THE FACTORS THAT INFLUENCE THE STUDENT ACHIEVEMENT MOTIVATION IN DISADVANTAGE ECONOMIC FAMILIES (A CASE STUDY ON THE GRANTEE ACHIEVEMENT AWARDEES CHEVRON-DOMPET DHUAFA)

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Abstract— This study aims to determine how the creation of achievement motivationto the students who come from economically disadvantaged families. Achievement motivation is the need of an individual to accomplish something difficult well and independent, facing obstacles and achieves high standards, as well as the courage to do the competition. This study used a qualitative approach by a case study method. The Subjects of this study were the grantee achievement awardees Chevron- Dompet Dhuafa (the grantee achievement from disadvantage families). the subject was obtained by using purposive technique in order to get representative data based on themes. The obtaining data is done by interview. The data obtained were analyzed by coding the results of interviews that have been made verbatim. The results showed that the factors that influence the formation of achievement motivation consists of two factors, that's are intrinsic and extrinsic factors. Intrinsic factor includes the confidence to succeed, self-efficacy, value, and the last experience Meanwhile, the extrinsic factor includes the family, school, and peergroup. The process of the creating achievement motivation involves the factors itself. Achievement motivation on student achievement is created before entering the college. In general, studentachievement has their accomplishments since elementary school and continuing until at college.

Keywords— Achievement Motivation, Economically Disadvantaged Families, Grantee Achievement Awardees Chevron-Dompet Dhuafa.

I. INTRODUCTION

One of the national ideal is making national life through quality education that is education which capable of creating a human resources (HR). The future and excellence of the nation is determined by human resources itself, besides natural resources. The qualified human resources are expected to get more successfully manage the resources for the welfare of society (Yulya 2011).

The superior of human resources are not created it but it takes effort and hard work of all citizens, especially the students and families. According to Fuaddin (1999) family is a very important institution in the parenting process. Although not the only factor, the family is a crucial element in the creating of the personality and achievement of children. Theoretically it is certain that in a good family, a child has the basics of growth and development to be an adult The family also plays a role in determining education for both school and outside of school education, started preschool level up to college. Through this role the parents forming the personality of children, developing potential and academic achievement, also regilius and moral potentials.

The various data indicate that children who come from disadvantage families (poor families) have a lower capability than the non-poor in terms of participation in education, dropout rates, and continuing education to a higher level. these three things are the key to poverty reduction in the long term. In fact, data created by TIMSS (*trends in international mathematics and science study*)2003 school test scores show that the majority of students come from disadvantage families. This results conclude that the higher level of poverty of students from a school, the lower test scores they have. It is not mean that poverty is the main factor that causes the lower their test scores, but it is a significant factor. If the student who come from good economic families have a higher value than the student who come from disadvantage economic families, of course, there are several factors that affect it.

Education is the right of every citizen that aim to educate the nation can be fulfilled. Constitution of 1945 in article 31, paragraph 1 states that education is a right of all citizens. Nine-year compulsory education program, despite its shortcomings, hope to fulfill the basic of educational rights of Indonesian citizen. Education is the way to reduce the poverty. Almost all nations priority the development of education as the first priority in their national development programs. The quality of human resources is the key to the successful development of a country.

In fact, not all citizens can enjoy a quality education. Especially from families who came from a low economic level. But if there is student who come from disadvantage economic families and they are students achievement of course there is a factor that

support their achievement motivation. Achievement motivation has a considerable influence on the achievement obtained by someone. Someone who has high achievement motivation will have the high achievement also.

The various studies indicated that the factors that influence the formation of achievement motivation consist of two factors, that is intrinsic and extrinsic factors. Intrinsic factor includes the confidence to succeed, self-efficcacy, value, the last experience, while extrinsic factor includes family, school, and friends. The formation of achievement motivation process involves these factors (Santrock, 2007).

This research was done to determine the factors that influence the achievement motivation in students from disadvantage economic families and how the formation process of the achievement motivation.

II. RESEARCH METHOD

This research is a qualitative case study method. The research was conducted in January 2015. The population of this research is all students' achievement awardees Chevron-Dompet Dhuafa in academic year 2011-2013 abroad in 15 Universities, as shown in Table 1.

