



An Analysis of High School Students' Attributions, Emotional Reactions and Success Expectancy Regarding their Academic Success and Failure

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Abstract: The outcomes of this study are new hypotheses that can be used to strengthen existing theories or to correct and provide new insights regarding students' attributions of their learning successes and failures, as well as their emotional reactions and expectations of success. Consequently, this will enable the reformulation of theories and, ultimately, the development of new concepts. Based on these new hypotheses, a primary recommendation is proposed, namely the "Attributional Guidance Model." This recommended guidance model possesses high originality and novelty, as it has rarely been utilized in Indonesian school settings, particularly at the senior high school level. Therefore, this study was conducted by exploring the attributions, emotional reactions, and expectations of success among students at State High Schools in West Kalimantan when they experience academic success and failure. A total of 400 public high school students participated in the study. The attribution inventory, emotional reaction inventory, and success expectation inventory—developed based on Bernard Weiner's theory—were used as research instruments in this study after being pilot-tested and found to have high validity and reliability. Frequency distribution analysis, t-tests, analysis of variance, and factor analysis were used as data analysis techniques in this study. The results of the study indicate that high school students in West Kalimantan from the Malay, Dayak, Chinese, and other ethnic groups tend to believe that the factors determining their academic success lie within themselves; depend on themselves; and are within their control. The same is true when they experience academic setbacks. When students achieve academic success, their emotional reactions tend to include feeling proud, satisfied, confident, but some also feel surprised. When they experience failure in their studies they tend to feel regret, guilty and feel angry. Finally, they tend to have higher expectations of success when they achieve academic success than when they experience academic failure.

Keywords: attribution, emotional reaction, success expectation, academic success and failure

INTRODUCTION

Success and failure, with their various emotional and motivational consequences, are potential events that high school students face throughout their educational journey; not only for students in the "low" category but also for those in the 'average' and even "high" categories[1]. Learning outcomes—whether they take the form of success or failure—are extremely important because they can serve as a catalyst for other psychological factors within them. These psychological factors include increased self-confidence, heightened motivation to learn, and so on, when academic success is perceived positively. Likewise, failure in learning can also serve as a catalyst for greater diligence and perseverance, a refusal to give up, greater determination, and a stronger drive to succeed—provided that failure is viewed in a positive light.

However, conversely, when success or failure is perceived negatively, both can trigger aggressive, depressive, passive, or hopeless behaviour, as well as truancy and other negative behaviours. Findings from Magnusson's study indicate that academic failure can lower students' self-confidence, mastery orientation, and perceived sense of control, and trigger negative emotional reactions.[14] If these effects are experienced on an ongoing basis, students may experience what is known as "helplessness": namely a psychological state in which a person has come to believe that they can no longer overcome their failures, avoids difficult tasks, lacks perseverance in the face of difficulties, and tends to have a failure-oriented mindset[1][3].

In the context of learning, such conditions can lead to a state known as "learned helplessness." However, this does not mean that academic success automatically boosts self-confidence, perseverance, and motivation. Research by Dweck; Wilson and Fasko; Eccles et al.; and Coie et al. also found that the experience of achieving success does not in and of itself lead to greater self-confidence, increased expectations of success, and so on.[1][5][6][7] Wittrock even goes so far as to say: "Success is not enough by itself." [8] All of this suggests that while some students become more confident and maintain their motivation after achieving academic success, many do not. These research findings reinforce the rationale for conducting more in-depth research to understand attributional uncertainty, along with emotional reactions and expectations of success, among public high school students in West Kalimantan after experiencing both successes and failures in their studies.

