27,872	3,150		8,848	,000
Kepercayaan diri	,597	,055	,541	10,809	,000

a. Dependent Variable: MotivasiBerprestasi

ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2514,919	1	2514,919	116,832	,000 <sup>b</sup>
† Residual	6091,867	283	,21,526		
Total	8606,786	284			

a. Dependent Variable: Motivasi Berprestasi

b. Predictors: (Constant), Kepercayaan Diri

Based on the results of the above analysis, the significance test of the regression model based on the linearity test of the regression line equation obtained Fcount (b / a) of 116.832 and p-value = 0.000 <0.05, it can be concluded that H0 was rejected, so it can be stated that the regression equation model  $Y = X_2$  was very significant.

The test results made the regression equation expressed by  $= 27.872 + 0.597 X_2$ , it can be used to conclude there is a relationship between self-confidence and achievement motivation.

Model Summary<sup>b</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
†	,541 <sup>a</sup>	,292	,290	4,640	,292	116,832	1	283	,000

a. Predictors: (Constant), Kepercayaan diri

b. Dependent Variable: MotivasiBerprestasi

Furthermore, based on the regression equation it can be described as an increase in the trend of social adaptation score followed by an increase in achievement motivation. Qualitatively social adaptation contributes to achievement motivation of 0.407 units in a positive direction with a constant of 39.035.

The hypothesis that states "social adaptation has a positive relationship with achievement motivation", the magnitude of this relationship was calculated using SPSS. From the calculation results obtained the correlation coefficient between X1 and Y ( $r_{xy}$ ) of 0.354 and  $F_{count} = 40.449$ , so the determination of coefficient ( $R^2$ ) was 0.125. Because  $r_{y1}$  was consulted with the interpretation table of the value correlation coefficient can be that the level of the relationship between the two variables was weak or low. So it can be concluded that social adaptation had a low positive relationship with achievement motivation.

The test results above show that there is a relationship that is directly proportional between the two variables, meaning that the better the social adaptation, the better the achievement motivation. From the coefficient of determination ( $R^2$ ) of 0.125 or 12.5% variance that occurs in the trend of increasing or decreasing achievement motivation can be explained by the variable social adaptation through the equation  $\hat{Y} = 39,053 + 0,407 X1$ .

2. Self-confidence hypothesis test ( $X_2$ ) and its relation with achievement motivation ( $Y$ )

Based on the results of the calculation of simple linear regression analysis obtained the value of a constant = 27.872 and the coefficient  $b = 0.597$ . Thus, a simple regression equation can be formulated in relation of social adaptation with achievement motivation at Madrasa Senior High School 1 Bogor Indonesia with the equation  $\hat{Y} = 27.872 + 0.597 X_2$ . Before the equation was used to draw conclusion, the linearity test and the significance of the regression model were tested.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
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Kepercayaan diri	,597	,055	,541	10,809	,000

a. Dependent Variable: MotivasiBerprestasi

#### ANOVA<sup>a</sup>

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2514,919	1	2514,919	116,832	,000 <sup>b</sup>
Residual	6091,867	283	21,526		
Total	8606,786	284			

a. Dependent Variable: Motivasi Berprestasi

b. Predictors: (Constant), Kepercayaan Diri

Based on the results of the above analysis, the significance test of the regression model based on the linearity test of the regression line equation obtained Fcount (b / a) of 116.832 and p-value = 0.000 <0.05, it can be concluded that H0 was rejected, so it can be stated that the regression equation model  $Y = X_2$  was very significant.

The test results made the regression equation expressed by  $= 27.872 + 0.597 X_2$ , it can be used to conclude there is a relationship between self-confidence and achievement motivation.

#### Model Summary<sup>a</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,541 <sup>a</sup>	,292	,290	4,640	,292	116,832	1	283	,000

a. Predictors: (Constant), Kepercayaan diri

b. Dependent Variable: MotivasiBerprestasi

Furthermore, based on the regression equation it can be illustrated the increase in the score of self-confidence tends to be followed by an increase in achievement motivation. Qualitatively, self-confidence contributes to achievement motivation of 0.541 units in a positive direction with a constant of 27.872.

Hypothesis that stated "self- confidence is related to achievement motivation", the magnitude of this relationship was calculated using SPSS. From the calculation results obtained the correlation coefficient between X2 and Y (r<sub>xy</sub>) of 0.541 and Fcount = 116.832, so the of determination coefficient (R<sup>2</sup>) was 0.292 Because r<sub>y</sub><sup>2</sup> was consulted with the interpretation table of the value correlation coefficient and it was obtained the level of the relationship between the two variables which was sufficient or moderate. So it can be concluded that self-confidence had a positive relationship with achievement motivation.

The test results above show that there was a directly proportional relationship between two variables, it means that the better confidence, the better the achievement motivation. From the coefficient of determination (R<sup>2</sup>) of 0.292 or 29.2% the variance that occurred in the trend of increasing or decreasing achievement motivation can be explained by the self- Confidence variable through the equation  $\hat{Y} = 27.872 + 0.597X_2$ .

