

Religiosity as Mediator between relationship between Academic Motivation and Materialism among Students Universities in Indonesia

Fonny Dameaty Hutagalung¹, Ngabiyanto², Bayu Ramadhan³, Nur Eva⁴ and Farah Izyan⁵

Abstract

This study is aimed to discover the materialism mediator that predicts the presence of academic motivation, the religiosity mediator that predicts the presence of academic motivation and the religiosity mediator that predicts the presence of materialism among Minangkabau university students in Padang, West Sumatera, Indonesia. This study identified dimensions of materialism that relate to religiosity and academic motivation dimensions of religiosity that relate to materialism and academic motivation and dimensions of academic motivation that relate to religiosity and materialism. The researcher administered the materialistic value scale (MVS) to measure materialism, the religious commitment inventory-10 (RCI-10) to measure the religiosity, and the academic motivation scale (AMS) to measure motivation. It was administered to 382 sample of Minangkabau university students in a government University in West Sumatera. Pearson correlation, multi variable regression analysis, and independent t-test were conducted. Multiple linear regression was employed to predict the presence of academic motivation and materialism. The results displayed that the dimension of religiosity that more relates to academic motivation is the interpersonal religiosity; the dimension of religiosity that more relates to materialism is the intrapersonal religiosity; while the dimension of materialism that more relates to academic motivation is the pursuit of happiness.

Keywords: Materialism, Religiosity, Academic Motivation, Minangkabau, West Sumatera, Indonesia.

INTRODUCTION

In this modern time, Indonesia is considered as the biggest Muslim country in the world. This country is populated by numerous ethnics and their own traditional cultures. One of the ethnics who inhabits Indonesian archipelago is the ethnic of Minangkabau in West Sumatera province (Hosen, 2005; Stark, 2013; Munir, 2013; Setyawan et al. 2015). The ethnic of Minangkabau has their own uniqueness compared to others within the country. For instance, they still widely practice the matrilineal kindship from generation to the generation up to the present time. As the consequence, the female members possess certain specialties and more dominate than their fellows, the male ones (Hastuti et al. 2013; Iman & Mani, 2013). Since the females are more dominant than the males; it causes them to find and earn their own wealth by doing migration to other areas whether within the country or overseas (Junus, 1995; Fatimah, 2011).

This ethnic is viewed as one of the religious ethnics in the Indonesian archipelago. Where the only acknowledged and accepted religion among the people is Islam. Their commitment in practicing the Islamic religion is able to be seen from the highest traditional creed believed by the people. It is “*Adaik basandi syarak, syarak basandi kitabullah, syarak mangato adaik mamakai*”, whose meaning is the customs are based on sharia and the sharia is based on the book of Allah (the Quran), the sharia orders and the customs apply (Sairin, 1995; Rozelin, 2011; Benda-Beckmann & Benda-Beckmann, 2012; Iman & Mani, 2013; Rakracharn et al. 2013; Hanani & Wahyuni, 2013).

Beside of being considered as a religious ethnic, Minangkabau people is also considered as people who put the value of education in its highest position in life. This belief is reflected from other traditional creed believed among the people, “*Alam takambang jadi guru*” (make this universe as our teacher) creed has been a *code d'honneur*

¹ Universiti Malaya Centre for Family Research & Development (UMFRDC), Universiti Malaya, Malaysia, Email: fonny@um.edu.my

² Universitas Negeri Semarang, Indonesia

³ Universiti Malaya, Malaysia

⁴ Universitas Negeri Malang, Indonesia

⁵ Universiti Malaya, Malaysia

and has already existed and embedded in Minangkabau culture before Islamic religion influences the people of West Sumatera (Yatim, 2015).

Despite of being considered as a religious and an ethnic who value the education; yet there are numerous daily traditional practices and beliefs that contradict the Islamic teachings itself (Navis, 1986; Fatimah, 2011; Imam & Mani, 2013; Aryani, 2013; Setyawan et al. 2015; Idris, 2013; Sitompul, 2017). For example, materialistic tendency. Such a tendency is able to easily and simply seen among the people, particularly in their daily lives. Being affected and influenced by materialism is nowadays viewed as a catastrophe in our modern community (Nucci & Narvaez, 2008; Rkrachakarn et al. 2013; Husna, 2015; Yokobovitch & Gristein, 2016; Hartati, 2017).

