

Hubungan antara college self-efficacy dan tujuan berprestasi dengan ketidakjujuran akademis mahasiswa = The relationship between college self-efficacy and achievement goals with academic dishonesty in college students / Ayu Wingkis

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Abstrak

Penelitian ini membahas tentang isu ketidakjujuran akademis mahasiswa Universitas Indonesia. Berdasar pada teori Miller, Murdock, Anderman, dan Poindexter (2007), ketidakjujuran akademis merupakan salah satu cara untuk meningkatkan hasil belajar. Untuk itu, motivasi dapat dilihat sebagai aspek yang berhubungan dengan ketidakjujuran akademis. Dalam penelitian ini, motivasi yang diteliti adalah college self-efficacy dan tujuan berprestasi, mencakup empat tipe tujuan berprestasi, yaitu mastery-approach, performance-approach, mastery-avoidance, dan performance-avoidance. Penelitian ini merupakan penelitian korelasional dengan pendekatan kuantitatif yang dianalisis melalui teknik statistik multiple regression. Hasil menunjukkan bahwa tidak ada hubungan signifikan antara college self-efficacy dan tipe performance-approach, mastery-avoidance, serta performance-avoidance dengan ketidakjujuran akademis. Sementara, tujuan berprestasi dengan tipe mastery-approach memiliki hubungan negatif yang signifikan dengan ketidakjujuran akademis mahasiswa.

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This study is investigating the issue of academic dishonesty in Universitas Indonesia. Based on Miller, Murdock, Anderman, and Poindexter theory (2007), academic dishonesty is one way to improve achievement outcome. So, motivation looked as an aspect that also has relationship with academic dishonesty. In this study, the motivational aspects were college self-efficacy and achievement goals, including four types of achievement goals, there are mastery-approach, performance-approach, mastery-avoidance, and performance-avoidance. This correlational research was designed in quantitative approach that was analyzed by multiple regression technique. The result shows there were no significant correlation between college self-efficacy and performance-approach, mastery-avoidance, also performance-avoidance with academic dishonesty. Besides, there was a significant with negative correlation between mastery-approach and academic dishonesty in college students.