

The Effect of Competitive Sport on Achievement's Motive—Study of Between Students' Athletes and Students' Non-Athletes

Albadi Sinulingga^{1*}

¹ Faculty of Sport Science, State University of Medan, Indonesia

* Albadi Sinulingga, E-mail: badisling@hotmail.com

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Abstract

This study aims to reveal whether the sporting achievement (high performance) among student athletes able to cultivate qualities oriented achievement motivation. Research by design ex post de facto (research after the event) in which the data collection techniques using achievement motivation questionnaire. The Achievement motivation questionnaire arranged and developed following the Likert model with reference to five levels, with a reliability of 0.85, while the alternative answers were arranged in such a way in the form of simulation. The population in this study was the PPLP student athletes in North Sumatra and students of SMA 6 Medan. Based on the results of the study at 95% confidence level (α 0.05), significantly found (1) there were differences in achievement motivation among student athletes and non-athletes, (2) there was no difference in achievement motivation by the length of exercise, (3) there were no difference in achievement motivation of athletes male and female athletes, (4) there was not difference in achievement motivation among the 7 sports. The results of the study recommended that to improve students achievement motivation should participate or engage in competitive sports.

Keywords

achievement motivation, competitive sport

1. Introduction

Looking ahead, the Indonesian people actually need individuals or human resources who have behavioral persistent, tenacious, full of effort to achieve the best performance. Conceptually, Koentjaraningrat (1994, p. 73) explained that the mentality of development should be oriented to the future with an attitude of believing his own abilities, proud of the work his own ability, have a sense of discipline and sensitive to the quality, as well as human resource oriented achievement (achievement orientation). A similar

opinion was expressed by McClelland (1987) that the builder of a nation associated with achievement motivation of individuals in various aspects such as entrepreneurs, leaders, and others. Furthermore, based on research results McClelland rise and fall of nations and their culture is closely linked to changes in the need for achievement.

Many experts theorized that motivation is the driving force or the driving force in achieving the best results on a wide range of activities. The impulse causes the individual to do something. In common, according to Rusli Lutan (1988) in terms of the two sources of motivation are intrinsic motivation and extrinsic motivation. Intrinsic motivation is the urge to do or achieve a truly starting from within the individual concerned. While extrinsic motivation is the urge to do something that comes from outside oneself. Further Rusli Lutan said that another different type of motivation with the motivation at the top is the achievement motivation (*need for achievement*) is an important part of the personality. People who are concerned more appreciate the significance of hard work rather than speculative, and the fight continues to surpass the achievements that have been achieved. Revelation Ariani (2008, p. 107) quotes some expert opinion on other characteristics of achievement motivation, Chapman (2001) the efforts made cannot be separated from the individuals themselves; target or targets compiled not work because the assignment (Hollenbeck et al., 1989). Referring to the opinion there is a close relationship between the preparations of the target with the ability of self. The severity of the job depends on the individual's ability and responsibility to implement (commitments). That is, the individual who is able to set goals based on their own abilities then able to achieve the set goals are individuals who are committed to achieving.

Actually, the concept of achievement motivation is known by the symbol *n-Ach* is just another form of the concept of Max Weber. This concept emphasized the satisfaction not to earn rewards from their working, but the inner satisfaction of the results of the work completed to perfection, while the material rewards becomes a secondary factor. Working is a human obligations are so far reaching the main goal of poverty (Max Weber, 2007).

According to McClelland, as quoted Miftah Thoha (2008, p. 240); Koswara (1989, p. 186); Morgan, King, Weisz and Schopler (1986) that achievement motivation can be taught in groups or organizations through training to achieve the feat (achievement training). Furthermore, Hamzah B. Uno (2007, p. 47) argues that "achievement motivation can be developed". It is supported by the results of research McClelland, who conducted a study of the behavior of the entrepreneurial (the behavior of individuals who dare to face risks in handling the organization or business to obtain maximum results), and found that the activity of 50 businessmen who are trained better than the entrepreneurs who are not given training. In addition, the findings also show that the number of employees and income entrepreneurs who are trained to increase. The success of this exercise program received positive feedback from organizations UNIDO, one of the UN agencies that deal in industrial development sector, providing training funds similar in several countries around the world, such as Pakistan, Iran, Poland, including

Indonesia (Koswara, 1989). The question can be achievement motivation as stated previously developed through sports competitions or physical education in Indonesia?

