

I'm Aware of My Goal Orientation, My Fear of Failure will Decrease!: The Effect of Learning Awareness Related to Goal Orientation on Fear of Failure

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ABSTRAK

Permasalahan yang masih terjadi sampai saat ini adalah *fear of failure* pada mahasiswa. Penelitian ini bertujuan untuk menguji pengaruh kesadaran belajar terkait orientasi tujuan terhadap *fear of failure*. Metode penelitian ini menggunakan penelitian kuantitatif dengan analisis *structural equation modelling* (SEM) dalam menguji pengaruh kesadaran belajar terkait orientasi tujuan terhadap *fear of failure*. Subyek penelitian ini adalah 408 mahasiswa di Indonesia. Instrumen penelitian ini menggunakan skala modifikasi orientasi tujuan untuk mengukur kesadaran belajar terkait orientasi tujuan dan skala modifikasi kecemasan berprestasi untuk mengukur *fear of failure* terkait kecemasan berprestasi. Instrumen penelitian ini dinyatakan valid dan reliabel. Hasil penelitian ini menunjukkan bahwa Kesadaran akan orientasi tujuan akan menurunkan *fear of failure*. Kesadaran akan orientasi tujuan mampu menurunkan *fear of failure* karena mahasiswa yang memiliki kesadaran akan tujuan, menjadikan tujuan sebagai fokus utama dalam proses belajar; memonitoring dan mengevaluasi proses kegagalan akademik dan pembelajaran; dan mendorong untuk menetapkan jalan mencapai tujuan.

ABSTRACT

Fear of failure has been still a big problem among students. This research aims to examine the effect of learning awareness related to goal orientation on fear of failure. This research was a quantitative research using structural equation modeling (SEM) analysis to test the effect of learning awareness related to goal orientation on fear of failure. The subjects of this research were 408 students in Indonesia. This research instrument uses a modified goal orientation scale to measure learning awareness related to goal orientation and a modified achievement anxiety scale to measure fear of failure related to anxiety. This research instrument was declared valid and reliable. The results of this research show that the students' awareness of goal orientation can reduce their fear of failure. Those who are aware about their goals focus on the goals in the learning process, monitor and evaluate the process of academic and learning failure, and are encouraged to determine the path to achieving goals.

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INTRODUCTION

Students have multiple roles in their daily lives, namely roles as students for their academic life, roles as a child, and roles as an individual who needs self-development. Each student role has complex challenges, and those challenges may cause fear of failure in students' minds. Fear of failure is a problem in the academic world today. Fear of failure occurs in many universities (Ben-Gal Dahan & Mikulincer, 2020; Chen et al., 2020; McBride et al., 2019; Umegaki et al., 2022; J. Yu & McLellan, 2020). Fear of failure in the academic field in higher education also occurs in Indonesian students (Hanifa, 2017; Hidajat et al., 2020; Rachmady & Aprilia, 2018; Waqiati et al., 2013).

Fear of failure is a process of excessive anxiety about failure that will be accepted by students (Adewale et al., 2021; Yue et al., 2022). It is an anxiety about failure in the psychomotor learning process (Chenet et al., 2020; Delgado et al., 2018; Dickhäuser et al., 2016; Kader, 2016; Thomas et al., 2017; S. Yu et al., 2020), particularly when they want to start an evaluation (Elmelid et al., 2015). Fear of failure deals with excessive anxiety related to the process of negative judgment of people on themselves (Putwain et al., 2016).

Fear of failure has a negative impact on the learning process (Delgado et al., 2018; Kader, 2016; Liu et al., 2020; Putwain et al., 2015; Rachmady & Aprilia, 2018). Fear of failure sets students' feeling to focus more on the failure that will be experienced in the academic aspects of students, even though this is not necessarily the case and full of uncertainty. Fear of failure creates a feeling of learning as the way to avoid negative judgment by the surrounding environment. Students learn many things not for the reason of enjoying the process of seeking new knowledge but more on achieving good grades to meet the expectations of the student's social environment. The learning process becomes meaningless and a burden for students. Having the fear of failure leads to depression, and this can result in low learning achievement in class.

