

"The Effect of Achievement Goals on Homework Behavior and Academic Emotions on Students of Smp Negeri 1 Larantuka in East Flores Timur-Ntt-Indonesia"

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ABSTRACT

Research reveals the impact of achievement goals on behavior in doing assignments and academic emotions to achieve learning goals. The study was conducted on 1200 students at SMP 1 Larantuka with the conclusion that the Achievement Goal (X) has a positive and significant effect on the behavior of doing assignments (Y) as evidenced by an error rate of 0.05 ($\alpha = 5\%$), the path coefficient is 0.237, the Sig value is t is 0.000 ($0.000 < 0.05$) and the adjusted R Square y value is 0.053. Achievement Goal (X) has a positive and significant effect on academic emotion (Z) as evidenced by the error rate of 0.05 ($\alpha=5\%$), the path coefficient of 0.379, the Sig.t value of 0.000 ($0.000 < 0.05$) and the value of Adjusted R Square of 0.141. Academic Emotion (Z) has a positive and significant effect on the behavior of doing tasks (Y) as evidenced by the error rate of 0.05 ($\alpha=5\%$), the path coefficient of 0.395, the Sig.t value of 0.000 ($0.000 < 0.05$) and Adjusted R Square value of 0.153. The achievement goal (X) has no significant effect on the behavior of doing the task (Y) as evidenced by a significance value of $0.076 > 0.05$ ($\alpha=5\%$). Academic Emotion (Z) has a positive and significant effect on the behavior of doing the task (Y) as evidenced by the error rate of 0.05 ($\alpha=5\%$), the path coefficient of 0.356, the Sig.t value of 0.000 ($0.000 < 0.05$), R Square value is 0.165 and R Square value is 0.242

Keywords: *Achievements Goals*, Behavior of doing assignments and academic emotions

INTRODUCTION

Junior High School Students is a group of people who are in the teenage stage with the age category of 13 -16 years. Adolescents within this age category are psychologically unstable, which is characterized by inner turmoil and conflict within and with themselves. Inner upheaval and conflict that hit teenagers encourage problems in themselves such as unstable emotions and chaotic thoughts as well as problems with other people in the family and society.

Inner upheavals, conflicts and problems that experienced by adolescents cause adolescents to not be able to place themselves properly in togetherness with others.

Although the junior high school students are classified as a group of people who are not yet stable, teachers, parents and society in general need to have the perception that those students have various potentials and should be helped so that the stored potential can be actualized appropriately and optimally. Teachers can try to shape and educate students to have mental stability so they are able to think calmly in following the learning process and then can achieve learning outcomes in terms of attitudes, knowledge and skills desired by themselves, teachers, parents and society in general. Students' awareness of their main task as learning subjects needs to be pursued by teachers. By this they can learn effectively and efficiently, and then achieve their high learning outcomes.

Achievement goals is a theory of goal attainment based on personal motivations that arise in response to a particular context. This theory states that learning objectives in the classroom affect students to achieve these goals and the achievement of each goal is always related to the context of the learning carried out (Bardach, et.al., 2020). Achievement goals understood as an individual's commitment to self-regulation in order to be directed in interpreting and responding to the achievement of competencies that are relevant to the situation. Achievement goals are an important aspect of the individual specifically related to mental abilities in thinking, interpreting and responding to tasks in goal achievement behavior (Malik et al., 2021). The theory of goal attainment becomes a model in the study of student motivation (Litalien, Morin & McInerney, 2017). Students who have the behavior of achieving goals will be motivated from within (intrinsic motivation) to focus and organize themselves to always be focused on the material being studied and always strive to learn effectively and efficiently so as to obtain high learning outcomes.

Achievement goals have several characteristics, including: a). Task approach. The task approach is related to the achievement of task-based competencies, performing the tasks designed to be carried out. That is, what is being reviewed is how well or poorly a person masters and completes his duties according to standards in an effort to achieve the expected competencies. b). Task avoidance. To avoid failure of completing the task that was designed to be carried out. c). Self approach. People focus their attention on self-competence to be able to do better in the future than to what has that been done before. d). Self avoidance. Focusing on one's own inadequacy, they try not to do something that is worse than the previous one. e). Another approach. Another approach is done by focusing on other achievements such as trying to do better than others. f). Another avoidance. Another avoidance approach could be done by focusing on avoiding other incompetence that is by not to do something worse than others (Mascret et al., 2017). In education, the six approaches that described above can be carried out by students in order to form an achievement goals in order to achieve high learning outcomes or academic achievements. (Lüftenegger et al., 2016). The description about the achievement goal theory above provides an opportunity for researchers to research the *relation of approaches and avoidance based on mastery and performance*.

