The Relationship between Adjustment and Learning Motivation with Learning Outcomes in Participants Basic Training of Prospective Civil Servants Ministry of Transportation

Ruly Wulansari
Universitas Ibn Khaldun Bogor, Indonesia

Sigit Wibowo
Universitas Ibn Khaldun Bogor, Indonesia

Zainal Abidin Arief
Universitas Ibn Khaldun Bogor, Indonesia

T. Abdul Madjid
Universitas Ibn Khaldun Bogor, Indonesia

Abstract: This research is a correlational study to examine the relationship between self-adjustment and the learning outcomes of participants in the Ministry of Transportation's Basic Civil Service Civil Service Training, the relationship between learning motivation and learning outcomes of participants in the Ministry of Transportation's Basic Civil Service Civil Service Training, and the relationship between self-adjustment and learning motivation together with learning outcomes of participants in the Ministry of Transportation's CPNS Basic Training. The problem in this research is formulated as follows: Is there a relationship between self-adjustment and the learning outcomes of participants in the Ministry of Transportation's CPNS Basic Training? Is there a relationship between learning motivation and learning outcomes of participants in the Ministry of Transportation's Basic Training for Civil Servants of the Ministry of Transportation? Is there a relationship between self-adjustment and learning motivation together with the learning outcomes of participants in the Ministry of Transportation's CPNS Basic Training? The method used in this study uses the survey method with correlational approach. The sample in this study consisted of 118 people who were selected by stratified random sampling technique. Data analysis in this study using SPSS computer software. The data in this study were taken through the distribution of a questionnaire/questionnaire to the sample. Based on the results of data processing shows there is a significant positive relationship between self-adjustment and learning outcomes of participants in the Ministry of Transportation's Basic Training for Civil Servants where tcount > ttable (6.310 > 1.662) and with a significance probability of $0.000 < 0.05$, and is also supported by an R square of 0.256 or 25.6%. There is a significant positive relationship with motivation study with the learning outcomes of participants in the CPNS Basic Training of the Ministry of Transportation where tcount > ttable (33.665 > 1.662) and with a significance probability of $0.000 < 0.05$, and also supported by an R square of 0.241 or 24.1%. There is a significant relationship between self-adjustment and motivation study together with the learning outcomes of participants in the CPNS Basic Training of the Ministry of Transportation where F count > F table or $19.974 > 3.104$ and with a significance probability of $0.000 < 0.05$, and is also supported by an R square of 0.258 or 25.8%. Thus, there is a relationship that significant positive between self-adjustment and learning outcomes, learning motivation and learning outcomes, and self-adjustment and learning motivation together with participants' learning outcomes in the Ministry of Transportation's CPNS Basic Training.

Keywords: Self-adjustment, Learning motivation, Learning outcomes, CPNS basic training

Preliminary

Background

The Ministry of Transportation is one of the technical ministries in Indonesia. The Ministry of Transportation has the main task of managing transportation including land, sea, air, and rail dimensions. Therefore, in managing the transportation sector, it is necessary for Civil Servants who master their fields of duty and of course are able to carry out their duties and roles professionally as public servants who have good attitudes and behavior. Based on this, the State Administration Institution as the supervisor of training for State Civil

Apparatus employees has arranged training for Civil Servant Candidates with the new nomenclature from Pre-service Training and Education being changed to Basic Training for Civil Servant Candidates.

In the implementation of the Basic Training for Civil Servant Candidates, the graduation of the trainees is obtained from an attitude and behavior assessment with a weight of 10%, an academic assessment with a weight of 20%, an assessment of the actualization design with a weight of 20%, an assessment of the implementation of the actualization with a weight of 30%, and an assessment of strengthening competence. technical field of work with a weight of 20%. From this, the Candidates for Civil Servant Basic Training Participants are declared to pass if they obtain the lowest qualification satisfactory or the final accumulated value is above 70.01.

Based on the author's observations of the participants during the Basic Training of Candidates for Civil Servants and the author's interviews with several widyaiswara (teaching staff), it can be concluded temporarily by the author that the cause of the poor learning outcomes of the participants of the Basic Training of Candidates for Civil Servants is the ability of participants to adjust themselves. In addition to self-adjustment, the author also sees that the cause of the poor learning outcomes of the participants in the Basic Training for Candidates for Civil Servants is the different learning motivations of each trainee. Based on the description above and the problems that have been found by the author, the authors are interested in conducting research with the title "The Relationship between Self-Adjustment and Learning Motivation with Participants' Learning Outcomes in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation".

Identification of Problems

Based on background that has been described above, then the problems that can be identified by the authors are as follows:

1. There are poor learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation;
2. There is a relationship between self-adjustment and the learning outcomes of participants in the Basic Training for Civil Servant Candidates of the Ministry of Transportation;
3. There is a relationship between learning motivation and learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation;
4. There is a relationship between self-adjustment and learning motivation together with the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation.

Formulation of the Problem

Based on background of the problem, as well as problem identification, as described above, the main issues to be studied, the authors formulate the problem as follows:

1. Is there the relationship between self-adjustment and learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation?
2. Is there the relationship between learning motivation and learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation?
3. Is there the relationship between self-adjustment and learning motivation together with the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation?

Theory Review

Basic Training for Civil Servant Candidates

Definition, Goals and Objectives, and Competencies

Basic Training for Civil Servants Candidates is one type of strategic training after the Law on State Civil Apparatus (ASN) in the context of forming the character of Civil Servants and forming the ability to behave and act professionally in managing challenges and problems of socio-cultural diversity using a whole of government perspective. or one government based on the basic values of civil servants based on the position and role of civil servants in the Unitary State of the Republic of Indonesia in every implementation of their duties as public

servants. Competencies that are built in the Basic Training of Civil Servants Candidates are the competencies of Civil Servants as professional public servants, which are indicated by the ability to:

1)Demonstrate the attitude of defending the country's behavior;

2)Actualizing the basic values of civil servants in carrying out their duties;

3)Actualizing the position and role of civil servants within the framework of the Unitary State of the Republic of Indonesia;

4)Demonstrate mastery of the required technical competencies according to the field of work.