Students should have a low or even no fear of failure (Gonzalez-dehass et al., 2017; Ismailos et al., 2019; Kolovelonis & Goudas, 2018; Ma et al., 2020). Students are expected to focus more on understanding lecture material and enjoy the process by taking every challenge as a means to progress and grow. The learning process without fear of failure is also able to encourage students to be more involved in every process of developing various skills such as communication skills; problem solving; creative thinking; innovative thinking; team work; and continuous learning. This is an empirical gap that is still a concern today in the academic world in higher education.

One of the dominant factors that can influence fear of failure is learning awareness related to their goal orientation (Gonzalez-dehass et al., 2017; Stan & Oprea, 2015; Wolf et al., 2018). Learning awareness related to goal orientation is awareness of the academic direction that students will take (Adewale et al., 2021; Yue et al., 2022). Learning awareness related to learning goal orientation also means the process of realizing the orientation of learning meaning, academic desires, self-competence, competencies that must be developed, personal development strategies to achieve predetermined goals. Learning awareness related to learning goal orientation is also a process of understanding the meaning of goals and composing a path to achieve goal realization (Abdelrahman, 2020; Wu & Corpus, 2023). Learning awareness related to goal orientation refers to efforts to enjoy the lecture process as a way to achieve goals, starting from enjoying the new knowledge provided by the lecturer, the process of discussion with friends, the process of analyzing cases, the process of solving problems, the process of failure, the process of interpreting failure, and the process of learning from the failure; the process of getting back up; the process of continuing to strive in learning until reaching the goals that have been designed (Al-Tameemi et al., 2023; Alt & Boniel-Nissim, 2018; J. Yu & McLellan, 2020).

Many previous studies have examined the effect of learning awareness related to goal orientation and fear of failure in students. Learning awareness related to goal orientation can reduce fear of failure in students because the process of realizing goal orientation leads students to a process of focusing on goals and strategies to achieve academic goals (Al-Tameemi et al., 2023; Castillo-Angeles et al., 2019; Turner et al., 2021; Umegaki et al., 2022). Students try to enjoy every learning process. The process of realizing learning goals in developing competencies will encourage students to make

failure a means to evaluate and learn to further improve these failures to develop new knowledge and skills.

Learning awareness related to goal orientation is also able to increase fear of failure in students (Delgado et al., 2018; Stan & Oprea, 2015). This happens to students who have learning goals related to achieving a positive image in the surrounding environment. This shows a theoretical gap related to previous research. Therefore, this study wants to re-examine the effect of learning awareness related to goal orientation on fear of failure.

Due to the empirical gap that still occurs in the academic world; the theoretical gap between learning awareness related to learning goal orientation in college towards fear of failure, and the urgency of problems related to fear of failure, this study aims to explore learning awareness related to goal orientation towards fear of failure in college students.

METHODS

This research method is a quantitative research method with structural equation modeling analysis (Ghozali, 2011). This study aims to test the effect of learning awareness related to learning goal orientation on students' fear of failure. The exogenous variable in this study is learning awareness related to learning goal orientation. The endogenous variable in this study is fear of failure. The sample of this study was 408 students in Indonesia. The research instrument used to measure learning awareness related to goal orientation uses a modified goal orientation scale (Vandewalle, 1997). The scale used to measure students' fear of failure related to achievement anxiety was the modified achievement anxiety scale (Watson, 1988).

Instrument validity was carried out with CFA tests which include convergent validity analysis and discriminant validity analysis. CFA convergent validity analysis reduces items that have a loading factors smaller than 0.05 and selects items that have a loading factor value of more than 0.05. Items that have a loading factor of more than 0.05 indicate that the learning awareness variable items related to goal orientation, which have 3 dimensions of goal orientation, are able to project learning awareness variables related to goal orientation, and each goal orientation indicator is able to project each dimension. CFA convergent validity analysis also explains that the fear of failure variable related to achievement anxiety which includes the dimensions of debilitating anxiety and facilitating anxiety is able to project the fear of failure variable related to achievement anxiety with a loading factor value of more than 0.5. Each indicator is also able to project dimensions with a loading factor value of more than 0.5. The following is a structural equation model of the exogenous variable, namely the learning awareness variable related to goal orientation on the endogenous variable fear of failure related to achievement anxiety.

