

HUBUNGAN MOTIVASI MENURUT PERSPEKTIF *SELF DETERMINATION THEORY* (SDT) DAN PRESTASI AKADEMIK

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ABSTRAK

Penelitian ini bertujuan untuk 1) mengetahui hubungan antara motivasi intrinsik dan prestasi akademik dan 2) Mengetahui hubungan antara keempat tipe motivasi ekstrinsik yaitu *external regulation*, *introjected regulation*, *identified regulation*, dan *integrated regulation* dengan prestasi akademik. Penelitian ini melibatkan 222 subjek yaitu mahasiswa yang berada di semester akhir. Hipotesis dalam penelitian ialah 1) hubungan yang positif antara *motivasi intrinsik* dan prestasi akademik mahasiswa, 2) hubungan yang negatif antara *external regulation* dan prestasi akademik mahasiswa, 3) hubungan yang negatif antara *introjected regulation* dan prestasi akademik, 4) hubungan yang positif antara *identified regulation* dan prestasi akademik mahasiswa, dan 5) hubungan yang positif antara *integrated regulation* dan prestasi akademik mahasiswa. Alat pengumpulan data yang digunakan ialah skala motivasi dan nilai IPK yang diperoleh. Skala motivasi terdiri dari 61 item yang baik. Hasil penelitian menunjukkan bahwa 1) motivasi intrinsik dan prestasi akademik memiliki hubungan yang positif ($r=0.178$, $p=0.008$; $p<0.01$), 2) *external regulation* dan prestasi akademik tidak memiliki hubungan satu sama lain ($r=0.124$, $p=0.064$; $p<0.05$), 3) *introjected regulation* dan prestasi akademik memiliki hubungan yang positif ($r=0.162$, $p=0.016$; $p<0.05$), 4) *identified regulation* tidak memiliki hubungan dengan prestasi akademik ($r=0.083$, $p=0.218$; $p<0.05$), 5) *integrated regulation* memiliki hubungan yang positif dengan prestasi akademik ($r=0.271$, $p=0.000$; $p<0.01$).

Kata kunci: prestasi akademik, motivasi, motivasi intrinsik, *external regulation*, *introjected regulation*, *identified regulation*, dan *integrated regulation*.

**RELATION OF MOTIVATION ACCORDING TO SELF
DETERMINATION THEORY (SDT) PERSPECTIVE AND ACADEMIC
ACHIEVEMENT**

Study in Psychology in Sanata Dharma University

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ABSTRACT

This research aimed for 1) knowing the relation between intrinsic motivation and academic achievement and 2) Knowing the relation between four types of extrinsic motivation, consist of external regulation, introjected regulation, identified regulation, and integrated regulation with academic achievement. This research involved 222 subjects, they were students in 7th semester at collage. The hypotheses of this research were : 1) there was a positive relation between intrinsic motivation and academic achievement, 2) there was a negative relation between external regulation and academic achievement, 3) there was a negative relation between introjected regulation and academic achievement, 4) there was a positive relation between identified regulation and academic achievement, and 5) there was a positive relation between integrated regulation and academic achievement. The used instruments were motivation scale and achieved GPA. The motivation scale consist of 61 good items. Result of this research showed that 1) intrinsic motivation had a positive relation with academic achievement, ($r=0.178$, $p=0.008$; $p<0.01$), 2) external regulation and academic achievement had no relation one to another ($r=0.124$, $p=0.064$; $p<0.05$), 3) introjected regulation had a positive relation with academic achievement ($r=0.162$, $p=0.016$; $p<0.05$), 4) identified regulation had no relation with academic achievement ($r=0.083$, $p=0.218$; $p<0.05$), 5) integrated regulation had a positive relation with academic achievement ($r=0.271$, $p=0.000$; $p<0.01$).

Keyword: academic achievement, intrinsic motivation, external regulation, introjected regulation, identified regulation, dan integrated regulation.