Research Questions

The researcher provides some research questions related to this study are mentioned below:

What is the religiosity mediator that predicts the presence of academic motivation of Minangkabau university students in West Sumatera?

What is the religiosity mediator that predicts the presence of materialism of materialism of Minangkabau university students in West Sumatera?

What is the materialism mediator that predicts the presence of academic motivation of Minangkabau university students in West Sumatera?

Literature Review

Materialism

The construct of materialism is not a novelty psychological context. This notion denies any non-material, mental objects, events, and states. Materialism value can be conceptualized as a value system that is preoccupied with worldly possession and the social image that they reflect. materialistic individuals are those whose lives are more invested in the material dimension rather than to increase their own quality, skills, and experiences. Those individuals tend to put worldly possession in the central of human's life. Their lives re normally fully guided by the desire of how to acquire more goods, particularly the luxurious ones (Richins & Dawsons, 1992; Kilbourne et al. 2005; Bauer et al. 2012; Poraj-Weder, 2014; Chen et al. 2014; Yakobovitch & Grinstein, 2016).

The construct of materialism possesses three dimensions called the acquisition centrality dimension, the acquisition as the pursuit of happiness dimension, and the possession-defined success dimension. It is argued that the model coined by Richins and Dawson (1992) has been acknowledged to be more reliable and moreover it has been utilized by a number of researchers (Pieters, 2013).

Religiosity

Religion is an attractive topic for social scientist, researchers, and practitioners due to be a significance foundation of major influential in human society. Religiosity is the degree to which people are committed to a specific group of religion, including the aspects of religion such as beliefs, values, and practices. It will be reflected in their daily life whether in the behaviors, values, and attitudes (Shafranske, 1996; Richard & Bergin, 1997; Worthington, 2003; Rkrachakarn et al. 2013; Riggio et al. 2014; Shakeel, 2015). There are two types of religious commitment orientation which are called as extrinsic and intrinsic religiosity (Allport & Ross, 1967). This classification is one of the first and is also well-known as the most common concept of religiosity (Stavrova & Siegers, 2014).

One who uses their religion for his or her own utilitarian goals such as sociability, solace, or status and after that they will use the religion as a means of satisfying personal desire or needs. This kind of individual is called as extrinsically religious individual. People who are intrinsically religious are likely more committed in their religion and tend to immerse their religion's moral teachings in their lives. they consider religion as the end-in-itself, or as a motivation which is able to give meanings of their lives (Allport & Ross, 1967).

Academic Motivation

Motivation is a trait who is the foundation of complex behaviors. Motivation is one of most influencing factors who forces people to reach and realize what they have targeted. It also refers to a particular desire to perform a particular occasion. Motivation is the main key in the choice of self-directed learning (Klein et al. 2006; Reeve, 2016; Kruglanski et al., 2016; Ardenska et al., 2016; Johnson et al. 2017). It was described that motivation possesses three aspects namely, aspect of needs is consisted of biological needs, psychological needs, and implicit needs. Aspect of cognitions is consisted of expectancies, goals, beliefs, plans, values, attributions and self-concept. Lastly, it is aspect of emotions. This aspect is consisted of basic emotions, cognitively complex emotion, and self-conscious emotions (Baumeister, 2016).

One of the most popular theories utilized to measure the level of motivation among the researchers is the self-determination theory developed by Deci and Ryan in 1985. The self-determination theory describes that academic motivation itself is formed by several subdomains, such as amotivation, extrinsic motivation and intrinsic motivation (Vallerand et.1992 Lim & Chapman, 2014).

Materials and Methods

This study is a quantitative, non-experimental, and correlational study who involves the collection of numerical data to be statistically afterward analyzed. The students who participated in this study were chosen by utilizing non-probability sampling called the convenience sampling method. The total of participants was done by using the table of Krejcie and Morgan (1970).