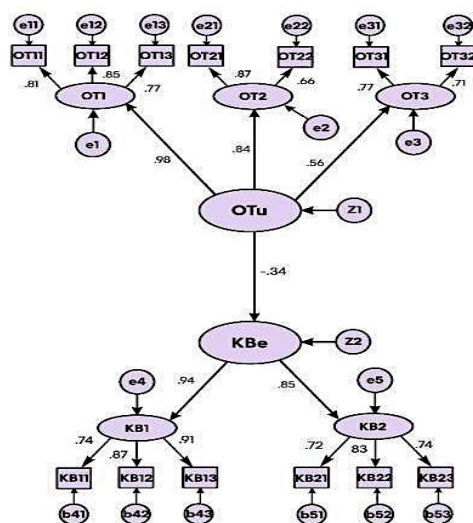


Figure 1. Structural Equation Model (SEM) of learning awareness related to goal orientation on fear of failure related to achievement anxiety.

The next step was to test the reliability of items that were declared valid. The instrument construct reliability test in this study used AVE and composite reliability analysis. The AVE test results show that the average variance extracted (AVE) was greater than 0.5 and the composite reliability value was greater than 0.7. Therefore, the items in each instrument were able to measure indicators. The following are the results of the construct reliability test.

Table 1. AVE and Composite Reliability Results

Variabel	Indicator	Aitem	AVE	Composite Reliability
Goal Orientation	Learning Goal Orientation	OT1.1	0.560	0.835
		OT1.2	0.639	0.841
		OT1.3	0.634	0.837
	Prove Goal Orientation	OT2.1	0.537	0.822
		OT2.2	0.652	0.882
	Avoid Goal Orientation	OT3.1	0.589	0.896
OT3.2		0.559	0.863	
Achievement Anxiety	Delibitating Anxiety	KB1.1	0.653	0.883
		KB1.2	0.630	0.834
		KB1.3	0.541	0.824
	Facilitating Anxiety	KB2.1	0.711	0.881
		KB2.2	0.531	0.819
		KB2.3	0.568	0.840

Therefore, it can be concluded that the research instruments used in this study are valid and reliable.

RESULTS AND DISCUSSION

Results

The results of this study can be explained through four data analysis tests, namely linearity test, normality test, outlier test and direct effect test of exogenous variables, namely learning awareness related to goal orientation on endogenous variables, namely fear of failure.

1. Linerity Test

The linearity test in this study aims to test the linearity between the exogenous variable, namely awareness of learning goals on the endogenous variable, namely fear of failure. The following are the results of the linearity test analysis.

Table 2. Analysis of Linearity Test

Exogenous	Endogenous	F	Probability	Description
Learning awareness related to Goal Orientation	Fear of Failure	88.595	0,000	Linier

Table 2. depicts that there is a linear relationship between awareness of learning goals and fear of failure. This is indicated by the probability value of <0.05, namely 0.000.

2. Normality Test

Normality testing was determined by analyzing the CR value. The following is a normality test of the research data.

Table 3. Normality Test Analysis

Multivariate Normality	C.R.
9.754	1.883

Table 3. presents that the CR-min value shows a critical value of ± 2.58 , which is 1.883. So that theresearch data has a normal distribution.

3. Outlier Test

Outlier testing in this study was carried out by looking at the probability value of 1 and probability 2. As it was less than 0.05, it can be stated that the research data in the variables of awareness of goal orientation and fear of failure did not contain outliers.

4. Direct Effect Test

The test of the direct effect of awareness of goal orientation on fear of failure can be seen by the critical ratio (CR) and T statistic (1.96) analysis process, probability value, and level of significance (alpha 5%). The following are the results of the direct effect test.

Table 4. Test results of the Effect of Awareness of Learning Goal Orientation on Fear of Failure

Exogenous	Endogenous	Path Coefficient	S.E.	C.R.	p
Goal Orientation	Achievement Anxiety	-0,346	0,111	-6.183	***

Table 4. Shows a CR of $-6.183 > t$ statistic (1.96) and $p^{***} (<0.01) < 0.05$. This explains that awareness of goal orientation has an influence on fear of failure in students. The direct effect coefficient of the effect of awareness of goal orientation on fear of failure is $- 0.346$. This shows a negative influence between awareness of goal orientation on fear of failure. Students who have a high awareness of orientation will reduce fear of failure, especially in achievement anxiety.