In dealing with the above questions, then the main problem would like to get the answer from this study is how the impact of involvement in competitive sport and its association with the attributes of achievement motivation? Are there differences between students' achievement motivation and student athletes and non-athletes as a result of exercise or physical education? How tendency differences in achievement motivation in terms of the length of program development, gender, and type of sports achievement motivation in athletes PPLP? Based on the above formulation of the problem formulated several hypotheses namely:

- a. H1: Motive achievement student athletes better than the non-athlete students among high school students.
- b. H2: Motive achievement student athletes in terms of length of program 2 years 3 months coaching better than 1 year and 3 months and 3 months among high school students.
- c. H3: Motive achievement male student athletes better than female students among high school students.
- d. H4: There is a difference in student achievement motive athletes in terms of the type of sport that occupied include athletics, wrestling, karate, and archery, martial arts, and football and takraw kick among high school students.

2. Research Method

The population in this study is the PPLP student athletes in North Sumatra and students of SMA 6 Medan. For samples that came from student athletes in PPLP selected by *non-probability sampling* while samples originating from the Medan State high school students selected by impartial sample *stratified random sampling* with a subject or a sample set at 30% of the total population.

The study of design used was *ex post de facto* (after the event research) with the following design:

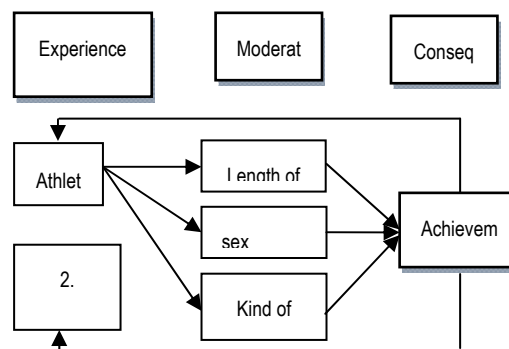


Figure 1. The Design of Research that Used was Ex Post the Facto

Data collection tools used achievement motivation questionnaire with 36 items based on the Likert

scale prepared statement with reference to the five option. From the test results obtained by the entire test is valid with a reliability of 0.85 (high category). The alternative's answers were arranged in such a way in the form of simulation.

The data were analyzed using statistical analysis techniques that are suitable to the hypothesis. To test the hypothesis of the first and the third used t-test (comparing the achievement motivation PPLP athletes with non-athletes in high school, as well as between boys and girls). Meanwhile, to test the hypothesis of the second and fourth with non-parametric test with Kruskal Wallis techniques. The difference this analysis technique is based on suitability requirements to be fulfilled from the distribution of data. If the distribution was not normal or very little amount of data as well as data level was nominal or ordinal, it was necessary to use alternative statistical methods that did not have to wear a certain parameter by (Sugiyono, 2009; Singgih, 2008).

2.1 The Result of Research

2.1.1 The First Result of Hypothesis Testing

H1: Motive achievement student athletes better than the non-athlete students among high school students.

Table 1. The Result of t-Test Students' Achievement Motivation Athlete and Non-Athlete

		Independent Samples Test								
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Diff.	95% Confidence Interval of the Difference	
									Lower	Upper
Achievement Motivation	Equal variances assumed	6.477	.012	3.20	145	.002	2.670	.833	1.023	4.318
	Equal variances not assumed			3.21	133.30	.002	2.670	.831	1.025	4.315

Based on the results of statistical analysis by t-test obtained $t_{\text{count}}=3.20$ with a probability of $0.002 < 0.05$ thus H_0 is rejected. This means that there are significant differences in achievement motivation between athletes and non-athletes. Moreover, if in view an average of the two groups, found higher achievement motivation athletes than non-athletes achievement motivation. That was, there was a difference between athletes and non-athletes in relation to achievement motivation among students.