Aspects of CPNS Basic Training

Aspects/fields of the curriculum for the Basic Training of Civil Servants Candidates are divided into two parts, namely:

1. Aspects of Character Building Government employees, consist of:
   a. State Defense Behavior Attitude Agenda;
   b. Agenda Basic Values Government employees;
   c. Agenda Position and Role Government employees Within the Unitary State of the Republic of Indonesia;
   d. Habituation Agenda
2. Aspects of Strengthening Technical Competence in the Field of Tasks, consisting of:
   a. General/Administration Technical Competence;
   b. Substantive Technical Competence
   c. Training Program Structure and Material

Table 1. Details of Time Allocation per Training Course

No	Mata Pelatihan	Waktu
1.	Pembukaan	-
2.	Kebijakan Pengembangan Sumber Daya Manusia Aparatur	2 JP
3.	*Overview* Kebijakan Penyelenggaraan Pelatihan	4 JP
4.	Dinamika Kelompok	6 JP
5.	Muatan Teknis Substantif Lembaga	4 JP
6.	Konsepsi Aktualisasi	3 JP
	Agenda 1: Sikap Perilaku Bela Negara	
7.	Wawasan Kebangsaan dan Nilai-Nilai Bela Negara	6 JP
8.	Analisis Isu Kontemporer	9 JP
9.	Kesiapsiagaan Bela Negara	30 JP
	Agenda 2: Nilai-Nilai Dasar PNS	
10.	Akuntabilitas PNS	12 JP
11.	Nasionalisme	12 JP
12.	Etika Publik	12 JP
13.	Komitmen Mutu	12 JP
14.	Anti Korupsi	12 JP
	Agenda 3: Kedudukan dan Peran PNS dalam NKRI	
15.	Manajemen ASN	6 JP
16.	*Whole of Government*	6 JP
17.	Pelayanan Publik	6 JP
18.	Evaluasi Akademik	5 JP
	Agenda 4: Habituasi	
19.	Penjelasan Aktualisasi	6 JP
20.	Pembimbingan Rancangan Aktualisasi	9 JP
21.	Evaluasi Rancangan Aktualisasi	10 JP
22.	Pembekalan Habituasi	3 JP
23.	Pembimbingan Pra Evaluasi Aktualisasi	2 JP
24.	Evaluasi Aktualisasi	10 JP
25.	*Review* Kebijakan Penyelenggaraan Pelatihan	2 JP
28.	Penutupan	-
	Jumlah	191 JP

Data Source: State Administration Agency Regulation Number 12 of 2018 concerning Basic Training of Civil Servant Candidates

Learning Outcomes

Understanding Learning

In the Big Indonesian Dictionary, learning /bel-a-jar/ is 1) trying to gain intelligence or knowledge, 2) practicing, 3) changing behavior or responses caused by experience.

In line with this understanding, learning according to Zainal A. Arief (2017) is a process of changing behavior as a result of conscious experience or training, changes in learning are relatively permanent, changes in behavior that are positive and provide benefits to individuals, and changes in behavior directed towards achieving certain goals.

From some of the definitions above, the authors conclude that learning is an activity that is carried out consciously to get changes in attitudes, behavior, mindsets, and knowledge due to experience or training to achieve certain goals.

Understanding Learning

According to the Big Indonesian Dictionary, learning /pem-bel-a-jar-an/ is a process, method, act of making people or living things learn.

Learning according to Yusufhadi Miarso (2009: 528) is also called instructional, is an effort to manage the environment intentionally so that a person forms himself in certain positive ways under certain conditions. A good learning program must meet the criteria of attractiveness, usability (effectiveness), and usability (efficiency).

According to Munandar in Suyono and Hariyanto (2011: 207) which states that learning is conditioned to be able to encourage children's creativity as a whole, make active students achieve learning goals effectively and take place in pleasant conditions.

From some of the definitions above, the authors conclude that learning is an activity carried out by students who are directed to master the expected competencies.

Understanding Learning Outcomes

Learning outcomes according to Zainal A. Arief (2015:81) are abilities within the scope of the cognitive domain which includes mastery of concepts and materials that have been set in the curriculum. Mastery of the concept is a change in the ability or behavior achieved by students after following the learning process. While the material that has been set in the curriculum is a product that is developed in the form of learning material then poured in the form of lecture topics and other learning.

According to Bloom (in Suprijono 2013:6) learning outcomes include cognitive, affective and psychomotor abilities. Cognitive abilities consist of knowledge (knowledge, memory); comprehension (understanding, explaining, summarizing, examples); application (apply); analysis (describe, determine the relationship); synthesis (organizing, planning); and evaluating (judging). Affective ability consists of receiving (accepting attitude); responding (giving a response), valuing (value); organization (organization); characterization (characterization. Psychomotor abilities include initiatory, pre-routine, and routinized.

Meanwhile, according to Arikunto (2008; 133) learning outcomes are the results after experiencing the learning process, where the behavior appears in the form of actions that can be observed and measured.
Based on the definitions above, the authors can conclude that the learning outcomes of participants in the Basic Training of Civil Servants Candidates are behavioral changes achieved by trainees after participating in the learning process where the success can be measured through the cognitive domain through the dimensions of knowledge and understanding.

Factors Affecting Learning Outcomes

According to Slameto (2013: 54) that the factors that influence learning are of many kinds, but can be classified into only two groups, namely internal factors and external factors. Internal factors are factors that come from within the individual who is learning.

Internal factors are encouragements that come from within students without being 1)influenced by other people or the environment, namely psychological factors, interests, talents, intelligence, self-adjustment abilities, cognitive abilities of students, and so on.

External factors are encouragements that come from outside the students themselves or desires that are influenced by the environment such as family, school, workplace, community, and so on.