In the context of public high school students in West Kalimantan, whose population is highly heterogeneous, the variations in attributions of academic success and failure, as well as their emotional reactions and expectations of success, will be examined from an ethnic perspective: namely the Malay, Dayak, Chinese, and other ethnic groups (including Javanese, Madurese, Bugis, Batak, Sundanese, and Banjar). The Malay, Dayak, and Chinese ethnic groups are examined separately because these three groups are the dominant ethnic groups in West Kalimantan. Meanwhile, the populations of other ethnic groups are not as large when compared to these three groups. An analysis from an ethnic perspective will provide a more nuanced understanding to explain attribution theory in the context of learning success and failure, as well as emotional reactions and expectations of success because each ethnic group has its own cultural background, which remains relatively strong. Thus, Western attribution theories—which have thus far almost never included ethnic variables or cultural backgrounds [making it seem as though these theories are culture-neutral]—can be enriched by the findings of this study, which deliberately incorporates ethnic variables along with their respective cultural backgrounds.

In addition, attributions regarding academic success and failure, as well as emotional reactions and expectations of success, will also be examined in relation to subjects included in the national assessment versus those not included. This perspective needs to be examined because subjects not included in the national assessment are often viewed as less important by students, so it is quite possible that this could influence their attributions, emotional reactions, and expectations of success. Such an analysis of attribution will enrich and provide a more varied contribution to the development of attribution theory, which has so far been developed primarily in Western countries.

Based on the research background outlined above, the research questions for this study are: (1) How do public high school students in West Kalimantan from the Malay, Dayak, Chinese, and other ethnic groups attribute their academic success and failure? (2) How do public high school students in West Kalimantan from the Malay, Dayak, Chinese, and other ethnic groups react emotionally to academic success and failure? (3) What are the success expectancy among public high school students in West Kalimantan from the Malay, Dayak, Chinese, and other ethnic groups in the event of academic success or failure? (4) What is the appropriate attributional guidance model for managing the attributions, emotional reactions, and expectations of success among public high school students in West Kalimantan so that they can develop well-adjusted behaviour?

The results of this study make a conceptual and scientific contribution, particularly to the fields of guidance and counselling and educational psychology, especially to contemporary motivational studies, and specifically to attributional studies. In the context of education, this research makes a conceptual-scientific contribution, particularly regarding the “science of prevention,” a topic that has received very little in-depth discussion to date. This research will enrich the field of the science of prevention, drawing on the unique characteristics of its ethnic diversity. In the context of attributional studies, this research contributes a cutting-edge approach to addressing emotional reactions and expectations of success when students experience academic failure or success. This study also demonstrates its originality by focusing on “healthy subjects”: namely, public high school students in general who have not yet shown—or do not show at all—symptoms of maladjustment. It is considered original because, in previous studies, the research subjects were mostly individuals who exhibited symptoms of “poor or poor health” or symptoms of maladjustment.

METHODOLOGY

Research Variables and Operational Definitions

This study involves three variables: (1) attribution, (2) emotional reactions (including: (a) emotions associated with success, and (b) emotions associated with failure), and (3) expectations of success. To clarify these variables in the context of this study, it is necessary to operationalize the concepts of each variable as follows.

Attribution

The attribution referred to in this study is the interpretation by public high school students in West Kalimantan regarding the causes of their academic success and failure. In this study, the analysis focuses on the dimensions of these causal factors (attribution dimensions). The dimensions referred to in this study are based on Weiner’s theory and include: (1) the locus dimension, namely whether the factors causing success are located within (internal) or outside the student (external); (2) stability, that is, whether the causal factors are fixed (stable) or changeable (unstable); and (3) controllability, that is, whether the causal factors can be controlled by the students (controllable) or are beyond the students’ control (uncontrollable).

Emotional Reactions

The emotional reactions referred to in this study are the specific feelings or emotions expressed by public high school students in West Kalimantan when they experience success or failure. There are two emotional reactions: (1) emotions of success (students' emotional reactions when achieving success), and (2) emotions of failure (students' emotional reactions when experiencing failure). Success emotions are categorized into two sub variables: (a) conducive emotions, and (b) non-conductive emotions. Meanwhile, emotions of failure are grouped into three sub variables: (a) conducive affect, (b) maladaptive affect, and (c) non-conductive affect.