The original instruments of the study were translated both forwardly and backwardly from English to Indonesian and vice versa. The scale used in the study is Likert scale. The level of materialism was measured by using materialistic value scale (MVS) which is consisted of 18 items developed by Richins and Dawsons (1992). The level of religiosity was measured by using the religious commitment inventory (RCI-10) which is consisted of 10 items and was developed by Worthington (2003). While the level of academic motivation was measured by using the academic motivation scale (AMS) which is consisted of 28 items and was developed by Deci and Ryan (1985).

The raw data obtained was statistically analyzed by using SPSS. After that, the raw data was screened in order to remove the missing data, or poorly unfulfilled data. The data normality was afterwards measured by conducting Q-Q plot test, the skewness, and kurtosis. The linearity was also checked by utilizing scatterplot. Multiple linear regression was employed to discover the existing mediators among the variables used in the study.

RESULT

The data of materialism, religiosity, and academic motivation were normally distributed while the scatterplot shows that the data does not violate the assumption of linearity as there is no curvilinear, parabolic or other not-linear pattern. There is lack of multicollinearity due to the score of the value of tolerance is still above 0.1.

In order to answer the first research question; the multiple linear regression was employed. It can be noticed in the table 1. The table displayed the results of regression analysis.

Table 1 SPSS Regression of Religiosity Predictors for Academic Motivation

Model	R	R square	Adjusted R Square	Std Error of the estimate
1	0.310 ^a	0.096	0.093	8.880

Predictors: (Constant), Interpersonal religiosity

Dependent variable: Total academic motivation

Table 2 showed that ANOVA table of religiosity predictors for academic motivation. It indicated that the dimension of the religiosity named interpersonal religiosity significantly predicted academic motivation, $F(1,380) = 40.283, p < 0.05$. Thus, the interpersonal religiosity is the best predictor or mediator for academic motivation of Minangkabau students in West Sumatera, Indonesia.

Table 2 ANOVA Table of Religiosity Predictors for Academic Motivation

Model	Sum of Square	df	Mean Square	F	Sig.
Regression	3176.402	1	3176.402	40.283	0.000 ^b
Residual	29963.797	380	78.852		
Total	33140.199	381			

Dependent variable: Total of academic motivation

Predictors: (Constant), interpersonal religiosity.

Table 3 showed that there is only one dimension of religiosity that predicted the presence of academic motivation. The predictor is interpersonal religiosity ($\beta = 0.310$, $p < 0.05$). It indicates that, if one unit of interpersonal religiosity is added on, 0.310 unit of academic motivation would increase.

Table 3 Beta Weight of Religiosity for Academic Motivation

Model	Unstandardized Coefficients		Standardized Coefficients Beta	T	Sig.
	B	Std. Error			
(Constant)	87.880	3.418	0.310	25.710	0.000
Interpersonal religiosity	1.394	0.220		6.347	0.000

Dependent Variable: total of academic motivation

Therefore, the null hypothesis is rejected while the research hypothesis is accepted as there is one dimension of religiosity called interpersonal religiosity significantly predicts the presence of academic motivation among Minangkabau university students in West Sumatera, Indonesia. While another dimension of religiosity called intrapersonal religiosity does not significantly predict the presence of academic motivation.

In order to answer the second research question; the multiple linear regression was employed. It can be noticed in the table 4. The table displayed the results of regression analysis.

Table 4 SPSS Regression of Religiosity Predictors for Materialism

Model	R	R square	Adjusted R Square	Std Error of the estimate
1	0.128 ^a	0.016	0.014	6.246

Predictors: (Constant), intrapersonal religiosity

Dependent variable: total materialism

Table 5 showed the ANOVA table of religiosity predictors for materialism. it indicated that the dimension of religiosity named interpersonal religiosity significantly predicted materialism, $F(1,380) = 6.330$, $p < 0.05$. Thus, the intrapersonal religiosity is the best predictor or mediator for materialism of Minangkabau students in West Sumatera, Indonesia.