Adjustment

According to the Big Indonesian Dictionary, adjustment is the way a person adapts to his environment. In line with this, self-adjustment according to Enung Fatimah (2010: 194) is a natural and dynamic process that aims to change individual behavior so that there is a relationship that is more in line with environmental conditions.

Meanwhile, self-adjustment according to Kartini Kartono (2002: 56) is a human effort to achieve harmony in oneself and in the environment. So that hostility, envy, jealousy, prejudice, depression, anger, and other negative emotions as personal responses that are inappropriate and less efficient can be eliminated completely.

From some of the definitions above, the authors conclude that self-adjustment is an individual's ability that aims to change behavior so that there is a relationship that is more in line with environmental conditions, both positively and negatively.

According to Enung Fatimah (2010: 199), the process of self-adjustment is strongly influenced by the factors that determine the personality itself, both internally and externally. These factors can be grouped as follows:
1. Physiological Factors
2. Psychological Factor
3. Factors of Development and Maturity
4. Environmental factor
5. Cultural and Religious Factors

According to Enung Fatimah (2010:207), basically self-adjustment has two aspects, namely:

Personal customization

Personal adjustment is a person's ability to accept himself in order to achieve a harmonious relationship between himself and the surrounding environment. The person fully states who he really is, what his strengths and weaknesses are and is able to act objectively according to his conditions and potential.

Social Adjustment

Social adjustment occurs in the sphere of social relations in which the individual lives and interacts with other people. These social relationships include relationships with family members, the community, schools, peers, or members of the wider community in general. Furthermore, the individual must have the will to obey the values and social norms that apply in society where these values and norms are different and then the individual tries to obey it so that it becomes part and forms his personality.

Motivation to learn

According to the Big Indonesian Dictionary, motivation /mo-ti-va-si/ is 1) an impulse that arises in a person consciously or unconsciously to take an action with a specific purpose; 2) an effort that can cause a certain person or group of people to be moved to do something because they want to achieve the desired goal or get satisfaction with their actions. According to Dimyati and Mudjiono (2006:80) that motivation is seen as a mental impulse that moves and directs human behavior, including learning behavior. In the motivation

contained the desire to activate, move, channel, and direct the attitudes and behavior of individual learning. From some of the definitions above, the authors conclude that learning motivation is a psychological condition that encourages someone to do something, both internal (intrinsic) and external (extrinsic) encouragement to achieve certain goals.

According to Dimyati and Mudjiono (2006: 90), the types of motivation are divided into two, namely:

 1)   Intrinsic Motivation

That is self-motivation. Intrinsic motivation comes from oneself to encourage and energize behavior. According to Monks, intrinsic motivation for achievement has emerged at the age of toddlers. Therefore, at that age, emphasis should be placed on personality education, especially self-discipline.

 2)   Extrinsic motivation

That is the encouragement of a person's behavior that is outside the actions he does. People do things because of external incentives such as rewards and avoid punishment In the learning process, motivation is needed, because someone who does not have motivation in learning will not be able to carry out learning activities. Motivation is needed in determining the intensity of the learning effort for students.

According to De Decce and Grawford in Syaiful Bahri Djamarah (2015:168) that efforts to increase learning motivation consist of:

1. Excite students. To be able to increase the enthusiasm of students, teachers must have sufficient knowledge about the initial disposition of each student.
2. Provide realistic expectations. Teachers must maintain realistic student expectations and modify expectations that are less or unrealistic.
3. Provide incentives. If students experience success, teachers are expected to give prizes to students (can be in the form of praise, good numbers, and so on) for their success so that students are encouraged to make further efforts to achieve teaching goals.
4. Directing students' behavior

The way to direct students is by giving assignments, moving closer, giving educational punishments, reprimanding with a gentle attitude and with friendly and kind words.

Research Methodology

Research Purposes

Based on the explanations in the previous chapters, this research was carried out with several objectives, namely to test:

1. Connection Among adjustment to the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation.
2. The relationship between learning motivation and learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation.
3. The relationship between self-adjustment and learning motivation together with the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation.

Place and Time of Research

This research was conducted at the Center for Human Resources Development of the Transportation Apparatus – Agency for Human Resources Development of Transportation – Ministry of Transportation of the Republic of Indonesia, which is located at Jl. Raya Parung-Bogor Km. 26 Bogor by sending questionnaires to alumni of the Basic Training of Candidates for Civil Servants of the Ministry of Transportation whose placements are spread throughout Indonesia. This research was conducted from September to November 2019.

Research Methods

This research is an attempt to find out the relationship between self-adjustment and motivation with the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation. This research carried out using a survey method. In survey research with a correlational

approach. According to Morissan (2012:165) in survey research, researchers selected a number of respondents as samples, and gave standardized questionnaires.

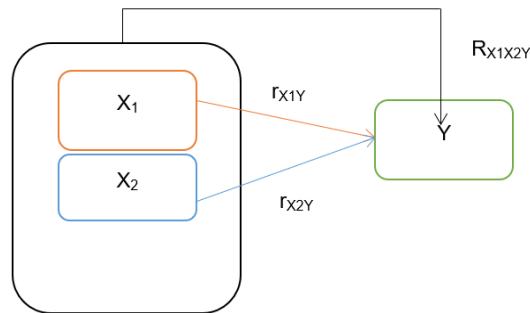The constellation of research variables can be described as follows:

Figure 1. Research Variable Constellation

Information:
X1   :   Adjustment
X2   :   MotivationStudy
Y   :   Learning Outcomes of CPNS Basic Training
RX1Y :   Correlation coefficient between self-adjustment and learning outcomes of CPNS Basic Training
RX1Y :   Correlation coefficient between motivationstudywith the learning outcomes of CPNS Basic Training
RX1X2Y   :   Correlation coefficient between self-adjustment and motivationstudytogether with the learning outcomes of CPNS Basic Training

Data Collection Technique

The test instrument for participant learning outcomes in the CPNS Basic Training was arranged based on a grid made by adapting Bloom's taxonomy in the form of a multiple choice test based on cognitive classification, including knowledge (C1) and understanding (C2).