Success Expectancy

Success expectancy referred to in this study is a person's anticipation or prediction of the outcomes that can be achieved in future tasks. In this study, success expectancy refers to the fluctuations in the quality of high school students' anticipations and predictions regarding the outcomes they can achieve on future tasks following a success or a failure.

Research Subjects and Location

The subjects of this study were students from Al-Azhar Islamic High School in Pontianak, Mempawah State High School 1, and Singkawang State High School 3. In total, there were 400 students participating in the study.

Data Collection Techniques

Data collection was conducted using measurement scales appropriate for the research variables being measured. The Attribution Inventory was used to measure students' attribution variables. The Success Affect Inventory and the Failure Affect Inventory were used to measure emotional reaction variables. The Success Expectancy Inventory was used to measure success expectancy.

Data Analysis Techniques

To analyze high school students' attributions of success and failure, Factor Analysis was used, specifically Confirmatory Factor Analysis.[10] The analysis procedure was carried out in the following stages: (a) constructing a correlation matrix, (b) testing assumptions, (c) performing communality analysis using Principal Component Analysis, (d) constructing a factor matrix without rotation, (e) rotating factors using the varimax procedure, and (f) constructing the structure of the rotated factor loading matrix.[11]

To analyze emotional reactions (emotions associated with success and emotions associated with failure) as well as high school students' expectations of success, Factor Analysis was used, specifically Exploratory Factor Analysis.[11]

To determine the significance of differences in attribution, emotional reactions, and expectations of success among high school students in West Kalimantan based on their

ethnic backgrounds—namely Malay, Dayak, Chinese, and other ethnic groups-- a Two-Way Analysis of Variance was used.[12][13]

THE RESEARCH RESULTS

The Attribution of Public High School Students in West Kalimantan from the Malay, Dayak, Chinese, and Other Ethnic Groups in Achieve Academic Success

The factor analysis revealed that high school students in West Kalimantan attribute their academic success as shown in Table 1.

Table 1: Matrix of Factors Contributing to Student Academic Success

No	Dimensions of Attribution	Factor Loadings		
		Factor 1 Locus	Factor 2 Stability	Factor 3 Control
	The Causes Are:			
1	It's up to me	693	36	167
2	Tends to be permanent	35	-781	153
3	I can control it	123	98	817
4	Outside of myself	797	38	-69
5	Tends to be inconsistent	143	887	235
6	It's impossible to control	15	121	791
7	Describing myself	-867	29	374
8	Permanent	215	812	213
9	It's up to me	127	-98	781
10	Describing the situation outside of me	931	73	128
11	Temporary	189	784	67
12	It's impossible to improve	132	87	769
	Alpha Coefficient	894	753	712

Using a coefficient >0.40 as the criterion for determining a factor's content (Biddle, 2012), it can be identified that the internal and external items have a factor loading of 1 (locus) and are below that criterion for the other factors. Therefore, it can be interpreted that these items measure the same dimension or factor, namely the locus dimension, and not other dimensions. Thus, these items contain the three dimensions as intended. Factor loading coefficients also indicate the level of factorial validity.

Table 1 above shows that students' attributions consist of three dimensions: locus, stability, and controllability. This provides an empirical basis for determining the scores on each dimension by reversing the scores on items with negative factor loadings so that they become unipolar, and then summing them with the scores on items with positive factor loadings.

For example, for the locus dimension, the locus score is obtained by reversing the scores of the external items and then adding them to the scores of the internal items. Thus, a higher locus score indicates a more internal locus of control. The same applies to the controllability dimension, which is calculated by reversing the scores of the uncontrollable items.

The stability dimension differs from the locus and controllability dimensions. In this dimension, the scores for the stable items are reversed and then added to the scores for the unstable items. Thus, a higher score on the stability dimension indicates greater stability.

Thus, for all items across all dimensions, a higher score indicates greater internalization, self-control, and stability. It can also be interpreted to mean that a higher score indicates that high school students in West Kalimantan attribute their academic success to internal factors.

