THE URGENCY OF ACHIEVEMENT MOTIVATION IN LEARNING IN THE COVI-19 ERA

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Abstract: The COVID-19 pandemic has changed the learning model, starting from PAUD / Kindergarten. Elementary, junior high, high school to university, from face-to-face learning to virtual learning or online learning (online learning). This change in learning model cannot be denied has caused various problems, both for students and teachers, even parents. Of course those problems will affect the learning results obtained child / student / student, which in turn will also affect the quality of graduates and the quality of education overall. One of the factors that are considered important in minimizing various problems in online learning is the achievement motivation factor.

Keywords: Achievement motivation, covid-19 pandemic

Introduction

The COVID-19 pandemic has affected education policies in Indonesia and even around the world . The COVID-19 pandemic has changed the learning model , starting from PAUD / Kindergarten. Elementary, junior high, high school to university, from face-to-face learning to virtual learning or online learning (online learning). This change in learning model can not be denied has caused various problems, both for students and teachers , even parents .

For children/ students /students , online learning can of course have an effect on interest in learning, learning motivation, and overall learning activities, as well as social activities. This influence becomes even more severe for children/students/students whose parents are unable to prepare *online* learning facilities , including the domicile of children/students who do not have an internet network. Studies and research find their influence on students' online learning , as in the study of Aji (2020), and Choiri; Fajrin; Novianti; Ms daughter (2021).

For teachers, online learning also affects the activities of preparing, implementing, and evaluating learning activities. Teachers must adapt learning preparation with online learning models, which were previously designed with face-to-face learning, changed to online learning designs. Likewise, with the implementation of learning, teachers must change the methods and media used. The evaluation system also of course has to adjust.

For parents, online learning requires parents to be directly involved in children's's/student's learning activities, accompany and control their children during the learning process, to help them complete school assignments. This role is increasingly felt to be heavy, considering that parents also have other routine tasks, both as heads and housewives , as well as tasks in work according to the profession they are engaged in.

Various problems have been described of course will affect the learning results obtained by the child / student / student , which in turn will also affect the quality of graduates and the quality of education overall . Therefore, it is necessary to think about the solution, considering that the covid-19 pandemic has not ended and the end of the period can not be predicted , as the results of the analysis of the epidemiologists . One of the factors that are considered important in minimizing various problems in online learning is the achievement motivation factor.

Discussion

Achievement motivation is one of the factors that can affect the learning process. McLelland (1987) calls achievement motivation as the *need for achievement* (*n-Ach*) or the need for achievement, or the need to get the best results. The term *need* refers to something that inevitably must be fulfilled, because if a need is not met it will cause problems. Like someone who does not fulfill their needs to eat, will make people become weak and even sick. Therefore, someone who has achievement motivation or *n-Ach* , will view an achievement as a necessity, and will try as much as possible to get that achievement. Thus, achievement motivation is very important in optimizing online learning . Wedhayanti, Suarni, and Dantes (2020) argue that efforts to improve the quality of education in order to improve the quality of student potential can be done, among others , by increasing achievement motivation. According to Murayama, Pekrun, Lichtenfeld & Vom Hofe, 2013; Prast et al., 2018, (in Damronpanit, 2019) Students with high expectations of academic success will have a clear tendency to exhibit positive behavior.

According to McClelland (1987:40) achievement motivation is an effort to achieve success or success in competition with a measure of excellence that can be in the form of other people's

achievements or their own achievements. Lindgren (in Sugiyanto, 2009) suggests that achievement motivation is a drive related to achievement, namely the desire of a person to master obstacles and maintain high quality work, compete through hard efforts to exceed past actions and outperform others. . In addition Sarangi (2015) argues consistent fighting power of an individual to achieve success with a certain standard of excellence in a competitive situation . Heckhausen (in Haditono 1979:8) explains that the standard of excellence in question are: (a) the standard of task excellence (accomplishment of tasks as well as possible, (b) the standard of self-excellence (higher achievement compared to previous achievements, (c)) other people's standards of excellence (achievement higher compared with the achievements of others) .

Online learning during the COVID-19 pandemic requires achievement motivation not only for students , but teachers also need to have it. McClelland (1987) mentions the characteristics of individuals who have high achievement motivation , as follows : (a) have a desire to compete in a healthy manner with themselves and with others, (b) have a desire to work well, (c) think realistically. , knows his abilities and weaknesses, (d) has personal responsibility, (e) is able to make breakthroughs in thinking, (f) thinks strategically in the long term, and (g) always uses feedback for improvement. In addition, French (in Sugiyanto, 2003) students who have high achievement motivation will last longer on assignments compared to students who have low achievement motivation, even though they experience failure. They will attribute their failure to a lack of effort, and not to external factors such as difficulty with tasks, or luck. Students who have high achievement motivation always want success, and when they fail they will multiply their efforts so that they can succeed.

As with other mental aspects, individual student achievement motivation can change. This of course cannot be separated from various factors that can influence it. According to Mussen et al (1 994: 289) factors Factors that determine a person's level of achievement motivation in the field of specific tasks, namely: (a) the value attached to success in that field (value or incentive value); (b) the individual's expectation of success ; and (c) attributions about why someone succeeds or fails .

Observing the behavioral characteristics of achievement motivation, it can be concluded that it is important for teachers and students to have achievement motivation in online learning during the covid-19 pandemic. Referring to the opinion of McLelland (1987), the students and teachers who have high achievement motivation , will have a learned behavior and the behavior of the teaching / learning as follows : (a) have a desire to compete fairly with himself or with others, (b) have the desire to work well, (c) think realistically, know his abilities and weaknesses, (d) have personal responsibility, (e) be able to make breakthroughs in thinking, (f) think strategically in the long term, and (g) always Utilize feedback for improvement. These various behaviors will be very influential, both in student learning activities, as well as in teacher activities in carrying out learning, where with these behaviors student learning activities become more qualified, as well as teacher activities in carrying out learning. Quality learning and learning activities will lead to quality learning outcomes as well.

Conclusion

Achievement motivation is very important for students and teachers to optimize learning during the COVID-19 pandemic . The existence of high achievement motivation will have an impact on student learning activities to become more qualified, as well as teacher activities in carrying out learning. Quality learning and learning activities will lead to quality learning outcomes as well.

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