Table 2. Grid of Learning Outcomes Test Instruments for CPNS Basic Training Participants

Variabel	Dimensi	Indikator	Aspek Kognitif	Nomor Butir Soal	Jumlah
Hasil Belajar Pelatihan Dasar CPNS	Pengetahuan	Menyebutkan dan menunjukkan konsep Akuntabilitas PNS	C_1	1, 2, 3, 16, 17, 18, 30	7
		Menyebutkan dan menunjukkan konsep Nasionalisme	C_1	4, 5, 6, 19, 20, 32	6
		Menyebutkan dan menunjukkan konsep Etika Publik	C_1	7, 8, 9, 21, 22, 23, 34	7
		Menyebutkan dan menunjukkan konsep Komitmen Mutu	C_1	10, 11, 12, 24, 25, 26 36	7
		Menyebutkan dan menunjukkan konsep Anti Korupsi	C_1	13, 14, 15, 27, 28, 29, 38	7
	Pemahaman	Menjelaskan, membandingkan, dan mencontohkan konsep Akuntabilitas PNS	C_2	31, 40, 41, 50, 51	5
		Menjelaskan, membandingkan, dan mencontohkan konsep Nasionalisme	C_2	33, 42, 43, 52, 53, 54	6
		Menjelaskan, membandingkan, dan mencontohkan konsep Etika Publik	C_2	35, 44, 45, 55, 56	5
		Menjelaskan, membandingkan, dan mencontohkan konsep Komitmen Mutu	C_2	37, 46, 47, 57, 58	5
		Menjelaskan, membandingkan, dan mencontohkan konsep Anti Korupsi	C_2	39, 48, 49, 59, 60	5
Jumlah					60

Self-Adjustment Variable

Self-adjustment is the total score obtained by students after filling out the self-adjustment questionnaire. In this study, the dimensions measured were positive self-adjustment with the following indicators: 1) Adjustment in dealing with problems directly; 2) Adjustment by doing exploration (exploration); 3) Adjustment to learning; 4) Adjustment to self-control; and 5) Self-adjustment with careful planning, and negative adjustment dimensions with indicators: 1) Resilience reaction; 2) Attack reaction; and 3) The escape reaction.

This instrument uses a Likert scale where in this questionnaire there are 5 answer choices for positive statements as follows: 1) Strongly Agree (SS) is given a score of 5; 2) Agree (S) is given a score of 4; 3) Doubtful (R) is given a score of 3; 4) Disagree (TS) is given a score of 2; 5) Strongly Disagree (STS) is given a score of 1. And for negative statements the opposite score is: 1) Strongly Agree (SS) is given a score of 1; 2) Agree (S) is given a score of 2; 3) Doubtful (R) is given a score of 3; 4) Disagree (TS) is given a score of 4; 5) Strongly Disagree (STS) given a score of 5

Learning Motivation Variables

Learning motivation is the total score obtained by training participants after filling out a learning motivation questionnaire that reflects intrinsic abilities and skills, namely indicators:

1)Have the drive to succeed; 2) Passion in learning; 3)Have a need for learning; 4)Best in learning outcomes. As well as learning motivation that reflects extrinsic abilities and skills, namely indicators: 1) Opportunities; 2)Professionalism Improvement; 3)The existence of a supportive environment; 4) There is an appreciation in learning.

This instrument uses a Likert scale, namely: a scale that can be used to measure a person's attitudes, opinions, and perceptions about a particular object or phenomenon. The Likert scale has two forms of statements, namely: positive and negative statements. Based on this, this questionnaire has 5 answer choices for positive statements as follows: 1) Strongly Agree (SS) is given a score of 5; 2) Agree (S) is given a score of 4; 3) Doubtful (R) is given a score of 3; 4) Disagree (TS) is given a score of 2; 5) Strongly Disagree (STS) is given a score of 1. And for negative statements the opposite score is: 1) Strongly Agree (SS) is given a score of 1; 2) Agree (S) is given a score of 2; 3) Doubtful (R) is given a score of 3; 4) Disagree (TS) is given a score of 4; 5) Strongly Disagree (STS) was given a score of 5.

Data Analysis Technique

In this study, data processing was carried out using computer software SPSS Ver. 20.0, which is a computer program for calculating statistical values consisting of:

Descriptive Test

In the description of the research data, it will be explained in more detail about the data used and processed which will make it easier for the reader to find out how much comparison is obtained from the data to be tested. In this descriptive analysis consists of:

a. Mean : $\mu = \dfrac{1}{n} \sum\limits_{i=1}^{n}$ or $\mu = \dfrac{1}{n}(X_1 + X_2 + ... + X_n)$

b. Std. Deviation $: S = \sqrt{\dfrac{1}{n} \sum\limits_{i=1}^{n}(X_i - \mu)^2}$

c. Range $: C = \dfrac{X_n - X_1}{k}$

d. Minimum : X_1= smallest value of data
e. Maximum : X_n= Largest value of data

Test Requirements Analysis

Data Normality Test

The normality test of the data with the Kolmogorov-Smirnov One Sample Test was carried out to see whether the data was normal or not. If the data is normal, then the data analysis and hypothesis testing are used parametric statistics. Testing the normality of the data using the Kolmogorov-Smirnov One Sample Test. The test criteria: If the probability of significance > 0.05 then the data is normal.

Linearity Test

The linearity test aims to determine whether two variables have a linear effect or not significantly. This test is usually used as a prerequisite in correlation analysis or linear regression. This test uses SPSS on the Test of Linearity with a significance level of 0.05. Two variables are said to have a linear effect if the significance (linearity) is less than 0.05.

Homogeneity Test

According to Irianto (2012: 271-282). The homogeneity test of variance (variance) is very necessary before we compare two or more groups, so that the differences are not caused by basic differences (inhomogeneities of the groups being compared). There are several formulas that can be used to test the homogeneity of variance, including the Harley test, Cohran test, Levene test and Bartlett test. In this thesis Levene's test will be used.

