

**FAKULTAS KEDOKTERAN
UNIVERSITAS PEMBANGUNAN NASIONAL “VETERAN” JAKARTA**

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**HUBUNGAN SELF-EFFICACY, SELF-ESTEEM, DAN MOTIVASI
BELAJAR DENGAN PRESTASI AKADEMIK PADA MAHASISWA BARU
FAKULTAS KEDOKTERAN UPN “VETERAN” JAKARTA**

RINCIAN HALAMAN (120 halaman 10 tabel, 4 bagan, 4 lampiran)

ABSTRAK

Tujuan

Seiring dengan perkembangan teknologi tuntutan terhadap performa dokter makin meningkat. Agar tercapai kegiatan pembelajaran yang sesuai dengan waktu serta merupakan panduan untuk dokter yang diinginkan, maka perlu disusun kurikulum. Prestasi akademik mencakup perubahan positif dalam pendidikan, perilaku, dan kemampuan sebagai hasil dari proses belajar yang diberikan oleh dosen. Prestasi akademik pada perguruan tinggi digambarkan berupa Indeks Prestasi (IP). Faktor – faktor yang mempengaruhi prestasi akademik terdiri dari faktor internal dan faktor eksternal. Faktor eksternal seperti lingkungan. Faktor internal meliputi fisiologis dan psikologis. Tujuan dari penelitian ini adalah untuk mengidentifikasi hubungan antara self-efficacy, self-estem, dan motivasi belajar dengan prestasi akademik pada perubahan kurikulum mahasiswa kedokteran.

Metode

Penelitian ini merupakan penelitian mixed methode dengan desain cross-sectional. Sebanyak 148 mahasiswa berpartisipasi dalam penelitian ini. Self-efficacy dinilai dengan kuesioner GSES, self-esteem dengan RSES, motivasi belajar dengan MSLQ dan prestasi akademik dengan IPS. Anallisis data meliputi analisis univariat dengan distribusi dan frekuensi analisis bivariat dengan uji *Mann-whitney*.

Hasil

Sebanyak 125 peserta (84,5%) self-efficacy rendah, sebanyak 98 peserta (66,2%) self esteem sedang, sebanyak 107 peserta (72,3%) motivasi belajar rendah, sebanyak 101 peserta (63,8%) memiliki IPS tinggi. Tidak ada hubungan signifikan antara self-efficacy dengan prestasi akademik ($p=0,914$) Tidak ada hubungan signifikan antara *self-esteem* dengan prestasi akademik ($p=0,585$), Tidak ada hubungan signifikan antara motivasi belajar dengan prestasi akademik ($p=0,328$).

Kesimpulan

Tidak terdapat hubungan yang signifikan antara tingkat self-efficacy dengan prestasi akademik, Tidak terdapat hubungan yang signifikan antara tingkat self-esteem dengan prestasi akademik, Tidak terdapat hubungan yang signifikan antara tingkat motivasi belajar dengan prestasi akademik

Daftar Pustaka : 89 (2019-2024)

Kata kunci : Motivasi belajar, mahasiswa kedokteran, prestasi akademik,
self-efficacy, self-esteem,

**FACULTY OF MEDICINE
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**THE RELATIONSHIP BETWEEN SELF-EFFICACY, SELF-ESTEEM, AND
LEARNING MOTIVATION WITH ACADEMIC ACHIEVEMENT AMONG
FIRST-YEAR MEDICAL STUDENTS AT THE FACULTY OF MEDICINE,
UPN "VETERAN" JAKARTA**

PAGE DETAIL (120 pages, 10 tables, 4 charts, 4 appendices)

ABSTRACT

Objective

the advancement of technology, the demands on doctors' performance are increasingly growing. To achieve learning activities that align with current needs and serve as a guideline for shaping the desired doctors, a well-structured curriculum is essential. Academic achievement encompasses positive changes in education, behavior, and skills as outcomes of the learning process facilitated by lecturers. In higher education, academic achievement is measured through the Achievement Index (AI). Factors influencing academic achievement include both internal and external factors. External factors involve the environment, while internal factors comprise physiological and psychological aspects. This study aims to examine the relationship between self-efficacy, self-esteem, and learning motivation with academic achievement amidst curriculum changes for medical students.

Method

This study is a mixed method study with a cross-sectional design. A total of 148 students participated in this study. Self-efficacy was assessed using the GSES questionnaire, self-esteem with RSES, learning motivation with MSLQ and academic achievement with IPS. Data analysis includes univariate analysis with distribution and frequency of bivariate analysis with the Mann-Whitney test.

Result

A total of 125 participants (84.5%) had low self-efficacy, 98 participants (66.2%) had moderate self-esteem, 107 participants (72.3%) had low learning motivation, and 101

participants (63.8%) had high IPS. There was no significant relationship between self-efficacy and academic achievement ($p=0.914$). There was no significant relationship between self-esteem and academic achievement ($p=0.585$). There was no significant relationship between learning motivation and academic achievement ($p=0.328$).

Conclusion

There is no significant relationship between the level of self-efficacy and academic achievement. There is no significant relationship between the level of self-esteem and academic achievement. There is no significant relationship between the level of learning motivation and academic achievement.

Reference : 89 (2019-2024)

Keywords : Academic achievement, learning motivation, medical student, *self-efficacy, self-esteem*