

THE RELATIONSHIP BETWEEN MOTIVATION AND PERFECTIONISM TOWARDS SCHOLARSHIP RECIPIENTS (A STUDY ON STUDENT CREATIVITY PROGRAMS IN ESA UNGGUL UNIVERSITY)

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Abstract

Scholarship for college students were demanded to finish PKM based on schedule, perfectly and following Dikti terms. By doing it, some of them did PKM based on criteria while some of them did not do it perfectly. In case to do it, college students need perfectionism into it. one of the factors that correlates with perfectionism is achievement motivation. This research aims to find the correlation between achievement motivation and perfectionism. The method of this research uses quantity study and correlational with incident al sampling with 137 samples. Achievement motivation scale is based on Mc.Celland theory with 21 valid items with (α) = 0.888 and perfectionism using Multidimensional Perfectionism Scale by Frost with (α) = 0.930. Result of Pearson Product Moment showed that there is a correlation between achievement motivation with perfectionism coefficient correlation $r = 0.253$ with significant sig. 0.003 ($p < 0.05$) it means this hypothesis accepted there is a positive correlation between achievement motivation with perfectionism. Beside that also found there is no gender correlation, GPA and parents education with achievement motivation while only parents education has correlation with perfectionism.

Keywords: achievement motivation, perfectionism, college student scholarship

Preliminary

Based on the General Guidelines for Scholarships and Education Cost Aid for Academic Achievement Improvement determined by the Ministry of Research Technology and Higher Education, what is meant by scholarships is the tuition support provided for students to attend and / or complete Higher Education based on primary consideration of academic achievement and / or potential. The purpose of awarding scholarships is to improve the achievements of students receiving scholarships both curricularly, co-curricularly and extracurricularly .

Esa Unggul University is one of the Private Universities in West Jakarta which has a scholarship program intended for graduates of high school and active students. Based on the explanation of the manager of the University of Esa Unggul scholarship that there are several conditions that must be met by students so that the scholarship can continue

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including: a minimum GPA score of 3.0 each semester, being active as an administrator of a student institution at the department, faculty and / or university level, and making Program proposals Student Creativity (PKM).

Student Creativity Program is one of the programs of the Directorate of Research and Community Service, Directorate General of Higher Education. Aims to improve the creativity and quality of Indonesian students. PKM has two types, namely PKM 5 Fields (Research, Entrepreneurship, Community Service, Application of Technology, Scientific Writing) and PKM Writing (Scientific Articles and Written Ideas) (Esa Unggul University, 2017).

Scholarship recipients are required to work on PKM according to the time schedule set by the campus while undergoing lectures. The time schedule is not uncommon to make scholarship recipients work on PKM carelessly, which only meets the demands of the university. There are even some scholarship recipients who do not work on PKM according to the set schedule. They provide guidance and complete administrative requirements at both the faculty and university levels before the deadline. The results obtained are also not perfect and do not meet the high standards of Dikti. While administrative and technical completeness is one of the standards that must be met in PKM in order to qualify for funding.

The execution of a perfect PKM (perfect) and not making mistakes in meeting standards is an important factor in the success of PKM funding. Trying to always be perfect, not make mistakes and set high standards in doing things, including one aspect of perfectionism.

Frost, Marten, Lahart, and Rosenblate (1990) say that perfectionism is a personality disposition characterized by striving not to make the slightest mistake and setting very high performance standards accompanied by evaluations that are too critical of one's behavior. Based on the results of interviews on the subject AN said that he ignored the assessment standards set by the Higher Education, relaxed working on PKM and did not have high standards. In contrast to the AHD subject where he strives harder to meet standards, be diligent and organized in conducting guidance, neat and detailed. From the interviews of the two subjects it can be concluded that the perfectionism of scholarship recipients when working on PKM is high and low.

According to Frost (in Bousman, 2007) said that the characteristics of individuals who have high perfectionism are those who usually have very strong concerns in making mistakes, always perceive that parents have high expectations for what they do, people who consistently always doubt will the quality of work done, sets very high standards for itself and likes regularity.

Individuals who have high perfectionism are inseparable from several factors that support it, including achievement motivation (Ram, 2005), and orientation to achievement (Stahlberg, 2015). In Ram's (2005) research, it is shown that individuals who have high perfectionism are associated with high achievement motivation as well. That they have a strong desire to develop themselves, and are motivated to face every challenge. Furthermore, in the study of Stahlberg (2015) explains how each dimension of perfectionism has a relationship to achievement orientation and the determination of student targets. In this study also said that students who have high perfectionism have a strong will in showing their abilities to others. In addition, in the study of Roohafza, Afshar, Sadeghi, Soleymani, Saadaty, Matinpour and Asadollahi (2010) conducted at junior and senior high school students in Iran said that perfectionism had a relationship with achievement, as indicated by the high academic achievement rates for these class students.

According to Mc.Celland (in Wijono, 2010) achievement motivation is the drive of individuals to excel with certain standards of excellence. Individuals who have high achievement motivation will usually feel more challenged to try harder in reaching opportunities in achieving desired goals. Individuals who have high achievement motivation will also strive for maximum in doing tasks related to achievement and minimize failure. Conversely individuals who have low achievement motivation tend to lack or do not have the drive to achieve the desired goals such as achievement, progress and or develop themselves.