Multicollinearity Test

The assumption of multicollinearity is caused by a situation where the independent variables have a high correlation with each other, namely there is a large pairwise correlation > 0.80 between the independent variables. If there is perfect collinearity, the regression coefficient on the independent variable X cannot be determined and is standardized. the error is infinite. Meanwhile, if there is less perfect collinearity, then even though the regression coefficient can be determined, it has a high standard error, which means the regression coefficient cannot be determined with high accuracy.

Regression Analysis

Simple Regression

Simple regression analysis is used to determine whether there is a linear influence of the independent variable on the dependent variable, with the formula:
= a + b X + e
Where :
= Subject in the predicted dependent variable
a = Price if X = 0 (constant price)
b   = Directional number or regression coefficient, which shows the number of increases or decreases in the dependent variable based on the variable.If b (+) then it increases, and if b (-) it decreases.
X   =   Subject on independent variablea pendent that has a certain value
e = error
In addition, the prices of a and b can be found with the following formula:

$$b = \frac{n\sum XY - \left(\sum X\right)\left(\sum Y\right)}{n\sum X^2 \sum (X)^2}$$

$$\text{and } a = \frac{\left(\sum Y\right) - b\left(\sum X\right)}{n}$$

Multiple Regression

Regression analysis is used to estimate the value of the Y variable based on the value of the X variable and the estimated change in the Y variable for each unit change in the X variable. The form of the multiple regression equation with 2 independent variables (Sugiyono, 2013) is as follows:
= a + b1X1 + b2X2

Information:
Y   =   Adjustment

X1   =   Motivationstudy
X2   =   Learning outcomes
a   =   Intercept coefficient(Y value, if X1, X2)
b1…b2   =   Coefficienteach variable X1, X2

So to determine a, b1, b2, the following formula can be used:

$$b_1 = \frac{(\sum XY_1 \sum Y^2) - (\sum XY_1 . \sum X_1 Y_2)}{(\sum X_1^2 . \sum X_2^2) - (\sum X_1 X_2)^2}$$

$$b_2 = \frac{(\sum YX_2 . \sum YX_2^2) - (\sum YX_2 . \sum X_1 X_2)}{(\sum X_1^2 . \sum X_2^2) - (\sum X_1 X_2)^2}$$

$$a = \overline{Y} - b_1 \overline{X}_1 - b_2 \overline{X}_2$$

Correlation Analysis

Simple Correlation

Used to find out how closely the relationship between the independent variable and the dependent variable. The formula for the product moment coefficient is as follows:

$$r_{xy} = \frac{n\sum X\ Y - (\sum X)(\sum Y)}{\sqrt{\{n\sum X^2 - (\sum X)^2\}\{n\sum Y^2 - (\sum Y)^2\}}}$$

Where:
rxy   = Correlation coefficient
n   = Number of samples
X   = Number of independent variables
Y   = Total value of dependent variable
X2   = Sum of values of dependent variable
Y2   = The sum of the squares of the value of the dependent variable
XY   = Sum of times value between independent and dependent variables

In general, the value of the correlation coefficient lies between -1 and 1 or -1 r 1. The correlation coefficient lies with the smallest value of -1 and the largest of 1, with the following criteria:

a.If r = 1, the correlation between X and Y is perfectly positive, which means an increase or decrease in X greatly affects the increase or decrease in Y.

b.If r = -1, the correlation between X and Y is perfectly negative, which means that the increase or decrease in X does not affect the increase or decrease in Y.

c.If r = 0, the correlation between X and Y is very weak (no relationship)

Table 3 Guidelines for Giving Interpretation Correlation Coefficient

Interval Koefisien	Tingkat Hubungan
0,00-0,19	Sangat Lemah
0,20-0,39	Lemah
0,40-0,59	Sedang
0,60-0,79	Kuat
0,80-1,00	Cukup kuat

Source: Sugiyono (2013)

Multiple Correlation

CorrelationMultiple variables are used to find out how closely the relationship between the entire independent variable X1 X2 with the dependent variable Y. The correlation coefficient can be obtained from (Sugiyono, 2013):

$$R_{X1X2Y} = \sqrt{\frac{r^2_{X1.Y} + r^2_{X2.Y} - 2(r_{X1.Y}).(r_{X2.Y}).(r_{X2.X1})}{1 - r^2_{X1.X2}}}$$

Information :

rX1Y   =   correlationX1 with Y

rX2Y   =   correlationX2 with Y

rX1X2   =   correlationX1 X2 with Y

CoefficientThe correlation has a value between -1, 0, and 1.

RY X1 X2   =   1 or close to X1, X2 and Y are quite strong.

RY X1 X2   =   0 or close to X1, X2 and Y are weak.

The level of relationship that occurs in a correlation coefficient can be searched using the table above.

Hypothesis

Simple Correlation Significance Test

Aims to find out there is a relationship between the independent variable and the dependent variable. The steps for testing the hypothesis are as follows:

1)Determining Ho and Ha (test form)

Ho : = 0

there is no relationship between the independent variable and the dependent variable

Ha : > 0

there is a relationship between the independent variable and the dependent variable

2)Set the real level () / confidence level (1-)

Hypothesis testing is used as a tool to determine whether there is a relationship between the two variables using t-test analysis with a confidence level of 95% and a significant level= 5%
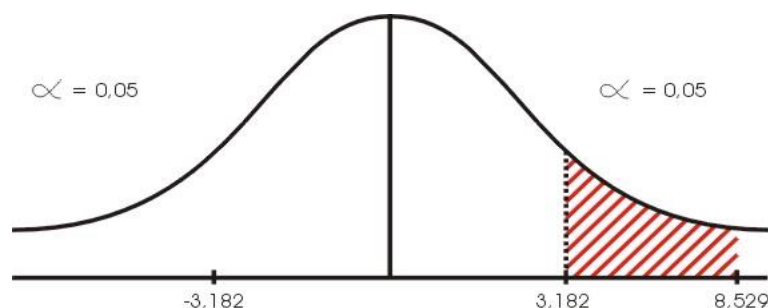
3)Choosing a statistical test (Sugiyono, 2013)

to =

4)Determine the critical region (ho rejection region)

a)Ho is accepted, Ha is rejected if t count < t (,n-2)

b)Ho is rejected, Ha is accepted if t count > t (/2, n-2)

