

CHAPTER I

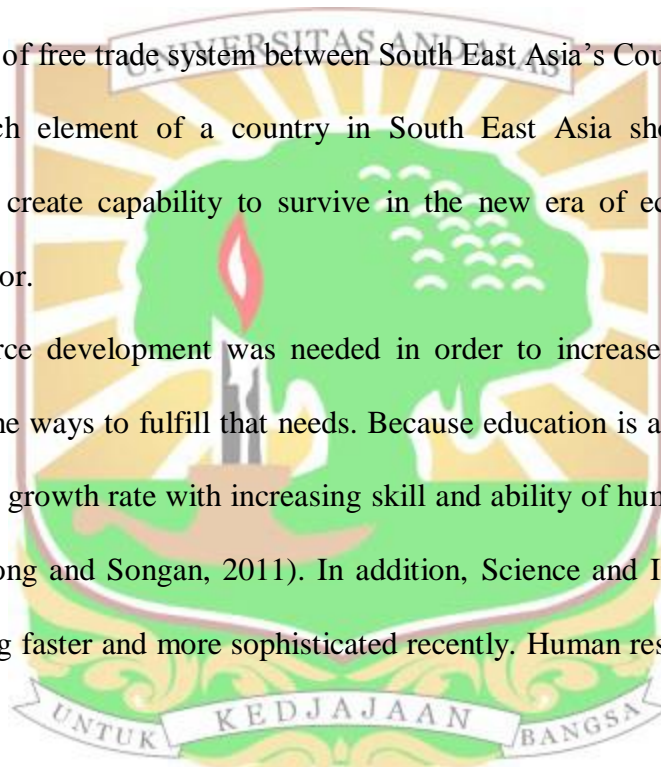
INTRODUCTION

1.1 Background of Research

South East Asia Countries has formed new agreement known as ASEAN Economic Community which is launched in 2015. This community aims to maintain and rise economic growth phase for the countries around South East Asia and compete globally. ASEAN Economic Community is a form of free trade system between South East Asia's Countries. Confronting that new community, each element of a country in South East Asia should be prepared. The preparation needs to create capability to survive in the new era of economics, especially in Human Resource sector.

Human resource development was needed in order to increase national development. Education is one of the ways to fulfill that needs. Because education is an important mechanism to maintain economic growth rate with increasing skill and ability of human resource in order to compete globally (Hong and Songan, 2011). In addition, Science and Information Technology development is getting faster and more sophisticated recently. Human resource quality also must be developed.

Students as one of potential human resource for a country development are also one of university's stakeholders. Providing good students' performance is one of the concerns the university has to pay attention on. However it is also become focusing spot for the users of university graduate. In recruiting workers, the employer was used to consider about academic achievement especially for the fresh graduates candidate. Thus, to reach the employer's demand on academic achievement, harder efforts are needed by the student to obtain good grade as one of good academic achievement indicator.



Academic achievement is determined by a person's level of motivation and commitment to achieve within an educational setting (Washington, 2009). In the other hand, Chang (2011) defined academic achievement as an individual's drive and dedication to classroom academics as indicated by his or her university-reported grade point average. But it is not enough because students also must be motivated to use the strategies as well as regulate their cognition and effort (Paris, Lipson, & Wixson, 1983).

Peklaj and Levpušek study (2006) found the following: Motivation plays a major role in students' academic work and in their achievement. In addition, beside the motivation itself there are several things related with student achievement. Previous research (Bandalos, Geske & Finney 2003; Chemers, Hu & Garcia, 2001) showed that students' achievement goals, their interest in courses and their success expectancies were positively related to their final course grade.

Student motivation has conceptualized by adoption of a general expectancy-value model of motivation (Eccles, 1983; Pintrich, 1988, 1989). The model proposes that there are three motivational components (Pintrich and Groot,1990) . First component is an expectancy component, which includes students' beliefs about their ability to perform a task. Second component is a value component, which includes students' goals and beliefs about the importance and interest of the task. The last component is an affective component, which includes students' emotional reactions to the task.. In this research, the expectancy component is described as self-efficacy.

