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## THE EFFECT OF ACHIEVEMENT MOTIVATION TRAINING ON IMPROVING WOMEN ENTREPRENEURS MOTIVATION SAMBAS DISTRICT

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### ABSTRACT

*This study aims to determine the effect of Achievement motivation training on improving the achievement motivation of Women Entrepreneurs in Sambas Regency. This research is quasi-experimental, research subject, Sambas Regency Women Entrepreneurs. This study uses population research as a research subject, so this study uses all members of the population as research subjects. The research instrument used a questionnaire of 30 items and had been tested for validity and reliability. The data analysis technique used SPSS 20. The results of the study after the Women Entrepreneurs were given achievement motivation training results obtained 5 Women Entrepreneurs with low motivation criteria, 29 Women Entrepreneurs with moderate motivation criteria and 14 Women Entrepreneurs with high achievement motivation criteria. Based on the results of the posttest, it can be seen that there is a decrease in the number of women entrepreneurs who have low achievement motivation from 19 women entrepreneurs to 5 women entrepreneurs, on the contrary, there is an increase in the number of women entrepreneurs who have a moderate achievement, from 21 women entrepreneurs to 29 women entrepreneurs. Criteria for Women Entrepreneurs High achievement motivation also increased from 8 women entrepreneurs to 14 women entrepreneurs.*

*Keyword: Achievement Motivation Training, Woman Entrepreneurs*

### ABSTRAK

Penelitian ini bertujuan untuk menentukan efek dari pelatihan motivasi prestasi dalam meningkatkan motivasi pencapaian wirausahawan perempuan di Kabupaten Sambas. Penelitian ini adalah kuasi-eksperimental, subyek penelitian, pengusaha perempuan Kabupaten Sambas. Studi ini menggunakan penelitian populasi sebagai subyek penelitian, jadi studi ini menggunakan semua anggota dari populasi sebagai subyek penelitian. Instrumen penelitian menggunakan kuesioner 30 item dan telah diuji untuk validitas dan kehandalan. Teknik analisis data yang digunakan SPSS 20. Hasil penelitian setelah pengusaha perempuan diberi hasil pelatihan motivasi prestasi yang diperoleh 5 perempuan pengusaha dengan kriteria motivasi rendah, 29 perempuan pengusaha dengan kriteria motivasi moderat dan 14 perempuan pengusaha dengan kriteria motivasi prestasi tinggi. Berdasarkan hasil posttest, dapat dilihat bahwa ada penurunan jumlah perempuan pengusaha yang memiliki

motivasi prestasi rendah dari 19 perempuan pengusaha menjadi 5 perempuan pengusaha, sebaliknya, ada peningkatan jumlah perempuan pengusaha yang memiliki prestasi moderat, dari 21 perempuan pengusaha menjadi 29 perempuan pengusaha. Kriteria untuk perempuan pengusaha prestasi tinggi motivasi juga meningkat dari 8 perempuan pengusaha menjadi 14 perempuan pengusaha.

Kata kunci: pelatihan motivasi prestasi, perempuan pengusaha

## INTRODUCTION

<sup>1</sup> The term motivation comes from the Latin word “Movere”, which means "to move." Motivation can be broadly defined as the forces at work in or within someone who causes passion, direction, and persistence from voluntary efforts directed at the goal. Motivation theory is thus related to the process that explains why and how human behavior is activated.

<sup>2</sup>The broad rubric of motivational theory and motivation is one of the most frequently studied and written topics in organizational science and is considered to be one of the most important fields of study in the area of organizational behavior. Despite the amount of effort that has been devoted to the study of motivation, no single motivational theory is universally accepted. The lack of integrated motivation theory reflects the complexity of the construction and the diverse backgrounds and goals of those who study it. To illustrate these important points, it is important to consider the development of motivation and motivation theory as objects of scientific inquiry.

The initial explanation of motivation is focused on instinct. Psychologists who wrote in the late 19th and early 20th centuries suggested that humans are programmed to behave in certain ways, depending on the behavioral cues they are targeting. Sigmund Freud, for example, argues that the most powerful determinants of individual behavior are those that the individual is not aware of.