The need for achievement makes individuals will try harder to achieve their targets. Individuals who have high achievement motivation will try to meet the targets set by setting certain performance standards according to their abilities (Saudi, 2018). Attempts to meet certain targets make individuals will struggle to do a job perfectly and without disabilities that will be related to their perfectionism. Individuals with high achievement motivation will struggle to complete certain targets whose achievement orientation will be related to the perfectionism of the individual.

High perfectionism is characterized by striving not to make mistakes in every job that is done. So with the high motivation of achievement it is also thought to be related to the high perfectionism of scholarship recipients when joining PKM. Based on the above phenomenon, the researcher feels interested to find out more about the relationship between achievement motivation and perfectionism in scholarship recipients.

This is what underlies researchers to take the title of the relationship between achievement motivation and perfectionism of scholarship recipients in joining the Student Creativity Program at Esa Unggul University. The hypothesis in this study is that there is a relationship between achievement motivation and perfectionism in scholarship students when attending PKM Esa Unggul University.

Methods

This research uses quantitative research methods with correlational types. Where in this study intended to determine the relationship between achievement motivation and perfectionism.

Population and Sample

The population in this study were all students of regular active scholarship recipients in 2016/2017 Unggul Esa University amounting to 210 people with a total sample of 137 people who are determined based on the formula Slovin (Noor, 2010). The sampling technique used insidental sampling , sampling technique based on coincidence, anyone who accidentally met with the researcher can be used as a sample, if deemed by chance people are found to be suitable as data sources (Sugiyono, 2009) . The reason for using this technique is because the scholarship recipient's data are clearly known obtained from the DPKI.

Research Instrument

The method used in data collection uses a Likert scale consisting of two measuring instruments, namely the scale of achievement motivation and perfectionism. The scale of achievement motivation research compiled by the four dimensions of achievement motivation consists of 21 items is valid and instruments perfectionism a daptasi of *MPS* (Multidimensional Perfectionism Scale) by Frost consisting of 26 items is valid. The normality test uses the Kolgomorov-Smirnov technique and the correlation test uses the Pearson Product Moment correlation test.

Validity and Reliability

Testing the validity and reliability in this study using the Cronbach Alpha formula. From the test results, the reliability value of achievement motivation is obtained (a) = 0.888 while for perfectionism is (a) = 0.930 .

Categorization

Furthermore, to find out the high and low picture of achievement motivation and perfectionism, categorization was carried out. The second categorization of variables was initially divided into four and then made into two categories namely high and low, Very High and High into the High and Very Low categories, Low into the low category. The categorization results are shown in the following table:

The table . 2 Categorization of achievement motivation

Score	Categorization	Amount	Percentage
$X > 75.15$	Very high	37	27%
$71.41 < X \leq 75.15$	High	27	19.7%
$67.68 < X \leq 71.41$	Low	32	23.4%
$X \leq 67.68$	Very low	41	29.9%
		137	100%

From the table above it is known that students with very low achievement motivation totaled 41 students (29.9%) and 32 with low achievement motivation (23.4%). The two categories are combined into a low achievement motivation category with a total of 73 people.

Then there were 37 students with very high achievement motivation (27%) and 27 students with high achievement motivation (19.7%). The two categories are combined into the high achievement motivation category with 64 students. It can be concluded that the scholarship recipients in this study had more low achievement motivation.

Table 3 Categorization of perfectionism

Score	Categorization	amount	Percentage
$X > 78,645$	Very high	41	29.9%
$73,55 < X \leq 78,645$	High	31	22.6%
$68,455 < X \leq 73,55$	Low	23	16.8%
$X \leq 68,455$	Very low	42	30.7%
		137	100%

It is known that there are 41 students with very high perfectionism (29.9%) and 31 students with high perfectionism (22.6%). The two categories are combined into a high perfectionism category with a total of 72 students. Then also obtained students with very low perfectionism totaling 42 students (30.7%) and low perfectionism totaling 23 students (16.8%). The two categories are combined into a low perfectionism category with a total of 65 people . It can be concluded that more scholarship recipients have a high level of perfectionism.

Results and Discussion

In this study a normality test was performed to see the normal distribution of data if the significance ($p > 0.05$) was said to be normal. The results show a significance value for achievement motivation of 0.145 and a significance perfectionism of 0.670. Based on the significant value of the two variables indicate the value ($p > 0.05$) means that both variables are normally distributed. Then the relationship between achievement motivation and perfectionism is tested.

Table. 1 Correlation test results of achievement motivation with perfectionism

Correlation of Achievement Motivation and Perfectionism	
Pearson Correlation	.253
Sig. (2 tailed)	0.003
N	137

The *Pearson Product Moment* correlation test results showed a significance value of 0.003 ($p < 0.05$). This means that there is a significant relationship between achievement motivation and perfectionism. The correlation coefficient value of $r = 0.253$ indicates a positive value which means the nature of the relationship in this study is positive, namely the higher the achievement motivation , the higher the perfectionism.

