

CHAPTER II

LITERATURE REVIEW

This chapter presents a review of the relevant literature involving the following main topics:

A. Achievement Motivation

Motivation comes from the Latin word *movere*, which means a driving force or encouragement. Motivation, according to the Big Indonesian Dictionary (KKBI), is encouragement arises in a person for consciously or unconsciously to perform an action with a specific purpose, or efforts that can cause a person, or a certain group of people to move to do something because they want to achieve the goal they want or get satisfaction or their actions. Djamarah (2011) cited in Harini (2020), added that in the learning process, motivation is needed, because someone who does not have motivation for learning will not be able to carry out learning activities. It is a sign that something he does does not touch his/her needs. Someone who carries out learning activities continuously without motivation from outside him/her self is intrinsic motivation which is very important in his/her learning activities. However, someone who does not have the desire to learn encouragement from outside himself is the expected external motivation.

From this definition it can be concluded that motivation is a physiological condition contained in a person which is very necessary in

the learning process in order to encourage individuals to carry out certain activities to achieve a goal that becomes needed in their lives.

Achievement Motivation theory was conceived and developed by names such as McClelland, Atkinson, Clark and Lowell in 1953.

In the field of education, Achievement Motivation is a concept that is applied in the world of education. The motive that has a relationship with education is achievement motivation (Lailiana & Handayani, 2017). The most important motivation in the world of education is achievement motivation, namely the struggle of learners to achieve success or choose an activity that is oriented towards the goal of success or failure. It has an important role in pushing something, achieving a goal, and making choices. Achievement motivation has meaning as a desire that a person overcomes challenges and solves problems, competes in a healthy manner, able to produce work, able to achieve an achievement as high as possible and able to do the task given in order to achieve success for individuals as well as there is good and positive encouragement from the surrounding environment. Rehman and Haider (2013) stated that motivation increases the speed of work and someone does everything to achieve the goal.

Achievement motivation is strongly influenced by two kinds of factors, namely: intrinsic and extrinsic factors. Of these two basic types of motivation, intrinsic and extrinsic cited in Hart, Stasson, Mahoney, and Story (2007), Extrinsic motivation is motivated by a desire to work toward

a goal in order to obtain some form of external reward or compensation; In contrast, intrinsic motivation is built on desires that arise within an individual to work towards a goal. Motivation, according to Uno (2021), has two aspects, namely the existence of encouragement from outside oneself and from inside oneself to change the situation to an expected state and a goal of success. So the intrinsic factor consists of desired expectations, desired goals set, ideals, high self-esteem, fear of success, and basic potential possessed. Extrinsic factor consists of situational factors from outside the individual, as well as risks incurred as a result of the achievements obtained. Therefore, someone's motivation for determining something related to education, especially at higher education, can be influenced by the individual's achievement motivation.

B. Aspects of Achievement Motivation

There are five aspects of high achievement motivation according to McClelland (1987) cited in Ringo (2022), as follows:

1. The Difficulty Level in Task Selection

The difficulty in task selection has a significant influence on the strength of individual achievement motivation. Inside the concept of self-efficacy, the level of task difficulty can affect the self-confidence of the individual to complete the task. Suwartono, T. et al. (2022) stated that self-efficacy is described as a person's self-assessment of their own ability to complete a task. Kreitner & Kinicki (2013) cited in Sulisty and Suhartini (2019) stated that self-efficacy as a someone's

belief about their chances of successfully completing a particular task. It means individuals who have high achievement motivation will consider risks before starting a job and prefer problems that have a moderate level of difficulty, are challenging but are possible to be solved. Meanwhile, individuals who have low achievement motivation actually prefer jobs that are very easy so that it will bring success for themselves.

2. Endurance and Perseverance

Individuals who have a very strong achievement motivation will have a reason to persevere or make an effort to complete the task as best as possible. Meanwhile, individuals who have low achievement motivation tend to have perseverance that can quickly give up. This is because individuals have the ability to adapt to the environment as well as the tasks that the individual complete.

