

Achievement Goal Orientation in Online Learning Is Performance Goal More Important Than Mastery Goal In Farmachy Student?

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Abstract

Online learning is still in effect until early 2022. Teachers, students and parents can feel the impact on the educational aspect. We examine students' learning motivation in achievement goal orientation during online learning. A total of 238 pharmacy students filled out the achievement goal orientation scale online. The results show no significant difference in the average of each orientation, including the approach and avoidance dimensions. Our findings illustrate how pharmacy students as part of a collectivist society affect student orientation in achievement goals. The results show that the average performance goal orientation is higher than the mastery goal orientation. The results of the dimensions are discussed in detail.

Introduction

The COVID-19 pandemic will continue until early 2022, especially in Indonesia. It is undeniable that COVID-19 has brought about very significant changes, such as in the economic aspect (Murshed, 2022), education (Reimers, 2022), physical and psychosocial (Rasheed et al., 2022) and mental health (Herdian & Qingrong, 2021). The learning process carried out in schools is changed to distance learning for the educational aspect. This is done to reduce the level of spread of the COVID-19 virus in the community. Online learning requires synergy between school and parents at home to run smoothly. However, in current research, problems arise in the role of parents who ultimately have to carry out multiple roles, such as mentors, educators, carers, developers and supervisors (Kurniati et al., 2020). Besides that, it is necessary to optimize the role of the teacher (Hajeni et al., 2022) and supervision from the school principal (Mustari, 2022) so that it has an impact on increasing the ability of teachers in preparing lesson plans, understanding and strengthening Mastery of learning materials, class management and use of time and communicating with students well. Even this adds a lot to the teacher's work.

Various studies specifically discuss how effective distance learning is, such as the difficulty of understanding the material due to the lack of interaction between students (Zulkarnaen, 2022). Students seek various illegal ways to be able to do assignments or exams. Besides that, the teacher finds it difficult to measure the level of student understanding, student character and academic assessment (Dini et al., 2021). specifically, the results of research conducted by Widyastuti (2022) said that the practice of symbolic violence had an impact on various aspects, such as psychological aspects, students experienced pressure and boredom due to distance learning, economic aspects, additional expenditures for purchasing quotas and other learning facilities, and sociological aspects, lack of interaction social interactions that occur between teachers and students as well as between students. Even a recent research report says that online learning impacts character education, especially honesty (Herdian et al., 2021). In response to various problems, we conduct research that focuses on student motivation in online learning. This study explores the psychological aspects of students participating in online learning, which were not discussed by previous studies that focused on parents, teachers and schools.

Various types of students in achieving learning goals in online classes. To understand this, the Achievement Goal Orientation theory can explain how each student's learning objectives differ. Achievement Goal

orientation is a self-image to assess your capacities, such as achieving or not achieving goals (Septiani et al., 2019) and individual concepts in interpreting and responding to an achievement (Brett & Vandewalle, 1999). Achievement goal orientation is the individual's desire to achieve his goals in the material or subjects provided by the lecturer or teacher. Then the individual carries out activities that achieve his goals, such as developing skills and self-development to survive in individual Performance after experiencing failure as a natural condition of the learning process (Sicak & Arslan, 2016). according to Frislia and Handoyo (2020), achievement goal orientation is an individual who shows the ability to ensure that he has wholly completed the final result of the work. Individuals who can identify problems and then get ideas to solve them will apply them to solve existing problems because individuals will innovatively improve work behaviour and demonstrate their ability to achieve their ultimate work goals. Achievement goal orientation also means that beliefs, emotions, and assessments determine the individual's goal in completing a task to achieve optimal results (Ames, 1992) on individual involvement in achievement behaviour (Elliot et al., 2011).

Materials and Methods

The participants in this study were 238 pharmacy students undergoing online lectures. Table 1 shows that female participants dominated this study, amounting to 187 or 78%, compared to male participants, which amounted to 51 or 21.4%. The participants are at least 25 years old with 1 student and 17 years old with 2 students based on age. While the participants who dominated this study the most were participants aged 21 years, as many as 81 students or 34%. In addition, the participants were quite balanced aged 18 years (43%), 19 years (34%) and 20 years (38%).