2.1.2 The Second Testing Hypothesis Results

H2: Motive achievement student athletes in terms of length of program 2 years 3 months coaching better than 1 year and 3 months and 3 months among students

Table 2. The Testing Results of Achievement Motivation by the Length of Exercise

	The Length of Exercise	N	Mean Rank
	2.3 years	24	35.83
Achvement	1.3 years	26	34.21
Motivation	3 months	23	41.37
	Total	73	

Achievement Motivation	
Chi-Square	1.506
df	2
Asymp. Sig.	.471

a. Kruskal Wallis Test;

b. Grouping Variable: The Length of Exercise.

Based on the above data analysis found mean rank of 35.83 in the old group exercise 2.3 years with $n=24$, and the old group exercise 1.3 years with $n=26$ found mean rank of 34.21, and the mean rank of 41.37 in the old group exercises 3 months with $n=23$ at the significance level ($\alpha 0.05$). Testing criteria Reject H_0 if the value χ^2 (Chi Square) count is greater than χ^2 (Chi Square) on the table ($\alpha=0.05$). Based on the above results found χ^2 statistics count=1.506 smaller the an χ^2 table=5.99, meaning that there were significant differences between the achievement motivation prolonged exercise 2.3 years, 1.3 years and 3 months.

2.1.3 The Third Testing Hypothesis Results

H3: Student achievement motive male athletes better than female achievement motivation among students.

Table 3. The Test Results of z Achievement Motivation by Sex

Independent Samples Test										
		Levene's		t-test for Equality of Means						
		Test	for	95% Confidence						
		Equality	of	Interval of the						
		Variances		Difference						
		F	Sig.	T	df	Sig.	Mean	Std. Error		
						(2-tailed)	Difference	Diff.	Lower	Upper
Achievement	Equal	.449	.505	.20	71	.841	.21478	1.068	-1.91513	2.3446
t-	variances			1						9
Motivation	assumed									
Equal	variances	not		.20	46.95	.836	.21478	1.029	-1.85629	2.2858
assumed				9	0					6

Based on data analysis using the z test to determine whether there was a difference between achievement motivation male athletes and female. The results of data processing in above (see Table) t Figure for 0.201 to 0.505 thus probability H_0 rejected. That is, significantly found there were differences in achievement motivation male athletes and female athletes. When viewed an average of the two groups, it was found achievement motivation male athlete was slightly higher than the achievement motivation of female athletes. The same thing when calculations are done by comparing t arithmetic with t table, where t count for 0.201 is smaller than t table for 1.98. That is, there were no differences in achievement motivation between male athletes and female athletes among students.

2.1.4 The Fourth Testing Hypothesis Results

H4: There were differences in achievement motive student athletes in terms of the type of sport that occupied include athletics, wrestling, karate, and archery, martial arts, football and takraw kick among high school students.

Table 4. Achievement Motivation of Test Results by Kind of Branch Sports

	Grouping	N	Mean Rank
Achievement	Athletics	16	38.69
Motivation	Wrestling	8	27.44
	Karate	6	38.25
	Archery	8	29.81
	Martial Arts	8	37.13
	Football	21	44.48
	Takraw Kick	6	27.25
	Total		73

	Achievement	Motivation
Chi-Square	6.577	
Df	6	
Asymp. Sig.	.362	

A. Kruskal Wallis Test;

B. Grouping Variable: The Length_of Exercise.

Based on data analysis mean rank of 38.69 in the athletic group with n=16, and a group wrestling with n=8 found mean rank of 27.44, karate groups with n=6 found mean rank of 38.25, archery group with n=8 found mean rank of 29.81, martial arts groups with n=8 found mean rank of 37.13, soccer group with n=21 found mean rank of 44.48, takraw kick groups with n=6 found mean rank of 27.25, at significance level (α 0.05). Testing criteria Reject Ho if the value χ^2 (Chi Square) count was greater than χ^2 (Chi Square) on the table ($\alpha=0.05$). Based on the above results found χ^2 statistics count=6.577 is smaller than χ^2 table=12.6 means there were significant differences in achievement motivation among the 7 the kind of branch sports.