Based on the results of the factor analysis in Table 1 above, which were then applied to the study sample of 400 public high school students in West Kalimantan, the students' attributions regarding their academic success are presented in Table 2.

Table 2: Student Attributions in Achieving Academic Success (n = 400)

No.	Dimensions of Attribution	Frequency	Percentage (%)
	The Causes Are:		
1	It's up to me	81	20,33
2	Tends to be permanent	21	5,33
3	I can control it	41	10,33
4	Outside of myself	25	6,33
5	Tends to be inconsistent	21	5,33
6	It's impossible to control	17	4,33
7	Describing myself	33	8,33
8	Permanent	21	5,33
9	It's up to me	45	11,33
10	Describing the situation outside of me	33	8,33
11	Temporary	33	8,33
12	It's impossible to improve	25	6,33

Table 2 above shows that when students experience success in learning, most tend to attribute that success to themselves, believing it is within their control and depends on them. This means that when faced with learning success, students' attributions tend to be internal, controllable, and unstable. Such attributions are highly conducive to increased motivation and positive emotional responses for future learning processes. However, this must also be examined more closely because it is quite possible that such attributions arise simply because the event in question is one of success--a pleasant event.

The Attribution of Public High School Students in West Kalimantan from the Malay, Dayak, Chinese, and Other Ethnic Groups in Experiencing of Academic Failure

Using factor analysis, the attributions of high school students in West Kalimantan regarding academic failure were found to be as presented in Table 3.

Table 3: Matrix of Factors Contributing to Student Academic Failure

No	Dimensions of Attribution	Factor Loading		
		Factor 1 Locus	Factor 2 Stability	Factor 3 Control
	The Causes Are:			
1	It's up to me	603	16	147
2	Tends to be permanent	25	-881	133
3	I can control it	103	58	737
4	Outside of myself	727	18	-79
5	Tends to be inconsistent	133	817	135
6	It's impossible to control	15	151	761
7	Describing myself	-847	69	364
8	Permanent	205	852	223
9	It's up to me	147	-18	791
10	Describing the situation outside of me	911	53	118
11	Temporary	199	774	77
12	It's impossible to improve	102	97	799
	Alpha Coefficient	884	763	732

Using a coefficient >0.40 as the criterion for determining a factor's content (Biddle, 2012), it can be identified that the internal and external items have a factor loading of 1 (locus) and are below that criterion for the other factors. Therefore, it can be interpreted that these items measure the same dimension or factor, namely the locus dimension, and not other dimensions. Thus, these items contain the three dimensions as intended. Factor loading coefficients also indicate the level of factorial validity. This means that the higher the score, the more internal, controlled, and stable the attribution. It can also be interpreted to mean that the higher the score, the more attributional the high school students in West Kalimantan are when they experience academic failure. Based on the results of the factor analysis in Table 3 above, which were then applied to the study sample of 400 public high school students in West Kalimantan, the students' attributions regarding their academic success are presented in Table 4.

Table 4: Student Attributions Regarding Academic Failure (n = 400)

No.	Dimensions of Attribution	Frequency	Percentage (%)
	The Causes Are:		
1.	It's up to me	89	22,33
2.	Tends to be permanent	17	4,33
3.	I can control it	41	10,33
4.	Outside of myself	21	5,33
5.	Tends to be inconsistent	21	5,33
6.	It's impossible to control	17	4,33
7.	Describing myself	33	8,33
8.	Permanent	21	5,33
9.	It's up to me	53	13,33
10.	Describing the situation outside of me	25	6,33
11.	Temporary	37	9,33
12.	It's impossible to improve	21	5,33

Table 4 above shows that when students experience academic failure, their attributions tend to view the cause as internal, controllable, dependent on themselves, and temporary. This means that when they experience academic failure, their attributions tend to be internal, controllable, and unstable.