Table 5 Anova Table of Religiosity Predictors for Materialism

Model	Sum of Square	Df	Mean Square	F	Sig.
Regression	246.935	1	246.935	6.330	0.012 ^b
Residual	14823.945	380	39.010		
Total	15070.880	381			

Dependent variable: Total of materialism

Predictors: (Constant), intrapersonal religiosity

Table 6 showed that there is only one dimension of religiosity that predicted materialism. The predictor is intrapersonal religiosity ($\beta = 0.310$, $p < 0.05$). It indicates that, if one unit of intrapersonal religiosity is added on, 0.128 unit of materialism would increase.

Table 6 Beta Weight of Religiosity for Materialism

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	49.298	3.157	0.128	15.617	0.000
Intrapersonal religiosity	0.308	0.123		2.516	0.012

Dependent Variable: total of materialism

Therefore, the null hypothesis is rejected while the research hypothesis is accepted as there is one dimension of religiosity called intrapersonal religiosity significantly predicts the presence of materialism among Minangkabau university students in West Sumatera, Indonesia. While the presence of another dimension of religiosity called interpersonal religiosity does not significantly predict the presence of materialism compared to the presence of intrapersonal religiosity.

Although the presence of intrapersonal religiosity is more adequate to predict the present of materialism, yet the statistical analysis displayed that it is still neglectable. In other words, it can be stated that intrapersonal religiosity is still not sufficient enough to predict the existence of materialism among Minangkabau university students who were involved in the study.

In order to answer the third research question; the multiple linear regression was employed. It can be noticed in the table 7. The table displayed the results of regression analysis.

Table 7 SPSS Regression of Materialism Predictors for Academic Motivation

Model	R	R square	Adjusted R Square	Std Error of the estimate
1	0.268 ^a	0.072	0.069	8.997
2	0.305 ^b	0.093	0.089	8.904
3	0.328 ^c	0.107	0.100	8.847

Predictors: (Constant), happiness

Predictors: (Constant), happiness, centrality

Predictors: (Constant), happiness, centrality, success

Dependent variable: Total academic motivation

Table 8 showed the ANOVA table of materialism predictors for academic motivation. It indicated that the dimension of the materialism named happiness significantly predicted academic motivation, $F(1,380) = 29.448$, $p < 0.05$. The dimension of centrality predicted academic motivation, $F(2,379) = 19.505$, $p < 0.05$ and the dimension of success predicted academic motivation, $F(3, 378) = 15.152$, $p < 0.05$. The three significant value of 0.000 indicates that the combination of these variables (happiness, centrality, and success) significantly predicted academic motivation. Thus, the happiness is the best predictor or mediator for academic motivation of Minangkabau students in West Sumatera, Indonesia.

Table 8 ANOVA Table of Materialism Predictors for Academic Motivation

	Model	Sum of Square	df	Mean Square	F	Sig.
1	Regression Residual	2383.506	1	2383.506	29.448	0.000 ^b
	Total	30756.692	380	80.939		
2	Regression Residual	33140.199	381	1546.369	19.505	0.000 ^c
	Total	3092.738	2			
	Regression Residual	30047.460	379			
3	Total	33140.199	381	1185.834	15.152	0.000 ^d
	Regression Residual	3557.502	3			
	Total	29582.697	378			
	Regression Residual	33140.199	381			

Dependent variable: Total of academic motivation

Predictors: (Constant), happiness

Predictors: (Constant), happiness, centrality

Predictors: (Constant) happiness, centrality, success

Table 9 showed that there are three dimensions of materialism that predicted academic motivation. The predictor is happiness ($\beta = 0.193$, $p < 0.05$), centrality ($\beta = 0.132$, $p < 0.05$), and success ($\beta = 0.127$, $p < 0.05$). Happiness is the best predictor of academic motivation. After that, followed by centrality and success.

By comparing beta weights of the variables, happiness has the greatest impact on academic motivation compared to centrality and success. Centrality has a greater impact on academic motivation compared to success. Success has the least impact on academic motivation when compared to centrality and happiness.

If one unit of happiness is added on 0.193 unit of academic motivation would increase. One unit of centrality added would increase 0.132 unit of academic motivation. Whereas, 0.127 unit of academic motivation would increase if one unit of success is added on.

