

**HUBUNGAN ANTARA *SELF-REGULATED LEARNING*, FUNGSI
KOGNITIF DAN TINGKAT STRES TERHADAP INTEGRITAS
AKADEMIK MAHASISWA FK UPN “VETERAN” JAKARTA TAHUN**

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ABSTRAK

Pelanggaran integritas akademik masih umum dan cenderung meningkat dengan meningkatnya publikasi tentang profesionalisme. Penelitian ini bertujuan untuk menyelidiki hubungan antara self-regulated learning, fungsi kognitif, dan tingkat stres terhadap integritas akademik mahasiswa kedokteran. Penelitian dilakukan dengan menggunakan analisis kuantitatif dengan desain cross-sectional yang melibatkan 188 mahasiswa kedokteran praklinis dari Fakultas Kedokteran Jakarta. Teknik pengambilan sampel yang digunakan adalah proportional stratified random sampling. Data dikumpulkan menggunakan instrumen yang telah divalidasi sebelumnya. Analisis data melibatkan uji Chi-Square dan Regresi Logistik. Hasil tes menunjukkan bahwa mayoritas responden memiliki tingkat integritas akademik yang memadai, tingkat pembelajaran mandiri yang moderat, skor tes kognitif rata-rata 50, dan tidak mengalami stres. Ada hubungan yang baik antara self-regulated learning, dan stress scale terhadap perilaku integritas akademik. Hasil analisis Regresi Logistik menunjukkan bahwa pembelajaran mandiri, fungsi kognitif, dan tingkat stres memiliki hubungan yang signifikan dengan integritas akademik. Temuan ini menyoroti pembelajaran yang diatur sendiri, fungsi kognitif, dan tingkat stres sangat penting dalam membentuk perilaku integritas akademik. Penelitian lebih lanjut diperlukan untuk mengidentifikasi faktor-faktor tambahan yang dapat mempengaruhi perilaku integritas akademik dalam pendidikan kedokteran.

Kata Kunci: Fungsi Kognitif, Integritas Akademik, *Self-Regulated Learning*, Tingkat Stres.

**THE RELATIONSHIP BETWEEN SELF-REGULATED LEARNING,
COGNITIVE FUNCTIONING, AND STRESS LEVELS ON ACADEMIC
INTEGRITY OF MEDICAL STUDENTS AT UPN "VETERAN" JAKARTA
IN 2023**

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ABSTRACT

Academic integrity violations are still common and tend to increase with the rise in publications on professionalism. This study aims to investigate the relationship between self-regulated learning, cognitive function, and stress levels on the academic integrity of medical students. The research was conducted using a quantitative analysis with a cross-sectional design involving 188 preclinical medical students from Faculty of Medicine in Jakarta. The sampling technique used was proportional stratified random sampling. Data were collected using previously validated instruments. Data analysis involved Chi-Square tests and Logistic Regression. The test results revealed that the majority of respondents had a sufficient level of academic integrity, a moderate level of self-regulated learning, an average cognitive test score of 50, and did not experience stress. There was a good relationship between self-regulated learning, and stress scale towards academic integrity behavior. The Logistic Regression analysis results indicated that self-regulated learning, cognitive function, and stress levels have a significant relationship with academic integrity. These findings highlight self-regulated learning, cognitive function, and stress levels are importances in shaping academic integrity behavior. Further research is needed to identify additional factors that may influence academic integrity behavior in medical education.

Keywords: *Academic Integrity, Cognitive Functioning, Self-Regulated Learning, Stress Level.*