<sup>3</sup>According to Steers, Porter, and Bigley in *Motivation and Leadership at Work*, in the early twentieth-century researchers began to examine other possible explanations for differences in individual motivation. Some researchers focus on the internal drive as an explanation for motivated behavior. Others study the effects of learning and how individuals base current behavior on the consequences of past behavior. Others examine the effects of individual cognitive processes, such as the beliefs they have about future events. Over time, the main theoretical flow of research in motivation is classified into two major streams: the theory of motivation content and the theory of motivation processes.

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<sup>1</sup> *Departemen Pendidikan dan Kebudayaan*. 1996. Kamus besar Bahasa Indonesia. Jakarta: Balai Pustaka.

<sup>2</sup> Robbins, S. (2016). *Organizational Behavior* (D. H. Pujoatmoko, Ed.). Jakarta: PT. Prenhallindo.

<sup>4</sup>The content (or need) of motivational theory focuses on internal factors for individuals who energize and direct behavior. In general, these theories regard motivation as a product of internal impulses that compel someone to act or move (hence, "motivate") towards the satisfaction of individual needs. Content motivation theories are largely based on early motivational theories that trace the path of action back to the origin considered in internal drives. The main theories of motivation are Maslow's hierarchy of needs, ERG Alderfer's theory, Herzberg's motivator-hygiene theory, and learning needs that McClelland learned or the three needs theory.

<sup>5</sup> In Indonesia, the Achievement Motivation Training training program was introduced and implemented since 1975 carried out by the Ministry of Industry in collaboration with the Institute of Applied Psychology of the University of Indonesia (LPTUI) and the Cooperative and Bandung University of Technology (ITB). In West Kalimantan this program has been implemented by the "Garuda" Entrepreneurship Institution in collaboration with the Department of Industry and Trade, the Department of Youth and BUMN, to provide skills/motivation for achievement/entrepreneurship towards MSMEs and Cooperatives and BUMN, fostered in West Kalimantan.

The Era of Regional Autonomy, which began in 2001, and the current era of globalization, are needed reliable and quality human resources (HR) so that they can compete in the National and Global labor market, for that Human Resources need to be continuously developed, it is hoped that later they will be able to utilize more / manage and develop the potential of human resources and natural resources that exist, especially in disadvantaged areas for the prosperity and welfare of the community.

By looking at the facts so far, to improve work performance/achievement it is not enough to only provide facilities/guidance in the form of guidance, capital assistance equipment or other incentives that have been implemented so far if the People themselves do not have a strong motivation to improve their achievements.

## **LITERATURE REVIEW**

### **Achievement Motivation Training**

<sup>6</sup> Prof. David C. Mc Clelland of Harvard University in the United States has conducted a very intensive study for about 25 years and discovered and developed a method of motivational

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<sup>3</sup> Waldan, R (2019). *Pengantar Manajemen*. Pontianak: IAIN Press.

<sup>4</sup> Wibowo (2003). *Manajemen Kinerja*. Jakarta: Rajawali Pers.

<sup>5</sup> Hamalik, Oemar. (2007). *Manajemen Pelatihan dan Ketenagakerjaan Pendekatan Terpadu*. Jakarta. PT. Bumi ksara

<sup>6</sup> McCeland DC, et al (1987). *The Achivement Motive*. New York: Appleton- Century-Crolts

training known as "Achievement Motivation Training". Through this training method, participants can know/recognize their "abilities", both regarding their abilities and shortcomings, so that they can determine realistic work performance. A person's work performance can be evaluated from the "results of his thinking" and "the results of his actions".

In this training, the "curriculum" is the personal experience of the participants themselves and the experience of others as a comparison. The trainer, meanwhile, acts as a "facilitator" who helps participants get to know themselves through various lessons in the training.

Achievement Motivation Training is very useful for "everyone who wants to improve his achievements", especially for an independent entrepreneur who wants to succeed in carrying out his Entrepreneurs. Likewise, Activation Motivation Training is useful for women entrepreneurs, lecturers, employees, leaders, even for a housewife or father as head of the family.

Motivation Training has been tried and introduced in developing countries, such as Latin America and Asian countries (Philippines, Thailand, Singapore, Malaysia, India, and Pakistan). Achievement Motivation Training entered Indonesia in the 1970s and was introduced by the Ministry of Manpower, Ministry of Trade and Industry, and Universities.