Behavior can be understood as what an organism does or rather what other organisms observe to do. Behavior is a person's response to external stimuli, both from people and from environmental situations (Skinner, 2019). That behavior is also understood as a person's views

or feelings accompanied by a tendency to act in line with these views and feelings. Behavior can also be referred to as attitude. Attitude can be understood as an evaluation of both positive and negative predispositions that condition the subject to understand and react to objects in the form of people, ideas or situations and others. This attitude is not an innate attitude but an attitude that can be learned and can also be changed. Behavior or attitude towards homework refers to the tendency of students both positive and negative in doing homework (Suárez et al., 2019).

Homework is an educational tool that is always used in the learning process. Cadime et al., (2017) defines homework as a series of tasks that are determined by the teacher for students to do outside school hours. Homework is a task given by the teacher or educator to be completed by students at home so that students have a learning experience outside of the classroom learning process (Maharaj-Sharma & Sharma, 2016). Homework is also defined as a task given by the teacher to be completed by students non-instructively outside of class time (Cunha et al., 2018; Medwell & Wray, 2019). Homework refers to the tasks given by the teacher to students to be completed during non-school time so that students can study independently (Zhou et al., 2020). Homework is work assigned by the teacher with various requirements to be completed by students seriously as part of the learning process according to the schedule set by the teacher so that the rest can get high learning performance. (Vatterott, 2018).

Academic emotions are emotions that occur in academic situations such as feeling happy to learn and proud or amazed by learning outcomes or also those related to anger, anxiety, boredom in learning and feeling humiliated by their own learning outcomes or jealous of other friends' learning outcomes. Learning emotions encourage learning motivation in students so that students can develop their personalities to achieve academic success.

Academic emotions include adaptive emotions and maladaptive emotions. Adaptive emotions encourage students to feel happy and enjoy learning. These emotions can help students imagine the learning goals to be achieved as well as strategies to overcome challenges so that challenges do not prevent students from achieving learning goals. While maladaptive emotions encourage students to feel anxious excessively so that students tend to be uncomfortable, nervous, worried about the possibility of failing in learning. Excessive anxiety predicts a sense of hopelessness or boredom that can prevent students from achieving academic achievement and can cause students to drop out of school, decrease psychological health and physical health (Pekrun, 2016).

Academic emotions encourage students to obey self-regulation to devote attention, strengthen their motivation to use self-selected learning strategies independently, which if used will encourage students to achieve high academic achievement.

Emotions have two dimensions, namely valence and activation. The valence dimension includes positive emotions such as pleasant emotions (pleasure) which are contradictory to unpleasant negative emotions (anxiety). The activation dimension includes a person's physiological state that activates feelings of pleasure and deactivates anxiety, for example with relaxation activities (Pekrun et al., 2017). Both dimensions produce positive and negative emotions that can be activated and deactivated. In addition, emotions can arise based on the focus of the object.

The Indonesian government, teachers, parents, community and especially students themselves hope to achieve high learning outcomes or academic achievements in all subjects including mathematics. Student learning outcomes are accumulated not only from test scores but also from homework scores. This will be possible if students have high achievement goals. Achievement goals are psychological assets owned by students from an intraindividual perspective that encourages students to approach, avoid tasks and other things that produce feelings of pleasure or anxiety which in turn affects students' effort and concentration in doing homework.

However, the gab phenomenon is proven that students still have low achievement goals so that learning outcomes in subjects do not satisfy the students themselves, teachers, parents and all related parties who want students to succeed in learning. This is the gab phenomenon found in students at SMP Negeri I Larantuka. Students have not been involved as active learners both inside and outside the classroom. In classroom learning, a third of 1200 students prefer to draw or paint and disturb friends during the lesson; cheating or imitating a friend's work when they have to complete an exam; do not complete homework either individually or in groups but prefer to use the time to play with peers and even students do not go to school if they do not like certain subjects.

From this gab phenomenon, the researcher can assume that there is a simultaneous significant relationship between the Achievement Goal variable on the behavior of doing the task, there is a significant relationship between the Achievement Goal variable on the behavior of doing the task, there is a simultaneous significant relationship between the Achievement Goal variable on academic emotions, there is a simultaneous significant indirect effect between the achievement goal variable and the behavior of doing homework through academic emotion, there is a significant relationship between the academic emotion variable on the behavior of doing the task, the academic emotion variable (Z) has a significant indirect effect on the behavior of doing the task (Y), the behavioral variable doing the task (Y) has a significant indirect effect on Academic Emotions (Z).

RESEARCH METHODOLOGY

The research uses quantitative research. In quantitative research, empirical data will be obtained that can provide an opportunity to see the reasons for the behavior that appears. This study examines the effect of achievement goals, behavior on doing homework and academic emotions as a mediator.

