The Relationship between Psychological Well-Being and Motivation for Achievement in Bakrie Center Foundation Internship Students in Banten Province

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KEYWORDS	ABSTRACT
Psychological Well-Being; Achievement Motivation; College Student	Internships aim to enrich students' knowledge and experience through direct fieldwork. Psychological well-being relates to fulfilling and realizing fundamental human qualities by actualizing one's potential. Therefore, students with high psychological well-being are expected to have better achievement motivation. This study aims to determine if there is a relationship between psychological well-being and achievement motivation among Bakrie Center Foundation interns in Banten Province. The scales used are the Psychological Well-Being Scale (PSWB) and the Achievement Motivation Scale adapted from Julianti (2022), based on McClelland's aspects. This quantitative research uses a correlational design, with a sample of 47 interns. Pearson correlation analysis yielded a Pearson correlation (r) value of 0.234 with a significance level (p) of 0.109 (p< 0.05), indicating no relationship between psychological well-being and achievement motivation among Bakrie Center Foundation interns in Banten. Overall categorization data showed that the interns had high psychological well-being but low achievement motivation.

1. Introduction

Education has a very important role in improving the quality of human resources. It is considered a means by which a person acquires the ability to understand new information and skills, which then stimulates the growth of the individual effectively. Higher education refers to an institutional structure that supports additional learning and academic activities after completing secondary education (Siagian et al., 2024). According to Novia Siagian et al. (2024), A person enrolled in a higher education institution, including a private, public, or university equivalent, is usually referred to as a student. As an effort to contribute, students are expected to be responsible for the

knowledge gained during their education, as well as be able to apply it in the social environment. Ideally, students are also expected to be able to play the role of Agents of Change, Social Control, Resilient Next Generation, and Role Models in society. According to Papalia in Rahasia et al. (2024), The knowledge obtained by students will also be used to achieve certain goals, called the achievement stage, where the higher a person's education, the better the quality of his life.

To expand self-development and provide wider learning opportunities to students seeking experience and learning, the government, especially the Ministry of Education, Culture, Research, and Technology, implemented a new policy, namely Merdeka Learning-Independent Campus. This policy also aims to reduce the unemployment rate by connecting education with the world of work, so that students have the skills and potential needed when entering the world of work (Rahasia et al., 2024). Internships are a means for students to channel the theories that have been learned in lectures into the world of work (Supriyanto & Luailik, 2022). Internship is also an activity that aims to improve abilities and competencies through the application of material or knowledge in the world of work (Lutfia & Rahadi, 2020). Internship activities are expected to enrich students' knowledge and experience by working directly in the field. Students are also expected to have mental readiness to face the world of work in the future.

However, in reality, from the results of the observations made by the researcher, there are still some students who do not have clear targets or goals, lack initiative in completing assignments or offer assistance, lack enthusiasm in completing assignments, lack participation in discussions, meetings or team activities, slow to respond to communication, show a negative attitude towards assignments or the internship environment including complaining excessively, It was obtained that some behaviours arose because many students were tired and stressed because they had to complete campus assignments and internship assignments at the same time. This is in line with research conducted by Rahasia et al. (2024) which states that the negative behaviour of students who take part in MBKM indicates that there are problems in students, including welfare problems. If an individual feels negative emotions more often than positive ones, then the individual has a low level of well-being and vice versa.

According to Ryff and Kanes, the achievement of developmental tasks is characterized by self-actualization, which means that individuals can integrate and function fully through high psychological well-being. Each daily activity of an individual can experience fluctuations in thoughts and feelings, from negative to positive mental states, such as from trauma to acceptance of life, which is called psychological well-being (Grahani et al., 2021). Based on this opinion, psychological well-being is related to efforts to fulfil and realize basic human nature through the process of actualization of their potential. Therefore, students with high psychological well-being are expected to have better motivation to excel (Grahani et al., 2021). According to Seligman in Grahani et al. (2021), Psychological well-being is defined as a state in which individuals can feel pleasure, take advantage of their strengths, and find meaning in life. Students who have psychological well-being mean that they can develop as a whole, achieve developmental tasks, and contribute to the environment. High psychological well-being helps students become individuals who are aware of their existence and the meaning of their lives so that they can face existing challenges and problems. Students will also consider that learning and seeking experiences independently is an obligation and part of their efforts

in achieving life goals or goals. Motivation for achievement arises because of the awareness to learn something and optimize the ability to learn, not just as a compulsion or routine that students must live.

