

Proportion of Amotivation Learning Students Who Work and do not Work on Academic Achievement

Fany Della Utari¹, Ardhita Eko Ginanjar^{2*}

¹State Junior High School 3 Sidoarjo, Sidoarjo, Indonesia

²Universitas Negeri Surabaya, Surabaya, Indonesia



DOI : <https://doi.org/10.63230/jopacbis.1.3.104>

Sections Info

Article history:

Submitted: August 21, 2025

Final Revised: September 9, 2025

Accepted: September 11, 2025

Published: October 21, 2025

Keywords:

Amotivated learning

Student

Academic Achievement

ABSTRACT

Objective: This research aims to analyse the differences in Grade Point Average (GPA) between students who study while working and those who do not, their level of amotivation, and the interaction of employment status with amotivation among economics education students at Universitas Negeri Surabaya. **Method:** This research is a comparative quantitative study using simple random sampling on economics education students from the fifth to the seventh semester, with a total of 177 students. The analysis technique uses Chi-Square and Odds Ratio with the assistance of SPSS software. **Results:** Research results indicate that there is no difference in the proportion of academic achievement risk between students who work and those who do not. However, there is a difference in the proportion of risk to academic achievement between students with high and low levels of amotivation. Students with high amotivation are more likely to experience a decline in academic achievement. Meanwhile, no difference was found in the proportion of risk to academic achievement between students who work and have high amotivation and students who do not work and have low amotivation. These findings suggest that the amotivation factor has a stronger influence on academic achievement than whether or not a student works. **Novelty:** The combination of two contexts, namely the employment status of students and amotivation towards academic achievement, represents a conceptual innovation and focuses on economics education students who have never been studied before. This provides a broader contribution.

INTRODUCTION

The majority of students certainly expect to be able to study up to college level (Cope et al., 2021; Lopez-Agudo et al., 2021). Because by getting an education, someone can improve the quality of their expertise and knowledge in their efforts to achieve success and get a decent job (Kenny et al., 2023; Tin et al., 2023). One way to prove the quality of their education can be seen from their academic achievements (Guterman, 2021; Mardelina & Muhson, 2017).

But the cost of education in college is relatively more expensive than the cost of secondary school (Linos et al., 2024). Then added with a variety of student life needs there are very diverse such as stationery, books, data access fees, training and seminar fees, printing costs for various tasks, boarding fees, meal costs and others. So that it was felt to burden students and parents alike. So that caused some students to be encouraged to look for solutions in order to ease the burden on parents related to tuition fees. That was later in the study of Róbert & Saar, (2012) called double status position.

Based on the Regulation of the Minister of Manpower and Transmigration No. 1 In 2014, working is an economic activity carried out by someone who aims to obtain or help earn income or profits. While the indicators of self-employment are employment status. It is not easy for students to take careers and education together, especially in terms of

the division of time between assignments and work obligations. Then the problem arises because students who have worked feel that life in lectures is only a theory, so the motivation for college is slightly reduced. This is feared to affect the results of academic achievement embodied in the GPA.

Céspedes-González et al., (2023) explain their own academic achievement as a result that someone has achieved by learning which is expressed in the form of numbers or scores after working on the test (Montalva-Valenzuela et al., 2025). Whereas according to Spinath, (2012), achievement is concluded as the last accumulated value given by the teacher which contains the student's learning progress over a certain period of time. So that it can be interpreted learning achievement is the achievement of student learning outcomes as a whole for one year of the teaching period. While the indicators of academic achievement itself are student GPA (Hall, 2023; Khan et al., 2018). Academic achievement categories in higher education can be seen in the table below:

Table 1. GPA scale.

GPA scale	Predicate
2.00 - 2.75	Satisfying
2.76 - 3.50	Very satisfying
3.51 - 4.00	Cumlaude

According to Michaelides et al., (2019), learning achievement is influenced by motivation. Then according to the self-regulation theory proposed by Häsä et al., (2025) and Zimmerman, (2002), humans always have continuity with various forms of motivation that are hidden in themselves and one of them is amotivation (Legault et al., 2006).

Amotivation is the lowest level of various forms of motivation (Luria, 2022). According to İlter, (2021), amotivation implies a person's inability to achieve something and it makes him feel helpless and unable to achieve the expected results. While the amotivational indicators adapted from Deci & Ryan, (2000) and Santrock, (2017) are perceived non-contingency, low perceived competence, non-intentionality, and negative emotions when given questions in class. Amotivation problems for students who work and do not work also influence to GPA supported by several related research. Among the research conducted by Mardelina & Muhson, (2017), which states that academic achievement between students who work is indeed lower than students do not work. Research from Balkis, (2018) and İlter, (2021, 2023) also suggests that a lack of motivation (amotivation) can lead to a decrease in student academic achievement.