5)Comparing the value of the test statistic with the critical region
a)Ho is accepted, Ha is rejected if tcount < t (/2 ,n-2)
b)Ho is rejected, Ha is accepted if t count > t (, n-2)
6)Draw a conclusion
b.Multiple Correlation Significance Test
By testing the following hypotheses:
1)Ho:1-2= 0   double no relationship variable X1 and variable X2 with Y
Ha :1-2> 0   there is a double relationship between variable X1 and variable X2 with Y
2)Ho is rejected if Fcount > F(; n-4).
3)Test Statistics (Sugiyono,. 2013)

$$F_0 = \frac{R^2/k}{(1-R^2)/(n-k-1)}$$

4)Comparing Fo with Ftable
a)Ho is accepted, Ha is rejected if Ftable < F count
b)Ho is rejected, Ha is accepted if Ftable > F count
5)Draw a conclusion
6.Coefficient of Determination Analysis
To state the size of the contribution of the independent variable to the dependent variable can
be determined by the coefficient of determination formula as follows:
KD1   =   (rx1y)2 . 100%
KD2   =   (rx2y)2 . 100%
KD3   =   (rx1x2 y)2 . 100%
Where:
KD   = Value of the coefficient of determination
r   = Correlation coefficient value

Hypothesis Statistics

The hypothesis is a temporary answer to the formulation of the problem, said to be temporary because the answer is still based on the relevant theory not yet based on the empirical facts obtained, so it needs to be proven true through the empirical data collected. The hypotheses in the study are:

First hypothesis
Ho:1 = 0
There is no relationship between self-adjustment and learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation.
Ha :1 > 0
There is a relationship between self-adjustment and the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation.
Second hypothesis
Ho:2 = 0
There is no relationship between motivation study with the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation.
Ha :2 > 0
There is a relationship between motivation study with the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation.
Third hypothesis
Ho:12 = 0
There is no relationship between self-adjustment and motivation study together with the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation.
Ha :12 > 0
There is a relationship between self-adjustment and motivation study together with the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation.

Research Result

The research instruments, both the questionnaire as a whole and the items for each question, were declared valid and reliable as the results and testing of the instruments presented in the appendix. Thus the instrument can be used to collect data from respondents as research subjects and data processing will be carried out as a basis for revealing or obtaining an overview of information that will be used as the basis for analyzing results and conclusions.

Data Description

Description of the data description of the three variables, namely one dependent variable (Y), namely the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation and two independent variables, namely self-adjustment (X1) and motivation.study(X2) and presented each variable successively with the following details:

Table 4. Data Description
Descriptive Statistics

	N	Range	Min	Max	Sum	Mean	Std. Deviation
Penyesuaian Diri_X1	118	72,00	76,00	148,00	14321,00	121,3644	16,44086
Motivasi belajar _X2	118	75,00	72,00	147,00	14281,00	121,0254	17,79103
Hasil Belajar_Y	118	31,00	19,00	50,00	5132,00	43,4915	6,64451
Valid N (listwise)	118						

Learning Outcome Y

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19.00	1	,8	,8	,8
	22.00	2	1.7	1.7	2.5
	24.00	1	,8	,8	3.4
	28.00	1	,8	,8	4.2
	29,00	1	,8	,8	5.1
	30.00	2	1.7	1.7	6.8
	31.00	1	,8	,8	7.6
	33.00	2	1.7	1.7	9.3
	34.00	1	,8	,8	10.2
	35.00	1	,8	,8	11.0
	37,00	3	2.5	2.5	13.6
	38.00	5	4.2	4.2	17.8
	39.00	2	1.7	1.7	19.5

Learning Outcome Y

	Frequency	Percent	Valid Percent	Cumulative Percent
40.00	7	5.9	5.9	25.4
41.00	4	3.4	3.4	28.8
42.00	3	2.5	2.5	31.4
43.00	6	5.1	5.1	36.4
44.00	8	6.8	6.8	43.2
45.00	10	8.5	8.5	51.7
46.00	8	6.8	6.8	58.5
47,00	14	11.9	11.9	70.3
8.00	10	8.5	8.5	78.8
49.00	3	2.5	2.5	81.4
50.00	22	18.6	18.6	100.0
Total	118	100.0	100.0	

To describe the frequency of the results of research data on the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation (Y), it can be presented in the form of a Histogram Graph, as follows:
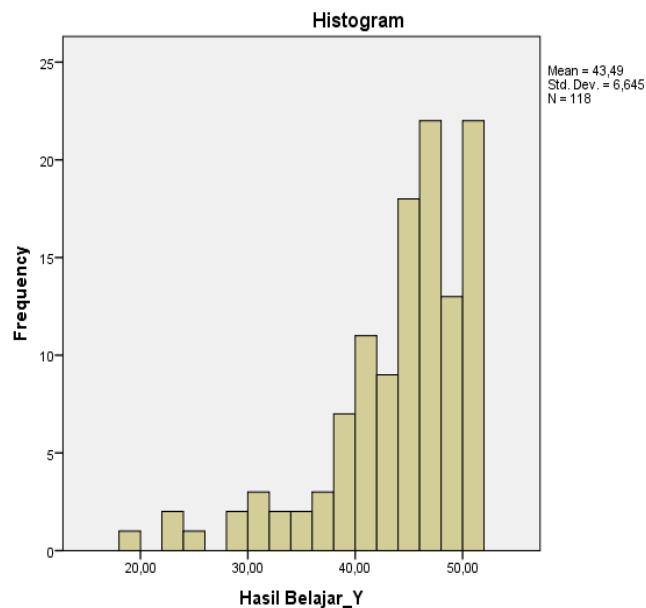