3. Discussion of Research Results

From the test results obtained by the first hypothesis that there were significant differences in achievement motivation among student athletes and non-athlete students. This difference could occur as a result of the environmental impact of different parenting. Empirical facts were revealed from this study shown the unique influence of the “experience” direct students to the student athletes’ psychological state. All of this, of course, it could be obtained through an active process and give meaning to the individual’s own though different in each individual.

These findings were not rule out the benefits of physical education and sport. At the international level, there was agreement that physical education and sport was an integral part of the overall education, which it developed to the human. Physical education and sport as an “educational tool” for improving the quality of life was revealed in the International Charter of Physical Education and Sport (*The International Charter of Physical Education and Sport*; the Rusli Lutan, 2002). It viewed meaningfulness physical education and sport, making the United Nations in 2005 as the year of physical education and sport (UN Report, 2005). Furthermore, Rusli Lutan (2003) described the formation of human potential, personality and temperament to be a part of coaching activity of human motion in the context of physical education and sport, which in turn could be used for various purposes. The opinions by Crum (2006) reinforce the explanation Rusli Lutan where the ultimate goal of physical education and sport is a benefit to be obtained by the students for their social life.

To emphasize that physical education and sport had a positive impact on psychological aspects, these findings were in line with the opinion of Ommundsen, Bar-Eli (1997) that physical education as part of

the educational use of physical activities such as games and sports as a tool to achieve educational goals can affect psychology students. However, in practice, according to Rusli Lutan (2003) physical education teaching marginalized because not evoke the occurrence of the learning process, so that the field of study that was felt meaningless.

Even physical education did not emphasize the aspects of sports performance, but physical education was the foundation for developing motor skills so that someday provide ease in mastering certain sports field. According Seefeldt and Martha (1996, p. 9) “*ideally, the physical education programs should provide the basis of fundamental movement skills, development behavioral Appropriate physical activity, and physical attributes so students can pursue a wide variety of physical interests, Including various sports*”. According to Rusli Lutan (2001) in addition to the benefits of physical education to the biological, also adds the benefits of psycho-social as improvement of self-image (*self-image*) and the fit of self (*self-esteem*), welfare psycho-physical (*well-being*), prevention of stress and depression, In essence, physical education and sport presented many challenges that plays a major role in helping students to integrate themselves through physical activities, games and sports (Hoedaya, 2009).

Based on previous exposure could be disclosed that the objectives and the impact and benefits of the proposed physical education is not achieved considering the environment SMAN 6 who have limitations in facilities and infrastructure. Of course in this situation, the teacher was not able to apply the methods and techniques of teaching which leads to the ultimate goal of learning for non-performance implementation of the learning process as stated in the physical education curriculum. Although there were differences that student achievement motivation better athlete, student achievement motivation did not mean that non-athletes did not benefit other fields. According to Camara (1986) as cited Adedeji Tella (2007, p. 152) that a child shown achievement motivation in sports, but did not show the motivation in the work of the school. That was, the value of different situations have different motivations for the child.

The second hypothesis testing results shown that achievement motivation was not related to the length following a competitive sports coaching. The duration of follow guidance referred to in this study was 2 years and 3 months, 1 year and 3 months and 3 months since the data were collected after the new school year runs 3 months. The link between long exercise with achievement motivation, it should also be observed from the results Schultz and Schultz (1994; in Lili Garliah & Nasution, 2005, p. 42) in which individual achievement motivation were in high condition at the age of 20-30 years. In the words were different but the same substance; the range of age of the children involved in the sport between the ages of 10-13 and have consistently decreased until the age of 18 years (Ewing & Seefeldt, 1989; State of Michigan, 1976; in Weinberg & Gould, 2003). The substance of these findings was the achievement motivation in adolescents life happens once was a teenager and once late adolescence/early adulthood. This was similar to what was said Feldman (2008); Fraenken (1994) that the achievement motivation affect the psycho-social and biological urge influenced other words, in addition to achievement

motivation was the need for results that were influenced by social motives that could be studied in the environment and involve others, also influenced by biological.

