

HUBUNGAN METAKOGNITIF DAN MOTIVASI BELAJAR DENGAN INTEGRITAS AKADEMIK PADA MAHASISWA PREKLINIK DI FAKULTAS KEDOKTERAN

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Abstrak

Integritas akademik merupakan suatu bagian utama dari budaya akademik dalam arti patuh terhadap prinsip-prinsip dasar, antara lain kejujuran akademik, saling percaya, saling terbuka, saling menghormati, dan rasa tanggung jawab. Namun, hanya terdapat sedikit data tentang pemahaman integritas akademik di antara mahasiswa kedokteran. Diharapkan kinerja integritas akademik mahasiswa yang selanjutnya diharapkan dapat meningkatkan perilaku integritas akademik mahasiswa. Kinerja mahasiswa dapat ditingkatkan melalui metakognitif dan motivasi belajar. Untuk mengetahui korelasi metakognitif dan motivasi belajar dengan integritas akademik mahasiswa Fakultas Kedokteran tahap pre-klinik. Penelitian ini menggunakan *proportional stratified random sampling* dengan jumlah sampel 156 mahasiswa Fakultas Kedokteran angkatan 2017, 2018, 2019 dalam tahap pre-klinik, dari hasil pengambilan data menggunakan kuisioner. Desain penelitian yang dilakukan adalah metode *cross sectional*. Analisis data pada penelitian ini menggunakan uji *Chi-Square*. Dari hasil uji statistik, tidak ditemukan hubungan antara metakognitif dengan integritas akademik ($p = 0.365$), dan motivasi belajar dengan integritas akademik ($p = 0.77$). Tidak terdapat hubungan dan korelasi antara metakognitif dan motivasi belajar dengan integritas akademik mahasiswa Fakultas Kedokteran tahap akademik. Faktor eksternal kemungkinan dapat lebih meningkatkan integritas akademik mahasiswa.

Kata kunci: metakognitif, motivasi belajar, integritas akademik

THE CORRELATION OF METACOGNITIVE AND LEARNING MOTIVATION IN MEDICAL STUDENTS ACADEMIC INTEGRITY IN A MEDICAL SCHOOL

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Abstract

Academic integrity is a major part of academic culture in the sense of being obedient to basic principles, including academic honesty, mutual trust, mutual openness, mutual respect, and a sense of responsibility. However, there are few data on understanding of academic integrity among medical students. It is expected that the performance of student academic integrity can further improve the behaviour of student academic integrity. Student performance can be improved through metacognitive and learning motivation. To determine the correlation between metacognitive and learning motivation with the academic integrity among preclinical medical students. This study used proportional stratified sampling, sample size were 156 medical students of batch 2nd, 3th, 4th, data were collected from adaptation of metacognitive activities inventory, academic motivation scale, and academic integrity. The research design used was the cross sectional method. Data analysis in this study used the Chi-square test. The research design used was the cross sectional method. Data analysis in this study used the Chi-square test. The results of the statistical test, there was no correlation between metacognitive and academic integrity ($p=0.365$) and learning motivation with integrity ($p=0.77$). There was no correlation between metacognitive and learning motivation with academic integrity of preclinical medical students. External factor are farther can improve the academic integrity of the student.

Keyword: metacognitive, learning motivation, academic integrity