3. Hypothesis test between social adaptation (X1) and self-confidence (X2) and their relation with achievement motivation (Y)

Based on the results of multiple linear regression analysis, the constant a value = 46.151 and the coefficient b1 = 0.521, and b2 = 0.419. Thus, it can be formulated a multiple linear regression equation relationship between social Adaptation (X1) and Self-confidence (X2) with achievement motivation (Y) in Madrasa Senior high School 1 Bogor Indonesia with the equation  $\hat{Y} = 46.151 + 0.521 X_1 + 0.419 X_2$ . Before the equation was used to draw conclusion the significance test was first carried out.

Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	19,342	3,815		5,069	,000
Adaptasi sosial	,228	,060	,198	3,785	,000
Kepercayaan diri	,525	,057	,478	9,182	,000

a. Dependent Variable: Motivasi berprestasi

ANOVA<sup>a</sup>

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	2809,402	2	1404,701	68,328	,000 <sup>b</sup>
Residual	5797,384	282	20,558		
Total	8606,786	284			

a. Dependent Variable: MotivasiBerprestasi

b. Predictors: (Constant), KepercayaanDiri, Adaptasisosial

Based on the linearity test of the regression line equation obtained  $F_{count} = 68.328$  and  $p\text{-value} = 0.000 < 0.05$ . This means that  $H_0$  was rejected so it can be concluded that there was a significant relationship between social Adaptation and Self-confidence together with achievement motivation.

In the table coefficient, it can be seen that the t test results for each coefficient  $X_1$  and  $X_2$ , namely  $t_1 = 3.785$  and  $p\text{-value} = 0.000 < 0.05$  and  $t_2 = 9.182$  and  $p\text{-value} = 0,000 < 0.05$ . This means that  $H_0$  was rejected. So that the two coefficients of the regression equation were significant or cannot be ignored.

Based on the results of these tests, the regression equation expressed by  $\hat{Y} = 19.342 + 0.226 X_1 + 0.525 X_2$ , it can be used to conclude the relationship of social adaptation and self-confidence with achievement motivation in students of Madrasa Senior high School 1 Bogor Indonesia. The calculation of the regression equation above illustrates that the increase together with the score of social Adaptation and the score of self-confidence tends to be followed by an increase in the score of achievement motivation. Quantitatively, if the two independent variables were linked together to the dependent variable, social adaptation contributed 0.226 units and confidence contributed 0.525 units to the achievement motivation in the positive direction with a constant of 19.342.

Model Summary<sup>a</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	,571 <sup>a</sup>	,326	,322	4,534	,326	68,328	2	282	,000

a. Predictors: (Constant), KepercayaanDiri, Adaptasisosial

b. Dependent Variable: MotivasiBerprestasi

Uji signifikansi koefisien korelasi ganda diperoleh dari tabel Model Summary di atas. Terlihat bahwa koefisien korelasi ganda ( $R_{y.12}$ ) = 0.571 dan  $F_{hit}$  ( $F_{change}$ ) = 68,328, serta  $p$ -value =  $0.000 < 0.05$ . Hal ini berarti  $H_0$  ditolak. Dengan demikian koefisien korelasi ganda antara  $X_1$  dan  $X_2$  dengan  $Y$  adalah berarti atau signifikan. Sedangkan koefisien determinasinya dari tabel di atas juga terlihat, yaitu  $R^2 = 0,326$ , yang mengandung makna bahwa 32,6 % variasi nilai pada variabel oleh Motivasi berprestasi ( $Y$ ) dapat dijelaskan oleh Adaptasi sosial ( $X_1$ ) dan Kepercayaan diri ( $X_2$ ) secara bersama-sama.

The significance test of multiple correlation coefficients was obtained from the table of the Summary Model above. It can be seen that multiple correlation coefficients ( $R_{y.12}$ ) = 0.571 and  $F_{hit}$  ( $F_{change}$ ) = 68.3328, and  $p$ -value =  $0.000 < 0.05$ . This means that  $H_0$  was rejected. Thus the double correlation coefficient between  $X_1$  and  $X_2$  with  $Y$  was significant. While the determination coefficient of the above table was also seen, namely  $R^2 = 0.326$ , which means that 32.6% variation in values on the variable by achievement motivation ( $Y$ ) can be explained by social adaptation ( $X_1$ ) and self-confidence ( $X_2$ ) together.

## DISCUSSION

The result of data analysis for first hypothesis test was social adaptation that had a positive relationship with achievement motivation of students of Madrasa Senior High School 1 Bogor Indonesia. The analysis was conducted to determine the direction of the relationship of social adaptation variable ( $X_1$ ) with achievement motivation variable ( $Y$ ). From the results of the correlation analysis between two research variables, it was found that the magnitude of the relationship between social adaptation variables and achievement motivation variables was calculated by Pearson Correlation, and obtained the correlation coefficient between these variables was 0.354. The coefficient of determination in this analysis obtained a value of 0.125, which means that 12.5% of the achievement motivation variables can be explained from the social adaptation variable. This shows that the relationship between the two variables is low. From the results of ANOVA calculation and linear regression it was found that the social adaptation regression of 0.407 showed that each addition of a social adaptation value of 1 unit would increase the value of achievement motivation by 39.053. While the standardized coefficient was 0.354, it indicated the correlation number, which means the relationship between social adaptation variable and low achievement motivation variable.

