

## The Analysis of Relationship Between Achievement Motivation, Self-Efficacy and Students Social Laziness

<sup>1</sup>Purwantini, <sup>2</sup>Ika Rahayu Satyaninrum, <sup>3</sup>Euis Kusumarini, <sup>4</sup>Mardiati, <sup>5</sup>Antonius Rino Vanchapo

<sup>1</sup>Universitas 17 Agustus 1945 Semarang, Jl. Pawiyatan Luhur, Bendan Duwur, Semarang

<sup>2</sup>STAI Al-Hamidiyah Jakarta, Jl. Raya Sawangan No.12, Rangkapan Jaya, Kec. Pancoran Mas, Kota Depok, Jawa Barat

<sup>3</sup>Universitas Widya Gama Mahakam Samarinda, Jl. Wahid Hasyim 2 No.28, Sempaja Sel., Kec. Samarinda Utara, Kota Samarinda, Kalimantan Timur

<sup>4</sup>STKIP Budidaya Binjai, Jl. Gaharu No. 147, Jatimakmur, Binjai Utara, Jati Makmur, Kec. Binjai, Kota Binjai, Sumatera Utara

<sup>5</sup>STIKes Faathir Husada, Jl. Raya Saga - Bunar No.20, RT.001/RW.003, Saga, Kec. Balaraja, Kabupaten Tangerang, Banten  
[purwantini@untagsmg.ac.id](mailto:purwantini@untagsmg.ac.id)

### Abstract

For students, social laziness is a major issue. Social laziness is linked to a number of elements, including self-efficacy and success drive. Individuals with a high level of self-efficacy can easily complete the tasks in their work group, thus they do not free ride in their work group. The purpose of this study is to investigate experimentally the link between self-efficacy and success motivation and social laziness in students. This study employs quantitative correlational approaches. This study's population consisted of students of one school in Indonesia. The sample size for this study was 300 students drawn from eight courses using the cluster random selection approach. According to the findings of this study, self-efficacy has a strong partial link with social laziness, with a significance value of  $0.000 < 0.05$  and a correlation value of  $-0.613$ . Achievement motivation has a strong partially relationship with social sloth, with a significant value of  $0.000 < 0.05$  and a correlation value of  $-0.623$ . Self-efficacy and success drive are strongly associated with social laziness. Furthermore, the three variables have a significant relationship, with a correlation value of  $0.640$ . As a result, there is a link between students' self-efficacy, success motivation, and social laziness.

**Keywords:** Social Laziness, Self-Efficacy, Success Motivation, Students

### Abstrak

Bagi para siswa, kemalasan sosial adalah masalah utama. Kemalasan sosial terkait dengan sejumlah elemen, termasuk efikasi diri dan dorongan untuk sukses. Individu dengan tingkat efikasi diri yang tinggi dapat dengan mudah menyelesaikan tugas-tugas dalam kelompok kerja mereka, sehingga mereka tidak bebas menumpang dalam kelompok kerja mereka. Tujuan dari penelitian ini adalah untuk menyelidiki secara eksperimental hubungan antara efikasi diri dan motivasi sukses dengan kemalasan sosial pada mahasiswa. Penelitian ini menggunakan pendekatan korelasional kuantitatif. Populasi penelitian ini terdiri dari seluruh siswa yang terbagi dalam 24 kelas. Jumlah sampel untuk penelitian ini adalah 300 siswa yang diambil dari delapan kelas dengan menggunakan pendekatan cluster random selection. Berdasarkan temuan penelitian ini, efikasi diri memiliki hubungan partial yang kuat dengan kemalasan sosial, dengan nilai signifikansi sebesar  $0.000$  dan nilai korelasinya sebesar  $-0.613$ . Motivasi berprestasi memiliki hubungan yang kuat secara partial dengan kemalasan sosial, dengan nilai signifikansi  $0.000$  dan nilai korelasinya  $-0.623$ . Efikasi diri dan dorongan untuk sukses memiliki hubungan yang kuat dengan kemalasan sosial. Lebih lanjut, ketiga variabel tersebut memiliki hubungan yang signifikan, dengan nilai korelasi sebesar  $0,640$ . Dengan demikian, terdapat hubungan antara efikasi diri mahasiswa, dorongan sukses, dan kemalasan sosial.