Achievement motivation is the drive in a person to do certain activities in order to achieve a specific goal. Achievement motivation is also defined as a collection of forces that come from within and outside the individual who initiates the behaviour and determines its shape, direction, and intensity. From this definition, it can be seen that. Motivation for achievement arises because of a need, which then encourages a person to meet these needs. Regarding the definition of motivation, some psychologists describe motivation as a hypothetical construct used to explain the desire, direction, intensity, and consistency of behaviour aimed at achieving goals. In motivation, there are concepts such as the need to excel, the need to belong, habits, and curiosity about something (Ridha, 2020). Two factors can affect motivation: a. Intrinsic factors, which are factors that come from within the individual and are not influenced by things outside him, so that a person's behaviour is influenced by his abilities, not by others; b. Extrinsic factors are factors that come from outside the individual, such as environmental influences and experiences. Psychological well-being is one of the intrinsic factors that can affect the motivation of student achievement (Grahani et al., 2021). Achievement motivation is an effort to achieve goals in order to successfully compete with various standards of excellence. Achievement motivation is also defined as a personal concept that encourages a person to achieve or achieve something they want for success. Each faces different obstacles to achieve this success, and with high achievement motivation, it is hoped that these obstacles can be overcome and the desired success can be achieved, as well as being able to actualize themselves by achieving various kinds of potential. (Felipus & Amseke, 2024).

Some previous studies that discussed Motivation and psychological well-being, including research conducted by Grahani et al. (2021) entitled "The Influence of Psychological Well-Being (PWB) on Student Achievement Motivation in the Pandemic Era" with the results of the study there is a positive relationship between psychological well-being and achievement motivation, namely a positive relationship, the higher the psychological well-being of students, the higher the achievement motivation they have. In addition, there is another study by Leunupun et al. (2021) with the title "The Influence of Learning Motivation and Psychological Well-Being on the Level of Accounting Understanding of FEB UNPATTI Students" This study captures the research gap from previous research with differences in location, variables and samples used.

This study has a goal to be achieved, the goal is to find out whether there is a relationship between psychological well-being and motivation for achievement in Bakrie Center Foundation internship students in Banten Province.

2. Materials and Methods

This study uses a quantitative method with a correlational design. The quantitative approach emphasizes the analysis of data in the form of numbers obtained through measurement procedures and analyzed using statistical techniques. Correlational studies aim to assess the extent of the relationship between variables. In correlational studies, researchers obtain information about the

strength of the relationship between variables but are unable to establish causal relationships (Azwar, 2019).

The characteristics of the population and the samples used were: Bakrie Center Foundation internship students in Banten Province, Male and Female This study used a saturated sample that was included in the non-probability sampling category. It is a sampling method in which all members of the population are sampled. This technique is often used when the population being studied is relatively small or when the researcher wants to ensure that all elements of the population are represented in the study. The sample in this study amounted to 47 internship students at the Bakrie Center Foundation in Banten Province.

The data collection method used in this study is by using a scale. The measurement scale applied is the Likert scale, which serves to measure the attitudes, opinions, and perceptions of individuals or groups towards social phenomena (Paramita et al., 2021). The data analysis method uses the validity test of measuring instruments such as the validity and reliability test, the classical assumption test, namely the normality test the linearity test, and the hypothesis.