Based on interview that researcher have done, it was found that they feels difficult to divide the time between college and work. The majority of them answered often overwhelmed, especially when urgent work and task deadlines simultaneously. In the

end they prioritize work rather than doing assignments. According from their answers when they worked, then they would get the benefit that is money. But when they choose to complete the college assignments, they work will be neglected and they claim that they not get the benefits of doing the assignment. So they often ask for help from friends to do their jobs or just hitch a name and not contribute their work at all because most of the tasks given are tasks groups. From the results of the interview, then it arises to concern that this will have an impact on student learning achievement implemented through the Grade Point Average or GPA.

From these results, a research gap was found in the aspect of integration between students' employment status and their level of amotivation in relation to GPA. No previous research has simultaneously compared the combination of these two variables (employment status and amotivation) against students' academic achievement, particularly among economic education students at Universitas Negeri Surabaya. Therefore, this research aims to analyse the difference in the proportion of the GPA between students who work and do not work, the difference in the proportion of the GPA between students who have low and high and the difference in the proportion of GPA between students who work and highly motivated with students who do not work and low motivation in the Department of Economic Education at Universitas Negeri Surabaya.

The novelty of this research is the integration of two important variables, namely students' employment status and level of amotivation, into a single model for comparative analysis of GPA. This concept was first applied to education students at the Universitas Negeri Surabaya.

This research theoretically contributes to the development of studies on the relationship between students' employment status, amotivation, and academic achievement. It broadens the understanding of self-regulation theory. Practically, the results of this study can serve as a reference for higher education institutions in designing policies and strategies to guide working students in maintaining their academic achievement.

RESEARCH METHOD

This is a quantitative research with a comparative approach that aims to compare several variables to several different samples (Sciberras & Dingli, 2023). The population in this study were all students of the Department of Economic Education at Universitas Negeri Surabaya from the fifth to the seventh semester. The sampling technique used was simple random sampling which eventually obtained a sample of 177 out of 351 students.

Independent variables are students who work (X1) and learning amotivation (X2), while the dependent variable is academic achievement (Y). students who work in this study are students who are undergoing two or more activities simultaneously namely

college by working, both full and part time jobs. Students who work can be measured through their employment status. While the motivation to learn here is the loss of motivation to study, work on assignments and go to college. Motivation can be measured through several indicators, namely the feeling of Nonintentionality, Low perceived competence, Perceived non-contingency (non perceived contingencies), and Negative emotions when given questions in class. Then the academic achievement in this study is interpreted by the student GPA.

The techniques used for collecting data are questionnaires, interviews and documentary studies. Closed questionnaires are based on predetermined indicators. The measurement scale used is the Likert scale with only two scales namely "Yes" and "No" to reinforce the respondent's answer and to classify between high and low motivation and work and not work. Based on the validity test through SPSS Version 23 obtained a valid statement of 18 statements from 21 statements. The questionnaire has a very high reliability figure of 0.840. Interviews were used in preliminary studies and discussions. Documentary studies come from student GPA values, books and journals that are relevant to research.

There are two analysis techniques used, there is the Chi-Square test which aims to determine whether there are differences in risk proportions on variables with different samples. Then the Odds Ratio test used to find out how many times the risk of decreasing academic achievement is good for students with high motivation and low motivation as well as for students who work and don't work.

RESULTS AND DISCUSSION

Results

Based on the questionnaire distribution, 174 respondents met the criteria: active students in the Education Study Program, Faculty of Economics and Business, Universitas Negeri Surabaya, intake 2021, aged 18–24, and with active social media accounts. Respondent characteristics analyzed included gender, age, and study program. The distribution of respondents based on study program is presented in detail in table 2.

Table 2. Chi-Square test results for hypotheses 1.

	Value	Df	Asymptotic significance (2- sided)	Exact sig. (2-sided)	Exact sig. (1-sided)
Pearson Chi-Square	1.105 ^a	1	.293		
Continuity Correction ^b	.800	1	.371		
Likelihood Ratio	1.104	1	.293		
Fisher's Exact Test				.347	.186
Linear-by-Linear Association	1.099	1	.295		
N of Valid Cases	177				

The table above shows that students who work and do not work have the same risk of increasing or decreasing academic achievement. so that it can be interpreted that there is no difference proportion between both sample. This is because it has an Asymptotic Significance value in Pearson Chi-Square greater than α , which is $0.293 > 0.05$.

Table 3. Chi-Square test results for hypotheses 2.