Arikunto (2010) explains that the research subject is the unit of analysis, namely the subject who is the center of attention or the target of the researcher. While the population is a generalization area consisting of subjects or objects that have certain qualities and characteristics that are applied by researchers to be studied and then drawn conclusions. The population in this study were all students of SMP Negeri I Larantuka. An appropriate sampling method is needed to obtain a representative sample of the population. The sampling method used in this research is simple random sampling (Mendenhall.1986). The sample size is taken using the following formula:

$$n = \frac{Npq}{(N-1)D + pq}$$

With

n : Sample Size

N : Total Population (N=1200)

p : Proportion (0.5)

q : 1-p

B^2

D : 4

B : Estimated error limit (0.05)

Sampling in this study is assumed to be the value of the proportion (p) is 0.5 on the grounds that it will get the largest sample size. So that the sample size (n) using the above equation is as follows:

$$n = \frac{(\text{isi Nilai } N) \times (0.5)(0.5)}{(N-1) \times \left(\frac{0.05^2}{4} \right) + (0.5)(0.5)}$$

n = ...

300 people

Testing instruments in this study are as follows:

Validity and Reliability Test

Validity shows the extent to which the score or value or measure obtained really states the results of the measurements or observations to be measured (Umar, 2002). The higher the validity of a variable, the test will hit the target (Valid).

The steps in measuring validity are as follows (Singarimbun, 1995):

1. Define operationally the concept to be measured.
2. Conducted trials of the measurement scale on a number of respondents.
3. Prepare an answer tabulation table.
4. Calculate the correlation between each question with the total score.

The correlation used is the product moment correlation with the following formula:

$$r_{xy} = \frac{n(\sum_{i=1}^n x_i y_i) - (\sum_{i=1}^n x_i)(\sum_{i=1}^n y_i)}{\sqrt{\left[n \sum_{i=1}^n x_i^2 - (\sum_{i=1}^n x_i)^2 \right] \left[n \sum_{i=1}^n y_i^2 - (\sum_{i=1}^n y_i)^2 \right]}}$$

Information:

r_{xy} : Correlation coefficient

X_i : Score for each question, i=1,2,...,n

Y_i : Total score, i=1,2,...,n

n : Number of Respondents

The hypothesis used is as follows:

Ho: questions cannot measure the same aspect

Hi: questions can measure the same aspect

The rejection criteria for H_0 is rejected if the value of $r_{xy} > r_{tabel}$ with $n-2$ degrees of freedom and significance level α , which means that the questions can measure the same aspects in the measuring instrument (questionnaire)

Reliability is an index that shows the extent to which a measuring instrument can be trusted or reliable. In the sense that if the measuring device is used twice to measure the same symptoms and the measurement results obtained are relatively consistent, the measuring device is said to be reliable (reliable/consistent) (Sugiyono, 2000).

The reliability test has the following hypothesis:

H_0 : The measuring instrument is not reliable

H_i : reliable measuring tool

The test statistics are as follows:

$$\alpha = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum_{b=1}^k \sigma_b^2}{\sigma_t^2} \right)$$

Information:

α : measuring instrument reliability

k : the number of questions

σ_t^2 : Total Variance

$\sum_{b=1}^k \sigma_b^2$: Number of question items variance

Criteria for rejection, reject H_0 if the value of α greater than 0.6. the level of reliability can be seen in the table

Table 1 Level of reliability

Alpha	Reliability Level
0.0-0.2	Less Reliable
0.2-0.4	Somewhat Reliable
0.4-0.6	Reliable enough
0.6-0.8	Reliable
0.8-1.0	Very Reliable

Data analysis technique

The data analysis method in this research is using 3-dimensional linear log analysis. Log linear is a method used to find out which cells affect and cause the relationship between variables to be dependent. This method applies a hierarchical system, which means that if a high-order interaction effect is entered into the model, then all effects are included in the model. With the log linear method, an equation can be obtained that describes whether or not there is a

relationship between two or more variables and the pattern of their relationship as well as to find out which cells cause dependencies.

The analysis steps carried out are as follows:

1. Make a cross tabulation table between the Achievement goal variable on the behavior of doing homework, the Achievement goal variable on academic emotions
2. From the cross tabulation table, an independence test was carried out using the Chi Square test between the Achievement goal variable on the behavior of doing homework and the academic emotion variable.
3. Linear log test with the following steps
 - Determining the variables, namely Achievement goal, behavioral variable doing homework, and academic emotion variable which has a dependent category
 - Form a linear log model from a two-dimensional table to look for a mathematical model with certainty and which level tends to cause a relationship or dependency.
 - Conducting the Goodness Of Fit test using the Chi Square Pearson test and the Likelihood Ratio to test the hypothesis of each model formed
 - Selecting the best model using the backward elimination method
4. Furthermore, the residual test from the two-dimensional cross tabulation table of the best model was also carried out to find out how well the estimated value had been generated. This residual test uses the adjusted residual value which is compared with the value in the standard normal distribution
5. The last step is to find the Odds Ratio (OR) and Relative Risk (RR) values from the best model. OR is used to obtain information on the relationship between variable Y and variable X and to determine the unit of change for each variable X. OR calculation for a contingency table that has a number of observations (nij) where i=1 and j=1,2 is as follows:

$$OR = \frac{P_{11}P_{22}}{P_{12}P_{21}}$$

$$P_{ij} = \frac{n_{ij}}{n_{++}}$$

Where

The calculation of the RR value for the contingency table that has the number of observations (nij) where i=1,2 and j=1,2 is as follows:

$$RR1 = \frac{[n_{11}/n_{++}]/[n_{1+}/n_{-+}]}{[n_{21}/n_{++}]/[n_{2+}/n_{-+}]}$$

$$RR2 = \frac{[n_{12}/n_{++}]/[n_{1+}/n_{-+}]}{[n_{22}/n_{++}]/[n_{2+}/n_{-+}]}$$

