

ABSTRAK

PENGARUH PENYESUAIAN DIRI, EFIKASI DIRI, DAN DUKUNGAN SOSIAL KELUARGA TERHADAP MOTIVASI BELAJAR MAHASISWA MAPPI ANGKATAN 2019 FKIP UNIVERSITAS SANATA DHARMA

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Penelitian ini bertujuan untuk menguji dan menganalisis: (1) pengaruh penyesuaian diri terhadap motivasi belajar; (2) pengaruh efikasi diri terhadap motivasi belajar; (3) pengaruh dukungan sosial keluarga terhadap motivasi belajar; dan (4) pengaruh penyesuaian diri, efikasi diri, dan dukungan sosial keluarga terhadap motivasi belajar.

Penelitian ini merupakan penelitian eksplanatori. Penelitian dilaksanakan di Sanata Dharma *Student Residence* pada bulan Februari-Maret 2020. Teknik sampling yang digunakan adalah sampling kuota. Sampel penelitian sebanyak 46 responden yang merupakan mahasiswa dari Kabupaten Mappi Angkatan 2019 yang belajar di Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma. Teknik pengumpulan data menggunakan kuesioner. Teknik analisis data menggunakan analisis regresi linear berganda.

Hasil analisis data menunjukkan bahwa: (1) penyesuaian diri berpengaruh terhadap motivasi belajar; (2) efikasi diri berpengaruh terhadap motivasi belajar; (3) dukungan sosial keluarga tidak berpengaruh terhadap motivasi belajar; dan (4) penyesuaian diri, efikasi diri, dan dukungan sosial keluarga dapat menjadi prediktor terhadap motivasi belajar sebesar 80,3%.

Kata kunci: penyesuaian diri, efikasi diri, dukungan sosial keluarga, motivasi belajar.

ABSTRACT

THE EFFECT OF SELF-ADJUSTMENT, SELF-EFFICACY, AND FAMILY SOCIAL SUPPORT ON MOTIVATION TO LEARN MAPPI STUDENT CLASS OF 2019 FKIP SANATA DHARMA UNIVERSITY

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This research aimed to examine and analyze: (1) the effect of self-adjustment on motivation to learn; (2) the effect of self-efficacy on motivation to learn; (3) the effect of family social support on motivation to learn; and (4) the effect of self-adjustment, self-efficacy, and family social support on motivation to learn.

This research is an explanatory study. This research was conducted in Sanata Dharma Student Residence on February-March 2020. The research sampling technique was quota sampling. The research sample consisted of 46 respondents who are students from Mappi District class of 2019 who studying in the Faculty of Teacher Training and Education, Sanata Dharma University. The data collection method was a questionnaire. The data analysis technique was multiple linear regression.

The results of data analysis showed that: (1) self-adjustment had positive effect on motivation to learn; (2) self- efficacy had positive effect on motivation to learn; (3) family social support had no effect on motivation to learn; and (4) self-adjustment, self-efficacy, and family social support could be as predictors of motivation to learn as much as 80,3%.

Keywords: *self-adjustment, self-efficacy, family social support, motivation to learn.*