Table 1. Participant

	Levels	Counts	% of Total	Cumulative %
sex	Male	51	21.4%	21.4%
	female	187	78.6%	100.0%
age	17	2	0.8%	0.8%
	18	43	18.1%	18.9%
	19	34	14.3%	33.2%
	20	38	16.0%	49.2%
	21	81	34.0%	83.2 %
	22	17	7.1%	90.3%
	23	15	6.3%	96.6%
	24	7	2.9 %	99.6%
	25	1	0.4%	100.0%

Achievement Goal Orientation is measured by the Achievement Goal Orientation scale, which consists of two dimensions, namely mastery goal orientation and performance goal orientation. Pinrichth et al. 1., (2008). Mastery goal orientation is individuals who only focus on the learning process, try challenging things to solve, can develop new competencies, learn new things to add insight mastery goal orientation has the meaning of mastery-approach orientation or pursuing a new understanding of one's desires (6 items) and mastery-avoidance orientation or avoiding forgetting the learning material (8 items). The total item mastery goal orientation is 15 items. Performance goal orientation, namely performance-approach orientation or pursuing higher values than others to look smart (10 items) and Performance-avoidance orientation or avoiding bad results among friends to not look stupid (8 items). Total Item Performance goal orientation is 8 items. achievement goal orientation has a reliability value of = 0.878

The data analysis used in this study is the descriptive analysis by calculating the mean total score of gender on each Achievement Goal Orientation dimension, namely mastery-approach orientation (MAP), mastery-avoidance orientation (MAV), Performance-approach orientation (PAP) and Performance-avoidance orientation (PAV). Calculations using JAMOVI.

Results and Discussion

Before conducting the main analytical test, table 2 shows descriptive data from each dimension of Achievement goal Orientation. The results show that the Mean value of the MAP dimension is 22.1 with a Standard Deviation of 3.88. The minimum value of the participants is 10, while the maximum value is 30. The Mean value of the MAV dimension is 32.8 with a Standard Deviation of 4.22. The minimum value of the participants is 11, while the maximum value is 45. The mean value of the PAP dimension is 31.9 with a Standard Deviation of 5.8. The minimum value of the participant is 14, while the maximum value is 50. The mean value of the PAV dimension is 28.3 with a Standard Deviation of 4.32. The minimum value of the participant is 13, while the maximum value is 40. If seen from the average score, the MAV and PAF dimensions have the highest average value compared to the MAP and PAV dimensions.

Table 2. Descriptives

	FOLDER	MAV	PAP	PAV
N	238	238	238	238
missing	0	0	0	0
mean	22.1	32.8	31.9	28.3
median	22	33	32	28
Standard deviation	3.88	4.22	5.8	4.32
Minimum	10	11	14	13
Maximum	30	45	50	40

Statistical calculations based on empirical hypotheses or categorization data obtained from groups in this study. In table 3. The results of the data categorization analysis of each dimension. Data obtained from the results of descriptive analysis with three categories, namely "high, moderate and low". In table 3, it can be seen that participants with moderate levels dominate the categorization in each dimension. However, other results can be seen in table 3 that the high level of each dimension is mostly found in the Performance Goal orientation.

Table 3. Dimension Category of Goal Achievement

Orientation	dimensions	Levels	Counts	% of Total	Cumulative %
Mastery Goal Achievement	MAP	High	42	17.6%	17.6%
		Moderate	153	64.3%	100.0%
		Low	43	18.1%	35.7%
	MAV	High	47	19.7%	19.7%
		Moderate	168	70.6%	100.0%
		Low	23	9.7%	29.4%
Performance Goal Achievement	PAP	High	54	22.7%	22.7%
		Moderate	147	61.8 %	100.0%
		Low	37	15.5%	38.2%
	PAV	High	54	22.7%	22.7%
		Moderate	141	59.2%	100.0%
		Low	43	18.1%	40.8%

The main analysis results are presented regarding the difference in the average of each Achievement Goal Orientation dimension in male and female sexes. We discuss the average in two sub-sections. The first is comparing the average in males and females to see the difference in each dimension's average in the male and female sexes. The second is the average comparison between dimensions to see which dimensions have high and low values.

Average dimension in male and female

Based on figure 1. It can be seen that the average of each dimension in male and female participants is not much different. However, when viewed from the value, the average MAP of women (22.3) is higher than that of men (21.3). The average MAV of women (33.1) is higher than that of men (31.9). The average PAP of men (33.1) was higher than that of women (31.6). The average PAV of women (28.4) was slightly higher than that of men (28.1). The average Mastery of women (27.7) is higher than that of men (26.6), while the average Performance of men (30.6) is slightly higher than that of women (30.0). On mastery goal orientation, students in this study prefer mastery avoidance orientation to mastery approach orientation. While in performance orientation.