These results indicate the hypothesis in this study is accepted that there is a relationship between achievement motivation and perfectionism, the results of this study are in line with research conducted by Ram (2015) of 106 Canteburry University students with the results of research that indicate that high perfectionism scores are associated with high achievement motivation. From the results of the regression analysis it was found that perfectionism was significantly

related to achievement motivation. In other words, students who show high perfectionism scores will also be followed by high achievement motivation scores.

Furthermore, to see the relationship between supporting data with the two variables, a *chi-square* test was performed and to see the data distribution using crosstabulation. The results are shown in the following table:

Table.4 Chi-square test results supporting data with achievement motivation

Achievement motivation	Chi Square Test Asymp. Sig. (2-sided)
Gender	0.662
GPA	0.419
Parent Education	0.513

From h acyl chi square shows that of the three supporting data is gender, parental education GPA and have no relationship with achievement motivation. This is not in line with Mc.Celland's previous research which said that sex has a relationship with sex. Mc.Celland mentioned that achievement is usually identified with masculinity (in Wijono, 2010). From the data distribution, it can be seen that from 33 male students participating in this study, there were more low-achieving motivations than high-achievement motivations, namely 19 people with a percentage of 57.58, while those with high categories were 14 people with a percentage of 42.42% .

Whereas 104 female students with 104 participants had lower achievement motivation than high achievement motivation. The number of female students who have low achievement motivation is 54 people with a percentage of 51.92%. While high achievement motivation as many as 50 people with a percentage of 48.08%. It can be concluded that more men have low achievement motivation while female students have more high achievement motivation. In addition, the GPA value also has no relationship with achievement motivation from the distribution of data obtained results with a GPA range of 3.51-4.00 or with Praise there are 44 students who have high achievement motivation (48.44%). While students who have low achievement motivation are 45 (50.56%). It can be concluded that students who have a GPA are very satisfying and with the majority of praise have low achievement motivation.

Table.5 Chi-square test results supporting data with perfectionism

Perfectionism	Chi Square Test Asymp. Sig. (2-sided)
Gender	0.961
GPA	.222
Parent Education	0.003

From this study, it was found that there was no relationship between sex and perfectionism (sig. 0.662, $p > 0.005$). This shows that gender does not have a relationship with student perfectionism. From the crosstab results found that more female students have high perfectionism as many as 56 students (53.85%) compared to male students only as many as 16 students (48.48%). In addition, it was also found that more male students had lower perfectionism than female students, namely 17 students (51.52%). This is contrary to the research of Ram (2005) that perfectionism is positively related to gender. Ram said that women had higher perfectionism scores compared to men.

In addition, the chi-square results show that perfectionism has no relationship with GPA (sig. 0,222 $p > 0,005$). This shows that the CPI has no relationship with perfectionism. Even so from the crosstab results obtained that the GPA with a range of 3.51-4.00 or with the most praise obtained by students with high perfectionism. This means that students who have high perfectionism are followed by high GPA scores, which means that there are high personal standards. In accordance with what Frost, et al (1990) said that individuals with high perfectionism set very high standards of themselves and evaluations that are too critical for the targets to be achieved.

Then the results of chi-square perfectionism with parental education showed results (sig. 0.003 $p < 0.005$). This means that the level of parental education has a relationship with student perfectionism. Frost (1990) says that the expectations and demands of parents also influence perfectionism. For perfectionists, they assume that if they feel like a failure if they cannot meet the expectations of their parents, they will feel unloved and get punished if they don't meet the standards, even though these feelings are just assumptions. Parents with a certain level of education will set certain standards for their children but this will be responded negatively by perfectionist children as a parent's evaluation of themselves that also influences them in setting their standards, excessive fear of mistakes that will be related to their level of perfectionism.

Closing

Conclusion

Based on the analysis of the data described in this study, a significant result was obtained that there was a relationship between achievement motivation and perfectionism. This means that the hypothesis in this study is accepted that there is a relationship between achievement motivation and perfectionism of scholarship recipients when attending PKM Esa Unggul University. The correlation coefficient is positive, meaning that the higher the achievement motivation will be followed by the higher perfectionism, the lower the achievement motivation, the lower the perfectionism.

This study also revealed that there was no relationship between gender, GPA and parental education with achievement motivation. In addition, this study also revealed that there was a relationship between parental education and perfectionism while gender and GPA did not have a relationship with perfectionism.

Suggestion

The advice given by researchers is that the next researcher can conduct research on factors other than achievement motivation that have a relationship with perfectionism that is not examined in this study. In addition, because this study uses a small sample, it is better to use the entire population as a sample so that the variables studied, namely achievement motivation with perfectionism, can be measured.

And suggestions for scholarship recipients who have low achievement motivation can increase their motivation by making a schedule / target in attending seminars or training related to scientific writing procedures that can be used when creating PKM. In addition, it can also be by following the Student Activity Unit on campus so that by participating in these activities can add insight and experience to students that can be used later in the community environment. For the university, the advice given is to be able to hold regular training on writing procedures not only when making PKM works. In addition, it is necessary to form a special student activity unit regarding PKM.

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