The data analysis method used: the validity of the measuring tool, namely the validity test, This study uses a construct validity test, the level of validity coefficient can be considered satisfactory when the value ranges from 0.300 to 0.500. And reliability test, the reliability test is carried out using Cronbach alpha, if the Cronbach Coefficient alpha reliability value is less than 0.06 the reliability is considered weak. If the value is between 0.70 and 0.8, the reliability is acceptable, and if it is more than 0.8, the gauge has excellent reliability (Creswell, 2021). Then this study used an assumption test with a normality test. The normality test used is Kolmogorov-Smirnov (K-S). The Kolmogorov-Smirnov (K-S) test is a statistical method used to test the normality of data distribution. Linearity test, if two variables are said to have a relationship that can be drawn in a straight line if the significant value in linearity is more than 0.05 (p > 0.05) using the Annova table. Hypothesis Test: This study has two main variables so the researcher uses correlation analysis (relationship) using product moment (Azwar, 2019).

3. Result and Discussion
Data Analysis
1. Measuring Instrument Validity Test
   a. Instrument Validity Test

Table 1 Results of the Validity Trial of the Psychological Well-being Scale

No	Dimension	Indicator	Favo		Unfavo		
			Valid	Invalid	Valid	Invalid	Total
1.	Self-acceptance	Self-acceptance	6, 12, 24, 42	-	18, 30, 36	-	7 item
2.	Relationship with other	Ability to build warm relationships with others	1, 22, 28, 40	-	10, 16, 34	-	7 item

3.	Autonomy	Ability to self-determination	1, 7, 37	-	13, 19, 25, 31	-	7 item
4.	Environme ntal mastery	Ability to create and manage the environment to match the Others	2, 20	38	8, 14, 32	26	7 item
5.	Purpose in life	Ability to deliver Meaning in life	11, 35	29	5, 17, 23, 41	-	7 item
6.	Persona l growth	Ability to Developing Potential	9, 21, 33	-	3, 15, 27, 39	-	7 item

The results of the validity trial calculation on the achievement motivation scale seen in Table 2 show that 33 out of 34 items are declared valid, meaning that there is 1 invalid item. The invalid item is found at number 30 with a corrected item-total correlation value below 0.0300.

Table 2 Results of the Validity Trial of the Achievement Motivation Scale

No	Dimension	Indicator	Favo		Unfavo		
			Valid	Invalid	Valid	Invalid	Total
1.	Be responsible for all your actions.	a. Feel responsible for the assigned tasks, b. Try your best not to give up even if it is difficult c. Having the view that whatever results are obtained from one's efforts have more value d. Won't blame others when experiencing failure	1,3, 5, 7	-	2, 4, 6, 8	-	8 item
2.	Open against criticism	a. Able to receive passes well,	9	-	10	-	2 item

3.	Loves a challenge	a. Likes challenging work or tasks, b. Have his tricks in dealing with various tasks that according to him difficult	11, 13	-	12, 14	-	4 item
4.	Perseverance and tenacity	a. Able to survive in getting things done even if it is difficult. b. Setting realistic goals according to abilities c. Setting up a strategy so that these goals can be achieved,	15, 17, 19, 21, 23		16, 18, 20, 22, 24		10 item
5.	Full Weigh and calculate	a. Plan something before you act, b. Consider First Before Acting	25, 27, 29		26, 28	30	6 item

The results of the validity trial calculation on the achievement motivation scale seen in Table 2 show that 33 out of 34 items are declared valid, meaning that there is 1 invalid item. The invalid item is found at number 30 with a corrected item-total correlation value below 0.0300.

b. Measuring Instrument Validity Test

Table 3 Results of the Validity Test of the Psychological Well-being Scale

N o	Dimension	Indikator	Favo		Unfavo		Total
			Valid	Invalid	Valid	Invalid	
1.	Self-acceptance	Ability to accept youself	6, 12, 24, 42	-	18, 30, 36	-	7 item
2.	Relationship with other	Ability to foster warm relationship with other	4, 22, 28, 40	-	10, 16, 34	-	7 item
3.	Autonomy	Ability to self-determine	1, 7, 37	-	13, 19, 25, 31	-	7 item
4.	Environment al l mastery	Ability to create and manage the environment to match the Others	2, 20	-	8, 14, 32	-	5 item

| 5. | Purpose in life | The ability to give meaning to life makna dalam | 11, 35 | - | 5, 17, 23, 41 | - | 6 item |
| 6. | Personal growth | Ability to Develop potential | 9, 21, 33 | - | 3, 15, 27, 39 | - | 7 item |

The results of the validity test calculation on the psychological well-being scale seen in Table 3 show that 39 items are declared valid. The item is declared valid because the corrected item-total correlation value is above 0.300.