DISCUSSION

Validity and Reliability Test

Testing the validity of the instrument in this study used the product moment correlation with the following formula:

$$r_{xy} = \frac{n(\sum_{i=1}^n x_i y_i) - (\sum_{i=1}^n x_i)(\sum_{i=1}^n y_i)}{\sqrt{[n \sum_{i=1}^n x_i^2 - (\sum_{i=1}^n x_i)^2][n \sum_{i=1}^n y_i^2 - (\sum_{i=1}^n y_i)^2]}}$$

Information:

r_{xy} : Correlation coefficient

X_i : Score for each question, $i=1,2,...,n$

Y_i : Total score, $i=1,2,...,n$

n : Number of Respondents

The hypothesis used is as follows:

H_0 : questions cannot measure the same aspect

H_1 : questions can measure the same aspect

The rejection criteria for H_0 is rejected if the value of $r_{xy} > r_{tabel}$ with $n-2$ degrees of freedom and significance level α , which means that the questions can measure the same aspects in the measuring instrument (questionnaire).

Based on data processing using the SPSS 16.00 application, the following results were obtained:

Table 1. Instrument Validity Test

Correlations

		P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	SCORE_TO TAL
P1	Pearson Correlati on Sig. (2- tailed) N	1 30	.083 .663 30	.207 .272 30	.159 .402 30	-.256 .171 30	-.116 .540 30	.088 .645 30	.126 .506 30	.016 .934 30	-.252 .180 30	-.017 .930 30	-.031 .871 30	.082 .666 30
P2	Pearson Correlati on Sig. (2- tailed) N	.083 .663 30	1 30	.411 * .024 30	.646 ** .000 30	.475 ** .008 30	.036 .851 30	.399 * .029 30	.336 .069 30	.547 ** .002 30	.476 ** .008 30	.427 * .019 30	.131 .489 30	.726** .000 30
P3	Pearson Correlati on Sig. (2- tailed) N	.207 .272 30	.411 * .024 30	1 30	.328 .077 30	.331 .074 30	.225 .232 30	.122 .521 30	.263 .161 30	.128 .501 30	.056 .769 30	.332 .073 30	.131 .489 30	.496** .005 30
P4	Pearson Correlati on Sig. (2- tailed) N	.159 .402 30	.646 ** .000 30	.328 .077 30	1 30	.516 ** .004 30	.282 .131 30	.369 * .045 30	.114 .549 30	.536 ** .002 30	.439 * .015 30	.504 ** .005 30	.245 .191 30	.761** .000 30
P5	Pearson Correlati on Sig. (2- tailed) N	-.256 .171 30	.475 ** .008 30	.331 .074 30	.516 ** .004 30	1 30	.382 * .037 30	.345 .062 30	.125 .511 30	.285 .127 30	.444 * .014 30	.312 .093 30	.167 .378 30	.630** .000 30
P6	Pearson Correlati on Sig. (2- tailed) N	-.116 .540 30	.036 .851 30	.225 .232 30	.282 .131 30	.382 * .037 30	1 30	.409 * .025 30	.043 .820 30	.046 .807 30	.035 .855 30	-.105 .582 30	-.162 .392 30	.330 .075 30
P7	Pearson Correlati on Sig. (2- tailed) N	.083 .645 30	.399 * .029 30	.122 .521 30	.369 * .045 30	.345 .062 30	.409 * .025 30	1 30	.244 .194 30	.249 .185 30	.253 .177 30	.214 .257 30	.174 .358 30	.603** .000 30