Based on this analysis it can be concluded that the variables of social adaptation are positively related to achievement motivation. So that it can be said that

every effort to increase the value of social adaptation will also increase achievement motivation, and conversely every decrease in social adaptation values will also reduce achievement motivation. So it can be said that the right social adaptation can help to improve achievement motivation.

The result of data analysis for second hypothesis test was self-confidence and its relationship with achievement motivation of Madrasa Senior high School 1 Bogor Indonesia students. The relationship between the two variables was further analyzed to determine the direction of the relationship between self-confidence (X2) and the variable achievement motivation (Y). From the results of the correlation analysis between the two research variables, it was found that the magnitude of the relationship between the self-confidence variable and achievement motivation variable were calculated by Pearson Correlation, and obtained the correlation coefficient between these variables of 0.541. The coefficient of determination in this analysis obtained a value of 0.292, which means 29.2% of the achievement motivation value can be explained from the variable of confidence. This shows that the relationship between the two variables was moderate. From the results of ANOVA calculation and linear regression it was found that social adaptation regression of 0.597 showed that each addition of a social adaptation value of 1 unit would increase the value of achievement motivation by 27.872. Whereas standardized coefficients amounted to 0.597 indicated correlation numbers, which means that the relationship between social adaptation variables and moderate achievement motivation variables.

Based on this analysis it can be concluded that self-confidence variable was positively related to achievement motivation. So that it can be said that every effort to increase the value of self-confidence will also increase achievement motivation, and conversely the decrease in the self-confidence value will also reduce achievement motivation. So it can be said that self-confidence can help increase achievement motivation.

The results of the analysis for third hypothesis test, there was a positive relationship of social adaptability and self-confidence together with achievement motivation of students of Madrasa Senior high School 1 Bogor Indonesia. From the results of the correlation analysis between the three research variables, it was found that the magnitude of the relationship between the variables of social adaptation and self-confidence with achievement motivation variables was calculated by Pearson Correlation, and obtained the correlation coefficient between these variables of 0.571. This showed a very close relationship (close to 1) among the variables of social adaptation and self-confidence with achievement

motivation variables. And it was obtained the coefficient determination in this analysis, it was 0.326, which means 32.6% of the achievement motivation variable can be explained from the social adaptation variable and the confidence variable. The direction of a positive relationship showed that the greater the variable value of social adaptation and self-confidence, the increasingly variable of achievement motivation. And conversely, the smaller the value of social adaptation and self-confidence variables, the decreasingly variable of achievement motivation.

From the results of ANOVA calculation and linear regression it was found that social adaptation regression coefficient of 0.226 showed that each addition of social adaptation value of 1 unit would increase the achievement motivation value of 68.328. While the self-confidence regression coefficient of 0.525 showed that each addition of self-confidence from the school, it will increase 1 unit of achievement motivation value of 68,328. T test to test the significance of constants and the dependent variable (teacher's work discipline) as seen in the significance number (Sig.) Which was far below 0.05. It can be said that both regression coefficients were significant, or social adaptation and self-confidence were significant with achievement motivation.

Based on the above description it can be concluded that social adaptation and self-confidence variables were related together with achievement motivation. The relationship between social adaptation variable and self-confidence with achievement motivation was very sufficient or moderate, so that it can be said that every effort to increase the value of social adaptation and self-confidence will also increase achievement motivation, and conversely every decrease in social adaptation and self-confidence variable will also reduce achievement motivation.

## CONCLUSION AND SUGGESTION

### A. Conclusion

Based on hypotheses test, it can be concluded some conclusion from the research results at Madrasa Senior high School 1 Bogor Indonesia, namely : Firstly, social adaptation variable relates positively with achievement motivation. It means, the better social adaptation will make achievement motivation increase.

Secondly, self-confidence variable relates positively with achievement motivation. It means the better self-confidence, the better achievement motivation. Thirdly, social adaptation, self-confidence relate positively together with achievement motivation. This case indicates that as component of achievement, social achievement and self confidence have big role to high or low of motiva

tion achievement as a character of student with character.

### B. Suggestion

Based on conclusion and impliaction above and in the effort of increasing achievement motivation for Madrasa Senior high School 1 Bogor Indonesia student, it can be stated some suggestions namely :

1. Principal and teacher are attempted to improve achievement motivation throgh social adaptation between student, teacher and stakeholder in school.
2. Teacher must always improve and optimalize its performance to grow self-confidence from student in the learning process so student will have optimal self-confidence.
3. Student should be open up to communicate with other students, so it is built good social adaptation and they should follow learning process carefully and discuss with the teacher and other students to grow self-confidenc and to achieve achievement.
4. To generate student with character is not from the concept only, but also from the education that actualize coaching from example in real life at school from all components in education. So principal and teacher become front guard to give example in social adaptation.

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