This theory has 3 (three) types of needs that underlie human motivation, namely:

- 1) Need for Achievement (N-Ach), which is the human need to achieve or get something. This need is used when humans want to prove something, then humans will seek recognition.
- 2) Need for Power (authority) (N-Pow), which is the human need to dominate, influence others, and have power over others.
- 3) Need for Affiliation (N-Affil), which is the human need to be in a place, to be part of something like a social group, develop relationships, and establish friendships.

Everyone will have these three needs. And its use is adjusted to the needs to be realized. For example, someone who has a high Need for Achievement (N-Ach) will be used more for interpersonal negotiations. Also, someone who has a high Need for Power (N-Pow) will be used more to motivate the work team and the environment in which they work.

### **1. *Need for Achievement***

McClelland believes that the need for achievement is related to one's desire to achieve excellence standards. He believes that an entrepreneur must have a high need to achieve as the main capital, which can be realized through achievement thoughts, and certain behaviors that are trained.

David McClelland developed a theory of this need for achievement along with his friends at Harvard University for more than 20 years and this research resulted in several prototypes of "high achievers", including:

- 1) Achievement Imagery (AI), namely the desire for excellence through several things such as Competition with others (CO), Competition with self (CS), Unique Accomplishment (UA), and Long-term Involvement (LTI).
- 2) Need (N) is a very deep and earnest desire to achieve or get something.
- 3) Action (ACT), which is a planned action to achieve excellence.
- 4) Hope of Success (HOS), which is to expect success and success before something is achieved.
- 5) Fear of Failure (FOF), which is worried about failure before it happens.
- 6) Success Feelings (SF), i.e. happy feelings after achieving success.
- 7) Failure Feelings (FF), i.e. bad feelings after failure.
- 8) World Obstacles (WO), namely all obstacles and obstacles that can interfere with the success process.
- 9) Personal Obstacles (PO), namely obstacles and obstacles from within yourself that can interfere with the process of success.
- 10) Help (H), which is looking for and get help to achieve success

<sup>7</sup>These things can be found in the minds of people with high achievers. Also, Achievement Motivation Training is proven to improve the achievement of thinking of adults, especially in Entrepreneurs people. The things learned in this training (AMT) in the form of behavioral strategies, exercises, and individual exercises in setting goals. The AMT program is aimed at small Entrepreneurs owners who have significantly improved effective work performance .

## **2. Need for Affiliation**

<sup>8</sup>In the second component, the psychological aspect that drives human needs and motivates behavior according to Mc Cleland is Need for affiliation (N-Affil) or affiliation needs, as quoted in <http://research.omicsgroup.org>, these needs encompass feelings of connectedness and there is involvement in social groups. Individuals with high affiliation needs need warm interpersonal relationships and acceptance from those around them. This need will make a person able to build strong bonds with others so that together able to create a strong impact / powerful.

In the context of adult education, where the learning process involves interaction with others, the learning process can be carried out conducive and supportive if the individuals in it need

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<sup>7</sup> Supriyadi. (2010). Commitment, The Moderating Effect of Procedural Justice on The Effectiveness of The Balanced Scorecard in Improving Managerial Performance Through Organizational. *Gadjah Mada International Journal of Entrepreneurs*, Vol. 12(No. 3), 415–434.

<sup>8</sup> McCeland DC, et al (1987). *The Achievement Motive*. New York: Appleton- Century-Crolts.

for moderate to high affiliation.<sup>9</sup> However, the need for affiliation can increase and decrease depending on the context of the accompanying situation. For example, in group learning methods, this need can greatly support the learning process, and vice versa in situations of independent learning that are carried out individually, these needs can arise at low levels.