	N	30	30	30	30	30	30	30	30	30	30	30	30	30
P8	Pearson Correlation	.126	.336	.263	.114	.125	.043	.244	1	.531**	.058	.381*	.141	.498**
	Sig. (2-tailed)	.506	.069	.161	.549	.511	.820	.194		.003	.759	.038	.456	.005
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
P9	Pearson Correlation	.016	.547**	.128	.536**	.285	.046	.249	.531**	1	.357	.498**	.252	.676**
	Sig. (2-tailed)	.934	.002	.501	.002	.127	.807	.185	.003		.053	.005	.179	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
P10	Pearson Correlation	-.252	.476**	.056	.439*	.444*	.035	.253	.058	.357	1	.537**	.470**	.598**
	Sig. (2-tailed)	.180	.008	.769	.015	.014	.855	.177	.759	.053		.002	.009	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
P11	Pearson Correlation	-.017	.427*	.332	.504**	.312	-.105	.214	.381*	.498**	.537**	1	.697**	.729**
	Sig. (2-tailed)	.930	.019	.073	.005	.093	.582	.257	.038	.005	.002		.000	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
P12	Pearson Correlation	-.031	.131	.131	.245	.167	-.162	.174	.141	.252	.470**	.697**	1	.509**
	Sig. (2-tailed)	.871	.489	.489	.191	.378	.392	.358	.456	.179	.009	.000		.004
	N	30	30	30	30	30	30	30	30	30	30	30	30	30
SCORE_TO TAL	Pearson Correlation	.082	.726**	.496**	.761**	.630**	.330	.603**	.498**	.676**	.598**	.729**	.509**	1
	Sig. (2-tailed)	.666	.000	.005	.000	.000	.075	.000	.005	.000	.000	.000	.004	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Based on the table. 1, the results obtained that question P1 was declared invalid with a value of $r_{count} = 0.082 < r_{table} = 0.3610$ and question item P6 was declared invalid with a value of $r_{count} = 0.330 < r_{table} = 0.3610$ so that both were excluded from the model.

Furthermore, the reliability test was carried out. The reliability test has the following hypothesis:

Ho: The measuring instrument is not reliable

Hi: reliable measuring tool

The test statistics are as follows:

$$\alpha = \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum_{b=1}^k \sigma_b^2}{\sigma_t^2} \right)$$

Information:

α : measuring instrument reliability

k : the number of questions

σ_t^2 : Total Variance

$\sum_{b=1}^k \sigma_b^2$: Number of question items variance

Criteria for rejection, reject Ho if the value of α greater than 0.6. the level of reliability can be seen in the table. Based on data processing with the help of SPSS, the following results were obtained:

Table 2. Instrument Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.803	12

Based on table 2, the results of the reliability test were obtained with an alpha cronbat value of $0.803 > 0.6$ so that it was concluded that the research instrument was reliable. The reliable testing of each question item shows that all questions are reliable as shown in table 3.

Table 3. Reliability Test of each instrument**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
P1	35.20	51,614	.000	.815
P2	35.17	43,040	.654	.772
P3	35.17	46.144	.388	.794
P4	35.47	41,637	.689	.766
P5	35.73	43,720	.533	.781
P6	36.50	47.776	.175	.815
P7	36.43	42.185	.464	.788
P8	36.00	45,793	.382	.794
P9	35.97	41,482	.566	.776
P10	35.67	44,575	.502	.784
P11	35.90	41.059	.638	.769
P12	36.17	44,351	.363	.798

Inferential Statistical Analysis***Using Linear LOG***

In using linear log analysis, a dependency test was carried out to see the relationship between the variables used.

Ho: The two variables are mutually independent

Hi: Both dependent variables

Independence Test Table**Goodness-of-Fit Tests**

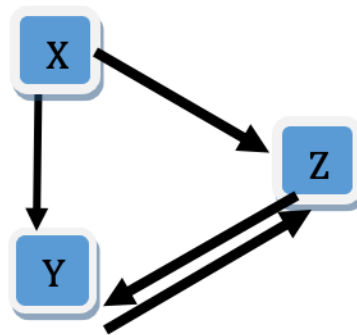
	Chi-Square	df	Sig.
Likelihood Ratio	61.826	112	1,000
Pearson	91.073	112	.927

By taking 10% alpha, based on the results in the table above, the P-Value value for the Pearson Chi Square test is obtained and the likelihood ratio shows a value less than the alpha value. So it can be concluded that the assumption that the variables are independent or independent is accepted. So that in the next analysis, log linear analysis is not used. The analysis is suitable for mutually independent variables, namely path analysis.

Using Path Analysis

Path analysis is the development of correlation analysis, which is built from path diagrams hypothesized by the researcher in explaining the mechanism of causal relationships between variables by breaking down the correlation coefficients into direct and indirect effects. Path analysis can be said as linear regression analysis with standardized variables. Therefore, the path coefficient is basically a beta coefficient or standard regression. The path diagram that is

built by the researcher must have the correct theoretical basis of consideration as well as logical and accountable knowledge. The path diagram in this study is as follows:



In general, the path analysis of each variable is described as following:

1. Path analysis of the influence of achievement goals (task approaches, task avoidance, other approaches and other avoidances) on the behavior of doing homework (concentration and effort) in students of SMP Negeri I Larantuka?

Achievement goals applied with the aim of being an aspect that can motivate individuals to focus on completing tasks, thus individuals can control learning behavior and have good performance in order to set standards of success (Linnenbrink & Pintrich, 2001; Elliot & Murayama, 2008).