Table 4 Results of the Validity Test of the Achievement Motivation Scale

No	Dimension	Indicator	Favo		Unfavo		
			Valid	Invalid	Valid	Invalid	Total
1.	Be responsible for all your actions.	a. Feel responsible for the assigned tasks, b. Try your best not to give up even if it is difficult c. Having the view that whatever results are obtained from one's efforts have more value d. Won't blame others when experiencing failure	1, 3, 5, 7	-	2, 4, 6, 8	-	8 item
2.	Open against criticism	a. Able to receive passes well,	9	-	10	-	2 item
3.	Loves a challenge	a. Likes challenging work or tasks, b. Having his tricks in dealing with various tasks that he thinks are difficult,	11, 13	-	12, 14	-	4 item
4.	Perseverance and tenacity	a. Able to survive in getting things done even if it is difficult, b. Setting realistic goals accordingly with the ability to	15, 17, 19, 21, 23		16, 18, 20, 22, 24		10 item

The results of the validity test calculation on the achievement motivation scale seen in Table 4 show that 33 items are declared valid. The item is declared valid because the corrected item-total correlation value is above 0.300.

a. Instrument Reliability Testing

Table 5 Results of the Reliability Trial of the Psychological Well-being Scale

Cronbach's Alpha	N of Items
0.750	39

Based on the output of the Cronbach alpha above, it is known that the value of Cronbach's alpha is 0.750 with 39 items, the interpretation of the Cronbach's alpha value shows that the scale of psychological well-being is reliable.

b. Results of the Reliability Trial of the Achievement Motivation Scale

Table 6 Results of the Achievement Motivation Scale Reliability Test

Cronbach's Alpha	N of Items
0.735	33

Based on the output of Cronbach's alpha above, it is known that the value of Cronbach's alpha is 0.735 with 33 items, the interpretation of Cronbach's alpha value shows that the scale of motivation is reliable.

c. Measuring Instrument Reliability Test Results

Table 7 Results of the Reliability Test of the Psychological Well-being Scale

Cronbach's Alpha	N of Items
0.748	39

Based on the output of Cronbach's alpha above, it is known that Cronbach's alpha value is 0.748 with 39 items, the interpretation of Cronbach's alpha value shows that the psychological well-being scale is reliable.

Table 8 Reliability Test of the Achievement Motivation Scale

Cronbach's Alpha	N of Items
0.756	33

Based on the output of Cronbach's alpha above, it is known that the value of Cronbach's alpha is 0.756 with 33 items, the interpretation of Cronbach's alpha value shows that the scale of motivation for achievement is reliable.

2. Assumption Test
   a. Normality Test

Table 9 Normality Test Results

		Unstandardized Residual
N		47
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	6.09355910
Most Extreme Differences	Absolute	.108
	Positive	.108
	Negative	-.083
Test Statistics		.108
Asymp. Sig. (2-tailed)		.200[c,d]

    a. Test distribution is Normal.
    b. Calculated from data.
    c. Lilliefors Significance Correction.
    d. This is a lower bound of the true significance.

Based on the output results of the One-Sample Kolmogorov-Smirnov Test above, the significant value (Asymp. Sig. 2-tailed) is 0.200 which is greater than 0.05. Therefore, it can be concluded that the data can be considered normally distributed.

   b. Linearity Test,

Table 10 Linearity Test Results

ANOVA							
			Sum of Squares	df	Mean Square	F	Sig.
y x	Between Group	(Combined)	2581.706	26	99.296	2.117	.045
		Linearity	1811.825	1	1811.825	38.625	.000
		Deviation from Linearity	769.881	25	30.795	.656	.842
	Within Group		038.167	20	46.908		
	Total		3519.872	46			

Based on the output in the ANOVA table, the value of Sig. Deviation from linearity of 0.842 is more than 0.05, so there is a significant linear relationship between psychological well-being (X) and achievement motivation (Y).

