
Effect Of Achievement Motivation Training (AMT) To Increase Innovation With Achievement Motivation As Intervening Variable (Case Study On Prospective Principals In Surakarta)

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Abstract

This study aims to determine (a) the effect of achievement motivation training (AMT) on innovation by prospective school principals in the city of Surakarta, (b) the effect of achievement motivation training (AMT) on innovation through achievement motivation of prospective school principals in Surakarta and (c) the effect direct effect (AMT to innovation) is greater than indirect influence (AMT) to innovation through achievement motivation). This study uses quantitative methods with cross-sectional research type. The study population was 2,081 junior high school teachers in Surakarta. The research sample was 40 teachers. The sampling technique in this study was random sampling. The data collection technique is a questionnaire. Data were analyzed using multiple linear regression analysis techniques (path analysis). The results showed that there was an effect of Achievement Motivation Training (AMT) on the innovation of prospective school principals in the city of Surakarta, there was an effect of Achievement Motivation Training (AMT) on innovation through achievement motivation of prospective school principals in Surakarta and the direct effect (AMT to Innovation) was greater. versus indirect influence (AMT to innovation through achievement motivation).

Keywords: AMT, Achievement Motivation, Innovation , School Principals

INTRODUCTION

Entrepreneurship development according to Permendiknas Number 13 of 2007, states that principals must be able to create innovations that are useful for schools, have a strong motivation to succeed in carrying out their main tasks and functions as school leaders, never give up and always look for the best solution in dealing with obstacles that arise. faced by school. Managerial innovation according to Tucker (2011: 126) is the application of new resources or approaches that change social practice, creating some value that is better or more effective than predecessors.

Murpy and Alexander

(2000: 317) explain that motivation is an internal process that activates, guides, and maintains over time. McClelland emphasized the importance of the need for achievement, because people who are successful in business and industry are people who get things done (McClelland, 1961: 21). Motivation about cultivating human capital, the challenge lies not in the work, but in the people who create and manage the work environment (Bruce, A. 2003: 9). According to John Maxwell, America's leading author, the essence of effective leadership is persuading others to follow the lead (Baldoni, 2004: 1).

Training is proven to

increase achievement motivation in teachers. This is in accordance with Kolp's (2015: 243-251) conclusion that the Achievement Motivation Training (AMT) given to 24 principals in SanMateo County can improve teacher performance. The research of Virgonita and Linayaningsih (2017: 261-269) concluded that there was a 34.3% contribution of Achievement Motivation Training towards increasing achievement motivation in elementary school teachers for children with special needs. Likewise, Smith's research (2015: 1-9) Achievement Motivation Training (AMT) programs can improve the achievement thinking of adults, especially entrepreneurs. Most of the early studies were directed at improving performance by providing achievement motivation which was taught through individual or group exercises. By paying attention to the description above, the author considers it necessary to examine: The Effect of Achievement Motivation Training (AMT) to Increase Innovation with Achievement Motivation as an Intervening Variable (Case Study on Prospective Principals in Surakarta).

LITERATURE REVIEW

1. Achievement Motivation Training (AMT)

Achievement motivation training or commonly called (AMT) is a training program to develop oneself, especially in terms of increasing achievement motivation which is designed and structured and its implementation involves direct training by trainees.

McClelland stated that the success of the motivational change program consists of four elements: 1) Achievement syndrome, 2) Self-study, 3) Planning goal setting, 4) Group support. In this case there are four major groups of material developed.

Achievement syndrome. Is an introduction to the concept of what is meant by motivation and achievement motivation. The training material is by providing an explanation of the motives and motivation for achievement in the form of demonstrations through pictures and predicting the motives contained in the pictures. The material aims to make students aware achievement is a necessity and choosing which motive is better for achievement.

Self study. It is a training material, where trainees are given many opportunities to learn about each other. This material reveals the experiences of students who have achieved achievements by writing down what they have done so that they excel. The purpose of the material is to awaken students by making students aware that they have the potential to excel. Students are grown with the perception of "I am a superior person", able to respect themselves and can accept differences.