The findings of this study also indicate that the attributions of public high school students in West Kalimantan demonstrate consistency, whether they experience success or failure in their studies. Their attributions tend to be internal, controllable, and unstable. According to Weiner's (2012) theoretical framework, such attributions are beneficial for the development of academic behaviors in the future. Furthermore, they are conducive to enhancing motivation for positive behavior in the future, including improvements in behavior and academic achievement toward increasingly better outcomes.

Emotional Reactions of High School Students in West Kalimantan from the Malay, Dayak, Chinese, and Other Ethnic Groups When They Achieve Academic Success

Using factor analysis, the emotional reactions of high school students in West Kalimantan to academic failure were found to be as presented in Table 5.

Table 5: Matrix of Students' Emotional Responses to Academic Success

No.	Emotional Reaction	Factor Loading	
		Factor 1	Factor 2
1.	Proud	0,867	-0,098
2.	Self-confidence	0,901	-0,213
3.	Feeling capable	0,619	-0,243
4.	Relieved	0,813	-0,218
5.	Satisfied	0,807	-0,105
6.	Wondering	-0,203	0,899
7.	Surprised	-0,713	0,816
	Alpha Coefficient	0,803	0,718

A main focus of the measurement of emotional reactions related to academic failure is "attribution-dependent affects." This is because the study focuses on affects that have educational implications.

In Weiner's theory (2019; 2012), such affects are "attribution-dependent affects." Unlike typical affects, which are "outcome-dependent affects" and have little educational or motivational impact. Nevertheless, in this study, general affect was still included to ensure that the research subjects did not confuse their feelings when expressing them. If general affect were not included, even though the research subjects were experiencing it, there was a concern that those feelings might instead be projected by the research subjects onto affect that is actually specific in nature.

Based on the results of the factor analysis in Table 5 above, which were then applied to the study sample of 400 public high school students in West Kalimantan, the students' emotional reactions upon experiencing academic success are presented in Table 6.

Table 6: Students' Emotional Reactions to Academic Success (n = 400)

No.	Emotional Reactions	Frequency	Percentage (%)
1.	Proud	97	24,29
2.	Self-confidence	49	12,29
3.	Feeling capable	41	10,29
4.	Relieved	41	10,29
5.	Satisfied	81	20,29
6.	Wondering	49	12,29
7.	Surprised	41	10,29

Table 6 above shows that when students achieve academic success, the emotional reactions they experience are primarily feelings of pride and satisfaction. According to Weiner's theory (2019), such emotional reactions are actually insufficient for fostering positive behavior and are not conducive to enhancing future learning motivation. This is because when they achieve academic success, their emotional reactions—such as feeling proud and satisfied—are less correlated with performance-related behavioral dynamics and are instead linked solely to their feelings. It would be more effective for fostering positive behavior and conducive to enhancing future learning motivation if the emotional reactions they experience upon achieving success were a sense of competence and self-confidence.

Emotional Reactions of High School Students in West Kalimantan from the Malay, Dayak, Chinese, and Other Ethnic Groups When Facing Academic Failure

Using factor analysis, it was found that the emotional reactions of high school students in West Kalimantan when they experience academic failure are as presented in Table 7.

Table 7: Matrix of Students' Emotional Reactions to Academic Failure

No.	Emotional Reaction	Factor Loading		
		Factor 1	Factor 2	Factor 3
1.	Surprised	-0,055	0,876	0,265
2.	Ashamed	0,912	-0,113	-0,068
3.	Resignation	0,769	-0,123	0,318
4.	Anger	-0,142	0,673	-0,086
5.	Despair	0,827	0,165	-0,095
6.	Wondering	-0,153	0,799	0,267
7.	Feeling incompetence	0,869	-0,184	-0,149
8.	Regret	-0,183	-0,097	0,893
9.	Anger	-0,175	0,713	-0,253
10.	Feeling guilty	0,011	0,152	0,877
	Alpha Coefficient	0,862	0,678	0,771

In Weiner's theory (2019; 2012), such an affect is a "specific-attribution-dependent affect." Unlike general affects, which are "outcome-dependent affects" and have low educational or motivational implications. Nevertheless, in this study, general affect is still included to ensure that research participants do not become confused when expressing their feelings. If general affect were excluded, even though participants experience it, there is a

concern that those feelings might instead be projected by the participants onto affect that is actually specific in nature.