Table 1. List of the grantee StudentAchievement Chevron-Dompet Dhuafa

No	Universities	The number of grantee (students)
1	Institut Pertanian Bogor (IPB)	3
2	Institut Teknologi Bandung (ITB)	2
3	Universitas Padjajaran Bandung (UNPAD)	1
4	Universitas Pendidikan Indonesia (UPI)	2
5	Universitas Soedirman (UNSOED)	1
6	Universitas Sultan Ageng Tirtayasa	5
7	Universitas Negeri Jakarta	5
8	Akademi Kimia Analisis	1
9	Universitas Islam Negeri Cirebon	1
10	Universitas Islam Negeri Jakarta	4
11	Universitas Islam Negeri Bandung	8
12	Universitas Islam Negeri Surabaya	1
13	Sekolah Tinggi Seni Indonesia Bandung	1
14	Politeknik Media Kreatif Jakarta	1
15	Politeknik Negeri Bandung	1
	Total (students)	**37**

Meanwhile, the samples of this research were three people who were taken through purposive technique in order to obtain representative data based on the research themes. Data collection was done by using in depth interview. The data obtained were analyzed by coding the results of interviews that have been made verbatim.

III. RIVIEW OF RELATED LITERATURE

3.1 Student Achievement

Generally each institution or university provides criteria regarding students achievement, that is students who achieved high achievement, academic and non-academic, able to communicate in Indonesian and English, to be positive, and the spirit of Pancasila.

In particular, the criteria for student achievement can be seen from: 1) IPK, 2) scientific papers, 3) active in academic and extra-curricular, 4) speak English well, and 5) good personality. The selection of students' achievement performed periodically ranging from department level, universities, and national. The objective of this election is to reward students who achieved high achievement, motivate the students to carry out academic activities, as a student synergize hard-skills and soft skills. Encourage the university to develop a campus atmosphere that can facilitate the student achievement continuously.

3.2 Achievement Motivation

The experimental studies on achievement motivation grow from the taxonomy Murray about the system requirements and proceed with the development of TAT to describe someone's motivation. Murray defines the n-ach as the need to complete the difficult something, mastering something quickly and independently, solve problems and achieve high standards, challenge yourself, compete and surpass others, developing mastery over physical objects, humanity, and the idea, and do all these things as pride, by good exercises (in a journal entitled Motivation).

Based on this definition, the high need for achievement shown by the effort to finish a difficult task well and independent, overcome difficulties that hinder, achieving a high standard, and the courage to do the competition.

McClelland (1987) states that the achievement motivation is influenced by two factors: intrinsic and extrinsic factor. Intrinsic factor includes the possibility to suskses, phobia of failure, value, self-efficcacy, age, experience and gender. While external factor includes the school environment, family and friends.

3.3 Achievement Scholarship Program Chevron-Dompet Dhuafa

The higher education needs of the society will try to be answered by the various parties, governmental and non-governmental. One of the effort to ensure the affordability of higher education for the poor society is by giving scholarships Various scholarship program also gives with an increasingly varied forms of aid, not limited to financial assistance. Thus was born the various forms of scholarships plus. Starting from the form of soft loans to MOU. Ranging from scholarships plus religious guidance to the development of skills and networking grantee. No

doubt, the scholarships is services to grantees
These opportunities also encourage some parties especially Chevron Mount Salak (CMS) to bring Chevron Achievement Scholarship intended for the students achievement who come from disadvantage families that around the area Chevron Geothermal Salak in three districts namely (Pamijahan, Kalapanunggal, and Kabandungan). This scholarship is one of Chevron's CSR program in the form of grants scholarships to continue their education to university. This scholarship was present since 2006, but only for the provision of scholarship funds without any guidance and training for skills development and network grantee.
In 2011 Chevron chose Dompet Dhuafa as a partner to manage Chevron Achievement Scholarship Program. This is because DompetDhuafa (DD) is Amil Zakat Institution (AZI), the largest in Indonesia, which has a quirk in the management of scholarship, includes mentoring programs, coaching, and empowerment of the grantee. DompetDhuafa believes that the students are human resources strategic elites can manipulate cultural and structural changes.To be elite because the proportion is only 2% of the total population of Indonesia. The provision of higher education can not only improve their economic families of the graduates, but it can have a positive effect on the society.
The facilities provided to the Chevron grantee Achievement Program is based on the range of academic.