3. Responsibility

Individuals who have high achievement motivation have personal responsibility for the work they have done. According to the Big Indonesian Dictionary (KBBI), responsibility is a condition to be obliged to bear everything. As for the responsibilities, according to Rochmah (2016), human awareness of behavior or actions, both intentional and unintentional. In achievement motivation, the responsibility aspect is closely related to consistency, discipline, and having the initiative in completing tasks.

4. Innovate Ability

Innovativeness can be understood as being able to do something better in a different way than usual. The ability to innovate individuals who have achievement motivation is caused by their ability to adapt and try to find the best way to complete their tasks. Furthermore, this ability to innovate grows slowly and gradually. Of course, this ability is caused by a mindset that continues to be developed and strong endurance.

5. Pay Attention to Feedback

Paying attention to feedback is meant to understand everything that is done. Individuals who have high achievement motivation will expect feedback or tasks that have been done, are concrete or real about how well the work has been done. Individuals who always care about feedback are at least able to consider everything good and bad. This is very influential in achievement motivation, because the individual knows the feedback from the decisions they make.

C. Factors of Achievement Motivation

There are two kinds of motivation, namely intrinsic and extrinsic. Intrinsic motivation as an encouragement to do something to achieve goals already exists within each individual, meanwhile extrinsic motivation as a driving factor obtained from stimulation outside the individual. According to Martainah (1984) cited in Rahmawati (2021), there are two factors that can affect achievement motivation including:

1. Internal factors

One of the psychological aspects of achievement motivation is influenced by individual factors, such as:

a) Ability

Ability is a driving force for individuals to act through learning exercises. Ability does not influence directly but rather underlies the function and process of motivation.

b) The Need

The need is a form of deficiency that encourages individuals to fulfill them immediately. Unbalanced needs will cause dissatisfaction. If the need has not been able to provide satisfaction, the individual will always be driven to seek satisfaction. Need is a causal factor underlying the emergence of a person's motivation.

c) Interest

Interest is something that settles in the individual so that interested in a particular field and feels happy working in that field. Individuals who have an interest will be compelled to always observe other people, work, or certain activities.

d) Hope

Hope is an opportunity to help individuals to meet certain needs based on past experience and tends to influence a person's motives. Individuals will be encouraged to study harder and diligently in order to get the best grades.

2. External Factors

According to McClelland (1987) cited in Rahmawati (2021), external factors that can affect achievement motivation, including:

a) There are standards that must be met

Explicitly, environmental factors determine standards of success that must be achieved by the individual in each settlement task, be it mastery of existing tasks, or making comparisons of achieving goals that have been achieved by themselves and with others. This situation can provide stimulation for individuals to continue to do something as well as possible.

b) There is a competitive situation

The competitive situation refers to the consequences of having a benchmark of excellence. However, it should be noted that non-impulsively, this competitive situation can trigger individual motivation if he/she is unable to adapt to it.

c) There are types and challenging tasks

Types of challenging tasks and situations are jobs that enable individuals to achieve success or failure. Every individual who does not try enough will be threatened with a failure.

D. Indicator of Achievement Motivation

Schunk, *et al* (2008) cited in Prihandrijani (2016), suggests that indicators of achievement motivation, particularly in academic settings, include:

1. Choice, choosing to be involved in academic tasks rather than non academic tasks. For example: choosing to do school work instead of watching TV.
2. Persistence, tenacious in doing the task, especially at the time facing obstacles, such as boredom, difficult assignments, or fatigue.
3. Effort, carrying out activities in the form of physical and mental effort cognitively, by applying cognitive or metacognitive strategies. Behaviors that reflect this effort, for example in the form of asking good questions in class, discussing subject matter with classmates or other friends, thinking deeply about the subject matter being studied, using time wisely to preparing for exams, making study plans.

E. Job Readiness

Readiness is everything that is consistently studied or trained by someone continuously so that it can become a soft skill that is able to support the individual in adapting. Readiness is an important thing for someone to do the work in order to get the best results (Zebua, 2021). Therefore, preparing everything is very important for preparations that will be faced in the future, especially in preparing for work.

