

ABSTRACT

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Some research results show the relationship of academic motivation with academic self-regulated learning. But there are studies that show no relationship between academic motivation with academic self-regulated learning. The purpose of the research was to find out the relationship between academic motivation with academic self-regulated learning in first-year students in university. In previous research, first-year students had difficulty adjusting in the academic field because of the transition from high school to university. This research uses quantitative method. The subjects of the study were 282 first graders at University X. Data analysis using Spearman Correlation. Academic motivation consists of three dimensions, namely intrinsic motivation, extrinsic motivation, and amotivation. The results showed that, firstly there is relationship between intrinsic motivation with academic self-regulated learning ($r = 0,485$; $p < 0,01$), thus can be interpreted if intrinsic motivation student high then self-regulated learning academic also high vice versa. Second, there is relationship between extrinsic motivation with academic self-regulated learning ($r = 0.459$; $p < 0.01$), thus it can be interpreted if the extrinsic motivation of students is high then the academic self-regulated learning is also high and vice versa. Third, there is relationship between amotivation with academic self-regulated learning ($r = -0.245$; $p < 0.01$), thus can be interpreted if the student amotivation is high, the academic self-regulated learning is lower and vice versa.

Keywords: academic motivation, academic self-regulated learning, first-year students in university.