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Motivation for Academic Achievement Among Students at State Senior High School 4 Pekanbaru

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Abstract: Pendidikan merupakan wadah untuk mengembangkan potensi siswa; namun, lembaga pendidikan baru sering kali menghadapi tantangan besar dalam menumbuhkan semangat kompetisi. Penelitian ini bertujuan untuk mengetahui tingkat motivasi berprestasi siswa serta mengidentifikasi faktor-faktor yang mempengaruhinya di Madrasah Aliyah Negeri 4 Pekanbaru. Dengan menggunakan metode kuantitatif deskriptif, data dikumpulkan melalui kuesioner dari 78 responden dan dianalisis menggunakan statistik deskriptif, khususnya pengukuran kecenderungan sentral (rata-rata) dan perhitungan distribusi frekuensi, dengan bantuan SPSS Versi 25. Hasil penelitian menunjukkan bahwa motivasi berprestasi siswa termasuk dalam kategori tinggi (92,3%), didorong oleh kebutuhan yang kuat untuk berprestasi. Faktor-faktor yang memengaruhi baik faktor internal maupun eksternal juga masuk ke dalam kategori tinggi, masing-masing sebesar 85,9% dan 92,3%. Faktor internal seperti minat, bakat, dan kecerdasan, serta faktor eksternal berupa dukungan dari lingkungan keluarga dan madrasah, ditemukan saling terkait dalam memengaruhi motivasi berprestasi siswa. Penelitian ini menyimpulkan bahwa kombinasi faktor internal dan eksternal merupakan kunci dalam menumbuhkan motivasi berprestasi siswa di Madrasah Aliyah Negeri 4 Pekanbaru.

Keywords: Motivasi Berprestasi, Siswa Madrasah, Faktor Internal, Dan Faktor Eskternal

***Abstract:** Education is a means of developing students' potential, but new educational institutions often face significant challenges in fostering a spirit of competition. This study aims to determine the level of student achievement motivation and identify the factors that influence it at Madrasah Aliyah Negeri 4 Pekanbaru. Using a descriptive quantitative method, data were collected through questionnaires from 78 respondents and analyzed using descriptive statistics, including the mean and frequency distribution. The results show that the level of student achievement motivation falls into the high category (92.3%), driven by a strong need for achievement. The influencing factors, both internal and external, also fall into the high category, at 85.9% and 92.3%, respectively. This study concluded that a combination of internal and external factors is the key to shaping student achievement motivation at Madrasah Aliyah Negeri 4 Pekanbaru.*

Keywords: Achievement Motivation, Madrasah Students, Internal Factors, External Factors

INTRODUCTION

Education serves as a means of developing intellectual and emotional skills and as a platform for unlocking potential to produce high quality human resources (Firnando, Zuhdiyah, and Hadinata, 2021). State Senior High School 4 Pekanbaru, as a relatively new religious-based educational institution established in 2018, has shown significant progress. Based on initial observations, students at State Senior High School 4 Pekanbaru exhibit a high level of participation in both academic and extracurricular activities. This is evident in the students' growing enthusiasm for participating in various competitions, both at the local and national levels. However, religious-based educational institutions like madrasahs often face a major challenge in fostering a competitive spirit among their students due to a rather rigid learning system, leading the public to perceive that madrasahs are less competitive compared to public schools (Susanto and Lestari, 2018). Consequently, the level of students' motivation to excel varies widely. Some students with high learning motivation are characterized by active participation in the learning process, particularly in their favorite subjects, and a desire to excel. Meanwhile, others still exhibit stable motivation that does not increase.

Madrasah Aliyah Negeri 4 Pekanbaru is a religious educational institution that exemplifies an interesting phenomenon: a spirit of proving one's worth despite limited resources. As a newly established madrasah, the school is still in the early stages of developing its facilities and infrastructure. However, these resource constraints have not prevented its students from actively achieving academic success and competing with other schools that have long been established. This phenomenon demonstrates that the motivation to excel does not always depend on comprehensive facilities, but rather on a combination of internal interest and strong support from the students' social environment—namely their families and the madrasah (Karsiwan et al., 2017). The achievements attained so far range from the local to the national level, encompassing both academic and non-academic domains. From 2018 to 2021, students at MAN 4 Pekanbaru began to carve out their achievements. This started with participating in the National Science Olympiad, the Madrasah Science Competition, and other Olympiads organized by universities in Riau Province. However, during this period, MAN 4 Pekanbaru did not secure any championship titles, and the COVID-19 pandemic that occurred during those years hindered productivity and disrupted teaching and learning activities. From 2022 through early 2026, there has been an improvement. The following data presents the achievements from 2022 through early 2026.