No	Kinds of Fasilitate	earn/facilities
		2011 - 2013
1	Aid number cost every month (allowance)	Rp 500.000
2	Aid tuition fees	8 semesters
3	Aid dorm costs	4 years
4	Duration scholarship	4ycars
5	Coaching and mentoring programs	Have
6	time coaching	Once every month
7	materials / curriculum coaching includes 5 aspects	leadership, entrepreneurship, training value, spritual, dan academik
8	Community empowerment program (Social Projek)	Have
9	The purpose of coaching	forming the HR superior character, independent, and contributive

IV. RESULTS AND DISCUSSION

Based on the data research obtained the results indicate that there are extrinsic and intrinsic factors that influence students achievement motivation in disadvantage economic families. First factor that affecting is external factor, that is family or school. By the successful they have obtained their intrinsic factor will grow. That is the possibility of success they want to achieve for the future. Based on their educational level school, family and environment (friends) factors provide the greater influence. Especially the economic conditions of their families who come from disadvantage economic families, it is eager to them to get succeed and able to improve their conditions of economic families
This theory is the same with the current issues which stated that the Nature vs nurture issue (congenital vs parenting) are issues related to the extent to which growth is influenced by congenital and parenting (Santrock 2007). And also as the basic issue became heated debate in developmental psychology. Congenital refers to the biological heritage of living creatures; while parenting refers to the experience of the environment (Ibid).
The experts who emphasized that congenital is important claim that extreme environments, psychological arid environments and cruel will hinder the developmental (Santrock 2007). But, the experts believe that the trends are fundamental development has been installed on human beings genetically itself
In addition, the experts who emphasized the important role of parenting or environmental experience to the growth (Kopp, 2011; Sandler, Wolchik, & Schoenfelder, 2011). Because they thought that experience includes the influence of the biological environment (nutrition, medical care, medicines, and physical accidents) to the social environment (family, peers, school, community, media, and culture) (1632-1704), who defines the experience and education are the most decisive factor in child development. He did not believe in the existence of congenital ability. He described the child's psychological when they were born like a

blank sheet of paper, in which the shape and style of the paper will be determined by how the paper was written.

Other external factors that also affect their achievement motivation is the experience they have and anyone else who first success. For those people who have already successfully and suggestion that has given by their friends, teachers and lecturers can change the way individuals of achievement and influence their behavior towards their future achievement. It is also the same with psychologists opinion that the Stability vs chage,stability is caused by hereditary factor and also early experience in life. The experts of developmental changes are emphasizing.

Based on the discussion that has been done in the previous chapter, the conclusion that can be obtained from the results of this research is the factors that affect achievement motivation could be an extrinsic and intrinsic factor. Intrinsic factor includes the possibility of success, self efficacy, value, last experience. While extrinsic factor includes a family factor, school, and friends

From this research obtained additional data on other extrinsic factor that includes in achievement motivation subjects, namely: the reward, the person who first success / achievement, extra-curricular activities, ESQ training, books, Internet, and phenomenon. The formation process of achievement motivation began to appear in childhood created by external factor, namely the family encouragement and school. Internal factorwas began when they started junior high school age.

Individual achievement motivation more visible along with increasing experience (which is an internal factor). External factor such as friends, people who have already successfully also affect individual achievement motivation. For those people who have already successfully also the advice given by friends, teachers and lecturers can change the way individuals of achievement and influence their behavior towards their future achievement.

Internal and external factors that psychologists discuss it in the theory of developmental issues which divide developmental psychologists one of which is the Nature vs Nurture, Stability v chage. Both of them are highly influential in the development process, so it makes one of goal to achieve.

CONCLUSIONS

- There are extrinsic and intrinsic factors that influence students achievement motivation in disadvantage economic families. First factor that affecting is external factor, that is family or school.
- Other external factors that also affect their achievement motivation is the experience they have and anyone else who first success. For those people who have already successfully and suggestion that has given by their friends, teachers and lecturers can change the way individuals of achievement and influence their behavior towards their future achievement. It is also the same with psychologists opinion that the Stability vs chage,stability is caused by hereditary factor and also early experience in life.

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