Referring to the findings and refer to the regulations that age was a high school student athletes PPLP/equivalent. Each student athlete who became PPLP students must meet the administrative requirements which the maximum 16-year-old student and class 1 high school/equivalent, commencing on 1 January (Kemenpora, 2006). In other words, there was kesinkronan between theoretical and empirical facts. That was, achievement motivation among students began to decline while in PPLP and reached the peak age after coming out of PPLP.

It could be the cause of the findings of this study was not associated with length of follow coaching competitive sports was not due to factors had no effect on student achievement motivation but student athletes were at an age of transition as disclosed by Schultz and Schultz (1994); Ewing and Seefeldt (1989); State of Michigan (1976); Feldman (2008). It was necessary to look for patterns or new strategies to build student achievement motivation at the age of transition, for example by involving psychologists.

The most interesting result in this findings was the amount of competition followed by student athletes who train 1 year 3 months and 2 years and 3 months did not differ with student athletes who train three months. It was certain athletes a longer stay in the hostel more competition for PPLP have a match calendar that stays throughout the year. Athletes who did not own achievements and undisciplined displaced by athletes who entered in the next school year. This fact contradicts the theory of Weinberg and Gould (2003) and Anshel (1997) which said that the motivation associated with the competition. The competition in question was an official match, followed by the student athletes as well as the provisions of the center each year. In addition to the championship calendar had been set from the center, student athletes also required to follow a number of competitions set by the area manager.

The other cause, the absence of a difference in the length of follow guidance, thought to be caused because the purpose of each exercise was not inherent to the process or training activities. The exercise carried out as stated in the program was not designed and structured to increase achievement motivation. One way to improve performance, according to Weinberg and Gould (2003) in each exercise should be as far as possible there was a slogan that inspires, such as “winners never quit, go hard or go home, give 110 percent, the target of this day on the results of yesterday” and be done repeatedly so ingrained in the minds which later became part of a private athletes. This suggested that planning exercises associated with exercise goals are achieved. Although in other contexts, but related to personal characteristics, it should also be observed that stated Joseph Doti (2006) that the sport did not automatically establish affective traits, unless environment so arranged. Doti Joseph further stated that “*sports does not build character. Character can be taught and learned in a sports setting. A sport experience can build character, but if the environment is structured and planned and a stated goal is to develop character*”. This statement signed that achievement in sports training or physical education and sport can achieve the desired goal in learning if the approach was supported by the principles and implementation methods and

supported the ability of trainers or teachers to manage the process of training or learning. In other words, good training in competitive sports as well as the implementation of physical education and sport to be individuals holistically beneficial when it done with teaching methods and implementation techniques, and is supported by structuring the learning environment conducive to achieve the objective of training or learning.

The results of observations in the field, namely in the halls of residence, either in an open arena or room student athletes found no slogan that can increase the motivation to excel, including the structure of training programs that made the coach. The exercise programs were largely on the physical suppression, techniques and strategies, but weak in personality development of athletes, especially in achievement motivation. It could be no increase in achievement motivation in terms of the length of involvement in coaching because exercise programs ignore the personality development of athletes.

A detailed plan in the form of a gradual program, tiered and sustainable in the long term requires a diligence that is a variable affect towards high performance. Such a situation commonly referred to as *goal setting*. *Goal setting* is a form of setting goals to be achieved in stages and measured in an effort to improve performance to achieve optimal performance. Sports psychology researchers believe the importance of *goal setting* in influencing achievement motivation to achieve high performance. According to Anshel (1997); Fouss and Robert (1981) *goal setting* clear and tiered can increase motivation and monitor the progress and success.