Table 1 . Academic Performance Data 2022–2026

No	Year	Total Awards Received
1.	2022	50 achievements
2.	2023	36 achievements
3.	2024	40 achievements
4.	2025	26 achievements
5.	2026	4 achievements

Based on the data in the table above, it can be seen that in 2022, many students participated in competitions held online, and a single student could participate in 2 to 3 competitions. Therefore, in 2022, there was a significant surge in achievements compared to subsequent years. However, this indicates a positive trend of increasing achievements year over year, reflecting a growing motivation to excel. Some examples

of achievements in 2025 include winning a Silver Medal at the 2025 Indonesian Science Excellence Competition at the national level and placing as the 2nd Runner-up in the 2025 Duta Communication Indonesia competition.

This study employs David McClelland's theory of achievement motivation, which encompasses three needs: *the Need for Achievement, the Need for Power, and the Need for Affiliation* (Murgijanto, 2017). David McClelland developed a theory known as the theory of needs or the theory of achievement motivation, which includes three needs: *Need for Achievement, Need for Power, and Need for Affiliation*. McClelland describes these needs as the three fundamental human needs, and Hartati *et al.*'s research also explains that every individual possesses motivation as a potential reserve that will be unleashed if supported by available conditions and opportunities (Hartati *et al.*, 2021). This achievement motivation serves as a driving force to pursue desires aligned with the goals to be achieved, and every student must possess this drive so that they develop aspirations that become their goals, ensuring that the madrasah is not merely a place for learning but also a venue for achieving accomplishments during their school years. The desire to achieve these goals includes personal aspirations for success, a desire for good relationships with peers, or a desire to be recognized as outstanding among peers. This drive does not simply appear out of nowhere, but is shaped by inner desires, such as interests, talents, and intelligence, as well as how students interact with one another and the atmosphere of the madrasah as a place of learning.

Based on the field data collected, each indicator of the theory developed by McClelland is also often referred to as the achievement motivation theory or the three-need theory (Sunyoto & Wagiman, 2023). Having achievement motivation plays an important role, such as determining what serves as a reinforcer or driver for learning, gaining a clear picture of the goals to be achieved, and determining perseverance in learning (Uno, 2016). Achievement motivation is an important factor to consider. This is because the motivation to achieve must be cultivated and encouraged, particularly from within, by envisioning a future full of challenges and the obstacles that must be overcome to realize one's aspirations (Dalyono, 1997).

Achievement motivation makes a significant contribution to students' efforts to achieve learning outcomes and attain desired achievements. This aligns with McClelland's view, which explains that individuals with high achievement motivation tend to perform well when faced with complex tasks (Astuti, 2018). This achievement motivation is a need that develops from childhood and continues to evolve as a person matures (Ridho, 2020). Based on McClelland's explanation of achievement motivation theory, it can be concluded that a person can achieve goals through three factors: the motivation to achieve, the motivation to belong, and the motivation for power (Herwati *et al.*, 2023). To enhance the reputation of the madrasah, high-quality human resources in this case, the students are needed to excel and demonstrate loyalty and dedication to the madrasah. To support this, encouragement is needed to foster greater enthusiasm for achieving excellence, including the need for achievement, the need for power, and the need for friendship all aligned with the desires and goals to be achieved (Murgijanto, 2017). These drives or needs can be observed in madrasahs through various attitudes, such as students who are diligent and have a desire to excel due to their own ambition; students who are enthusiastic about achieving success to maintain relationships with their peers; and those who feel a desire to be seen as outstanding by their peers. These differences in attitudes are worth noting, given that David McClelland's theory addresses the individual's need to achieve desired goals. McClelland also argues that a

person is considered highly motivated if they have a desire to perform better than others in many situations.