Table 9 Beta Weight of Materialism Predictors for Academic Motivation

Model	Unstandardized Coefficients		Standardized Coefficients Beta	t	Sig.
	B	Std. Error			
(Constant)	95.952	2.517		38.118	0.000
Happiness	0.866	0.160	0.268	5.427	0.000
(Constant)	85.987	4.160		20.669	0.000
Happiness	0.747	0.163	0.232	4.591	0.000
Centrality	0.530	0.177	0.151	2.991	0.003
(Constant)	82.233	4.411		18.642	0.000
Happiness	0.624	0.169	0.193	3.682	0.000
Centrality	0.463	0.178	0.132	2.597	0.010
Success	0.369	0.151	0.127	2.437	0.015

Dependent variable: Total of academic motivation

Therefore, the null hypothesis is rejected while the research hypothesis is accepted as there are the three dimensions of materialism significantly predicts the presence of academic motivation among Minangkabau university students in West Sumatera, Indonesia. Yet, among the three dimensions of materialism; the statistical analysis revealed that the presence of materialism dimension called the happiness more predicted the presence of academic motivation among Minangkabau university students who were involved in the study.

DISCUSSION

The best religiosity dimension that predicts the presence of academic motivation of Minangkabau university students in West Sumatera is interpersonal religiosity. This notion is in accordance with what Allport and Ross (1967) have noted. An individual who possesses interpersonal religiosity is believed to utilize religion to fulfill their utilitarian purposes and desire related to worldly possession. for instance, sociability, status, solace, and comfort. They utilize the religion to aid themselves in order to fulfil their social support, getting security among people as they are less likely to internally integrate the religion into the fundamental way of their lives (Vries-Schot et al. 2012).

Being academically motivated at school or university also means to be considered as an excellent student. Such a consideration is indirectly regarded as one of form of ulterior purposes or one way to gain external rewards. An individual who is interpersonally religious does not only purpose material on worldly rewards as the motivation, but also expects status and social recognition from the people around. Besides that, a student can be highly motivated at school to accomplish the homework or assignments due to procure the approval of their teachers, peers, and parents (Nguyen, 2013).

The academic motivation is not only one of adequate predictors that facilitates students to be academically successful at school. Yet, there are other predictors that contribute in learning such as individual characteristic,

tendencies, self-determination, anxiety and fear of success, Socio-economic status, self-efficacy, parents' attitudes, positive and negative attitudes of teacher, success of siblings, competition, rewards and punishments (Deci & Ryan, 1985; Covington, 2002; 2006; Ulper, 2011).

After that, it was shown that the best religiosity predictor which is able to predicts the presence of the materialism is intrapersonal religiosity. An individual who has high intrapersonal religiosity tends to live their religion's teachings, and integrate it in their daily life such as love, brotherhood, forgiveness, not worldly possession oriented and likely exemplify the deviance-constraining effects of religiosity (Allport & Ross, 1967; Yun & Lee, 2016).

The best materialism dimension that predicts the presence of academic motivation is the pursuit of happiness. Motivation is regarded as an innate phenomenon which is influenced by several factors such as context, temper, goal, and instruments. In order to achieve their goals, needs, and instincts, human beings acquire the sufficient motivation (Amrai et al. 2011). The notion that the pursuit of happiness dimension (happiness) is the best predictor for academic motivation's existence is in accordance with the findings of this study. The happiness is a materialist's perception towards worldly possession, in which such a possession is needed due to give them a contentment and joy in life (Richin & Dawson, 1992).

CONCLUSION

The aims of this study are to determine any mediator of religiosity that predicts the presence of academic motivation; the mediator of religiosity that predicts the presence of academic motivation, and the mediator of materialism that predicts the presence of academic motivation of Minangkabau university students in West Sumatera.

According to the study, it was discovered that the presence of intrapersonal religiosity predicted the presence of academic motivation, the presence of intrapersonal religiosity predicted the presence of materialism, and the presence of materialism dimension called happiness predicted the presence of academic motivation among Minangkabau university students who got involved in the study.

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