

HUBUNGAN ANTARA MOTIVASI DENGAN PRESTASI AKADEMIK MAHASISWA BARU FAKULTAS KEDOKTERAN UNIVERSITAS JENDERAL SOEDIRMAN

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ABSTRAK

Latar Belakang: Prestasi akademik merupakan salah satu tolok ukur mutu pendidikan. Prestasi akademik dipengaruhi banyak faktor, antara lain motivasi belajar dan pendekatan belajar. Kegiatan Belajar dan mengajar dapat diilustrasikan dengan model belajar *Presage-Process-Product* (3P) menurut Biggs. Mahasiswa kedokteran tahun pertama akan menghadapi berbagai masalah akademik dan kendala.

Tujuan: Untuk mengetahui hubungan antara motivasi belajar dengan prestasi akademik pada mahasiswa baru Fakultas Kedokteran Universitas Jenderal Soedirman angkatan 2019.

Metode: Rancangan *cross sectional* dilakukan pada 90 mahasiswa baru Fakultas Kedokteran Universitas Jenderal Soedirman angkatan 2019 yang terpilih melalui *consecutive sampling*. Pengambilan data menggunakan Kuesioner Motivasi Belajar dan Kuesioner Pendekatan Belajar. Data Indeks Prestasi Kumulatif (IPK) diperoleh dari Bagian Tata Usaha Fakultas Kedokteran Universitas Jenderal Soedirman. Uji hipotesis menggunakan korelasi *Spearman*.

Hasil: *P-value* dari analisis korelasi *Spearman* adalah 0,458. Motivasi responden berkategori cukup tinggi (84,44%). Indeks Prestasi Kumulatif (IPK) responden terbanyak berada pada kategori IPK baik sekali (57,78%), rerata IPK responden sebesar 3,34. Jenis pendekatan belajar sebanyak 38,89% menggunakan pendekatan belajar secara mendalam (*deep approach*).

Kesimpulan: Tidak terdapat hubungan antara motivasi belajar dengan prestasi akademik ($p > 0,05$).

Kata Kunci : Model Belajar 3P Biggs, Motivasi Belajar, Prestasi Akademik

**THE RELATION BETWEEN MOTIVATION AND ACADEMIC
ACHIEVEMENT OF NEW STUDENTS OF JENDERAL SOEDIRMAN
UNIVERSITY MEDICINE FACULTY**

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ABSTRACT

Background: Academic achievement is one of the benchmark qualities of education. Academic achievement is influenced by many factors, including learning motivation and learning approach. Learning and teaching activities can be illustrated by the Presage-Process-Product (3P) learning model according to Biggs. Medical students entering their first year of college will face various academic problems and obstacles.

Objective: To understand the relationship between learning motivation and academic achievement of new student (2019) in Faculty of Medicine Jenderal Soedirman University.

Methods: A cross-sectional study was conducted among 90 medical students at their first-year (2019) study in Jenderal Soedirman University and selected with consecutive sampling technique. Data were collected using Learning Motivation Questionnaire and Learning Approach Questionnaire. Cumulative Achievement Index data obtained from the Administrative Department of the Faculty of Medicine Jenderal Soedirman University. The hypothesis was analyzed using Spearman correlation.

Results: The p-value of the Spearman correlation analysis is 0,458. Students motivation in the category is quite high (84,44%). Most respondents' Cumulative Achievement Index of is in the category of Excellent (57,78%), the average of Cumulative Achievement Index is 3,34. Among 38,89% of respondents are using deep learning approach.

Conclusion: There was no relationship between learning motivation and academic achievement ($p > 0,05$).

Keywords : Academic Achievement, Biggs 3P Learning Model, Learning Motivation