

Hubungan motivasi otonomi mahasiswa dan dukungan otonomi tutor dengan prestasi akademik mahasiswa pada blok fundamental medical science Fakultas Kedokteran Universitas Pelita Harapan = The relationship between students autonomous motivation and tutors autonomy support with students academic achievement in fundamental medical science block at UPH medical school

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Abstrak

Latar belakang: Pergeseran teori motivasi kuantitas menjadi kualitas, yaitu self-determination theory (SDT) telah merubah paradigma staf pengajar pendidikan kedokteran tentang motivasi. Menurut SDT, motivasi otonomi (MO) merupakan variabel penting dalam meningkatkan prestasi akademik mahasiswa kedokteran dan MO sangat berpotensi untuk ditingkatkan atau dilemahkan oleh hubungan interpersonal antara tutor dengan mahasiswa selama proses pembelajaran. Tujuan penelitian untuk merumuskan hubungan motivasi otonomi dan dukungan otonomi tutor dengan prestasi akademik mahasiswa kedokteran.

Metode: Penelitian cross-sectional dilaksanakan di FK-UPH pada bulan Januari-Maret 2016 dan melibatkan seluruh angkatan 2015 (total sampling) yang mengikuti diskusi tutorial problem-based learning Blok Fundamental Medical Science (FMS). Data motivasi otonomi dan dukungan otonomi tutor diperoleh dari Learning Self-Regulation Questionnaire dan Learning Climate Questionnaire. Data prestasi akademik mahasiswa didapat dari nilai ujian FMS (multiple choice questions).

Hasil: Data yang diperoleh secara lengkap sejumlah 199 orang. Penelitian menunjukkan 79,4% mahasiswa memiliki MO dan mendapat dukungan otonomi tutor yang tinggi, yaitu sebesar 5,22 dari total skor 7. Hasil analisis regresi linier multipel menunjukkan peningkatan MO mahasiswa sejalan dengan peningkatan prestasi akademik mahasiswa. Kedua, prestasi akademik mahasiswa akan menurun jika mendapat peningkatan dukungan otonomi tutor. Ketiga, terdapat hubungan MO dan dukungan otonomi tutor secara bersamaan terhadap prestasi akademik.

Kesimpulan: Motivasi otonomi dan dukungan otonomi tutor berperan menentukan prestasi akademik mahasiswa. Namun, dukungan otonomi tutor tanpa disertai structure kepada mahasiswa dengan latar belakang pendidikan teacher-centered dan keterampilan belajar mandiri yang rendah dapat menurunkan prestasi akademik mahasiswa.

.....Background: A transformation in motivation theory from quantity to quality, such as self-determination theory (SDT) has changed the paradigm of medical educators. In accordance with SDT, autonomous motivation (AM) is an important variable in improving medical students' academic achievement and AM has a possibility to be augmented or diminished by interpersonal relationships between tutors and students during learning activities. This study is aimed to assess the relationship between AM and tutors' autonomy support with students' academic achievement.

Methods: This study was conducted between January 2016 and March 2016 at the UPH medical school; and all medical students from 2015 class (total sampling) participated in problem-based learning tutorial discussion for Fundamental Medical Science (FMS) Block. Learning Self-Regulation Questionnaire and Learning Climate Questionnaire were distributed to assess students' AM and tutors' autonomy support.

Students' academic achievement data was obtained from the score of FMS assessment (multiple choice questions).

Results: The final data was completed by 199 students. About 79,4% of the students were autonomously motivated and the score of perceived tutors' autonomy support was high (5.22 out of 7). The results of multiple regression analysis indicated that first, AM was consistent with students' academic achievement. Second, the augmentation of tutors' autonomy support resulted in the diminished students' academic achievement. Third, there was a concurrent association between AM and tutors' autonomy support with academic achievement.

Conclusion: Students' autonomous motivation and tutors' autonomy support are necessary for academic achievement. However, tutors' autonomy support itself without structure will diminish students' academic achievement especially in students with teacher-centered educational background and poor self-regulated learning skills.