Figure 2. Variable Frequency Histogram of participants' learning outcomes in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation

Self-Adjustment Score (X1)

The data recapitulation of the total score for each of the variables mentioned above is processed through computer assistance with the SPSS 20.0 for windows program, so the summary of the adjustment variable data (X1) can be seen as in the attachment. The results of data processing for self-adjustment variables, have:
-Mean : 121.3644
-Standard Deviation : 16,44086
-Lowest score : 76
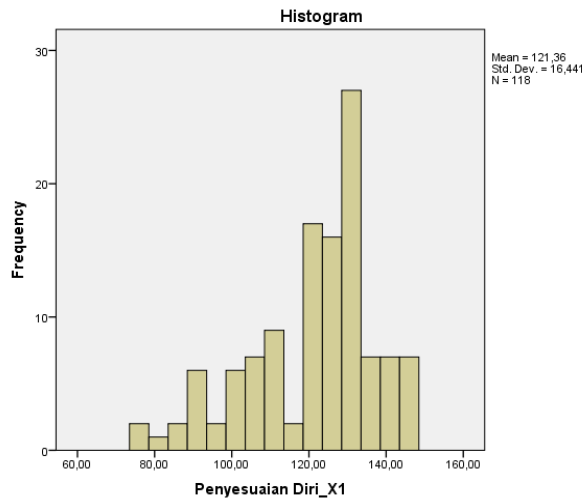-Highest score : 148
-Range   : 72

Figure 3. Self-adjusting Variable Frequency Histogram

Learning Motivation Score (X2)

The data recapitulation of the total score for each of the variables mentioned above is processed through computer assistance with the SPSS 20.0 for windows program, so a summary of the learning motivation variable data (X2) can be seen as in the attachment.

The results of data processing for learning motivation variables, have:
-mean   : 121.0254
-Standard Deviation   : 17.79103
-Lowest score   : 72
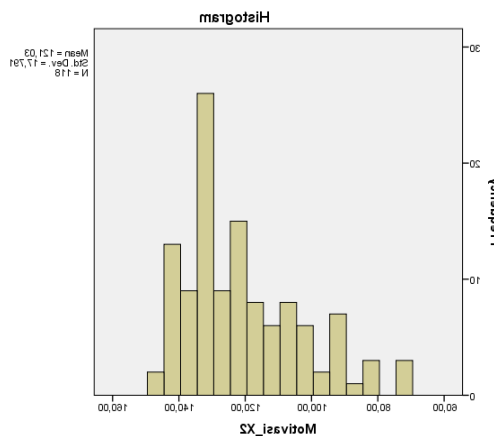-Highest score   : 147
-Range   : 75

Figure 4. Motivation Variable Frequency Histogram study

Research Hypothesis Testing

Table 5. Value of Correlation Coefficient (R) and Coefficient of Determination (R Square) From the adjustment variable (X1) with the variable learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation (Y)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,505a	,256	,249	5.75774

With the SPSS 20.0 for windows program, the t-value and its significance are obtained as shown in Table 4.3. the following:

Table 6. Tcount and Significance of the adjustment variable (X1) with the variable learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation (Y)

Coefficientsa

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	18,698	3,965		4,716	,000
	Self Adjustment_X1	,204	,032	,505	6,310	,000

a. Dependent Variable: Learning Outcomes_Y

Discussion of Research Results

Referring to the results of the analysis of the relationship between adjustment and motivation study with the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation in the attachment, then it is necessary to discuss the existence of each variable as follows:

Relationship between self-adjustment and learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation

From the results of the research conducted, it is proven that there is a fairly strong and positive relationship between self-adjustment and the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation. The close relationship between the self-adjustment variables and the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation, is reflected in the value of the correlation coefficient (r) resulting from the calculation of the correlation between the independent variable Self-adjustment (X1) and the dependent variable. Learning outcomes of participants in the Basic Training Candidates for Civil Servants of the Ministry of Transportation (Y) are 0.505.

The coefficient of determination or R Square of 0.256 is the square of the correlation coefficient. This shows that 25.6% of the participants' learning outcomes in the Basic Training for Civil Servants of the Ministry of Transportation (Y) is determined by the adjustment variable (X1) while the remaining 74.4% is determined by other factors.

From the calculation of SPSS 20.0, tcount obtained is 6.310 with df = 116 at (0.05) obtained ttable of 1.662. Thus, tcount 6,310 > ttable 1,662, so it is clear that Ho is rejected and Ha is accepted. This shows that the self-adjustment variable (X1) has a significant positive effect on the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation (Y).

BerdaBased on the results of the research above and several definitions from various sources in the previous chapter, it can be concluded that self-adjustment is an individual's ability that aims to change behavior so that there is a relationship that is more in line with environmental conditions, both positively and negatively.

The Relationship between Learning Motivation and Learning Outcomes of Participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation

From the results of research conducted, it is proven that there is a fairly strong and positive relationship between motivation study with the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation. The close relationship of motivational variables study with the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation, it is reflected in the value of the correlation coefficient (r) produced, which is 0.491.

While the value of the coefficient of determination or R Square generated is 0.241 which is the square of the correlation coefficient. This shows24.1% motivation variable study(X2) is determined by the variable factor of the participants' learning outcomes in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation (Y) while the remaining 75.9% is determined by other factors.

With the help of SPSS 20.0, the tcount obtained is 6.069. With df = 116. At (0.05) it is 1.662. Thus, tcount 6,069 > ttable 1,662, so it is clear that Ho is rejected and Ha is accepted. This shows that the correlation coefficient of the motivation variable study as a significant positive effect on the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation.

BerdaBased on the results of the research above and some understanding from various sources in the previous chapter, it can be concluded that motivation study is a psychological condition that encourages a person to do something both internal (intrinsic) and external (extrinsic) to achieve certain goals.