3. Hypothesis Test

Table 11 Hypothesis Test Results

		Correlation	
		X	Y
Y	Person Correlation	1	.234
	Sig. (2-tailed)		.109
	N	47	47
Y	Person Correlation	.234	1
	Sig. (2-tailed)	.109	
	N	47	47

The correlation output explains the value of the correlation coefficient and the significance value between the psychological well-being variable and the motivation to achieve. Based on the output of the correlation, the significance (Sig 2-tailed) was obtained of 0.109. The significance is greater than 0.05 so H0 is accepted. It can be concluded that there is no relationship between psychological well-being and achievement motivation.

4. Descriptive Test Results,
   a. Overall Variable Categories

Table 12 Variable Categorization Results

variable	Interval	Category	Frequency	Percentage
Psychological Well-Being	X≥84	High	23	49%
	X≤84	Low	24	51%
Total			47	100%
Motivation for achievement	X≥47	High	21	45%
	X≤47	Low	26	55%
Total			47	100%

Based on the results of the analysis in Table 12, it was found that psychological well-being was in the high category with a percentage of 49%. This shows that interns feel satisfied with themselves which has an impact on social relationships in their daily lives, interns will also pay great attention and consider people's evaluations so that they cannot make important decisions. In addition, intern students lack control over their environment, have few goals, and lose interest in their lives (Satryo et al., 2023).

Meanwhile, the motivation for achievement in internship students is in the low category with a percentage of 55%. This shows that interns do not have a need for achievement which can encourage individuals to achieve clear and realistic targets. Interns also do not have the desire to influence, influence, control others, and the need to build good social relationships in the work environment (Ridha, 2020).

b. Categorization of Variables Based on Aspects
1) Psychological Well-being

Table 13 Results of categorization of psychological well-being variables

variable	Interval	Category	Frequency	Percentage
Self-acceptance	X≥109	High	3	43%
	X≤19	Low	4	57%
Total			7	**100%**
Relationship with other	X≥101	High	3	43%
	X≤101	Low	4	57%
Total			7	**100%**
autonomy	X≥98	High	3	43%
	X≤98	Low	4	57%
Total			7	**100%**
Environmental mastery	X≥110	High	3	60%
	X≤110	Low	2	40%
Total			5	**100%**
Purpose in life	X≥102	High	2	33%
	X≤102	Low	4	67%
Total			6	**100%**
Personal Growth	X≥105	High	4	57%
	X≤105	Low	3	43%
Total			7	**100%**

Based on the results of the analysis of Table 13, it was found that the highest aspect owned by Bakrie Center Foundation interns in Banten Province is environmental mastery. This shows that Bakrie Center Foundation interns in Banten Province have the ability to control, manipulate, and utilize resources and opportunities effectively. Meanwhile, the lowest aspect owned by Bakrie Center Foundation interns in Banten is purpose in life. This shows that students lack meaning in life, have few goals, directions, and ideals, do not see the purpose of the life they are living, and do not have hopes or beliefs that give meaning to life (Devi et al., 2022).

2) Achievement Motivation

Table 14 Results of Achievement Motivation Variable Categories

variable	Interval	Category	Frequency	Percentage
Responsible for everything	X≥103	High	4	50%
	X≤103	Low	4	50%
Total			8	**100%**
Be open to criticism	X≥123	High	1	50%
	X≤123	Low	1	50%
Total			2	**100%**
Likes Challenges	X≥105	High	1	50%
	X≤105	Low	1	50%
Total			2	**100%**

Persevere and tenacious	X≥101	High	3	30%
	X≤101	Low	7	70%
Total			10	**100%**
Considerate	X≥101	High	2	40%
	X≤101	Low	3	60%
Total			5	**100%**
Creative	X≥101	High	2	50%
	X≤101	Low	2	50%
Total			4	**100%**

Based on the results of the analysis of table 14, it was found that there are several aspects that have the same percentage, namely being responsible for everything, being open to criticism, liking challenges, and being creative. This shows that Bakrie Center Foundation interns in Banten Province have fulfilled several aspects of achievement motivation which is characterized by feeling responsible for the tasks done by trying their best and will not give up even if it is difficult. Open to criticism Individuals who have high achievement motivation are able to receive feedback/criticism well and have excessive achievement motivation will encourage themselves to do or do something well, unusual or more unique and full of creativity.

