

Hubungan nilai ujian masuk dan motivasi dengan prestasi belajar mahasiswa jurusan teknik radiodiagnostik Politeknik Kesehatan Jakarta II Depkes. th.2003

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Abstrak

Jurusan Teknik Radiodiagnostik Politeknik Kesehatan Jakarta II merupakan institusi yang mencetak insan profesi di bidang radiografi yang lulusannya dituntut mempunyai kualitas dan profesionalisme yang tinggi menghadapi era globalisasi. Pada realitasnya menunjukkan bahwa nilai prestasi belajar mahasiswanya rata-rata hanya 2,58 belum mencapai pada tingkat prestasi yang baik, demikian pula hasil nilai ujian masuk mahasiswanya rata-rata hanya 33,18 masih sangat rendah. Penelitian ini membahas tentang hubungan nilai ujian masuk terhadap prestasi belajar mahasiswa dengan berbagai faktor konfoundingnya dan hubungan motivasi belajar terhadap prestasi belajar dengan berbagai faktor konfoundingnya. Metode penelitian menggunakan cross sectional, dengan analisis statistik menggunakan uji korelasi, uji T, uji Anova, dan Regresi linier ganda. Hasil analisis statistik multivariat regresi linier ganda menunjukkan adanya hubungan positif dan linier antara nilai ujian masuk dengan prestasi belajar mahasiswa setelah dikontrol oleh variabel konfounding jenis kelamin dan interaksi (nilai ujian masuk, jenis kelamin). Nilai $R = 0,697$, nilai $R^2 = 0,486$, nilai R^2 adjusted = 0,477. Model Regresi Linier yang diperoleh dengan persamaan matematis sebagai berikut : $\text{Prestasi Belajar} = 2,047 + 0,01211 \text{ Nilai Ujian Masuk} - 2,039 \text{ Jenis Kelamin} - 0,835 \text{ Nilai Ujian Masuk Jenis Kelamin}$. Hasil analisis statistik multivariat regresi linier ganda motivasi dengan prestasi belajar mahasiswa ($P \text{ value} = 0,793$) tidak mempunyai hubungan bermakna setelah dikontrol oleh variabel konfounding pembagian kelas, sikap, sekolah menengah jurusan(1), tingkat(1), status mahasiswa, jenis kelamin, sekolah menengah jurusan(2), dan nilai ujian masuk. Nilai $R = 0,639$, nilai $R^2 = 0,408$, nilai R^2 adjusted = 0,377. Dengan persamaan matematis : $\text{Prestasi Belajar} = 2,242 + 0,000877 \text{ Motivasi} + 0,05591 \text{ Kelas} - 0,00215 \text{ Sikap} - 0,126 \text{ Jurusan SMU(2)} - 0,0732 \text{ tingkat(1)} - 0,14 \text{ status mahasiswa} + 0,221 \text{ jenis kelamin} - 0,42 \text{ Jurusan SMU(1)} + 0,01398 \text{ nilai ujian masuk}$. Nilai Ujian Masuk mempunyai pengaruh yang signifikan terhadap prestasi belajar mahasiswa setelah dikontrol oleh variabel jenis kelamin dan interaksinya (nilai ujian masuk jenis kelamin). Untuk memperoleh calon mahasiswa Teknik Radiodiagnostik yang berkualitas maka harus menetapkan hasil ujian masuk yang terbaik dengan menentukan nilai batas lulus minimal 50 dengan kategori lulus 4 mata uji atau 3 mata uji. Walaupun hubungan motivasi dengan prestasi belajar berdasarkan analisis statistik tidak signifikan, ada faktor lain yang berpengaruh terhadap prestasi belajar mahasiswa yang harus menjadi perhatian penting bagi institusi pendidikan Teknik Radiodiagnostik dalam merancang kegiatan belajar mengajar guna menghasilkan mutu mahasiswa yang berprestasi baik. Daftar bacaan : 65 (1984 -- 2003)

The Relationship Between the Score of Admission Test and Motivation with Learning Achievement of the Students of Radiodiagnostic Technic of Health Polytechnic Jakarta II, Ministry Of Health in 2003

Department of Radio diagnostic Technic of Health Polytechnic Jakarta II is an institution which produce the professional of radiographers and high qualified graduation facing the globalization. The evidence show the mean of student score during study only 2.58. That score mean the achievement grade is still not good enough, while the mean score of admission test only 33.18. This research study about

relationship between the score of admission test with the learning achievement and the various confounding factor and also the relationship between motivation with the learning achievement and the various confounding factor. The study design is cross sectional, with statistical analysis using Correlation test, T-test, ANOVA test, and Multiple Linear Regression. The result of bivariate analysis showed that the variable that correlate with the learning achievement of student were sex, the major of high school background, type of class, status of student, grade, and the score of admission test, while the variable that has not correlation with the learning achievement of student were age, allowance, attitude, perception about lecturer, body mass index (the nutritional status), education level of father, education level of mother, residence, motivation, and the background of high school region. The result analysis of multivariate using multiple linear regression indicate positive correlation between the score of admission test with the learning achievement of the student after controlled by confounding variable of sex and interaction (the score of admission test and sex), the significance value is 0,000. R value = 0,697. R² value = 0,486, R² adjusted value = 0,477. The mathematic model of multiple linear regression: the learning achievement = 2.047 + 0,01211 the score of admission test - 2.039 sex - 0,835 sex*the score of admission test. The result analysis of multivariate using multiple linear regression indicate correlation between motivation with the learning achievement of the student not significant (P value = 0,793) after controlled by confounding variable type of class, attitude, major of high school(2), grade(1), status of student, sex, major of high school(1), and the score of admission test. R. value = 0,639 R² value = 0,408, and R² adjusted = 0,377. The mathematic model of multiple linear regression is the learning achievement = 2,242 + 0,0008775 Motivation + 0,05591 type of class - 0,00215 Attitude - 0,126 Major of Highschool(2) - 0,0732 grade(1) - 0,140 status + 0,221 sex - 0,420 Major of Highschool(1) + 0,01398 the score of admission test. The score of admission test had influence to the learning achievement of the student after controlled by variable sex and interaction (sex *the score of admission test). To recruit the best candidates of students, so the department must recommended the best of qualification with the passing grade of 50 or the condition pass in 4 or 3 examination subject. Although, with statistic analysis showed there is no relationship between motivation with the learning achievement, some another factor have influence the learning achievement of student, so it is important to Departement of Radiodiagnostic Technic to design educational process to produce the qualified graduation. References: 65 (1984 -2003)