### **3. Need for Power**

Whereas the third component is Need for power (now) or power. Quoted from the page <http://research.omicsgroup.org>, it was explained that this need was related to the desire to gain power either by controlling others or achieving greater goals. Individuals with high power needs in this theory are described as individuals who seek recognition from others, only to get approval. In this component, power can be divided into two types, namely social and personal. The need for socialized power, is a need for power directed to others, to achieve common goals. Whereas the need for personal power is more directed towards oneself. Individuals with high power needs tend to be more argumentative, assertive in discussion groups and more easily experience frustration when in a situation of less power or no control in the situation. Therefore, individuals with this need tend to look for positions where they have control over others.<sup>10</sup>

<sup>11</sup>In the context of adult education, the need for power can be a trigger in reviving the atmosphere of learning between competitive individuals, due to the process of interaction that is argumentative, assertive, and trying to influence each other. This, of course, can have a positive meaning if it can be managed properly, for example, related to the need for socialized power, it can help to achieve common goals in the desired learning.

### **Hierarchy of Needs**

<sup>12</sup>Research related to human behavior often focuses on factors such as biology, achievement or power, but Maslow explains human behavior can arise with individual motivation. Maslow put forward a hierarchy of human needs based on 2 groups namely deficiency needs and growth needs. In deficiency needs, each lower need must be met first before moving to a higher level. If deficiency needs are not met, humans will continue to look for and try to fulfill them. The hierarchy of needs

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<sup>9</sup> Locke, E.A & Henne, D (2004) *Work Motivation Theories*. Dalam Cary L. Cooper & Ivan T. Robertson (Eds). *International review of Industrial and Organizational Psychology*. New York: John Wiley & Sons, Vol.19

<sup>10</sup> Waldan, R (2017). Quality of Work Life Sebagai Solusi Peningkatan Kinerja Karyawan dalam Perspektif Islam. *Jurnal Al-Hikmah*, 12(2), 29-50.

<sup>11</sup> Arifin, et al, and S. H. W. (2016). The Determinant Factors of Technology Adoption for Improving Firm's Performance: An Empirical Research of Indonesia's Electricity Company. *Gadjah Mada International Journal of Entrepreneurs*, Vol. 18 (NO. 3), 237–261.

<sup>12</sup> nang, K. (2016). Pengaruh Persepsi Keadilan Distributif pada Penilaian Kinerja Terhadap Kinerja Karyawan yang Dimediasi oleh Kepuasan Penilaian Kinerja di PT. Dok dan Perkapalan Surabaya. *Jurnal Ekonomi, Bisnis Dan Kewirausahaan*, 5(1), 1--23

(hierarchy of needs) consists of 4 levels of deficiency needs and 1 level of growth needs:

- 1) Physiological needs (physiological needs), namely needs such as hunger, thirst, sex, sleep and so on.
- 2) Safety needs, namely the need for safety and protection from danger.
- 3) Social needs (social needs), namely the need for love and satisfaction in establishing relationships with others, satisfaction and feelings of belonging and being accepted in a group, a sense of kinship, friendship and affection.
- 4) Esteem needs, namely the need for status or position, self-respect, reputation, and achievement.
- 5) According to Maslow, individuals will be prepared to meet growth needs (growth needs) if deficiency needs are met. Growth needs initially only one, namely self-actualization. Someone who can actualize himself has the following characteristics: 1) focuses on the problem; 2) appreciate the appreciation received; 3) pay attention to personal growth and 4) the ability to reach peak experiences <sup>13</sup>

Then Maslow distinguishes the need for self-actualization into:

- 1) Cognitive: to know, understand and explore
- 2) Aesthetic: beauty, order, symmetrical
- 3) Self-actualization: for self-fulfillment and self-potential development
- 4) Self-transcendence: to help others find their fulfillment and realize their potential

<sup>14</sup> Maslow's self-actualization at the top of the needs hierarchy shows that the achievement of these most important needs depends on the fulfillment of all other needs. This difficulty to fulfill self-actualization needs is recognized by Maslow, it is estimated that less than 1 percent of adults achieve self-actualization.

<sup>15</sup> This theory in adult education implies that in learning adults need to meet their basic needs first before achieving self-actualization needs. The learning system is adapted to the interests of adults so they can explore their potential.

## **RESEARCH METHODS**

### **A. Research Design**

Based on the title, the formulation of the problem and the purpose of research in this

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<sup>13</sup> Prabu, D. T. W. (2016). Pengaruh Penghargaan dan Motivasi Terhadap Kinerja Karyawan (Studi Pada Divisi Penjualan PT. United Motors Center Suzuki Ahmad Yani, Surabaya). *Jurnal Ekonomi Bisnis dan Kewirausahaan*, 5(2), 104–117.

