

Hubungan antara motivasi dan academic buoyancy pada mahasiswa Universitas Indonesia = The relationship between motivation and academic buoyancy among college students in University of Indonesia

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Abstrak

Mahasiswa di perguruan tinggi menemui tantangan maupun kemunduran akademik sehari-hari yang harus mereka hadapi. Tantangan dan kesulitan akademik di perguruan tinggi berbeda dari jenjang pendidikan sebelumnya. Penelitian ini menggunakan perspektif Self-Determination Theory dan bertujuan untuk mengetahui apakah terdapat kontribusi dari motivasi external regulation, introjected regulation, identified regulation, dan motivasi intrinsik dalam memprediksi academic buoyancy. Sampel penelitian adalah 463 mahasiswa S1 Universitas Indonesia perempuan = 75. Metode penelitian ini adalah metode kuantitatif dengan analisis statistik Regresi Berganda.

Alat ukur yang digunakan untuk mengukur motivasi yakni menggunakan The Academic Self-Regulation Scale Vansteenkiste, Sierens, Soenens, Luyckx, Lens, 2009, sedangkan untuk mengukur academic buoyancy digunakan alat ukur Academic Buoyancy Scale Martin Marsh, 2008. Hasil dari penelitian ini menunjukkan bahwa semakin tinggi motivasi introjected regulation, maka semakin rendah academic buoyancy. Selain itu, semakin tinggi motivasi identified regulation dan motivasi intrinsik, maka semakin tinggi pula academic buoyancy. Implikasi dari penelitian ini adalah bahwa motivasi yang berasal dari dalam diri individu dapat memprediksi perilaku yang adaptif dalam menghadapi tantangan dan kemunduran akademik sehari-hari.

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College students meet academic challenges and setbacks on a daily basis that they have to face. Those academic challenges and difficulties are different than the previous education levels. This research is using Self Determination Theory perspective and aimed to examine the contribution of motivation external regulation, introjected regulation, identified regulation, and intrinsic motivation to predict academic buoyancy. The sample of this study is 463 undergraduate college students in University of Indonesia female 75 The research method of this study is quantitative method, with statistical analyses of Multiple Regression.

The measurement of motivation was using The Academic Self Regulation Scale Vansteenkiste, Sierens, Soenens, Luyckx, Lens 2009, and the measurement of academic buoyancy was using Academic Buoyancy Scale Martin Marsh, 2008. The results indicate that the higher introjected regulation, the lower academic buoyancy. Furthermore, the higher identified regulation and intrinsic motivation, the higher academic buoyancy. The implication of this study is that intrinsic motivation which derived from within oneself can predict adaptive behavior in the face of everyday academic challenges and setbacks.