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Comparison of Student Learning Motivation Based on Exact and Non-Exact Faculty and Gender

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ABSTRACT

Organizations need to have human resources ready to take on leadership roles and support growth and sustainability. These resources are students who are vital assets so that it needs to be continuously pursued so that students can achieve maximum achievement. High achievement motivation can help students in obtaining high achievement. This study aims to determine the relationship between gender, faculty, and student achievement motivation at university. The research design is quantitative with a cross sectional design. The research sample was 108 Lambung Mangkurat University students from various faculties with *proportional random sampling* technique. Data analysis used *Chi-Square* test. The results showed a significant relationship between gender and faculty type on student achievement motivation (P-value 0.000). Male students (52 people) have a balanced distribution between moderate and high categories, while women (56 people) are more dominant in the moderate category (40 people). Non-exact students (80 people) are more in the high category (30 people) than exact students (12 out of 28 people). Achievement motivation is influenced by factors such as academic load and self-development opportunities. In conclusion, student motivation is influenced by learning methods, academic environment, and social factors. Recommendations include implementing programs such as mentoring, self-development training, and learning innovation.

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1. INTRODUCTION

Cadre is a process of passing down and giving values, both general and specific values, by the institution concerned. The regeneration process in organizations leads to aspects of leadership, management, and so on, because those who enter the institution will later become successors to the leadership baton, especially in dynamic institutions and organizations (Pangestu & Supratman, 2019) . Cadre in organizations is an important process that ensures the sustainability, growth, and stability of the organization by preparing new members who are able to fill important positions in the future. Effective cadreization not only increases organizational capacity but also ensures that the values, culture, and vision of the organization can be passed on consistently (Rahimah et al., 2024). However, many organizations face challenges in carrying out effective regeneration, which can negatively impact the performance and sustainability of the organization (Darmansah & Syahputra, 2020) .

Weak cadre is often caused by several factors, including a lack of systematic training programs, minimal attention to leadership development, and a lack of support and guidance from senior leaders (Day, 2000). Weak cadre is often caused by several factors, including a lack of systematic training programs, a lack of attention to leadership development, and a lack of support and guidance from senior leaders (Goleman, Boyatzis, & McKee, 2002). Weak cadreization has an impact and can be felt in various aspects of the organization. One of the most obvious impacts is the difficulty in filling key positions with competent individuals who have adequate knowledge of the organization. This can result in decreased organizational performance, lack of innovation, and inability to adapt to changes in the external environment (Kouzes & Posner, 2012). In addition, the lack of effective regeneration can demotivate organizational members, as they feel less supported and have no opportunity to grow (McCauley, Kanaga, & Lafferty, 2010). This also occurs in student organizations in higher education, especially at Lambung Mangkurat University ULM, in every process of changing the chairman and management of the organization it is quite difficult to get many candidates for the chairman and the core board, while ULM has many student organizations at the college level as well as faculties and study programs (Yati et al., 2024).

Based on the results of the initial situation analysis, it is known that the lack of interest and willingness of students to become cadres in organizations and become leaders is caused by 1) fear of responsibility as leaders; 2) *academic oriented*, meaning that they are more concerned with college affairs compared to being busy in organizations; 3) The position of students to be able to become leaders of organizations in semester 5-6, which aligns with the period of preparing thesis proposals; 4) The benefits obtained when active in the organization with the sacrifices given are not comparable to the appreciation ; 5) The screening and regeneration process is not optimal; 6) The availability of funds that support the smooth running of the work program. Therefore, it is important for ULM to develop a comprehensive and sustainable regeneration strategy. This includes investment in training and development programs that focus on leadership skills, the creation of an environment that supports learning and innovation, and the implementation of effective mentorship and guidance systems (Northouse, 2018; Rothwell, 2010). By doing so, organizations can ensure that they have human resources ready to take on leadership roles and support the future growth and sustainability of the organization. These resources are students who are one of the most vital assets for a higher education institution, so it is necessary to continue to strive so that students can achieve maximum achievement (Basuki, 2023).