	Value	Df	Asymptotic significance (2-sided)	Exact sig. (2-sided)	Exact sig. (1- sided)
Pearson Chi-Square	6.699 ^a	1	.010		
Continuity Correction ^b	5.913	1	.015		
Likelihood Ratio	6.736	1	.009		
Fisher's Exact Test				.012	.007
Linear-by-Linear Association	6.661	1	.010		
N of Valid Cases	177				

Contrast to the results of the test on the first hypothesis, the second hypothesis shows that there are differences in the proportion risks of increasing or decreasing academic achievement between students who have low amotivation and students who have high amotivation. This is because it has an Asymptotic Significance value of less than α which is equal to $0.010 < 0.05$.

This can be proven by the Odds Ratio test in Table 4 which shows that the risk of decreasing academic achievement is greater than the chance of increasing academic achievement. The test can be seen in Table 4.

Table 4. Chi-odds ratio test result

Risk Estimate			
	Value	95% Confidence Interval	
		Lower	Upper
Odds Ratio for Learning Amotivation (Amo_High / Amo_Low)	.440	.235	.824
For cohort GPA = Cumlaude	.592	.394	.889
For cohort GPA = Not Cumlaude	1.346	1.067	1.697
N of Valid Cases	177		

Students who have high amotivation have a risk of 1.346 times higher than students low amotivation of decreasing academic achievement. this can be seen in Table 4 section For cohort GPA = No Cum laude which shows a number of $1.346 > 1$ which describe a higher risk. While high amotivation students tend to increase academic achievement by only 0.440 times higher than students with low amotivation students. This is shown in Table 4 of the Odds Ratio section which has a value of 0.440.

Table 5. Chi-square test results for hypotheses 3.

	Value	Df	Asymptotic Significance (2- sided)	Exact Sig. (2- sided)	Exact Sig. (1-sided)
Pearson Chi-Square	.957 ^a	1	.328		
Continuity Correction ^b	.583	1	.445		
Likelihood Ratio	.961	1	.327		
Fisher's Exact Test				.393	.223
Linear-by-Linear Association	.947	1	.331		
N of Valid Cases	94				

Based on Table 5, it can be seen that there is no difference in the proportion between students who work and highly motivated with students who do not work and low motivation towards their academic achievement. So that there is no need for further testing because it shows the same risk to the increase or decrease in academic achievement in both samples. This can be seen from Table 4 of the Asymptotic Significance Pearson Chi-Square section which has a value of $0.328 > 0.05$.

Discussion

For the first hypotheses shows that students who work and do not work have the same risk of increasing or decreasing academic achievement. According to Noeryanti et al., (2018), the factors that influence learning achievement are physical factors such as fatigue, psychological such as motivation, family, school and society (Chen & Chen, 2021; Schrader & Helmke, 2015). So the work status of students is not a factor that influences learning achievement, but rather the physical and psychological impact arising from the employment status held by students. There is no difference in risk to academic achievement between students who work and do not work because there is a difference that is not too significant on various factors underlying academic achievement, namely the value of assignments, activeness, midterm exam and final exam. Both of them keep collecting assignments and attending class.

Then based on frequency data found that the difference between working and non-working students who obtained Cumlaude academic achievement was not significantly different. So that both students working or not working together can get Cumlaude academic achievements and both can get non-Cumlaude academic achievements if they do not fulfill their responsibilities in universities.

The results of this study contradict with other studies which state that students who work have higher learning outcomes than students do not work. Other studies also says that there is indeed an influence between part-time work on academic achievement even though the influence that is owned is not very significant (Mardelina & Muhson, 2017). Furthermore, according to Rokicka, (2014) students who work part time have a negative influence on their academic achievement (Nagengast et al., 2014; Singh et al., 2007). This means that students who work have a decreased risk of academic achievement.

For the second hypotheses shows that there are differences in the proportion risks of increasing or decreasing academic achievement between students who have low amotivation and students who have high amotivation because someone who have high amotivation means that the person does not have desire and determination to make any effort to achieve their goals. According to Orsini et al., (2019) amotivation is defined as the absence of motivation in someone to study, do assignments or attend class (Cheon et al., 2016; Mazyari et al., 2012). So that students who have high motivation do not have the enthusiasm to learn, work on assignments even they do not know what they will do at the college (Jungert et al., 2020; Mărincaș et al., 2025; Muñoz-Restrepo et al., 2020). While high amotivation is one of the important factors that influence the high academic achievement.

