

SELF REGULATED LEARNING AS A MEDIATOR ON LEARNING MOTIVATION'S INFLUENCES TO ACADEMIC ACHIEVEMENT ON MEDICAL UNDERGRADUATES X UNIVERSITY

Linda Sulistiani Budiarmo

Dr.Fransisca Iriani Roesmala Dewi, M.Si

Bonar Hutapea, S.Psi., M.Si.

Fakultas Psikologi

Universitas Tarumanagara

Study about drops-out among medical undergraduates at X University due to low academic achievement showed that some of them have low motivation. On the other hand, there are students who have enough motivation but lack of appropriate learning strategies. Learning strategy is part of self-regulated learning. The purpose of this study is to prove that self-regulated learning as a mediator of learning motivation influences to academic achievement on medical undergraduates. Participants are 305 medical undergraduates from X University, which were taken by purposive sampling technique. Measuring instrument used was an adaptation of the Motivated Strategies for Learning Questionnaire developed by Mc Keachie & Pintrich (1986). Data were analyzed using regression analysis mediators of Barron and Kenny (1986). Based on the results of the regression analysis, it is concluded that no evidence of self-regulated learning as a mediator in the role of student motivation towards academic achievement on medical undergraduates. No influence of motivation and self-regulated learning to academic achievement ($F = 2.27$ and $p > 0.05$). No influence of learning motivation toward academic achievement ($F = 0.751$ and $p > 0.01$), but there is an influence of motivation toward SRL by 39.1% ($F = 194.509$, $p < 0.01$). There are other factors affect academic achievement besides motivation and self-regulated learning.

Keywords: learning motivation, self-regulated learning, academic achievement, medical student.