<sup>14</sup> Luthan, F (2006) *Prilaku Organisasi*. Edisi 10, Alih Bahasa Andhika dkk. Yogyakarta: Andi

<sup>15</sup> Dessler. G (2006) *Manajemen Sumber Daya Manusia*. Jakarta: Indeks

paper, the research was designed using experimental research or experimental research, namely the experimental activity, which aims to find out a symptom or influence that arises, as a result of the existence of certain treatments.

The approach used in this research is a quasi-experimental design with Pretest Posttest Design. Pretest Posttest Design is used to test the effect that can be seen from the treatment given. The treatment is given in a short time, at least there are two measurements, namely before and after treatment.

A pretest is the initial testing before the experiment is carried out, aiming to determine the initial conditions of the subject in terms of achievement motivation. After the pretest, the subject will be given treatment in the form of achievement motivation training and then a posttest will be given. Pretest and posttest use the same material. Giving a post-test serves to determine whether the provision of achievement motivation training on the subject can increase the achievement motivation of women entrepreneurs.

## **B. Research Procedure**

<sup>16</sup>Research on the effect of achievement motivation training on increasing achievement motivation for women entrepreneurs is carried out through several stages, namely:

1. Experiment Preparation Phase:
  - a. Determination of the design and methods to be used in Achievement Motivation Training;
  - b. Dissemination to the offices that will be given Achievement Motivation Training;
  - c. Arrangement of Achievement Motivation Training material;
  - d. Site preparation and equipment Achievement Motivation Training;
  - e. Making material about pretest and posttest;
  - f. Training and simulation for the facilitator
2. Experiment Implementation Stage:
  - a. Giving a pretest on the subject.
  - b. Giving Achievement Motivation Training to the subject for two days.
  - c. Giving posttest to the subject

## **C. Data Analysis Methods**

The data analysis method used is a statistical analysis using the Statistical Packages for Social Sciences (SPSS) program, which is using the paired-samples t-test, a procedure that compares the

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<sup>16</sup> Krysik, J. L., & Finn, J. (2010). *Research for effective social work (2nd ed.)*. Philadelphia: Taylor and Francis.

average value of a group of subjects in the same group.

## 2. RESULT AND DISCUSSION

<sup>17</sup>The concept of achievement motivation was first popularized by Mc Clelland using the terms "N-Ach" or "Need For Achievement". Need for Achievement is encouragement related to differences in the success or enthusiasm of a person in achieving a success. The need for achievement is a power in the human mentality, in the form of an impulse to do activities faster, better, more effective and more efficient than previous activities, as well as an urge to surpass.

<sup>18</sup>According to Murray, the need for achievement is a need to solve something difficult and interesting, master, overcome obstacles and reach the standard of doing the best you can and compete to surpass others. N-Ach is the motivation for achievement because someone will try to achieve the highest achievement, the achievement of these goals is realistic but challenging and progress in work and others. Someone needs to get feedback from their environment as a form of recognition of these achievements.

Mc Clelland gave rise to the idea of Achievement Motivation Training in the 1960s which concentrated on increasing achievement motivation. But at that time many experts doubted the success of this idea, experts who agreed with the flow of psychoanalysis, namely that the need or motive was embedded since early childhood. So to strengthen or instill the achievement motive requires a long and intensive therapy. Even this doubt is still felt by experts who doubt whether in such a short time achievement motivation can increase.<sup>19</sup>

<sup>20</sup>Model of training or education for the development of one's achievement motivation can be done using Achievement Motivation Training. Achievement Motivation Training or commonly abbreviated as Achievement Motivation Training is one of the training activities for increasing the motivation for achievement (need for achievement) in a person.

<sup>21</sup>This training was developed by Prof. McClelland and Prof. Murray, in essence, this training activity gives awareness to someone to know their potential, and injects the spirit of the person concerned to achieve as much as possible. In the repertoire of scientific training, this has

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<sup>17</sup> McClelland DC, et al (1987). *The Achievement Motive*. New York: Appleton- Century-Crofts

<sup>18</sup> Brahmana, & T. C. F. H. (2018). Training and Development Policy, Corporate Governance, and Firm Performance. *Gadjah Mada International Journal of Entrepreneurs*, 20(1), 59–87.