McClelland (in Hartati and Hidayat, 2021) states that every individual possesses motivation as a potential reserve that will be unleashed if supported by the available conditions and opportunities. This motivation to achieve is a drive to fulfill one's desires in accordance with the goals to be attained. Such a drive certainly does not arise out of nowhere. There are triggering factors originating from within the students themselves, such as interests, talents, and intelligence, as well as support from their surrounding environment, namely the family and madrasah. These external factors also serve as drivers to take action toward achieving desired goals (Faristin, Ismanto, & Venty, 2023). However, research Dewi, Subarno, & Rapih (2024) explains that a school environment lacking support can lead to low student motivation and enthusiasm if not managed appropriately. Based on this, the focus of this study is to determine and analyze the level of students' achievement motivation and to identify the dominant factors influencing achievement motivation both internal and external that drive students at Madrasah Aliyah Negeri 4 Pekanbaru to excel.

METHOD

The method used in this study is quantitative descriptive. This study employs a survey approach to collect data. The survey approach is a quantitative method in which information is obtained directly from respondents who are part of a specific population (Sugiyono, 2022). This study was conducted at State Senior High School 4 Pekanbaru. Madrasah Aliyah Negeri 4 Pekanbaru is located on Jl. Yossudarso Km. 15, Muarafajar Timur Village, Rumbai Barat, Pekanbaru City. This research location was chosen because Madrasah Aliyah Negeri 4 Pekanbaru is a location that can answer the author's questions regarding the students' motivation to excel, as this madrasah is currently in a development phase to continue advancing and become a leading school. However, during this period of development, the achievements of its students have also shown significant improvement. Therefore, the author wishes to understand the academic motivation of students at State Senior High School 4 Pekanbaru, and this research location is well-suited to address this issue.

Data collection techniques included questionnaires, observation, and documentation. The observation method used was non-participant observation, in which the researcher was not directly involved in the activities but acted solely as an independent observer. The observations conducted in this study took place during fieldwork (research). Observations were carried out over approximately 7 working days at the madrasah, as the researcher employed only non-participant observation and merely observed the activities without participating in them. Some of the aspects observed included the situation and conditions of the environment at Madrasah Aliyah Negeri 4 Pekanbaru as well as the facilities available at the madrasah. The documentation used as supplementary material in this study included photographic data regarding the situation and conditions in the environment of Madrasah Aliyah Negeri 4 Pekanbaru, the madrasah's profile data, and other supporting data obtained at the research site. The types of data obtained in this study are divided into two categories: primary and secondary data. Primary data consists of research findings obtained directly by the researcher from the research site. In this study, the researcher will collect primary data by visiting the research site in person and distributing research questionnaires. Some forms of primary data to be obtained in this study include: 1) student identities, 2)

data on students' achievement motivation, 3) data on factors influencing students' achievement motivation, and 4) data on student achievements. In this study, the secondary data used serves to support the primary data that has been obtained. Some supporting data in this study include: 1) the profile of State Senior High School 4 Pekanbaru as a description of the research location, 2) data on students' extracurricular activities, 3) data on the number of students at State Senior High School 4 Pekanbaru, as well as supporting data in the form of reading materials such as previous research articles and necessary appendices to support the research problem in this study.

The population in this study consisted of all 10th, 11th, and 12th-grade students at Madrasah Aliyah Negeri 4 Pekanbaru, totaling 346 students. The sample used in this study comprised 78 respondents distributed across three grade levels 10th, 11th, and 12th grades at Madrasah Aliyah Negeri 4 Pekanbaru, with each grade level consisting of four classes. Using *the proportional stratified random sampling technique*, the sample size for each grade was determined as follows: 23 students for Grade 10, 27 students for Grade 11, and 28 students for Grade 12. The selected sample must truly represent the population (Sugiyono, 2019). The variables in this study consist of achievement motivation and the factors influencing it. The indicators used for the achievement motivation variable consist of three aspects, namely the need for achievement, the need for power, and the need for friendship. Meanwhile, the indicators for influencing factors consist of two aspects, namely internal factors and external factors. The data analysis used *central tendency* analysis and frequency distribution for each response from the data processed using SPSS Version 25.

RESULTS AND DISCUSSION

Results

In this study, achievement motivation is understood as the drive or enthusiasm of students to achieve success and their efforts to overcome obstacles in order to achieve their desired goals. This study was conducted to examine the achievement motivation of students at State Senior High School 4 Pekanbaru. Achievement motivation has three indicators used as measures in this study, namely the need for achievement, the need for power, and the need for affiliation. These three indicators serve as measures of the level of achievement motivation among students at the State Senior High School 4 Pekanbaru. The measurement categories for achievement motivation are divided into three: high, moderate, and low. A more detailed explanation of the levels of achievement motivation among students at Madrasah Aliyah Negeri 4 Pekanbaru is as follows.