**Kata Kunci:** Kemalasan Sosial, Efikasi Diri, Motivasi Berprestasi, Siswa

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Corresponding author: Purwantini

Email Address: [purwantini@untagsmg.ac.id](mailto:purwantini@untagsmg.ac.id) (Jl. Pawiyatan Luhur, Bendan Duwur, Semarang)

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## INTRODUCTION

Social laziness in students is a phenomenon that is of serious concern in the world of education. It refers to the tendency of students to be reluctant or lazy to engage in healthy and

productive social interactions in a school or community setting (Sanna, 2022). This phenomenon can have a significant negative impact on students' personal, academic and social development (Bacon, 2005). One factor that can lead to social laziness in students is addiction to technology and social media. Students often prefer to spend their time using gadgets and connecting with the virtual world rather than engaging in social activities in the real world. They may become socially isolated and struggle to interact with peers and family members. According to previous researchers, social laziness behavior can reduce an individual's ability to absorb learning information (Bandura, 1978). This can cause the individual's academic grades to be low. In line with the narrative of previous researchers, which reveals the lack of ability of perpetrators of social laziness in obtaining competencies and learning objectives causes low academic achievement of these individuals. So that social laziness behavior has a negative impact on individuals and groups in various fields including education (Bandura, 1997).

According to previous researchers one of the tasks in the development of the adolescent phase is to be able to develop good relationships in groups, intellectual skills needed to exert influence on groups and develop socially responsible behavior needed for the future. In line with this, several curricula are needed in the implementation of education and learning to support the achievement of independence and social spirit in the adolescent phase, including the 2013 curriculum which pays more attention to group learning patterns (Hamu et al., 2022).

Self-efficacy is a factor from within the individual that affects social laziness behavior, individuals who have high self-efficacy will show better contribution in the group compared to individuals who have low self-efficacy (Ramadhani, 2021). This is in line with Bandura's theory that someone who has high self-efficacy will believe in his abilities so that he will not reduce all the efforts he makes. So in this case individuals with high self-efficacy will try to contribute to group work. In addition, the non-identification of individual contributions in the group can affect the individual's social laziness (Kerr, 1996).

In addition, motivation affects the social laziness of individuals in the group. According to Bandura, a person with high self-efficacy provides enthusiasm and motivation to the group in achieving goals, because individuals with high self-efficacy will contribute to the group and group members do not feel exploited (Satyaninrum et al., 2022). Social laziness is influenced by individual motivation in conveying ideas or ideas with the aim of making the group excel (Mardiaty et al., 2020). Apart from being influenced by motivation in expressing opinions, social laziness can also affect group motivation in achieving its goals. Members who commit social laziness will reduce the group's motivation in achieving its goals. So it can be concluded that there is a reciprocal relationship between the two (Mardiaty, 2018). Motivation related to standards of excellence and goals is achievement motivation (McClelland, 1978). This is in accordance with previous research on the relationship between achievement motivation and social laziness. This study intends to experimentally investigate

the connection between students' self-efficacy, success motivation, and social laziness (Merlin et al., 2022).

## **METHOD**

A quantitative correlational approach is used in this study. In this study, 800 pupils from a school in Indonesia with 24 classes made up the population. 300 students from eight courses were chosen at random using cluster sampling for the study's sample. For each variable in this study, a questionnaire was employed. The scales being utilized include the self-efficacy scale, the achievement motivation scale, and the social laziness scale, each of which has a reliability score of over 0.700.

## **RESULT AND DISCUSSION**

### *Classical Assumption Test*

The significance value for the normality test findings obtained using the One Sample KS Test was 0.200. As a result of the significant value obtained being more than 0.05, it is possible to conclude that the data in this study are regularly distributed. From the linearity test results, it is known that the linearity test results that have been carried out have met the linearity requirements by showing the significance value in linearity  $<0.05$  and the significance value in deviation from linearity  $> 0.05$ . As a result, a linear link exists between the variables of social laziness, self-efficacy, and accomplishment motivation.

### *Results*

Based on data analysis above, the results of hypothesis testing using product moment correlation obtained a correlation coefficient value of -0.613, which is less than 0.05 or 0.000 0.05, indicating a substantial association between self-efficacy and success motivation and social laziness. Based on the results of the existing correlation coefficient value, showing a negative value (-0.613), it can be concluded that if self-efficacy is high, social laziness is low and vice versa. As for whether there is a significant relationship or not, it can be seen in the sig. (2-tailed) value in analysis result which has a sig. (2-tailed) value of 0.000 which is smaller than 0.05 or 0.000  $<0.05$  which means that there is a relationship between self-efficacy and social laziness. Based on the analysis of the results of correlation testing between self-efficacy and social laziness, it can be concluded that the first hypothesis in this study is accepted, this means that there is a strong relationship and has an opposite (negative) correlation direction between self-efficacy and social laziness in students.