Overall student achievement can be seen from the academic and non-academic fields. High achievement motivation can help students in obtaining high achievement (Kusumaningrum et al., 2024). McClelland (1975) defines achievement motivation as motivation that drives individuals to achieve success, and aims to succeed in competition or competition with some measure excellence *(standard of excelence).* The measure of excellence can be one's own previous achievements or the achievements of others (Sari et al., 2024). McClelland (1987) argues that achievement motivation is a driving force that motivates a person's enthusiasm for work, which encourages a person to develop creativity and mobilize all the abilities and energy he has in order to achieve maximum work performance (Wijaya & Widiasavitri, 2019). However, based on existing conditions, student achievement is still below the

expected conditions. The results of the initial situation analysis, it is known that the low achievement motivation of students is caused by still not knowing the benefits of achievement for themselves and the campus, many students are satisfied with the achievement of the cumulative and academic achievement index without thinking about non-academic achievements, lack of confidence to participate in competitive activities and non-competitive activities outside the campus, and lack of funding support and costs to participate in national and international activities. So the purpose of the study is to analyze student achievement motivation in terms of various perspectives.

2. METHODS

The study used quantitative methods with a *cross sectional* design. The population in this study were all active students at Lambung Mangkurat University, totaling 32,201 people. The research sample was students of Lambung Mangkurat University who met the inclusion and exclusion criteria with a sample size of 108 students spread across Lambung Mangkurat University. The sampling technique used *proportional random sampling*. The independent variables of this study were gender and faculty. While the dependent variable is achievement motivation. The research instrument used a questionnaire. The data collected were analyzed using the *chi-square* test.

3. FINDINGS AND DISCUSSION

This section presents the results of the analysis regarding the Distribution Table of Achievement Motivation Based on Gender. The data obtained was categorized by gender to see the distribution pattern of achievement motivation between male and female groups. This analysis aims to identify whether there are significant differences in the level of achievement motivation based on gender and how the distribution of this motivation is spread in the research sample.

Table 1. Distribution Table of Achievement Motivation Based on Gender

Faculty	Male	Female	Total
Exact	21	7	28
Non-Exact	31	49	80

Source: Primary Data 2024

Data analysis involving 108 students showed that there were 52 male students, while 56 female students. Among male students, 26 had moderate achievement motivation and 26 were in the high category. In contrast, female students were more in the moderate category, with 40 people, compared to the high category, with 16 people. The total number of students is 108. This data shows that female students tend to have lower achievement motivation than males (Noraidarayanti et al., 2024).

This data shows that female students tend to have lower achievement motivation than males. This may be due to differences in perceptions or experiences between genders regarding the motivation to achieve academic performance. For example, men tend to have social pressure to be more competitive than women, which may affect the distribution of achievement motivation.

Table 2. Bivariate Analysis of Gender Relationship to Student Achievement Motivation

		Achievement Motivation		Total	P-Value
		Medium	High		
Gender	Male	26	26	52	0,000
	Female	40	16	56	

Source: Primary Data 2024

Bivariate analysis showed a significant relationship between gender and achievement motivation with a P-value of 0.000. Males had an equal distribution of moderate and high categories, with 26 people each. Meanwhile, women were dominated by moderate achievement motivation, 40 people, compared to 16 people in the high category. This significant relationship indicates that gender plays a role in

influencing the level of achievement motivation of students. Cultural factors, gender roles and educational approaches may contribute to this difference. Women, for example, may be more focused on stability and consistency, which is reflected in their dominance in the moderate category, while men tend to be more motivated to reach the pinnacle of achievement (Ihsan et al., 2024) .

This shows that gender plays a role in influencing student achievement motivation. This suggests that student achievement motivation is not only influenced by individual factors, but also by the broader social and cultural context (Firmansyah et al., 2019). Thus, it is important to understand how gender influences educational choices and achievement motivation, and to consider external factors that may play a role. Further research is needed to explore this relationship in more depth, including how academic experiences and social support may influence achievement motivation among university students with different gender backgrounds (Zahroh, 2016).