Table 2. Level of Achievement Motivation

No	Category	Frequency	Percentage
1	High	72	92.3%
2	Moderate	6	7.7%
3	Low	0	0.0%
Total		78	100.0%

Table 2 shows that the achievement motivation levels of students at Madrasah Aliyah Negeri 4 Pekanbaru fall into the high category. A total of 72 respondents fell into the high category, representing 92.3%; therefore, based on the majority of these responses, it can be concluded that their motivation level falls into the high category. To

determine the achievement motivation scores of students at Madrasah Aliyah Negeri 4 Pekanbaru by aspect, please refer to Table 3 below.

Table 3. Achievement Motivation Categories by Aspect

No	Level of Achievement Motivation	Score	Description
1	Need for Achievement	5.538	High
2	Need for Power	4,957	High
3	Need for Friendship	5,361	High

The total score was obtained by calculating the scores from the responses of all 78 respondents, then determining the score intervals, which were subsequently divided into three measurement categories: high, moderate, and low. The score intervals obtained for the Need for Achievement indicator are as follows: the **High** score category falls within the range (4.862–6.630), **Moderate** (3.094–4.861), and **Low** (1.326–3.093). The score intervals for the Need for Power indicator showed that the **High** score range was (4.290–5.850), **Medium** (2.730–4.289), and **Low** (1.170–2.729). For the Need for Friendship indicator, the score ranges for the **High** category are (4.862–6.630), **Moderate** (3.094–4.861), and **Low** (1.326–3.093).

Based on the scores in Table 3, it is evident that the aspect with the highest score is the need for achievement, at 5.538, compared to the other two aspects. It is clear that the need for achievement indicator dominates with a score of 5.538. This indicator is more dominant due to the competitive sub-indicator, which received a high score on the questionnaire statements. Dian Ulfah Fitri (2021) explains in her research that competitiveness in achievement motivation is highly influential; this is because a competitive attitude is used as a motivational tool to encourage students to excel. A competitive attitude also means having a positive competitive spirit with other students to achieve personal growth and possessing optimal readiness to meet excellence standards as students at State Senior High School 4 Pekanbaru.

Generally, there are two factors that influence achievement motivation: internal factors and external factors. These two factors are, of course, interrelated in shaping the mindset and desire of students at Madrasah Aliyah Pekanbaru to excel. Below, the researcher explains the factors that influence the achievement motivation of students at Madrasah Aliyah Negeri 4 Pekanbaru. After determining the level of achievement motivation, the following presents the results regarding the calculation of factors influencing achievement motivation.

Table 4. Summary of the Levels of Factors Affecting

Category	Influencing Factors			
	Internal Factors	%	External factors	%
High	67	85.9%	72	92.3%
Moderate	11	14.1%	6	7.7%
Low	0	0.0%	0	0.0%
Total	78	100.0%	78	100.0%

Table 4 presents a summary of the results by category for the factors influencing achievement motivation. It can be seen that internal and external factors fall into the

same category, namely “high.” Internal factors received responses from 67 respondents, accounting for 85.9%, while external factors received responses from 72 respondents, accounting for 72%. To determine the category scores of the factors influencing the achievement motivation of students at Madrasah Aliyah Negeri 4 Pekanbaru based on specific aspects, please refer to the following table.

Table 5. Factor Categories Based on Aspects

No	Influencing Factors	Score	Description
1	Internal Factors	6.742	High
2	External Factors	9.381	High

Based on the scores obtained in Table 5, it is evident that both internal and external factors fall into the high category. However, the results indicate that external factors have a more dominant influence on students’ achievement motivation.

The achievement motivation of students at Madrasah Aliyah Negeri 4 Pekanbaru is certainly influenced by both internal and external factors. These factors can be described as factors that influence achievement motivation. These factors are divided into two categories: internal factors and external factors. The following table illustrates the relationship between internal factors and the level of achievement motivation.