A job is an effort made to earn income to meet daily needs. According to Supriyadi cited in Azizah (2018), work is a burden, obligation, source of income, pleasure, prestige, self-actualization. In

short, Laki and Pranyoto (2016), job is a process of activities carried out by a person in order to achieve a specific goal. In the world of work, a person will tend to try as much as possible to get what they want and need. Therefore, preparing to enter the world of work is needed by every individual.

According to Ahkyat *et al.* (2019), the definition of job readiness, a person is considered to be ready to work if they meet the minimal requirements for a certain position as identified by a job analysis or job profile.

F. Aspects of Job Readiness

Job readiness is a provision for every individual in the process of entering the world of work in the future. Readiness is everything that is consistently studied or trained by someone continuously so that it can become a soft skill that is able to support the individual in adapting.

★ Individual job readiness cannot be separated from cognitive, psychomotor (skills), and affective (attitude) abilities. According to Brady (2009) in Muspawi and Lestari (2020), revealed that there are six aspects that influence someone's job readiness. The following are six aspects proposed by Brady that affect individual job readiness and their explanations.

1. Responsibility

In Rochmah (2016), human awareness of behavior or actions, both intentional and unintentional. In achievement motivation, the

responsibility aspect is closely related to consistency, discipline, and having the initiative in completing tasks. Able to complete the given task, initiative in decision making, has peace of mind in taking risks, has high commitment. In job readiness, the responsibility aspect has a different weight than achievement motivation.

2. Flexibility

According to the Big Indonesian Dictionary (KBBI) is flexible or easy and quick to adapt. Flexibility is also widely used to describe a person's skills at work. In job readiness, flexibility can be understood as an individual's ability to adapt to themselves in the work environment and the rules that apply in that place. They are able to adapt and accept many changes in everything both predictable and unpredictable. In addition to the world of work, individuals are required to be more ready and active to adapt to changes such as working hours, work schedules, and work assignments.

3. Skills

Skill is a provision that a person has and is trained continuously so that it becomes an inherent ability of the individual. Pool and Sewell (2007) stated that skills are abilities needed to carry out several tasks that develop from the results of training and experience gained. Individuals who are ready to work

will be aware of which abilities they will bring to new work situations. Thus, skills are an important aspect in building job readiness.

4. Communications

Communication has become a social activity that cannot be avoided in everyday life. It has an important role in socializing between individuals or groups with other individuals or groups, because communication is a process of conveying messages. The word "communication" is from the Latin word "communicatio," and it has the meaning "message or transfer" (Kacharava & Kemertelidze, 2017). So that, in a communication process, it must have elements of the same meaning in order for an exchange of ideas to occur between the sender's message and the receiver's message. Related to job readiness, individuals who are ready to work have communication skills that enable them to communicate interpersonally in the workplace.

5. Self-view

Self-view relates to individuals' intrapersonal processes about beliefs about themselves and their work. Individuals who are ready to work are aware of their own abilities, such as confidence, acceptance, and self-confidence that are within them. The concept of self-view has two things, namely positive or negative, if the development of a positive self-view will provide encouragement

for individuals to better understand their personality and will have an impact on the development of individual potential. If the concept of self-view is negative, it will have a negative impact on the individual's personality. Therefore, Self-view is an important aspect in assessing someone's job readiness.

6. Healthy and Safety

In this case, individuals who are ready to work can maintain cleanliness and are able to take care of themselves so that they are physically and mentally healthy. Being physically and mentally healthy, individuals can move swiftly, follow safety procedures and always comply with work regulations. Based on the above, the health and safety aspects of an individual need to be considered in building job readiness.

G. Factors of Job Readiness

★ According to Winkel and Sri Hastuti (2005) cited in Agusta (2014), the factors that influence work readiness as follows:

1. Intelligence level, the ability to achieve achievements in which thinking plays a role.
2. Talent, outstanding abilities in a cognitive field, skill area, or artistic field.
3. Interest, implies a tendency that is rather settled in someone who feels interested in a particular field and feels happy to participate in various activities.

