

ABSTRACT

Background : *Self regulated learning is a constructive process where a student determines their own learning goals, motivate and manage their behaviors to achieve a good result in learning. Learning planning will be more directed by goal orientation that becomes the reason and motivation of a person to achieve their learning goals. This research is conducted to discover the difference of self regulated learning from goal orientation in medical student of 2016 of Muhammadiyah Yogyakarta University.*

Method : *The method employed for this study is quantitative comparison. The subject of research involves 60 students that are divided into two groups which are students with mastery goal and students with performance goal. The sampling technique is using probability sampling as simple random sampling that takes sample from a random population without considering the strata in the population. Research data is taken using self regulated learning scale and goal orientation scale. Self regulated learning scale consists of 39 valid items with an alpha coefficient of reliability 0,936. Goal orientation scale consists of 7 valid items for a mastery goal with an alpha coefficient of reliability 0,643 and 7 valid items for a performance goal with an alpha coefficient of reliability 0,711.*

Result : *Based on difference test using t test technique (independent sample test) in SPSS 16.0 for windows, the value obtained is $t = 4,740$ with cognitive value or $p = 0,000$. The value means there is a difference of self regulated learning between students in terms of goal orientation. Based on the results of the analysis test, it is found that the students with mastery goal is better than the students with performance goal, this is seen from the empirical mean of students with mastery goal is higher than the empirical mean of students with performance goal ($112,70 > 102,20$).*

Conclusion : *There is a significant difference between self regulated learning in terms of goal orientation of medical student of 2016 in Muhammadiyah Yogyakarta University.*

Keyword : *Self Regulated Learning, Goal Orientation, Medical Student*

INTISARI

Latar Belakang : *Self regulated learning* adalah sebuah proses konstruktif ketika seorang pelajar menentukan sendiri tujuan belajarnya, memotivasi dan mengatur semua perilaku untuk mencapai sebuah hasil yang baik dalam belajar. Perencanaan pembelajaran akan lebih terarah dengan adanya *goal orientation* yang menjadi alasan dan motivasi seseorang dalam mencapai tujuan belajarnya. Penelitian ini dilakukan untuk mengetahui perbedaan *self regulated learning* ditinjau dari *goal orientation* pada mahasiswa PSPD 2016 Universitas Muhammadiyah Yogyakarta.

Metode : Metode dalam penelitian ini adalah kuantitatif komparasi. Subjek penelitian berjumlah 60 orang mahasiswa yang dibagi menjadi dua kelompok yaitu *mastery goal* dan *performance goal*. Teknik sampling yang digunakan adalah *probability sampling* berupa *simple random sampling*, yaitu pengambilan sampel dari populasi yang dilakukan secara acak tanpa mempertimbangkan strata yang ada dalam populasi tersebut. Data penelitian diambil menggunakan skala *self regulated learning* dan skala *goal orientation*. Skala *self regulated learning* terdiri dari 39 item valid dengan koefisien *alpha cronbach* reliabilitas sebesar 0,936. Skala *goal orientation* terdiri dari 7 item valid untuk *mastery goal* dengan koefisien *alpha cronbach* sebesar 0,643 dan 7 item valid untuk *performance goal* dengan koefisien *alpha cronbach* sebesar 0,711.

Hasil : Berdasarkan uji perbedaan menggunakan teknik uji t (*independent sample test*) dalam program SPSS 16.0 for windows diperoleh nilai $t = 4,740$ dengan nilai signifikansi atau $p = 0,000$. Hasil tersebut menunjukkan bahwa terdapat perbedaan *self regulated learning* antara mahasiswa ditinjau dari *goal orientation*. Berdasarkan hasil uji analisis didapatkan bahwa *self regulated learning* mahasiswa tipe *mastery goal* lebih baik daripada mahasiswa tipe *performance goal*, dilihat dari mean empirik mahasiswa tipe *mastery goal* yang lebih tinggi dari mean empirik mahasiswa tipe *performance goal* ($112,70 > 102,20$).

Kesimpulan : Terdapat perbedaan yang signifikan antara *self regulated learning* ditinjau dari *goal orientation* pada mahasiswa PSPD 2016 di Universitas Muhammadiyah Yogyakarta.

Kata Kunci : *Self Regulated Learning*, *Goal Orientation*, Mahasiswa Kedokteran, Universitas Muhammadiyah Yogyakarta