Table 6. Relationship Between Internal Factors and Level of Achievement Motivation

Internal Factors	Level of Achievement Motivation			Total (%)
	High	Moderate	Low	
High	64 (82.1%)	3 (3.8%)	0 (0.0%)	67 (85.9%)
Moderate	8 (10.3%)	3 (3.8%)	0 (0.0%)	11 (14.1%)
Low	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Total	72 (92.3%)	6 (7.7%)	0 (0.0%)	78 (100.0%)

Based on the data analysis in Table 6, it is evident that 64 respondents, representing 82.1%, fall into the high category. When internal factors are high, students tend to possess strong achievement motivation as well. To determine the relationship between external factors and achievement motivation, the following analysis is provided.

Table 7. The Relationship Between External Factors and Achievement Motivation Levels

External Factors	Level of Achievement Motivation			Total (%)
	High	Moderate	Low	
High	67 (85.9%)	5 (6.4%)	0 (0.0%)	72 (92.3%)
Moderate	5	1	0	6

	(6.4%)	(1.3%)	(0.0%)	(7.7%)
Low	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Total	72 (95.3%)	6 (7.7%)	0 (0.0%)	78 (100.0%)

Based on the data analysis in Table 7, 67 respondents fell into the high category, accounting for 85.9% of the total. These results indicate that when students have high external factors, their level of achievement motivation is also high.

Discussion

The level of achievement motivation is a measure used to determine the achievement motivation of students at State Senior High School 4 Pekanbaru. Students with strong achievement motivation tend to have a desire to succeed and complete tasks and activities at the madrasah that go beyond their usual routines. McClelland (as cited in Yunia, Ningrum, & Manuardi, 2020) explains that achievement motivation is a mental drive within humans to perform activities better, faster, more effectively, and more efficiently than those currently being carried out. The level of achievement motivation in this study is divided into three aspects of achievement motivation, namely the need for achievement, the need for power, and the need for friendship, which will determine the level of achievement motivation among students at Madrasah Aliyah Negeri 4 Pekanbaru.

In this study, the level of achievement motivation was categorized into three groups: high, moderate, and low. Based on the responses of all 78 students, two distinct response categories were identified. The majority of respondents, totaling 72 students, fell into the high category with a percentage of 92.3%, while 6 students were in the moderate category with a percentage of 7.7%. Meanwhile, no responses were recorded in the low category, with a percentage of 0.0%. This indicates that the achievement motivation of students at Madrasah Aliyah Negeri 4 Pekanbaru is considered high because the majority of responses fell into the high category. These results regarding high motivation levels align with the research (by Abun & Magallanes, 2018), which states that the level of achievement motivation among students at the senior high school level falls into the high category (Yulfiani & Karsiwan, 2025). This indicates that, in general, students in the senior high school level possess a strong awareness and drive to regulate their learning behavior in order to achieve specific academic goals.

To determine the level of achievement motivation, the total response scores of the 78 respondents were calculated for each indicator of achievement motivation. The achievement motivation indicators themselves consist of three aspects: the need for achievement, the need for power, and the need for affiliation. Based on the table, it can be seen that all indicators of the achievement motivation scale have high scores. McClelland, as cited in (Susanto and Lestari, 2018), explains that most people possess and exhibit a combination of these three characteristics. This aligns with the study (Hartati, Hidayat, and Ningrum, 2021), which indicates that students' achievement motivation falls into the high category, whether based on the overall score or on each individual achievement motivation indicator. It can be seen that the indicator of the need for achievement is more dominant with a score of 5.538. This indicator is more dominant due to the competitive sub-indicator, which has a high score on the questionnaire statements. Dian Ulfah Fitri (2021) explains in her research that

competitiveness plays a significant role in achievement motivation; this is because a competitive attitude is used as a motivational tool to encourage students to excel.

McClelland (as cited in Febrianti, Rohaeti, and Ningrum, 2022) states that there are two factors influencing achievement motivation: internal factors and external factors. Internal factors are the drives or triggers that originate from within the students themselves to achieve. Referring to the research by Setiana (2017), internal factors in this study are viewed in terms of the talents, interests, and intelligence of students at the madrasah (Widiyani & Karsiwan, 2024). Thus, it can be explained that external factors are stimuli originating from outside the students themselves; in this case, they are the surrounding environment, namely the family environment and the madrasah environment.