<sup>19</sup> Sumarman & Arief, and K. (2013). Factors Affecting Poor Strategy Implementation. *Gadjah Mada, International Journal of Entrepreneurs.*, Vol. 15

<sup>20</sup> Arep, Ishak. (2004). *Manajemen Motivasi*. Jakarta: PT. Gramedia

<sup>21</sup> Alderman, K (2004). *Motivation for Achievement: Possibilities for Teaching and Learning*. London: Lawrence Erlboaum Association Publisher.

also been carried out based on the ending pudjiastuti journal entitled Effect of Achievement Motivation Training on Achievement Motivation of UNISBA Faculty of Psychology Students Force 2000/2001.<sup>22</sup>

From the results of the treatment, it was obtained that the posttest showed influence to increase achievement motivation for 18 women entrepreneurs Entrepreneurs in the psychology faculty of Unisba, this influence was quite significant. Based on the results of the author's interview with the head of Industry Department of Cooperatives, Small Entrepreneurs, Medium Enterprises, Industry and Trade it can be concluded that in general the academic value of Women Entrepreneurs has not been as what was expected. This is certainly a concern of the head of the department and the teachers, given the adequate infrastructure supporting teaching and learning activities.

<sup>23</sup>The offer of research from the author to see the level of achievement motivation and the provision of treatment with achievement motivation training is a breath of fresh air for the authorities to overcome these concerns, especially for women entrepreneurs who are just beginners. people included in the low criteria and 21 women entrepreneurs were included in the medium criteria and 8 women entrepreneurs were in the high criteria. This means that in general, the achievement of women entrepreneurs is still low, so certain actions are needed to increase the achievement of these women entrepreneurs.

The results of the posttest after the Women Entrepreneurs were given achievement motivation training results obtained by 5 Women Entrepreneurs low motivation criteria, 29 Women Entrepreneurs moderate motivation criteria and 14 women entrepreneurs high achievement motivation criteria. Based on the results of the posttest, it can be seen that there is a decrease in the number of women entrepreneurs who have low achievement motivation from 19 women entrepreneurs to 5 women entrepreneurs, on the contrary, there is an increase in the number of women entrepreneurs who have the moderate achievement, from 21 women entrepreneurs to 29 women entrepreneurs. Criteria for Women Entrepreneurs High achievement motivation also increased from 8 women entrepreneurs to 14 women entrepreneurs.

Based on the results of the t-test, it can be seen that achievement motivation training has an

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<sup>22</sup> Pujiastuti, E (2004) Pengaruh pemberian “AMT” (Achivement Motivation Training) terhadap motivasi berprestasi pada mahasiswa fakultas psikologi UNISBA Angkatan 2000/2001. *Jurnal Penelitian dan Pengabdian Kepada Masyarakat*. 2 (1), 42-51

<sup>23</sup> Siagian, Sondang P (2004). *Manajemen Sumber Daya Manusia*. Jakarta: Bumi Aksara

influence on the increase in achievement motivation of women entrepreneurs by obtaining an average increase in the pretest score of 42.08 and an average posttest score of 45.69.

## CONCLUSION

Based on the study of the theories that form the basis of this research, the following conclusions can be drawn:

1. Achievement Motivation Training is a training method to increase the motivation of women entrepreneurs who are experiencing down or low motivation.
2. Achievement Motivation is the key to the success of women entrepreneurs, this motivation arises from within and from outside the women entrepreneur, motivation is very influential in achievement, Women Entrepreneurs who have high motivation will achieve desired achievements.
3. Based on the results of the discussion it was concluded that Activation Motivation Training in Sambas District has been able to increase the achievement motivation of women entrepreneurs.
4. Evidence of a significant achievement motivation training on increasing achievement motivation for women entrepreneurs at  $t = 7,470$  with a significance level of 0.00 so that it can be concluded that Achievement motivation training increases motivating achievement of women entrepreneurs.

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