The final results of the factor analysis, as shown in Table 7, represent a matrix of students' emotional reactions to academic failure, rotated using the varimax procedure. The structure of this matrix can be interpreted based on Weiner's theory (2019; 2012), which states that:

1. The emotions associated with Factor 1 are emotional reactions that arise when students attribute their failures to factors that are internal, stable, and uncontrollable; for example, low ability.
2. The emotions associated with Factor 2 are emotional reactions that arise when students attribute their failures to external factors.
3. Feelings associated with Factor 3 are emotional reactions that arise when students attribute their failures to factors that are internal, controllable, and unstable; for example, a lack of effort.

Within the framework of Weiner's theory (2019), the emotional reactions of "surprise and anger" as described in Factor 2 above may also involve different factors when viewed from the perspective of causal attribution. For example: "anger" will follow failure if students attribute the cause to "others"; and "surprise" will emerge if students attribute the cause to "fate." This aligns with the findings of Russell and McAuley (2006) that, from the perspective of attribution theory, both emotional reactions involve external attribution.

Feelings of inadequacy, shame, despair, and resignation have implications for maladaptive behavior because they can act as "motivational inhibitors" (barriers to the development of motivation). Conversely, feelings of regret can serve as a catalyst for "reparative behavior" (self-improvement), so this emotion is considered conducive to subsequent behavioral improvement. This is different from the influence of feelings of surprise and anger on subsequent behavior. If surprise occurs separately from anger, it has a more neutral effect, while anger is more likely to be non-conductive. However, if surprise occurs in conjunction with anger, it becomes less neutral and more non-conductive. By using the results of the factor analysis listed in Table 7 and applying it to the research subjects of 400 public high school students in West Kalimantan, the emotional reactions obtained were as listed in Table 8.

Table 8: Students' Emotional Reactions to Learning Failure (n=400)

No.	Emotional Reactions	Frequency	Percentage (%)
1.	Surprised	32	8
2.	Ashamed	24	6
3.	Resignation	28	7
4.	Anger	40	10
5.	Despair	32	8
6.	Wondering	20	5
7.	Feeling incompetence	36	9
8.	Regret	120	30
9.	Anger	28	7
10.	Feeling guilty	80	20

Table 8 shows that when experiencing learning failure, students mostly tend to experience emotional reactions of regret, guilt, and anger. According to Weiner's (2019) theory, these emotional reactions are beneficial because they contribute to the development of positive behavior and increased motivation to learn in the future. Weiner (2019) states that feelings of regret can be a driving force for reparative behavior, thus conducive to subsequent behavioral improvement.

Expectations of Success of West Kalimantan State High School Students from Malay, Dayak, Chinese, and Other Immigrant Ethnicities If They Achieve Success or Failure in Learning

Based on the frequency distribution analysis, the expectations of success of West Kalimantan State Senior High School students from the Malay, Dayak, Chinese and other immigrant ethnic groups if they achieve success or failure in learning are obtained as stated in Table 9.

Table 9: The Expectations of Success of West Kalimantan State High School Students from Malay, Chinese Dayak, and Other Immigrant Ethnicities If They Achieve Success or Failure in Learning

No.	Conditions of Success Expectancy	Mean	SD
1.	Success Expectancy When Experiencing Learning Success	5,20	0,70
2.	Success Expectancy When Experiencing Learning Failure	4,80	0,70

Table 9 shows that the mean expectation of success of state high school students in West Kalimantan when experiencing learning success is greater (5.20) than when experiencing learning failure (4.80) with the same standard deviation (0.70). This can be interpreted as meaning that students when experiencing learning success tend to have higher expectations of success than when experiencing learning failure.