Relationship between Adaptation and Learning Motivation Together with Participants' Learning Outcomes in Basic Training for Candidates for Civil Servants of the Ministry of Transportation

By performing multiple linear regression analysis with the help of SPSS 20.0, it can be seen that the value of the correlation coefficient (r) = 0.508 which means the relationship between the adjustment variable (X1) and the motivation variable study(X2) together with the variable learning outcomes of participants in the Ministry of Transportation CPNS Basic Training (Y) is quite strong and positive.

The coefficient of determination or R Square of 0.258 is the square of the correlation coefficient. This shows that 25.8% of the participants' learning outcomes in the Basic Training for Civil Servant Candidates of the Ministry of Transportation (Y) is determined by the adjustment variable (X1) and the motivation variable study (X2) while the remaining 74.2% is determined by other factors.

With the help of computer processing based on the SPSS 20.0 calculation, Fcount of 19.974 was obtained while the critical value for the value of Ftable with degrees of freedom is the numerator 2 and the denominator 115 at (0.05) of 3.104.

Thus Fcount (19.974) > Ftable (3.104), so it is clear that Ho is rejected and Ha is accepted. This shows that the correlation model of self-adjustment variables and motivation study significant with the variable learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation.

Conclusions and Suggestions

Conclusion

The conclusions obtained in this study are:
1. Based on hypothesis testing, it shows that there is a significant positive relationship between self-adjustment and learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation, thus the research hypothesis H1 is accepted where tcount

> ttable (6.310 > 1.662) and with a significance probability of 0.000 < 0.05, and also supported by R square of 0.256 or 25.6%. This shows that the contribution of the influence of adjustment to the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation is 25.6% while the remaining 74.4% is the influence of other factors such as supervision, environment, and so on which were not examined.

2. Based on hypothesis testing, it shows that there is a significant positive relationship between motivation study with the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation, thus the research hypothesis H2 is accepted where tcount > ttable (33.665 > 1.662) and with a significance probability of 0.000 < 0.05, and is also supported by an R square of 0.241 or 24, 1%. This shows the magnitude of the contribution of the influence of motivation study with the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation of 24.1% while the remaining 75.9% is the influence of other factors such as supervision, environment, and so on which were not examined.

Based on hypothesis testing, there is a significant relationship between self-adjustment and motivation study together with the learning outcomes of participants in the Basic Training for Civil Servants of the Ministry of Transportation, thus the research hypothesis H3 is accepted where F count > F table or 19.974 > 3.104 and with a significance probability of 0.000 < 0.05, and is also supported by R square of 0.258 or 25.8%. This shows the magnitude of the contribution of the influence of self-adjustment and motivation study with the learning outcomes of participants in the Basic Training of Candidates for Civil Servants of the Ministry of Transportation of 25.8% while the remaining 74.2% is the influence of other factors such as supervision, environment, and so on which were not examined.

Suggestion

From the research results, conclusions and research implications as described above, the authors propose the following suggestions:

For Institutions

As the level of adjustment and motivation study training is known,
   a. participants at the beginning of the learning process as a basis for providing guidance and setting learning objectives.
   b. Divers Organizing a learning process that is supported by adequate facilities and infrastructure as well as human resources so that it can improve self-adjustment and motivation study for trainees.
   c. Strive for a conducive learning environment so as to increase self-adjustment and motivation study training participants.

For Training Participants

   a. Training participants should be able to take part in learning activities in accordance with the provisions set by the institution.
   b. There are awards for outstanding trainees and sanctions for those who violate so as to stimulate self-adjustment and motivation study trainees in their learning.
   c. Facilitating the learning needs of training participants so as to increase their enthusiasm and enthusiasm for learning.
   d. You are maintained adjustment and motivation studying is high for the trainees so that learning outcomes will be more optimal.

For the next researcher

Shared contribution of knowledge, attitude, adjustment and motivation study as much 0.258 or 25.8%.on learning outcomes so that there are still around 74.2% of other factors that influence learning outcomes which include physiological conditions, environmental factors and instrumental factors consisting of curriculum,

programs and facilities and infrastructure. It is necessary to conduct research on other factors that affect learning outcomes.

References

Arief, Zainal Abidin (2015). Landasan Teknologi Pendidikan. Bogor:UIKA Press

Arief, Zainal Abidin (2017). Kawasan Penelitian Teknologi Pendidikan. Bogor:UIKA Press

Arikunto, Suharsimi (2008). Dasar-dasar Evaluasi Pendidikan. Jakarta:Bina Aksara

Dimyati dan mudjiono (2006). Belajar dan Pembelajaran. Jakarta:Rineka Cipta

Djamarah, Syaiful Bahri (2015). Psikologi Belajar. Jakarta:Rineka Cipta

Fatimah, Enung (2010). Psikologi Perkembangan (Perkembangan Peserta Didik). Bandung:CV Pustaka Setia

Irianto, Agus (2012). Statistik Konsep Dasar, Aplikasi, dan Pengembangannya. Jakarta: Prenada

Kartono, Kartini (2002). Psikologi Perkembangan. Jakarta:Rineka Cipta

Miarso, Yusufhadi (2009). Menyemai Benih Teknologi Pendidikan. Jakarta: Kencana bekerjasama dengan Pustekkom Depdiknas

Morissan, M.A (2012). Metode Penelitian Survei. Jakarta:Kencana

Peraturan Lembaga Administrasi Negara Nomor 12 Tahun 2018 tentang Pelatihan Dasar Calon Pegawai Negeri Sipil

Slameto (2013). Belajar dan Faktor-faktor yang Mempengaruhinya. Jakarta: Rineka Cipta

Sugiyono (2013) Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.

Suyono dan Hariyanto (2016). Belajar dan Pembelajaran Teori dan Konsep Dasar. Bandung:PT Remaja Rosdakarya

https://id.m.wikipedia.org/wiki/Motivasi

https://Kbbi.web.id/ajar

https://kbbi.web.id/motivasi

https://kbbi.web.id/penyesuaian