4. Knowledge, information held in the fields of work and about yourself.
5. Physical condition, the characteristics possessed by a person, such as height, being handsome and not handsome, visual acuity and hearing are good and not good, having high or low muscle strength, and gender.
6. Traits, personality traits that both give a distinctive style to someone, such as friendly, sincere, conscientious, open, secretive, and careless.
7. The values of life, individuals influence the work they choose, as well as affect job performance.

H. Characteristic of Job Readiness

Preparing to enter the world of work requires a mature readiness within the student himself, especially regarding the characteristics related to the student him/herself. Especially regarding the characteristics associated with the student him/herself According to Anoraga (2006), the characteristics of work readiness are as follows:

1. Have motivation

In a general sense, motivation is said to be a need that drives action toward a certain goal. So work motivation is something that inspires or work encouragement. Strong or weak

work motivation for a worker also determines the size of his achievements.

2. Have seriousness

Seriousness determines job success. Because without it all a job will not be able to run as desired. So, to enter a job requires seriousness, so that the work runs and finishes according to the desired target.

3. Have sufficient skills

Skill is defined as competence in doing something or individual mastery of an action. So to enter a job, a skill is needed in accordance with the chosen job, namely skills, for making decisions alone without the influence of other people, with the alternatives to be chosen.

4. Have discipline

Discipline is an attitude, an act to always adhere to an order. So to enter a job, discipline is really necessary to increase job performance. A worker who is highly disciplined, comes to work on time, as well as comes home on time and always obeys the rules.

I. Previous Research Studies

1. Solfema Solfema, Syafruddin Wahid, Alim Harun Pamungkas (2019). It is entitled "The Contribution of Self Efficacy,

Entrepreneurship Attitude, and Achievement Motivation to Work Readiness of Participants of Life Skill Education”

The purpose of this paper is to describe self-efficacy, achievement motivation, and the contribution of self-efficacy in PKH course participants' work readiness. The research method used was ex post facto research with a correlational design. The research subjects were PK course participants in Padang, totaling 32 people.

The results of the study showed low self-efficacy and job readiness for PKH course participants. Aside from dealing with self-efficacy, course participants may lack readiness because they study more to obtain a certificate than to master knowledge and skills that can be used to navigate life.

The difference between this study and previous studies is that this study used English Language Education alumni students from the class of 2017, while previous studies used “Pendidikan Keterampilan” PK course participants. The second was the data analysis, this research is used pearson product moment analysis while the previous study is used a simple regression analysis technique.

2. Botang Guo , Binbin Qiang, Jiawei Zhou, Xiuxian Yang, Xiaohui Qiu, Zhengxue Qiao, Yanjie Yang , and Depin Cao (2021). Entitled “The Relationship between Achievement Motivation and

Job Performance among Chinese Physicians: A Conditional Process Analysis”.

The study's goal was to look into the relationship between achievement motivation and physician job performance. The author investigated the effect of different personality traits on physician job performance. The survey research method was used, along with a cross-sectional study. The questionnaire used in the study. The study included 1600 physicians from eight tertiary-level hospitals. The study took place at eight hospitals in Harbin City, Heilongjiang Province, in northeast China.

The results of the study explained that achievement motivation has a direct impact on job performance, and organizational commitment helps to moderate the direct effects of achievement motivation on job performance.

The difference between this study is the second previous study. The differences found in this previous study are subject research and approach. If that approach was conducted by the researcher using a cross-sectional study, the author uses a correlational approach with used Pearson product moment.

3. Putri Mega Handayani (2020). Entitled "Profile of Student Job Readiness in the Bachelor of Psychology Study Program at the Universitas Islam Indonesia ."