Based on the results of the categorization of influencing factors—namely internal and external factors—it was found that both factors fall into the high category. This implies that the factors influencing students' achievement motivation are a combination of these two factors, thereby fostering high achievement motivation among students at Madrasah Aliyah Negeri 4 Pekanbaru. In the high category for internal factors, there were 67 respondents with a percentage of 89.5%, and for external factors, there were 72 respondents with a percentage of 92.3%. It can be seen that these two indicators fall into the high category according to the summary results. Based on the table above, it can be seen that the factors influencing the achievement motivation of students at Madrasah Aliyah Negeri 4 Pekanbaru are more dominantly influenced by external factors, which in this study are the family environment and the madrasah environment.

The results of this study are consistent with previous research conducted by Catur Fathonah Djarwo (2020), which found that external factors fell into the high category because the external factors namely family, school, and community were rated as high. These findings also align with those from Dewi, Subarno, & Rapih (2024), which state that there is a positive and significant influence between the family and school environments that simultaneously affect students' learning motivation. Supportive parenting styles within the family such as positive reinforcement, recognition of effort, and realistic expectations tend to enhance learning motivation and a learning orientation that leads to student achievement. This indicates that the family environment has a positive influence on learning motivation, which in turn improves student achievement both directly and indirectly. Schools serve as a “reference environment” for students in shaping standards of behavioral norms and achievement. A school environment oriented toward high achievement such as diligent study, active participation in organizations, and valuing academic achievement tends to trigger internal motivation and healthy competitive behavior, and vice versa (Saputra & Karsiwan, 2024). This indicates that the school environment has a positive influence on learning motivation, but its impact on achievement is generally indirect; achievement improves through increased motivation, not merely from social interaction itself.

Additionally, the community environment plays a role in shaping the macro context that either strengthens or weakens a culture of achievement. Communities that emphasize the importance of education and tend to appreciate student achievement tend to strengthen the motivation to excel. This indicates that a supportive community environment is associated with higher learning motivation, particularly when collaboration among families, schools, and the community (the three pillars of education) is synergistic and balanced (Samosir, 2021). Based on the findings of this study, the family environment and the madrasah environment certainly contribute

significantly to the achievement motivation of students at Madrasah Aliyah Negeri 4 Pekanbaru. The family environment creates a safe and conducive atmosphere for students, while the madrasah environment strives to provide and maximize existing facilities to encourage students' achievement motivation.

Overall, the findings of this study indicate a combination of internal and external factors in shaping the students' achievement motivation at Madrasah Aliyah Negeri 4 Pekanbaru. Although internal factors serve as a strong foundation for shaping achievement motivation, external factors namely the family environment and the madrasah environment also act as catalysts to ensure that students' achievement motivation remains at a high level. The absence of respondents in the low category for both factors indicates that the combination of self-motivation and support from the students' surroundings at Madrasah Aliyah Negeri 4 Pekanbaru has minimized barriers to academic achievement.

CONCLUSION

Based on the research findings and discussion regarding the level of achievement motivation among students at Madrasah Aliyah Negeri 4 Pekanbaru, the researcher concludes that the level of achievement motivation among students at Madrasah Aliyah Negeri 4 Pekanbaru falls into the high category, with a percentage of 92.3%. This level of achievement motivation is divided into three indicators: the need for achievement, the need for power, and the need for affiliation. All three aspects of the level of achievement motivation fall into the high category. These results align with the research on (Abun & Magallanes, 2018) (Abun & Magallanes, 2018) (Abun & Magallanes, 2018) (Abun & Magallanes, 2018) (Abun & Magallanes, 2018) (Abun & Magallanes, 2018) (Abun & Magallanes, 2018) (Abun & Magallanes, 2018) (Abun & Magallanes, 2018), which states that the level of achievement motivation among high school students falls into the high category. This indicates that, in general, students in upper secondary education possess a strong awareness and drive to regulate their learning behavior in order to achieve specific academic goals. This is certainly a positive sign for students at Madrasah Aliyah Negeri 4 Pekanbaru, as it suggests they will be more enthusiastic about their studies and improve their academic performance.

The factors influencing students' achievement motivation at Madrasah Aliyah Negeri 4 Pekanbaru can be divided into two categories: internal factors and external factors. Both factors fall into the high category. Internal factors account for 85.9%, while external factors account for 92.3%. Both factors are related to the level of students' achievement motivation. Based on the research results, it was found that external factors have a more dominant influence on students' achievement motivation.

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