Therefore, the following hypotheses can be raised in this study simultaneously:

Ho: There is no simultaneous significant relationship between the Achievement Goal variable on the behavior of doing the task

HI : There is a simultaneous significant relationship between the Achievement Goal variable on the behavior of doing the task

Based on Table 4, it can be seen that there is a significant influence between the achievement goal variables on the behavior of doing homework. From the results of the path coefficient test in Table 1, the Sig.F value is 0.000 (Sig.F <0.05), so H0 is rejected, because H0 is rejected, the hypothesis which states that there is a simultaneous significant effect between achievement the goal of behavior doing the task is acceptable.

Table 4. Simultaneous Relationship Between Variables X And Y

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	357,853	1	357,853	17,786	.000a
Residual	5995.813	298	20,120		
Total	6353.667	299			

Partially the hypothesis can be raised in this study as follows:

Ho: There is no significant relationship between the Achievement Goal variable on the behavior of doing the task

HI : There is a significant relationship between the Achievement Goal variable on the behavior of doing the task

The partial testing of the achievement goal variable is as follows:

Table 5. Partial Test of Variables X and Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	31,709	1,600		19,821	.000
ACHIEVEMENT_GOAL	.166	.039	.237	4.217	.000

From the partial calculation, the Achievement Goal (X) variable has a positive and significant influence on the behavior of doing the task (Y) at an error rate of 0.05 ($\alpha=5\%$) if other variables are assumed to be constant. This can be proven by the magnitude of the path coefficient of 0.237 with a Sig.t value of 0.000 ($0.000 < 0.05$). Partially, the Achievement Goal (X) variable has a significant effect on task behavior (Y).

The contribution of the Achievement Goal variable to the behavior of doing the task can be seen from the Adjusted R Square value of 0.053. This means that 5.3% of the behavioral variables doing the task will be influenced by the independent variable, namely the Achievement Goal. While the remaining 94.7% of the behavioral variables doing the task will be influenced by other variables that are not discussed in this study:

2. Path analysis of the effect of Achievement goals (task approach, task avoidance, other approaches and other avoidance) on academic emotions (pleasure and anxiety) in students of SMP Negeri I Larantuka?

Dweck & Leggett (1988) explained that there are two achievement goal orientations, the first is a mastery goal orientation where students are interested in learning knowledge, skills, and improving their understanding. The second is a performance goal orientation where students show their ability to exceed others. Therefore, the following hypotheses can be raised in this study simultaneously:

Ho: There is no simultaneous significant relationship between the Achievement Goal variable and academic emotions

H1 : There is a simultaneous significant relationship between the Achievement Goal variables on academic emotions

Based on Table 6, it can be seen that there is a significant influence between the achievement goal variables on the behavior of doing homework. From the results of the path coefficient test in Table 6, the Sig.F value is 0.000 (Sig.F < 0.05), so H0 is rejected, because H0 is rejected, the hypothesis which states that there is a simultaneous significant effect between achievement the goal of behavior doing the task is acceptable.

Table 6. Simultaneous Relationship Between Variables X And Y

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	2952,217	1	2952,217	50,092	.000a
Residual	17562,780	298	58,936		
Total	20514.997	299			

Partially the hypothesis can be raised in this study as follows:

Ho: There is no significant relationship between the Achievement Goal variable and academic emotions

HI: There is a significant relationship between the Achievement Goal variable and academic emotions

The partial testing of the achievement goal variable is as follows:

Table 7. Partial Test of Variables X and Z

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	53,540	2,738		19,555	.000
ACHIEVEMENT_DGOAL	.475	.067	.379	7.078	.000

From the partial calculation, the Achievement Goal (X) variable has a positive and significant effect on academic emotion (Z) at an error rate of 0.05 ($\alpha=5\%$) if other variables are assumed to be constant. This can be proven by the magnitude of the path coefficient of 0.379 with a Sig.t value of 0.000 ($0.000 < 0.05$). Partially, the Achievement Goal (X) variable has a significant effect on academic emotion (Z).

The contribution of the Achievement Goal variable to academic emotion can be seen from the Adjusted R Square value, which is 0.141. This means that 14.1% of the behavioral variables doing the task will be influenced by the independent variable, namely the Achievement Goal. While the remaining 85.9% of academic emotion variables will be influenced by other variables that are not discussed in this study:

3. Path analysis of the influence of academic emotions (pleasure and anxiety) on the behavior of doing homework (concentration and effort) in students of SMP Negeri I Larantuka?

Academic emotions are emotions that arise in various learning conditions and are directly related to the process of achievement activities and achievement outcomes (Pekrun et al., 2011). Therefore, the following hypotheses can be raised in this study simultaneously:

Ho: There is no simultaneous significant relationship between the academic emotion variable on the behavior of doing the task

HI: There is a simultaneous significant relationship between academic emotion variables on behavior in doing assignments

Based on Table 8, it can be seen that there is a significant influence between the academic emotional variables on the behavior of doing homework. From the results of the path coefficient test in Table 8, the Sig.F value is 0.000 (Sig.F < 0.05), so H₀ is rejected, because H₀ is rejected, the hypothesis which states that there is a significant effect simultaneously (simultaneously) between emotions academic behavior on the behavior of doing the task is acceptable.

