

ABSTRACT

Learning is the process of changing a person's behavior based on new practices or experiences. Learning is a core / basic activity in an educational process. Students have the mental strength to be a driver of learning in the form of desire, attention, willingness or ideals. Mental activities that encourage students to learn are learning motivation. Student learning outcomes after following the learning process are called learning achievement. Learning achievement is used as an indicator of mastery of competencies in teaching materials. The research objective was to determine whether there was a relationship between learning motivation and learning achievement in students of the Faculty of Medicine, Tarumanagara University 2017. The study was an observational analytic with a cross sectional approach. The population is 2017 students of the Faculty of Medicine, Tarumangara University who are still declared active totaling 114 respondents. Data was taken using a questionnaire and processed with SPSS 22. The results of cross tabulation were obtained by students with high learning motivation and good learning achievement as many as 46 people (40.3%), students with high learning motivation and sufficient learning achievement as many as 12 people (10.5%), students with moderate learning motivation and good learning achievement as many as 22 people (19.2%), students with moderate learning motivation and sufficient learning achievement as many as 34 people (29.8%). The relationship between learning motivation and learning achievement obtained p-value 0,000 (<0,05) and positive value which means there is a meaningful relationship between the two variables, the higher the motivation to learn the better the learning achievement obtained.

Keywords: *learning motivation, student learning achievement*

ABSTRAK

Belajar adalah proses perubahan tingkah laku seseorang berdasarkan praktik atau pengalaman baru. Belajar merupakan kegiatan inti/pokok dalam suatu proses pendidikan. Mahasiswa mempunyai kekuatan mental menjadi penggerak belajar berupa keinginan, perhatian, kemauan atau cita-cita. Kegiatan mental yang mendorong mahasiswa belajar merupakan motivasi belajar. Hasil belajar mahasiswa setelah mengikuti proses pembelajaran disebut prestasi belajar. Prestasi belajar digunakan sebagai indikator penguasaan kompetensi terhadap bahan ajar. Tujuan penelitian untuk mengetahui adakah hubungan motivasi belajar dengan prestasi belajar pada mahasiswa Fakultas Kedokteran Universitas Tarumanagara Angkatan 2017. Penelitian ini merupakan analitik observasional dengan pendekatan *cross sectional*. Populasi adalah mahasiswa Fakultas Kedokteran Universitas Tarumanagara angkatan 2017 yang masih dinyatakan aktif berjumlah 114 responden. Data diambil dengan menggunakan kuesioner dan diolah dengan SPSS 22. Hasil tabulasi silang didapatkan mahasiswa dengan motivasi belajar tinggi dan prestasi belajar baik sebanyak 46 orang (40.3%), mahasiswa dengan motivasi belajar tinggi dan prestasi belajar cukup sebanyak 12 orang (10.5%), mahasiswa dengan motivasi belajar sedang dan prestasi belajar baik sebanyak 22 orang (19,2%), mahasiswa dengan motivasi belajar sedang dan prestasi belajar cukup sebanyak 34 orang (29.8%). Hubungan motivasi belajar dengan prestasi belajar didapatkan *p-value* 0,000 ($< 0,05$) dan bernilai positif yang artinya ada hubungan bermakna antara kedua variabel tersebut, semakin tinggi motivasi belajar semakin baik pula prestasi belajar yang didapat.

Kata Kunci : motivasi belajar, prestasi belajar mahasiswa