Self-efficacy refers to students' judgments about their abilities to succeed at specific academic tasks (Bandura, 1977). Patterns of academic successes and failures and the causes to which they are attributed are very important sources of self-efficacy evaluations. When students

attribute success to ability, or attribute failure to a lack of effort, their expectations of success increase (Schunk, 1989). Studies show that self-efficacy is directly related to college students' academic performance (Carpenter, Friar, a & Lipe, 1993; Pintrich & Garcia, 1991).. According to Pintrich and Groot (1990), this research defines the value component into internal value. this motivational component essentially concerns students' reasons for doing a task. Intrinsically motivated students engage in an activity for its own sake – because they find working on the task enjoyable. Students learn because they are curious about the content and they feel challenged by the learning activity (Peklaj & Levpušček, 2006).

The affective component of student motivation concerns students' affective or emotional reactions to the task. there are a variety of affective reactions that might be relevant such as anger, pride or guilt, but in a school learning context one of the most important seems to be test anxiety (Wigfield & Eccles, 1989)

According to Goleman (2001) emotion is a necessary for individual, therefore become the necessary for the teenagers and adults people to control emotion in themselves because someone emotion will be able to lead into something pleasant situation. In the further research Goleman (2005) also found IQ only supporting 20% from factors determining the success, 80% the rest come from other factor which is including intelligence of emotional (EI). In college education, Academic achievement is not only considered by the students itself. But The University also concerns with their program to provide their student to achieve good grades. So that can help students for their future career especially at the time for fulfill graduate users demand in the workplace.

Andalas University is one of popular university in Indonesia which known has graduated students from regular and also international program. Andalas University provide regular

program for every faculty and all of department exist. But for international program, Andalas University just provides for several faculty and department. Different type of program offered also give different atmosphere and experience for the student including learning motivation. Through different learning motivation will create different achievement also.

The existence of two different program such as international program and regular program for one major generates different learning experience and atmosphere for each program. In fact, in term of comparison of total amount of students for each program in Andalas University, International program has fewer students compare with regular program with 1 of 5 in comparing scale. With a few amount of student in the class and campus just provide one class for international program, students just have limited classmates and they will spend at least 7 semester together in the same class atmosphere and experience. It gives the emotion of the student opportunities to grow and develop well and they can get close personally and emotionally. So it can pursue the good joy in the class and give good effect to their learning motivation as well. In other side, for regular program with big quantity of students and campus provide more than one classes, it makes the students ignore the emotion which will appear from their relationship with classmates in the class because they can change their classmates and chose the class with different lecture every semester. It will lead for careless of learning atmosphere experience and the emotion is not there.

Because the emotion which the students feel is different for each international program and regular program, it makes the level of learning motivation also different and the achievement for their academic record also appear in different grades. It is the cause that makes this research is conducted to find out that different emotional intelligence provides different motivation which will lead to different academic achievement.

The research is conducted to measure the relation and influences of student motivation toward academic achievement of students of regular and international program in Andalas University and emotional intelligence as a mediator which influence that relationship . Based on the description of the background that have been outlined above, researcher interested in conducting research with the heading :

“The Influence of Student Motivation on Academic Achievement of College Students by Using Emotional Intelligence as mediator (Study of: International Program & Regular Program in Andalas University)”

1.2 Problem Statement

This study aims to answer the following questions:

1. How does student motivation influence emotional intelligence of students of International Program and Regular Program in Andalas University?
2. How does emotional intelligence influence academic achievement of students of International Program and Regular Program in Andalas University?
3. How does student motivation influence academic achievement of students of International Program and Regular Program in Andalas University?
4. How does emotional intelligence mediate relationship between student motivation and academic achievement of students of International Program and Regular Program in Andalas University?