Table 8. Simultaneous Relationship Between Variable Z and Y

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	991.050	1	991.050	55.073	.000a
Residual	5362,617	298	17,995		
Total	6353.667	299			

Partially the hypothesis can be raised in this study as follows:

H₀: There is no significant relationship between the academic emotion variable on the behavior of doing the task

H₁: There is a significant relationship between the academic emotion variable on the behavior of doing the task

The partial test of the academic emotion variable is as follows:

Table 9. Partial Test of Variables Z and Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	22,396	2.166		10,340	.000
EMOTION_ACADEMIC	.220	.030	.395	7.421	.000

From the partial calculation, the Academic Emotion variable (Z) has a positive and significant influence on the behavior of doing the task (Y) at an error rate of 0.05 ($\alpha=5\%$) if other variables are assumed to be constant. This can be evidenced by the magnitude of the path coefficient of 0.395 with a Sig.t value of 0.000 (0.000 < 0.05). Partially, the Academic Emotion variable (Z) has a significant effect on task behavior (Y).

The amount of the contribution of the Academic Emotion variable to the behavior of doing the task can be seen from the Adjusted R Square value of 0.153. This means that 15.3% of the Academic Emotion variable will be influenced by the independent variable, namely the behavior of doing tasks. While the remaining 84.7% of academic emotion variables will be influenced by other variables that are not discussed in this study:

4. Path analysis of the influence of the indirect effect between achievement goals and the behavior of doing homework through academic emotions?

Simultaneously, a hypothesis can be raised to see the indirect effect between achievement goals and the behavior of doing homework through academic emotions as follows:

Ho: There is no simultaneous significant indirect effect between the achievement goal variable and the behavior of doing homework through academic emotions

H1: there is a simultaneous significant indirect effect between the achievement goal variable and the behavior of doing homework through academic emotions

Based on Table 10, it can be seen that there is a significant influence between the achievement goal variable and the behavior of doing homework through academic emotions. From the results of the path coefficient test in Table 6, the Sig.F value is 0.000 (Sig.F < 0.05), so H0 is rejected, because H0 is rejected, the hypothesis which states that there is a simultaneous significant effect between achievement goals with the behavior of doing homework through academic emotions are acceptable.

Table 10. Simultaneous Relationship Between Variable Z and Y

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1047,874	2	523,937	29,328	.000a
Residual	5305.792	297	17,865		
Total	6353.667	299			

Partially the hypothesis can be raised in this study as follows:

1. Indirect influence of the achievement Goal variable on the behavior of doing the task:

Ho: There is no significant relationship between the academic emotion variable on the behavior of doing the task

H1 : There is a significant relationship between the academic emotion variable on the behavior of doing the task

2. Indirect influence of academic emotional variables on behavior doing tasks:

Ho: There is no significant relationship between the academic emotion variable on the behavior of doing the task

H1 : There is a significant relationship between the academic emotion variable on the behavior of doing the task. The partial testing of each variable is as follows:

Table 11. Partial Test of Variables X and Z Against Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	21,096	2.278		9.262	.000
ACHIEVEMENT_GOAL	.071	.040	.102	1,783	.076
EMOTION_ACADEMIC	.198	.032	.356	6.215	.000

From the partial calculation, the achievement goal variable (X) has no significant effect on the behavior of doing the task (Y) which is indicated by a significant value of $0.076 > 0.05$ ($\alpha = 5\%$).

While the Academic Emotion variable (Z) has a positive and significant influence on the behavior of doing the task (Y) at an error rate of 0.05 ($\alpha=5\%$) if other variables are assumed to be constant. This can be proven by the magnitude of the path coefficient of 0.356 with a Sig.t value of 0.000 ($0.000 < 0.05$). Partially, the Academic Emotion variable (Z) has a significant indirect effect on task behavior (Y).

The amount of the indirect variable contribution of Academic Emotion to the behavior of doing the task can be seen from the R Square value of 0.165. This means that 16.5% of the behavioral variables doing the task will be influenced by the independent variable, namely academic emotion. While the remaining 83.5% of the behavioral variables doing the task will be influenced by other variables that are not discussed in this study:

3. Path analysis of the influence of the indirect effect between achievement goals and academic emotions through the behavior of doing homework?

The test results in Table 12 also show that there is an indirect effect of achievement goal (X) on the behavior of doing assignments (Y) through academic emotion (Z). From the partial calculation, the achievement goal variable (X) has a significant effect on the behavior of doing the task (Y) which is indicated by a significance value of $0.000 < 0.05$ ($\alpha = 5\%$) and the path coefficient of 0.303. While the behavioral variable doing the task (Y) has a positive and significant indirect effect on the Academic Emotion Variable (Z) at an error rate of 0.05 ($\alpha=5\%$). This can be proven by the magnitude of the path coefficient of 0.323 with a Sig.t value of 0.000 ($0.000 < 0.05$), then partially the behavioral variable doing the task (Y) has a significant indirect effect on Academic Emotions (Z).