The performance would be maximized if the goals set can be observed and reflected in the form of short, medium and long term. According to (Anshel, 1997) someone motivated when involved in activities that can be achieved in the short term and long term. However, many coaches do not understand the positive benefits of the stages of training on motivation.

Presumably one of the reasons the absence of a difference that follows guidance 2.3 years, 1.3 years, 3 months due athlete has never engaged in drawing up the task exercise or set targets to be achieved so that athletes were not committed to the goal (goal commitment). According to Revelation Ariani (2008) commitment was very important for deciding how to achieve goals. Further revelations Ariani said *goal setting* was a link between *goals* and *performance*. Performance would be maximized if no individual commitment in achieving the targets. Commitment encourages individual confidence to achieve the target task, and also moderate the relationship between achievement motivation and performance. High commitment would produce high performance, and vice versa low commitment to produce the appearance of a low. Individuals were able to compile a difficult target and achieve an individual who has high achievement motivation. That was, the individual achievement motivation would not appear if you did not have a high commitment to the completion of the task. In other words, an intermediary commitment achievement motivation and performance (performance).

From the description it could be concluded that the *goal setting* a planned and organized can be started diligence guidelines in carrying out the duties made himself so influential on particular motivation

achievement motivation. Similarly, achievement motivation believed that the success achieved is the result of their own efforts and not because redeployed.

From the results of the third hypothesis testing significantly obtained that there was no difference in achievement motivation based on gender. In other words, groups of students and groups of students' male athlete female athletes did not show a positive difference in the context of the achievement motivation. The psychology researchers have not agreed on the results of achievement motivation in relation to gender. In major findings stated that men better than women, a minority find the cause of these differences are environmental factors, cultural.

This finding was consistent with the findings of Cox (1985) consistently and accurately fail to find linkages achievement motivation and gender. Still in Cox, research McElroy and Willis (1979) also found no evidence of a positive in the situation of sports between men and women. In addition McElroy and Willis found a weak association between sports performance and achievement motivation.

Other findings support there was not differences between men and women, McClelland-Atkinson; Sarason and Smith (1971) experts who were concerned with achievement motivation, as revealed in Cox (1985) that they also failed to locate accurately and consistently in terms of achievement motivation and gender. This was because women lack the motivation successful than men.

In regard to sports students, these results reminded of the research results of Anshel (1997) found no difference in boys and girls in sport competitions among school children. The same thing William (1980; in Weinberg & Gould, 2003) found students of female athletes more achievement-oriented, independent, aggressive, have a stable emotional and assertive than female non-athletes.

The results of this study were not consistent with some of the findings of experts who concluded that there were differences in achievement motivation of men and women, though the relatively weak due to several related factors. It could be seen from some of the following findings.

This research was not related with Sarason and Smith (1971; in Cox, 1985) who found the achievement motivation of girls inconsistent and not the same as boys. That was, there were differences in achievement motivation between men and women. Furthermore, these findings were also inconsistent with the theory of developmental psychologists, who claimed that the motivation in adolescence decreased both in men and in women, but more women than men Santrock (2008). In this study, to use a sample belonging to upper secondary school students. This fact suggested that there was a weak relationship motivations of men and women among students for outstanding achievement motivation was influenced by biological drive (Feldman, 2008; Fraenken, 1994).

Other studies were not consistent with the findings of this study are Pratt et al. (1999; in Anung Priambodo, 2005) who studied achievement motivation in the context of physical education in the junior high school students and found that there was not achievement motivation in physical education programs more common in girls than boys. This was according to Pratt et al., related to a view of society that still considers part of physical activities more suitable for boys. Male involvement in

various activities of motion is more of a positive outlook and valuable because of the characteristics of male aggressive and tough, dominant and powerful that supports their involvement in a wide range of motion activity than girls. Some girls were often overcome internal conflict when it begun to engage in activities of motion due to the majority view of the community that girls were more suited to the household (domestic).

