MEDICAL FACULTY
UNIVERSITY OF MUHAMMADIYAH MAKASSAR

AZMIRANTI, NIM 105421101320

THE INFLUENCE OF SELF-MOTIVATION AND PERCEPTION OF THE LEARNING ENVIRONMENT ON THE ACADEMIC ACHIEVEMENT OF MEDICAL STUDENTS AT MUHAMMADIYAH MAKASSAR UNIVERSITY

ABSTRACT

BACKGROUND: Academic achievement is the accomplishment of learning outcomes in the academic field during the learning process, expressed in the form of grades. At the college level, students' academic achievements are represented by GPA. The level of a student's academic achievement is influenced by various factors, including self-motivation and the learning environment.

PURPOSE: To understand self-motivation, the learning environment, and student academic achievement. Additionally, it aims to determine the influence of learning motivation and the learning environment on the academic performance of Muhammadiyah Makassar medical students, both partially and simultaneously.

METHODS: This study used a descriptive-analytic correlation design with a cross-sectional approach. The population in this study were medical students of Universitas Muhammadiyah Makassar, batches 2021 and 2022. The sampling technique used was simple random sampling, with the determination of the number of samples using the Slovin formula, 126 students in the class of 2021 and 141 students in the class of 2022 who met the inclusion and exclusion criteria. The data were obtained from questionnaires through Google Forms and were analyzed using univariate, bivariate (Chi-Square), and multivariate (multiple logistic regression).

RESULT: The univariate analysis results provided a description of students' self-motivation, with 136 students (50.9%) having low self-motivation and 131 students (49.1%) having high self-motivation. Regarding the learning environment, 134 students (50.2%) had a highly supportive learning environment, while 133 students (49.8%) had a less supportive learning environment. Meanwhile, for academic achievement, 152 students (56.9%) had a good GPA, and 115 students (43.1%) had a less satisfactory GPA. The bivariate statistical test results showed that the p-values for both self-motivation and the learning environment were $0.000 < 0.05$. The multivariate analysis results indicated that the odds ratio (OR) for the learning environment variable was larger than that for self-motivation, specifically 63.234.

CONCLUCION: There is a significant relationship between self-motivation and the learning environment with the academic achievement of medical students at Muhammadiyah University Makassar. In addition, the most dominant variable influencing the academic achievement of medical students at Muhammadiyah University Makassar is the learning environment.

Keyword : Self-motivation, Learning environment, Academic learning**.**

FAKULTAS KEDOKTERAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR

AZMIRANTI, NIM 105421101320

PENGARUH MOTIVASI DIRI DAN PERSEPSI LINGKUNGAN BELAJAR TERHADAP PRESTASI BELAJAR MAHASISWA KEDOKTERAN UNIVERSITAS MUHAMMADIYAH MAKASSAR

ABSTRAK

LATAR BELAKANG: Prestasi belajar merupakan capaian hasil belajar dalam bidang akademik selama proses pembelajaran yang dinyatakan dalam bentuk nilai. Pada tingkat perguruan tinggi, prestasi belajar mahasiswa dinyatakan dalam bentuk IPK. Tinggi rendahnya prestasi belajar mahasiswa ditentukan oleh beberapa faktor, diantaranya yaitu motivasi diri dan lingkungan belajar.

TUJUAN: Mengetahui gambaran motivasi diri, lingkungan belajar dan prestasi belajar mahasiswa, serta mengetahui pengaruh motivasi belajar dan lingkungan belajar terhadap prestasi akademik mahasiswa kedokteran Muhammadiyah Makassar baik secara parsial maupun simultan.

METODE: Penelitian ini menggunakan desain deskriptif analitik korelasi dengan pendekatan *cross sectional*. Populasi pada penelitian ini adalah mahasiswa kedokteran Universitas Muhammadiyah Makassar angkatan 2021 dan 2022. Teknik pengambilan sampel menggunakan *simple random sampling* dengan diperoleh mahasiswa Angkatan 2021 sebanyak 126 dan mahasiswa Angkatan 2022 sebanyak 141 yang memenuhi kriteria inklusi dan eksklusi. Data diperoleh dari pengisian kuesioner melalui *google form*. Analisis data menggunakan analisis univariat, bivariat (*Chi-Square*), dan multivariat (regresi logistik berganda).

HASIL: Hasil analisis univariat diperoleh gambaran motivasi diri mahasiswa sebanyak 136 (50,9%) dengan motivasi diri rendah dan 131 mahasiswa (49,1%) dengan motivasi diri tinggi. Lingkungan belajar diperoleh 134 mahasiswa (50,2%) dengan lingkungan belajar sangat mendukung dan 133 mahasiswa (49,8%) dengan lingkungan belajar kurang mendukung. Sedangkan, prestasi belajar mahasiwa diperoleh 152 (56.9%) dengan IPK baik dan 115 mahasiswa (43.1%) dengan IPK kurang. Hasil uji statistik bivariat motivasi belajar diperoleh nilai *p-value* 0.000< 0,05 dan lingkungan belajar diperoleh nilai *p-value* 0.000< 0,05, dan hasil analisis multivariat diperoleh nilai OR variabel lingkungan belajar lebih besar dibandingkan motivasi belajar yaitu sebesar 63.234.

KESIMPULAN: Terdapat hubungan yang signifikan antara motivasi diri serta lingkungan belajar terhadap prestasi belajar Mahasiswa Kedokteran Universitas Muhammadiyah Makassar. Selain itu, variabel yang paling dominan mempengaruhi prestasi belajar Mahasiswa Kedokteran Universitas Muhammadiyah Makassar adalah lingkungan belajar.

Kata Kunci : Motivasi Diri, Lingkungan, Prestasi Belajar