Table 12. Partial Test of Variables X and Y Against Z

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	35,130	3.928		8,943	.000
ACHIEVEMENT_GOAL	.379	.065	.303	5.822	.000
BEHAVIOR_DOING	.581	.093	.323	6.215	.000

The amount of the indirect variable's contribution to the behavior of doing the task can be seen from the value of R Square, which is 0.242. This means that 24.2% of the Academic Emotion variable will be influenced by the contribution of the indirect variable, namely the behavior of doing the task. While the remaining 75.8% of Academic Emotion variables will be influenced by other variables that are not discussed in this study:

4. The impact of the achievement goal on the behavior of doing homework and academic emotions as a mediator in counseling guidance.

Based on the hypothesis testing carried out by each variable, it was found that there was a direct or indirect influence between the achievement goal variables, the behavior of doing homework and academic emotions. The direct effect occurs in each independent variable on the dependent variable. But not vice versa when there is an intermediary variable that has an indirect effect on it. The magnitude of the indirect effect is $0.395 \times 0.356 = 0.141$. The relationship between

the achievement goal and the behavior of doing homework is explained more by the indirect effect of 0.52 compared to the direct influence of 0.072.

The final model of path analysis, both the first path regression equation and the second path regression equation, is as follows:

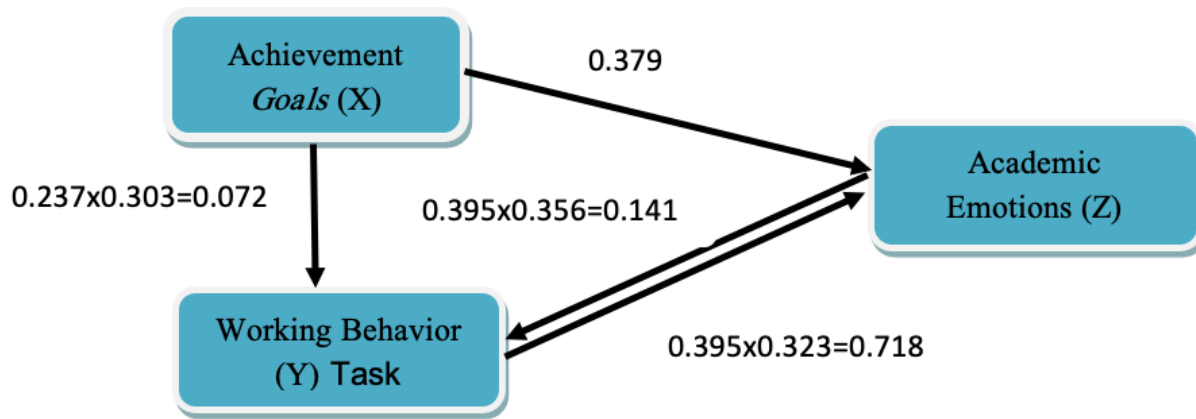


Figure 1. Overall Path Analysis Model

So that the total best path is obtained as follows:

1. The indirect effect of achievement Goal on the behavior of doing assignments through academic emotions is $0.379 + 0.141 = 0.52$
2. The indirect effect of achievement Goal on academic emotions through the behavior of doing assignments is $0.072 + 0.718 = 0.79$

Based on the results above, it can be said that the achievement goal variable has a significant effect on the behavior of doing homework through the contribution of academic emotions

CONCLUSION

From the results of the study, the researchers concluded that there was a positive relationship between homework goals and academic achievement (Fan et al., 2017; Sun et al., 2019). Students' willingness and ability to do homework is influenced by the emotions of academic achievement and their impact on learning. These emotions are directly related to academic activities so that they can be predictors of academic performance in students. Emotions are functionally important for students to achieve academic success. Students who have achievement emotions will be seriously involved in the learning process in class and develop it in learning outside the classroom so that students can achieve high academic achievement. (Gong & Bergey, 2020). Achievement emotions also encourage the students to do their homework on time, try to explore and to create new ideas so then they can achieve the academic achievements that is expected by the teacher through completing the homework given. (Rowe & Fitness, 2018).

Achievement emotions are important for students because these emotions are an integral or inner part of students which play an important role in encouraging students to focus on orientation to achieve goals, namely high academic achievement. Students who have an

orientation to achieve the goal (achievement goal) which is to achieve high learning achievement will quickly respond, approach, be involved in efforts to achieve learning achievement, among others, with persistence in completing homework properly, correctly and on time.

The description of some of the research findings above, can be applied by teachers in conditioning students to complete homework properly, correctly and on time to support students in achieving the goal of having high learning achievement as expected by themselves, teachers, parents, society and the government.

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