Researchers' sports of psychology recognized the importance of *culture* to explain the gender differences in sports. According to research by Eckert (1973; in Anshel, 1997) that differences in cultural attitudes on physical activity as the cause of differences in appearance; trainers, teachers and parents of different religious beliefs and expectations towards the involvement of boys and girls (Krane, 1994; in Anshel, 1997). The description of the results of the study proved that women were not inferior to men in achievement when treatment and given the same opportunity. The difference was simply because the social viewed of some people who had not been looking at sport as a catalyst for potential carried out women were equal to men as expressed by the United Nations in charge of women's issues (UN, 2007).

From the results of the fourth test of the hypothesis significantly obtained that there was no difference in achievement motivation in their respective sports. This finding was consistent with research McElroy and Willis (1979; in Cox, 1985) that there was no evidence of achievement motivation in sport situations. They conducted research achievement motivation in five sports were different (type of sport was not mentioned), and suggested bring the situation sport was an area to instill achievement motivation in boys but not a factor that stands out, and students were female athletes rather than seeing success in participating in sport to excel but provided a positive experience for both men and women. It was not many findings related to the achievement motivation of sports that could be used as a reference, so it was advisable to do further research.

The competitive situation and development of less developed suspected as a cause was no difference in achievement motivation among sports. The sport built PPLP was composed of individual-sport such as athletics, wrestling, karate, archery, martial arts, and the team was a football and takraw kick different frequency or amount of competition that followed.

The development of achievement motivation required a strategy of time, plan and effort to achieve optimal results, and should be repeated continuously was not only once or twice a training or teaching, or when a child had a problem. It just the process of training and learning inherent and appropriate physical education and competitive sport of trainers/teachers can instill in students achievement motivation.

Based on these findings that competitive sport was able to instill the values of achievement motivation among students to be an *achiever*, who will become the next generation and was expected to face the problems of the nation, were becoming increasingly complex in the future. It was only a nation that had the drive to achieve, which from among students through physical education and competitive sports nation could solve problems such as fighting nepotism, hedonism, cheating in examinations, and other

social issues. The failure of trainers and teachers internalized the values of personality in motion during the student experience leading to potential *abilities* could not fully realization mainly achievement motivation.

4. Conclusion and Suggestion

4.1 Conclusion

Based on the analysis and discussion in this study, presented some conclusions as follows:

- a. There were differences in achievement motivation among student athletes with non-athletes students, where students were better athletes than non-athletes among students of high school students.
- b. There was no difference between the achievement motivation length of exercise 2.3 years, 1.3 years and 3 months.
- c. There were no differences in achievement motivation between male athletes and female athletes among high school students.
- d. There were no differences in achievement motivation among the 7 athletics, wrestling, karate, archery, martial arts, football and takraw kick among high school students.

4.2 Suggestion

Referring to the conclusions that have been put forward in order to improve the quality of people since the students, researcher expressed suggestions that were expected to contribute, and to considerate for education experts and further research, namely:

- 1) In the context of human resource development since the students, the government needed to develop or to open centers of competitive sports such as sports clubs, exercise classes, specialized sports schools throughout the area with the concept according to the potential target area, being able to internalize the personal traits that superior personality.
- 2) Department of Education and Dispora conduct training of physical education teachers and coaches to improve and to develop skills in a scenario of learning and training programs oriented to the development of personal characteristics such as achievement motivation. It was necessary to be able to raise the dignity and the existence of physical education and sport that had an impact on the development of human resources that have competitiveness. In addition, sports competitions among students need to be improved in order to foster a competitive nature.
- 3) In further studies, it was advisable to examine the impact of the limitation of infrastructure toward the development of the values of personality, achievement motivation and relationship with school performance or achievements of the sport, the impact of a commitment to achievement motivation was linked to the performance. It besides assessment issues of social environmental influences on the planting of competitive sports achievement motivation interesting to be followed up, with serious attention to the causes of the weakness in the preparation of the instrument.
- 4) For pplp policy makers, especially with regard to the recruitment of student athletes, it was important to do psychological tests related to achievement motivation, as a condition of admission,

promotion and relegation athletes. This needed to be done to effective and to efficient pplp funding for the fluently process of coaching the athletes.

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