Planning goal setting. It is a goal setting concept so that participants feel how important goal setting is in everyday life. The material discusses making an agenda for daily, weekly, monthly, and yearly activities based on the goals that have been set. As for the purpose of the

material, students can get used to the activities carried out containing goals and can lead to the purpose of life. To set goals, it is necessary to look at what can hinder motivation, including overcoming difficult obstacles, removing physical barriers and eliminating low mentality.

Support groups. Participants are considered as dynamic subjects, able to help and influence each other. The material reveals and trains students to help each other in achieving success. The purpose of the material is to help students achieve success with the help of others. The training is implemented through cases and simulations by applying materials on how to grow motivation and how to be a motivator for yourself and others.

2. Achievement Motivation Training (AMT)

Nuraeniah (2015: 53) suggests that the achievement motivation training intervention can be carried out in seven stages. Achievement motivation *thinking* (thinking about achievement motives) In the first stage, participants are given information about the purpose of the training, which is to help increase students' achievement motives. Students are also helped to understand the meaning of achievement motives, the importance of achievement motives, the characteristics of individuals with high achievement motives, and the relationship between achievement motives and work success.

Understand own characteristics and

goals (understand personal characteristics and goals) The second stage, participants are helped to understand the personal characteristics and goals set by each student. Understanding personal character, students can find out the goals to be achieved based on personal characteristics.

Practice achievement-related action in cases, role play and real life (practicing the relationship of achievement activities in cases, role playing in real life) In the third stage, participants conceptualize achievement motives more clearly, especially as reflections in an idea. Students discuss an example case, then act it out, and relate the example case to real life.

Practice achievement-related action in business and other games (practicing the relationship of achievement activities in another game business) In the fourth stage, participants begin to practice "achievement thinking" or achievement thinking by making up stories and trying to fill the stories with achievement thinking.

Relate the achievement behavior model to own behavior, self-image, and goals (linking the model of achievement behavior to personal behavior, self-image, and personal goals) In the fifth stage, discuss the topic of personal goals and goal setting. Students are helped to discuss personal goals and goals regarding goals, such as conflicts between families and their relationship to goals. Students develop detailed personal goals for the next two or five years.

Develop a personal action plan (developing a personal plan of action) The sixth stage is developing a personal plan of action. Students discuss each other's personal goals and are helped to identify ways that can be used to increase achievement motivation. Feedback on progress toward achieving goals (reciprocity on progress towards goal achievement) In the last stage students get feedback from progress towards achieving goals that have been set by each participant.

3. Principal Candidate Innovation

Innovation in learning to solve problems and add value, teachers/prospective principals:

- a) Provide fresh solutions or remove traditional barriers to existing and articulated challenges in teaching and learning (and add value by building capacity for implementation);
- b) Identify previously undetected needs or barriers, then improve the teaching and learning process with new solutions (and add value by understanding limiting factors in new ways and responding accordingly);
- c) Introducing new possibilities for improving teaching and learning (and adding value by providing new, more efficient opportunities for better results); and
- d) Enable education systems to adapt to new avenues in which students learn (and

add value by leveraging and directing students' use of technology).

In short, innovation means improvement, but not improvement simply by getting more proficient with standard practices. Our premise is that new practices produce observable, measurable, sustainable improvements through the replacement of standard practices and not just discourse. Innovation solves problems, sometimes by replacing standard practices and other times by articulating previously unseen problems or needs and proposing solutions. If a new practice is implemented (even one that uses the latest technology) and it does not result in observable, measurable, continuous improvement, it is not an innovation.