The purpose of this study was to determine the profile of job readiness among undergraduate psychology students. In this study, using a quantitative descriptive approach. Using this type of survey research with a sample of 302 students of the Psychology Study Program at the Islamic University of Indonesia for the bachelor's degree. The difference between previous research and the author's is the number of variables and research subjects who have different backgrounds.

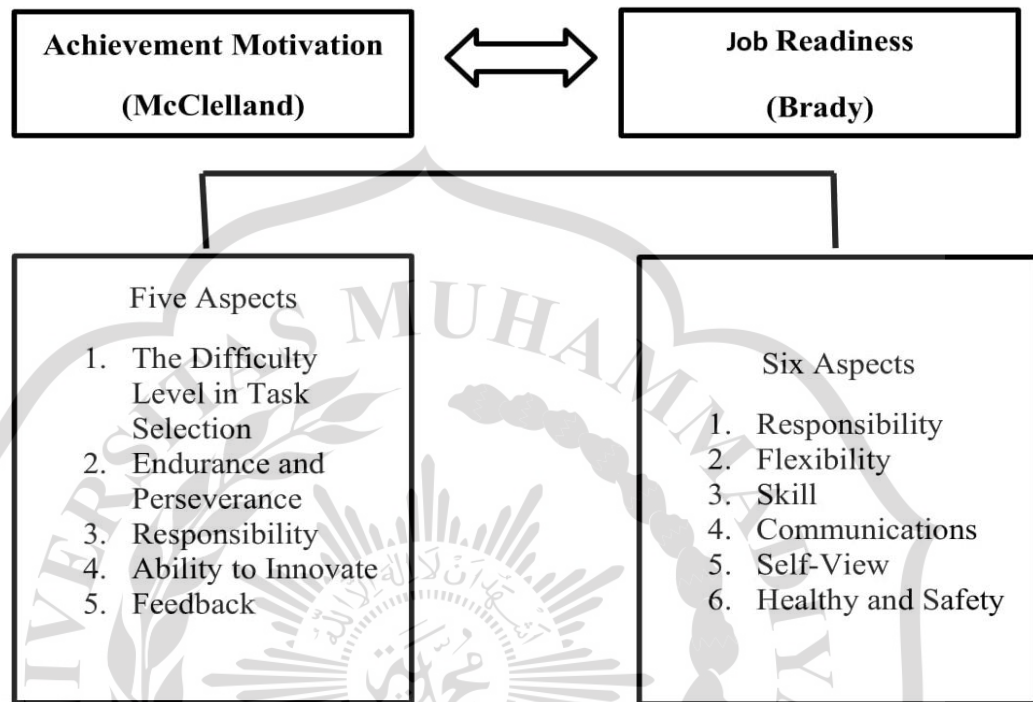
J. Theoretical Framework

The theoretical framework has become a very important part of this research, to determine the limitations of the research and focus on explaining the problems that exist in the research. A good theoretical framework will explain theoretically the influence between the variables studied.

★ Sugiyono (2017) is cited in Situmorang, et al (2021), the framework is a conceptual model that connects theory and various aspects that have been defined as problems. Based on the discussion, it can be said that the framework is a brief conceptual explanation of the influence of the problem on each object based on the theory.

The researcher used McClelland's Achievement Motivation theory and Brady's Job Readiness theory as seen in the table 2.1

Table 2.1
Theoretical Framework



K. Hypothesis

A hypothesis is a preliminary assumption about something that needs to be verified. An assumption-related hypothesis in a study has advantages for the effectiveness and efficiency of the research process. The researcher offers a research hypothesis that assumes that the achievement motivation of 2017 English language education alumni students will have a favorable impact on student job readiness. The stronger the student's achievement motivation, the higher the students' job readiness to compete in the world of work. However, the lower the

achievement motivation of students, the job readiness of students to compete in the world of work will decrease.

The formulation of the hypothesis that tested in this study is:

Ha: There is a correlation between Achievement Motivation and Job Readiness of alumni of the English Language Education Study Program class of 2017.

H0: There is no correlation between Achievement Motivation and Job Readiness of alumni of the English Language Education Study Program class of 2017.