The findings of this study demonstrate something natural and encouraging because high expectations of success when experiencing learning success are a psychological precondition conducive to the desire and ability to improve behavior toward more affirmative behavior in the future. To borrow a term from Weiner's (2012) theory, this can be a driver of "reparative behavior," so that this expectation of success is seen as conducive to subsequent behavioral improvement.

DISCUSSION

This research analysis bases its explanation on the analysis of attribution theory by Bernard Weiner [3][4][5]. It is a common view among psychologists and psychotherapists that Weiner's explanation of theory is logical, highly relevant to educational efforts, and has inspired many other motivational interventions[8][16]. However, Weiner's theory also contains something that is often complicated for students. Weiner's attribution theory focuses on the events of success and failure, particularly the motivational consequences of both events. In the context of success events, Platt states: "Given success... Weiner's model

does not provide quite so clear a conclusion as to which specific internal attribution(s) will best facilitate future performance." [2]

Weiner's attribution theory also states that attribution occurs less frequently in success than in failure. This assertion is refuted by Overwalle who argue that the issues involved in success are actually more complex than those in failure. [17] The uncertainty of Weiner's attribution theory in explaining the consequences of success attributions, as refuted by Platt, is relevant to this study because one of the themes of this attribution research is related to success. This means that determining adjudicative attributions for success events in this study is done using Weiner's attribution theory, which has the conditions described.

In the context of adjudicative attributions in situations of failure, the application of Weiner's attribution theory to this study is also problematic. This study establishes that adjudicative attributions are internal, unstable, and controllable by the student. Although this assumption is justified by Weiner's theory and is used in many motivational intervention models, some scholars reject it.

Wilson and Lenville, for example, reject such attributions because they fear they may evoke feelings of shame and regret in individuals. [18] While further discussion reinforces the need to not worry too much about such feelings of shame and regret, such concerns are important to consider. This is because excessive regret is not conducive to developing reparative behavior in the future, as it can lead to psychological difficulties. Meanwhile, moderate regret is still conducive to developing reparative behavior in the future. [19].

Regarding the conditions for success, Weiner does not explicitly state which attributions are adjudicative. [2]. Based on conceptual research and empirical results, this study ultimately establishes internal, unstable, and controlled attributions as adjudicative attributions. However, this determination presents a dilemma, particularly regarding the last two dimensions. According to Platt, unstable and controlled attribution dimensions are useful for preventing overconfidence. However, these attribution dimensions are not optimal for maintaining expectations of success. Conversely, stable and uncontrolled attributions can optimally maintain expectations of success, but at the risk of fostering overconfidence. [2]

Selecting an adjudicative attribution for this success condition is complicated not only because Weiner does not explicitly state it, but also because attributions for success conditions are more complex than those for failure conditions. In this context, although Weiner is an expert who has seriously studied attribution, according to Vallerand and Richer (2018), he has not yet fully succeeded in unraveling the complexity of attributions in this success condition. This is very important to be examined more closely and studied more deeply as an effort to avoid getting caught up in excessive self-confidence as has been frequently and frequently stated and emphasized by Platt (2018) who based it on the results of the research he has done.

CONCLUSION

Based on the findings and discussions it is concluded that:

1. The attribution of students from West Kalimantan State Senior High Schools from the Malay, Dayak, Chinese, and other immigrant ethnicities when achieving learning success tends to be of the view that the determining factors for learning success are within themselves, depend on themselves and they can control the determining factors for success.
2. The attributions of West Kalimantan State Senior High School students from the Malay, Dayak, Chinese, and other immigrant ethnicities when experiencing failure in learning also tend to have attributions that are consistent with when experiencing success, namely the view that the determining factors for learning failure are within themselves, depend on themselves and they can control the determining factors for failure.
3. The emotional reactions of West Kalimantan State Senior High School students from the Malay, Dayak, Chinese, and other immigrant ethnicities when they achieve learning success tend to be proud, satisfied, confident, but there are also those who feel surprised.
4. The emotional reactions of West Kalimantan State Senior High School students from the Malay, Dayak, Chinese, and other immigrant ethnicities when they experience failure in learning tend to feel regret, feel guilty and feel angry.
5. The expectations of success of students at West Kalimantan State Senior High Schools from the Malay, Dayak, Chinese and other immigrant ethnic groups if they achieve success in their studies tend to have higher expectations of success than when they experience failure in their studies.