4. Achievement Motivation for Principal Candidates

Performance in general can be interpreted as the process and results of work in managing and carrying out the duties and responsibilities to achieve a goal. Performance is always a sign of the success of an organization and the people in the organization. According to Moehariono (2012: 95), performance is "an overview of the level of achievement of the implementation of a program of activities or policies in realizing the goals, objectives, vision and mission of the organization as outlined through strategic planning of an organization. Performance has become the terminology in the framework of encouraging organizational or HR success. Especially now that organizations are faced with the

challenges of global market competition, advances in information technology, as well as increasingly critical demands of customers or service users. This is in line with the opinion of Sudarmanto (2009: 6) which states that "Performance will always be an actual issue in the organization because whatever the organization, performance is a key question to the effectiveness or success of the organization.

One way to improve the performance and competence development of school principals is to conduct education and training programs (Diklat). The relationship between education and training and performance is a mutually influencing relationship, where it is assumed that education and training is a response to an organizational need that can improve abilities and skills. Soekidjo Notoatmodjo (2003:27) in (Nurmayanti, 2015) defines education and training as a process of developing capabilities in the direction desired by the organization, the purpose of which is to improve the abilities and special skills of a person or group of people.

In relation to achievement, McClelland (Rahmawani, 2008:46) suggests that achievement motivation is "the desire to do

well not so much for the sake of social recognition or prestige, but to attain an inner feeling of personal accommodation.....Success in competition with some standart of excellence...is our genetic

definition of achievement".

Achievement motivation is a learning result obtained from emotional experience, especially with regard to efforts to produce something perfectly.

Achievement motivation as part of the individual's internal conditions that can improve performance. Furthermore, McClelland (Uno, 2014: 96) states that "A person's performance can be influenced by the mental virus that is in him. The virus is a mental condition that encourages a person to achieve optimal performance, namely the need for achievement, the need for affiliation and the need for power.

METHODS

This research is a research with analytical observation method with a cross sectional study approach, namely sampling a sample from the population at one time, and examining at the same time point of each individual in the sample (Murti, 1996: 325). The population in this study were junior high school teachers in Surakarta City as many as 2,081 teachers (BPS Surakarta City, 2020). In this study there are two independent variables so that the minimum number of samples required is $2 \times 20 = 40$ people. The author uses a sample of 40 people.

RESULT

Value of Standardized Coefficients Beta AMT (X) or $p_1 = 0.621$ (Significant at $p = 0.000$). Value of Standardized Coefficients Beta AMT (X) or $p_2 = 0.560$ (Significant at $p = 0.001$). Value of

Standardized Coefficients Beta Achievement Motivation (Z) or $p_3 = 0.120$ (Significant at $p = 0.020$). Based on the results of the path analysis, it shows that AMT (X) can have a direct effect on Innovation (Y) and can also have an indirect effect, namely from AMT (X) to Achievement Motivation (Z) as intervening) then to Innovation (Y).

Based on the output of SPSS model 1 and model 2, it is known that: a). Value path or path $p_1 = 0.621$. Value path or path $p_2 = 0.560$ c). Value path or path $p_3 = 0.120$. Calculating the value of e with the formula $e = \{(1-R^2)^2\}$ Based on the output of SPSS model 1 it is known that $R^2 = 0.385$ Based on the output of SPSS model 2 it is known that $R^2 = 0.396$. $value_1 = \{(1-R^2)^2\} = \{(1-0,385)^2\} = \{(0.615)^2\} = 0.378$. Value of $e_2 = \{(1-R^2)^2\} = \{(1-0.396)^2\} = \{(0.6044)^2\} = 0.365$. Total Influence of AMT variable to Innovation variable a). Direct effect (p_1) = 0.621 b). Indirect effect ($p_2 \times p_3$) = $0.560 \times 0.120 = 0.067$ Based on the path analysis test, the results of the direct influence and indirectly from AMT (X) on innovation (Y) through achievement motivation (Z) the results show that the direct effect is greater than the indirect effect.

CONCLUSION

Based on the results of the research above, the following conclusions can be drawn:

- a) There is an effect of Achievement Motivation Training (AMT) on the innovation of prospective principals in Surakarta City.
- b) There is an effect of Achievement Motivation Training (AMT) on Innovation through the achievement motivation of prospective principals in the city of Surakarta.

- c) The direct effect is greater than the indirect effect.

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