1.3 Research Objectives

Based on the formulation of the problem, by using a reference point to solve the problem, researchers are trying to get and achieve the goal:

1. To explain the influence of student motivation on emotional intelligence of students of International Program and Regular Program in Andalas University.
2. To explain the influence of emotional intelligence on academic achievement of students of International Program and Regular Program in Andalas University.
3. To explain the influence of student motivation on academic achievement of students of International Program and Regular Program in Andalas University.
4. To explain the influence of emotional intelligence as a mediator on student motivation and academic achievement.

1.4. Contribution of Research

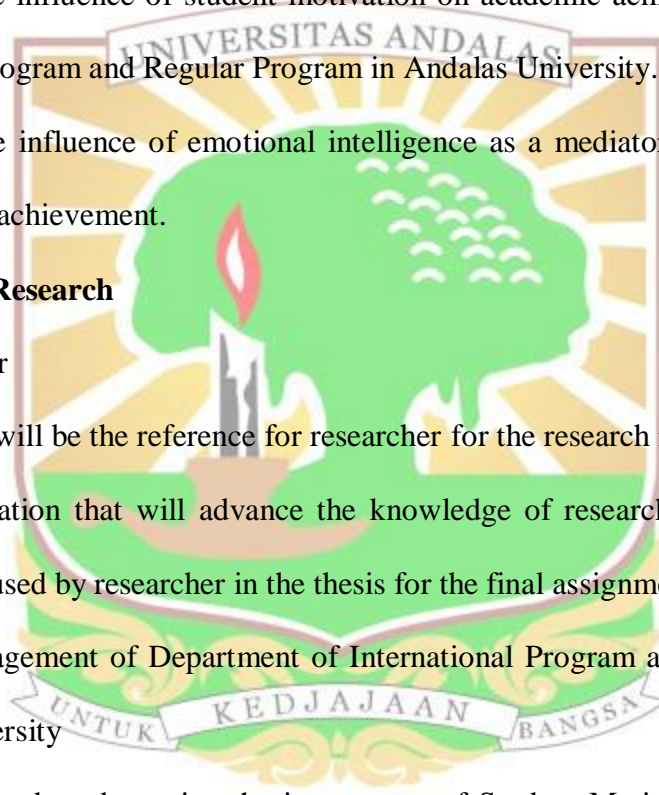
1. For Researcher

This research will be the reference for researcher for the research in the next time and can be the information that will advance the knowledge of researcher. Beside of that this research also used by researcher in the thesis for the final assignment of graduation.

2. For The Management of Department of International Program and Regular Program in Andalas University

This study aimed to determine the importance of Student Motivation in order to reach good Academic Achievement of The Students of Regular Program and International Program in Andalas University. When The Students has good motivation it will lead to good performance and good academic achievement.

3. For literature and next studies



Results of this study are expected to provide information to further research in future studies.

1.5. Scope of Research

This research will be limited to Students Motivation and Academic Achievement with Emotional Intelligence as a mediator. The research context focusing to Students of International Program and Regular Program in Andalas University.

1.6 Outline of Research

In order to make it easier and make moderate the forwarding of content, this research is divided into five chapter, they are:

CHAPTER I : INTRODUCTION

That is containing about background of the research, problem statement, and objective of the research, contribution of the research, and scope of research.

CHAPTER II : LITERATURE REVIEW

This chapter contains descriptions of theoretical variables that include the theories that support and underlie the variables used in the research and framework.

CHAPTER III : RESEARCH METHODOLOGY

Explaining about research method which discussing about research design, population and sample, data collecting method, operational of variables, data processing, data analysis method and data analysis.

CHAPTER IV : RESULT AND DISCUSSION

Explain about validity and reliability test, analyzing the influence of student motivation on academic achievement by using emotional intelligence as mediator to the students of international program and regular program in Andalas University.

CHAPTER V : CONCLUSION, LIMITATIONS, IMPLICATION AND RECOMMENDATION OF RESEARCH

On this chapter, researcher will explain about conclusion of research, suggestion of research, limitation of the research, and recommendation for further research.