RECOMMENDATION

Based on the conclusion it is recommended that:

1. The need to raise student success standards. To optimize the potential for adjudicative attributions for students' actual behavior, it is necessary to raise success standards. In attributional interventions for handling both failure and success, high school students need to be motivated, possess, and hold themselves to success standards that continually increase over time. These standards of success need to be embodied in the school's rational and realistic expectations for student success, the school's creation of a competitive atmosphere, the school's fostering of intrapsychic relationships within the school community, and its management of learning. Recognizing students who have achieved outstanding achievements at the national and international levels is crucial and must be deeply instilled in students.
2. There is a need to further involve students' motivational factors in the learning process. So far, the involvement of motivational factors in the learning process has focused more on external factors to motivate students; for example, efforts to gain attention; efforts to make learning materials relevant, meaningful, and interesting; and adapting learning to students' thinking levels. While all of the above is important, it's not enough to spark and stimulate student motivation. Because students are the primary agents of their own learning motivation, the attributional judgment process is crucial for determining the effectiveness of manipulating the aforementioned external factors on student motivation. When designing learning, managing the

classroom climate and school environment, providing feedback, and designing evaluation systems, it is crucial for teachers to consider the impact of these factors on the judgment process. This is all the more crucial because, within the framework of cognitive psychology, the judgment process is influenced not only by the student's cognitive developmental stage and cognitive skills in a specific area, but also by their broader, interdisciplinary thinking skills. This includes productive, critical, intuitive, and creative thinking skills.

3. It is necessary to develop interventions that directly address emotional reactions. The motivational intervention developed by Weiner, through attributional intervention, actually intervenes indirectly on the emotional aspect because it addresses students' attributions. This is all the more important because, first, most of the counseling theories that have developed rapidly in recent years tend to be cognitively oriented, so emotional reactions are seen more as a result of cognitive interventions. Second, emotions are often viewed as more complex than other aspects, so the psychology of emotions has developed very slowly for over a century, and it is only in the last two decades or so that the emotional aspect has become a serious area of scientific discussion. As a result, it's understandable that counseling theories that are directly emotion-oriented are rare. This development requires serious basic research into the intricacies of emotion transformation and the subsequent development of strategies for such transformation.
4. Based on the three suggestions above, the formulation of the "Attributional Guidance Model" is proposed and summarized as stated on the Table 10.

Table 10: Stages of Attributional Guidance Procedures to Improve Target Behavior of Students

Stages of Guidance	The Objectives of Guidance	The Technique of Guidance
Formulation of potential problems and growth of expectations of success	So that students: Realize that failure and its consequences and less than optimal success are potential problems that may occur to him. Increase the expectation of success that the potential problem can be overcome or at least avoided.	<i>Brainstorming</i> Questions and answers Sharing information Lecturing
Recognizing and reducing attribution biases	So that students: Recognize his/her attributions for his/her learning failures Recognize his/her attribution to his/her learning success Recognize attribution biases Reduce attribution biases that do not support achievement	Self-report Probing Comparative analysis Discussion
Teaching practical principles of attributional analysis	So that students: Can differentiate the attributions held by low-achieving students or	Providing information Comparative analysis Evaluative synthesis

	low-achieving students with high-achieving students It can be concluded that a person's interpretation of the causes of life events experienced (attribution) is a source of subsequent behavior Get a handle on developing and maintaining positive attributions and reducing negative attributions Able to tend to choose positive attributions.	
Confirmation of ajastive attribution	So that students: More solid in maintaining positive attributions It is easier to let go of negative attributions.	Providing reinforcement Modeling

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