The results of the second hypothesis test using product moment correlation obtained a correlation coefficient value of -0.623, which means that the relationship between achievement motivation variables and social laziness is at a strong correlation level, and has a negative relationship direction. Based on the results of the existing correlation coefficient value, showing a negative value (-0.623), it can be concluded that if achievement motivation is high, social laziness is low and vice versa. As for whether there is a significant relationship or not, it can be seen in the sig. (2-tailed) value

in analysis result which has a sig. (2-tailed) value of 0.000 which is smaller than 0.05 or  $0.000 < 0.05$  which means that there is a relationship between achievement motivation and social laziness. Based on the analysis of the results of correlation testing between achievement motivation and social laziness, it can be concluded that the second hypothesis in this study is accepted, this means that there is a strong relationship and has an opposite (negative) correlation direction between achievement motivation and social laziness in students.

The results of the third multiple correlation test get a sig value. F change of 0.000 which is smaller than the probability value of 0.05 or  $0.000 < 0.05$  so that there is a significant relationship between self-efficacy and achievement motivation with social laziness. As for the correlation coefficient value obtained of 0.640 which means that the relationship between the variables of self-efficacy and achievement motivation with social laziness is at a strong degree of relationship or has a strong correlation. Based on the analysis of the results of multiple correlation testing between self-efficacy and achievement motivation with social laziness, it can be determined that the third hypothesis is accepted, this means that there is a strong relationship simultaneously between self-efficacy and achievement motivation with social laziness in students.

### ***Discussion***

The existence of a relationship between self-efficacy and achievement motivation with social laziness is supported by research on the factors that influence social laziness researched by previous researchers in their discussion there are eleven factors that influence social laziness which include the absence of evaluation of individual contributions, unclear division of tasks, group structure, group interaction, self-esteem, self-efficacy, gender differences, achievement motivation, group cohesiveness, and individual personality.

In learning at the research location, implementing a peer assessment system while in groups and classes, so researchers use factors within individuals. In line with previous researcher opinion, if in a group assignment there is an assessment or measurement of contribution per member, the factors within the individual can play a greater role in the emergence of social laziness. This factor within the individual is based on individual experiences that are not random, but are adapted to essential behavior and thinking when the same situation is repeated.

The results in this study also show a partial relationship between self-efficacy and social laziness which is at a high level of correlation with a value of -0.613. According to previous researcher, a negative correlation value means that the relationship between variables has the opposite direction, so that if the first variable is high, the second variable will be low and vice versa. Thus it can be concluded that the relationship between the self-efficacy variable and social laziness has the opposite direction because it has a negative correlation value (-0.613), so in this case it can be interpreted that students who have a high level of efficacy will have a low tendency to do social laziness, and vice versa.

The results of the correlation between self-efficacy and social laziness are supported by previous researcher which found that there is a negative relationship between self-efficacy and social laziness (social loafing) in 2019 psychology faculty students. The majority of research subjects in the study or 60.6% had a low level of social laziness (social loafing), this was in line with the high level of self-efficacy (high self-efficacy) in the majority of research subjects or 78.8%, so that in 104 it was concluded that individuals with high self-efficacy have the possibility to avoid social laziness behavior, on the contrary, individuals with low levels of self-efficacy tend to engage in social laziness behavior when doing group assignments.

The relationship between members can be one of the indicators in social laziness, and is supported by previous researcher which found that social laziness can be seen through the relationship between members in the group, when individuals feel unfamiliar with the group, these individuals tend to do social laziness. So in this case the connection with self-efficacy is that individuals with self-efficacy tend to be more communicative in establishing relationships in groups, and this is supported by previous researcher which shows that self-efficacy has a significant influence on efficient individual communication with other individuals in the group.

In addition to having a partial relationship with self-efficacy, in this study social laziness is also partially related to achievement motivation, this is indicated by the high level of correlation between achievement motivation and social laziness of -0.623. The negative correlation value means that the relationship between variables has the opposite direction, so that students who have a high level of achievement motivation will have a low tendency to do social laziness, and vice versa. The results of the correlation between achievement motivation and social laziness in this study are supported by previous researcher which shows that there is a negative relationship between achievement motivation and social laziness, which is -0.312 ( $p < 0.05$ ), so it is concluded that individuals with high achievement motivation tend to avoid social laziness behavior, on the contrary, individuals with low achievement motivation tend to do social laziness behavior.

## **CONCLUSION**

According to the study's findings, self-efficacy and social laziness have a significant partial association with a correlation of -0.613 and a significance value of 0.000 0.05, respectively. A correlation of -0.623 and a significance value of 0.000 0.05 show a significant partial link between achievement motivation and social sloth. With a significance value of 0.000 to 0.05, self-efficacy and achievement motivation are significantly correlated with social laziness. Additionally, the correlation between the three variables is very high (0.640). Therefore, it may be inferred that there is a connection between students' self-efficacy and accomplishment motivation and social laziness.

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