In this context, it is important to note that faculty choices not only reflect personal interests but can also be influenced by societal expectations and existing gender stereotypes. For example, faculties related to social sciences and humanities tend to be more populated by women, while engineering and science faculties are often dominated by men. This suggests that there are gender norms that may shape students' career and educational choices (Akinlolu, 2022). In addition, achievement motivation can be influenced by the support received from the social environment, including family, friends and educational institutions. Therefore, understanding these dynamics is crucial to creating an inclusive and supportive educational environment for all students, regardless of their gender. Further research can help identify effective strategies to increase achievement motivation among students from different gender backgrounds, as well as to overcome barriers they may face in achieving their academic goals (Amseke et al., 2021).

Table 3. Distribution Table of Achievement Motivation Based on Faculty

Faculty	Medium Category	%	High Category	%	Total Students
Exact	16	24	12	28,5	28
Non-Exact	50	76	30	71,5	80

Source: Primary Data 2024

Students from exact and non-exact faculties have different patterns of achievement motivation. In the exact faculty, 16 out of 28 students (57.1%) were in the medium category, while 12 out of 80 (42.9%) were in the high category. In contrast, in the non-exact faculty, the majority of students, namely 50 out of 80 people (62.5%), are in the medium category, while 30 people (37.5%) are in the high category. Overall, non-exact faculties have more students, both in the moderate and high categories, than exact faculties. This shows that most students in these faculties are still at a sufficient level of motivation, but not yet optimal. This challenge can be overcome by strengthening practice-based learning programs, such as laboratories, field projects, or collaboration with related industries (Yasir et al., 2024).

This data shows that exact science students are more likely to have lower achievement motivation than non-exact science students. This can be attributed to the higher academic load in exact faculties, which may make students more focused on meeting minimum standards rather than pursuing higher achievements. Meanwhile, non-exact students may have more opportunities to explore interests and potential, which contributes to higher achievement motivation.

Table 4. Bivariate Analysis of the Relationship between Faculty and Student Achievement Motivation

		Achievement Motivation		Total	P-Value
		Medium	High		
Faculty	Exact	16	12	78	0,000
	Non-Exact	50	30	80	

Source: Primary Data 2024

The relationship between faculty type (exact and non-exact) and achievement motivation showed significant results with a P-value of 0.000. Non-exact students have a higher proportion in the high achievement motivation category, namely 30 out of 42 people, compared to exact students who are only 12 out of 42 people. Conversely, exact students are more in the medium category. This indicates that the type of faculty contributes to differences in student achievement motivation and the faculty where students study has a significant influence on their motivation level. This can be caused by various factors, including the learning methods applied, the academic environment, and the support facilities provided by the faculty.

These results confirm that the type of faculty has an effect on students' level of achievement motivation. Exact faculties often demand a greater focus on conceptual understanding and completion of technical tasks, which may limit the space for high achievement motivation. In contrast, non-exact faculties often offer wider opportunities for individual development, such as presentations, discussions, or participation in social activities, which can increase achievement motivation. In addition, according to research by Porda (2024) shows that the development of teaching materials with a local culture-based approach can also be an effective strategy in improving understanding and literacy skills in students (Porda et al., 2024). The results of the study explained that the use of Kahoot in learning can have a significant impact on increasing student learning motivation (Tetep and Arista, 2022).

Based on these results, it can provide important insights into the distribution of achievement motivation in various faculties. Faculties that have a predominance of *moderate* motivation are advised to improve learning approaches that are more adaptive and innovative. For example, the implementation of mentoring by senior students, self-development seminars, and extracurricular activities that support the development of internal motivation. Conversely, faculties that have successfully pushed students into the high motivation category can share their effective strategies with other faculties. Thus, these results can be the basis for improving the overall quality of learning at the university level.

4. CONCLUSION

The analysis showed a significant relationship between gender and faculty type on student achievement motivation (P-value 0.000). Male students (52 people) have a balanced distribution between moderate and high categories, while females (56 people) are more dominant in the moderate category (40 people). Non-exact students (80 people) are more in the high category (30 people) than exact students (12 out of 28 people). Achievement motivation is influenced by factors such as academic load and self-development opportunities.

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