Meanwhile, the lowest aspect possessed by Bakrie Center Foundation internship students in Banten is perseverance and tenacity, which is characterized by students who have not been able to survive in completing something even though it is difficult. Students have not set realistic goals according to their abilities and do not set strategies so that these goals can be achieved (Juliati, 2022).

Discussion

According to Ryff, (Satryo et al., 2023), psychological well-being is a condition in which the individual has a positive attitude towards himself, positive relationships with others, the ability to make his own decisions and regulate his behavior, create and regulate an environment that suits his needs, have a purpose in life, and an effort to express and develop himself. While achievement motivation is the encouragement of a person to do certain activities to achieve specific goals. Achievement motivation is also defined as a collection of forces that come from within and outside the individual that triggers behavior and determines its shape, direction, and intensity.

Based on the results of the Pearson correlation analysis, a Pearson correlation (r) value of 0.234 was obtained with a significant value (p) of 0.109 (p<0.05). The results showed that there was no relationship between psychological well-being and achievement motivation in Bakrie Center Foundation internship students in Banten. The absence of a relationship between psychological well-being and motivation for achievement in Bakrie Center Foundation internship students in Banten can be caused by several factors. There are several factors that affect achievement motivation, one of the intrinsic factors that can affect achievement motivation is the environment, where a good environment will be able to increase achievement motivation (Grahani et al., 2021).

Based on the results of the study, researchers suspect that the role of the environment greatly affects the motivation to achieve. A healthy environment will help students feel calm and enthusiastic so that they can increase productivity. This is in line with research conducted by Anisah et al. (2022) that there is a relationship between the environment and achievement motivation in students, where

a good environment will affect the level of achievement motivation possessed by individuals. When conducting research, researchers also get information through interviews, where students also say that a calm, fun, and positive environment can help students to increase their motivation to excel so that they will achieve a certain goal.

Based on the results of the categorization of achievement motivation variables, it is in the low category, where interns do not have the need for achievement which can encourage individuals to achieve clear and realistic targets. Interns also do not have the desire to influence, influence, control others and the need to build good social relationships in the work environment (Ridha, 2020). The characteristics of high motivation for learning achievement are being able to foster passion, feel happy and feel very excited in doing learning activities, have a lot of energy to study, spend more time studying, and be more diligent in learning than individuals who lack or do not have motivation to excel (Ridha, 2020). This is in line with research conducted by Devi et al., (2022) where students who have high achievement motivation are more attentive, more excited, able to learn independently, and have great curiosity.

4. Conclusion

Based on the research conducted, it can be concluded that this study aims to see if there is a correlation between psychological well-being and achievement motivation in Bakrie Center Foundation internship students in Banten Province with a total sample of 47 students. Based on the analysis of the data that has been found that based on the correlation output, the significance value (Sig 2-tailed) is .234 with a significant tariff (p) of .109 ($p<0.05$). Since this significance value is greater than 0.05, H0 is accepted. Therefore, it can be concluded that there is no relationship between psychological well-being and motivation for achievement in internship students. Based on the overall varibael categorization, data was obtained that intern students had psychological well-being that was in the high category while their motivation for achievement was low. In terms of psychological well-being, the highest aspect possessed by Bakrie Center Foundation interns in Banten Province is the mastery of the environment. This shows that they have the ability to control, utilize, and manage resources and opportunities effectively. On the contrary, the lowest aspect is life goals, which shows that students lack meaning in life, goals, directions, and ideals. Meanwhile, in the motivation to achieve, the lowest aspect is perseverance and tenacity. Students are less able to survive difficult situations, do not set realistic goals according to their abilities, and do not plan strategies to achieve them. Motivation for achievement is important for students because it is an effort to achieve goals in order to successfully compete with various standards of excellence. It is also defined as a personal concept that encourages a person to achieve or achieve something he wants in order to achieve success.

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