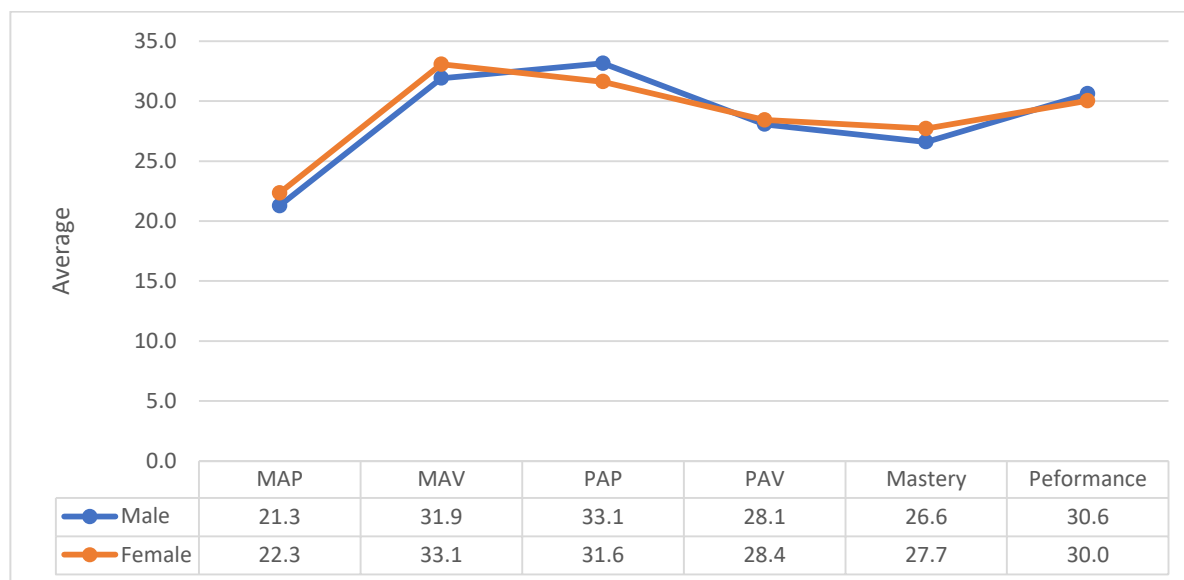


Figure 1. Average of Dimension Achievement Goal Orientation in male and female

Average of Dimension

When viewed from the analysis results obtained, namely the average in each dimension, the average on the MAP dimension is the most minor compared to the average of other dimensions. So that it can be interpreted that pharmacy students in the mastery approach orientation are very low compared to other dimensions. In contrast, the highest dimension average is the MAV and PAP dimensions. PAV value is in the middle position. Based on these results, it can be concluded that students generally avoid being unable to master the material. However, students also do not want to look stupid in class. In figure 1, information is also obtained that the participants in this study have a higher average performance goal orientation than the mastery goal orientation.

This study confirms that achievement goal orientation is influenced by culture. King & Wattins (2012) stated that culture shapes the types of goals students pursue in the classroom. Previous literature says that most countries in Asia are collectivist (Triandis, 1985). Irawanto (2016) confirmed that Indonesia is known as a collectivist society. Collectivist culture explains why students in this study were confirmed to be higher in Performance goal orientation than mastery goal orientation. This has been previously explained by (King, 2016). In students with high collectivism, goal avoidance performance was associated with greater use of cognitive and meta-cognitive learning strategies. In line with the opinion of Kim & Park (2006) that perceived academic competence differs between students from collective and individualist cultures. Students from individualist cultures generally feel high academic competence, even when they perform poorly. On the other hand, students from collective cultures have low academic confidence.

Conclusions

during online learning during the COVID-19 pandemic, students participate in learning with various motivations. As measured by Achievement Goal Orientation, we examine how motivation differentiates male and female students. The study's results did not find differences in average achievement goal

orientation, which included Mastery and Performance of each dimension in male and female participants. Overall, in mastery goal orientation, students choose mastery avoidance orientation compared to mastery approach orientation. Meanwhile, the students in this study chose the performance approach orientation more than the performance-avoidance orientation in the performance orientation.

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