Discussion

Psychological Dynamics of Learning Consciousness related to Goal Orientation in Minimizing Fear of Failure

Learning awareness of goal orientation can reduce fear of failure in learning. This supports previous research which states that learning awareness of goal orientation can reduce fear of failure in students (Al- Tameemi et al., 2023; Alt & Boniel-Nissim, 2018; Castillo- Angeles et al., 2019; Turner et al., 2021; Umegaki et al., 2022; Wu & Corpus, 2023; J. Yu & McLellan, 2020). The process of realizing goal orientation as the firststep in determining success in learning encourages students to set goals that are in accordance with their learning abilities; this process involves cognitive activities in measuring, monitoring and evaluating the learning process that has been carried out.

This process of evaluating self-ability is adjusted to the desired expectations in a field in college.This evaluation process then encourages students to set realistic goals. This realistic goal enables studentsto review the learning process that has been done and even academic failures that have been experienced. Students are autonomously able to determine the path and strategy that suits their characteristics. Awareness of the orientation of the goals that have been set promotes the willing to start the learning process by reading references related to the field of lectures studied, attend lectures, follow the discussionprocess, be sensitive to problems related to the competencies to be achieved, and try to be proactive in obtaining the expected knowledge and learning skills. This is in accordance with previous research which statedthat the awareness of goal orientation helps students to focus students to engage in the learning process (Castillo-Angeles et al., 2019; Zhang et al., 2019).

Failure is the main reality for students who have set a goal orientation for college. The process of realizing goals even when students experience failure encourages students to stay focused on goals. The focus on goals encourages students to revisit self-improvement and complete challenges to master what has not been mastered and resolve the failures faced. The process of realizing this academic goal orientation also leads students to realize that achieving goals requires a regular process. This academic process includes the processof understanding goals, understanding strategies

for achieving goals, the process of practice, the process of self-monitoring, the process of self-improvement, and the process of achieving goals. The process of realizing this goal orientation assists the students to continue to interpret every learning process to achieve goals even though it is not easy. This is in accordance with previous research which states that awareness of goal orientation helps students in making meaning of the learning process experienced (Abdelrahman, 2020; Fajardo & Torres-Guzmán, 2016).

The process of failure experienced by students in the lecture process makes students who are aware of the goals set to continue to view goals as the final result that must be steadfastly achieved. Goal orientation encourages students to be resilient and bounce back, as well as consistently correct failures and renew themselves. It motivates students to enjoy the process of failure and rise in learning until the achievement of academic goals. They focus more on achievement and not on the academic failures experienced, even though the failure is experienced many times. Therefore, academic awareness of learning goals can reduce fear of failure in learning in students. This is in line with previous research related to academic awareness of learning goals being able to reduce fear of failure in learning (Adewale et al., 2021; Ben-Gal Dahan & Mikulincer, 2020; Hidajat et al., 2020; Kalkbrenner et al., 2020; Turner et al., 2021; Uçar & Sungur, 2017).

CONCLUSIONS

Awareness of goal orientation can reduce fear of failure. Those who have awareness of goal orientation make goals their main focus in the learning process, monitor and evaluate the process of academic failure and learning, and are encouraged to set a path to achieve goals. In addition, they are motivated to find strategies to achieve the goals. This way also can reduce students' fear of failure.

The implication of the results of this study in the academic field, especially in the fields of education and educational psychology, is that the theory of awareness of goal orientation that can reduce fear of failure related to achievement anxiety can be used as a basis for prevention and intervention for students who have fear of failure. Prevention for students who have a fear of failure is to provide space for students to determine learning goals during lectures. The goals that have been set will be the main motivation for students when in the learning process, students experience fear of failure. The process of setting short-term goals in every lecture monitoring process even when students are in the experience of learning failure, becomes an intervention effort for students who have a fear of failure. Setting learning goals in every learning process and failure experience, encourages students to focus on goals, leads students to achieve learning expectations, gain happiness in learning and reduce fear of failure.

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