That analysis is supported by research from Smith et al., (2012) which concluded that amotivation has a significant negative effect on academic achievement and has a significant influence on various types of cheating in education. Then Vallerand & Blssonnette, (1992) findings that amotivation have a negative relationship with one's persistence. Research from Mustafa et al., (2010) also supports that the higher motivation of students, more higher students' enthusiasm for learning, so it have a positive effect on their academic achievement. It means that the higher amotivation of a person, the more low their academic achievement (Bailey & Phillips, 2016; Taylor et al., 2014; Yoo & Marshall, 2022). And the more low amotivation of a person, the higher their academic achievement (Algharaibeh, 2020; Huang et al., 2025).

The emergence of the possibility that high amotivation has a greater risk of decreasing academic achievement compared to low amotivation can be seen from the indicator of perceived non-contingency that the size of the GPA does not guarantee future success and low perceived competence (Joutei et al., 2021; Steindórsdóttir et al., 2024). The majority of students agree with that statements. It means that most students in the Economics Education Department have amotivation in themselves. In addition there is a considerable frequency difference between the number of high-amotivated students with low amotivation for academic achievement.

High-amotivated students get more non-Cumlaude academic achievement than Cumlaude, and vice versa (Arbabisarjou et al., 2016). They think that success is not due to high academic achievement, but rather to experience in the real world. With this assumption, they have no motivation to improve their academic achievement. They tend to surrender to the value of their academic achievements, even though they are not Cumlaude. That assumptions make them think that learning and doing assignments is just a waste of time. Based on research, students with high amotivation often do not attend classes. This is in the background because they feel they have not benefited from attending the class. Even though they was present in the class, they was unable and unwilling to try to absorb the lessons given. Thus giving rise to the desire that it is better not attend the class, than attending the class but not get any knowledge. Which ultimately has an impact on decreasing academic achievement in students with high amotivation.

The third hypotheses shows that there is no difference in the proportion between students who work and highly motivated with students who do not work and low motivation towards their academic achievement. In line with the results of the test in this research, according to Motte & Schwartz, (2009) in they research stated that part-time work is not harmful to academic success, while full-time work has a negative effect on academic success. This means that students who work do not have problems with decreasing academic achievement, because the work done by students is generally part-time work (Dumont et al., 2009; Wylie & Cummins, 2013).

Contrast with the discussion above, research from Mardelina & Muhson, (2017) states that there are differences in academic achievement between students who work and not work. Furthermore Rokicka, (2014) also argues that students who doing part-time jobs with schools have a negative influence on their educational outcomes. Then according to Hernández et al., (2021) stated that amotivation provides a bad influence on someone future success (Norvilitis et al., 2022). The absence of differences in risk towards academic achievement between students who work with high amotivation and students not working with low amotivation because based on frequency of data produces findings that between students working and highly motivated with students not working and low motivation have very small frequency differences or can be said the frequency is almost same for both to get decreasing or increasing academic achievements. Therefore both students working and not working together can experience an increase or decrease in academic achievement. Increasing academic achievement certainly needs to be accompanied by high motivation and good time management between the two so that lecture life and work life can run in balance without any obstacles.

CONCLUSION

Fundamental Finding: The data indicated that working students and non-working students had a similar likelihood of achieving either Cumlaude or Non-Cumlaude academic achievement. However, there was a significant difference in academic achievement risk between students with high and low amotivation levels. Students with high amotivation were found to have a 1.346 times higher risk of experiencing lower academic achievement compared to students with low amotivation. Furthermore, the study revealed that students who worked and had high amotivation levels, and students who did not work but had low amotivation levels, showed nearly identical risk proportions in achieving high or low academic achievement. Thus, it can be concluded that both working and non-working students may experience an increase or decrease in academic achievement depending more on motivational factors than on employment status. **Implication:** The importance of time management and motivational support for university students, especially those who work while studying. Universities should design student support systems, such as mentoring or counseling programs, to help students maintain academic motivation and balance work-study commitments. Educators and academic advisors can also use these insights to identify at-risk students with high amotivation and provide early interventions. **Limitation:** The research sample

was limited to students in the Department of Economic Education at Universitas Negeri Surabaya, which may restrict the generalizability of the findings to other majors or institutions with different learning cultures. **Future Research:** Future research can expand the sample to include different study programs or universities, allowing for cross-disciplinary and cultural comparisons .

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Fany Della Utari

Affiliation: State Junior High School 3 Sidoarjo

Address: Jl. Raden Patah No.95, Pucanganom, Sidoarjo, Indonesia

Email: fanyutari77@guru.smp.belajar.id

***Ardhita Eko Ginanjar (Corresponding Author)**

Affiliation: Universitas Negeri Surabaya

Address: Jl. Ketintang, Ketintang, Gayungan, Surabaya, Indonesia

Email: ardhitaeko.22029@mhs.unesa.ac.id
