

ABSTRAK

PENGARUH KONSEP DIRI, DUKUNGAN SOSIAL ORANG TUA, DAN FASILITAS BELAJAR DI KAMPUS TERHADAP MOTIVASI BELAJAR MAHASISWA PENERIMA BIDIKMISI DI UNIVERSITAS SANATA DHARMA ANGKATAN 2015 DAN 2016

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Penelitian ini bertujuan untuk menguji dan menganalisis: (1) pengaruh konsep diri terhadap motivasi belajar; (2) pengaruh dukungan sosial orang tua terhadap motivasi belajar; (3) pengaruh fasilitas belajar di kampus terhadap motivasi belajar; dan (4) pengaruh konsep diri, dukungan sosial orang tua, dan fasilitas belajar di kampus terhadap motivasi belajar. Penelitian ini merupakan penelitian eksplanatori. Penelitian dilaksanakan di Universitas Sanata Dharma pada bulan April 2019. Teknik sampling yang digunakan adalah sampling jenuh. Sampel penelitian sebanyak 93 responden. Teknik pengumpulan data menggunakan kuesioner. Teknik analisis data menggunakan analisis regresi linear berganda.

Hasil analisis data menunjukkan bahwa: (1) konsep diri berpengaruh positif terhadap motivasi belajar; (2) dukungan sosial orang tua berpengaruh positif terhadap motivasi belajar; (3) fasilitas belajar di kampus berpengaruh positif terhadap motivasi belajar; dan (4) konsep diri, dukungan sosial orang tua, dan fasilitas belajar di kampus secara bersama-sama berpengaruh positif terhadap motivasi belajar.

Kata kunci: konsep diri, dukungan sosial orang tua, fasilitas belajar di kampus, motivasi belajar.

ABSTRACT

THE EFFECT OF SELF-CONCEPT, PARENTAL SOCIAL SUPPORT, AND CAMPUS LEARNING FACILITIES ON LEARNING MOTIVATION OF BIDIKMISI RECIPIENT STUDENTS AT SANATA DHARMA UNIVERSITY CLASS OF 2015 AND 2016

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This research aimed to examine and analyze: (1) the effect of self-concept on learning motivation; (2) the effect of parental social support on learning motivation; (3) the effect of campus learning facilities on learning motivation; (4) the effect of self-concept, parental social support, and campus learning facilities on learning motivation. This research is explanatory study. This research was conducted in Sanata Dharma University in April 2019. The sampling technique was a saturation sampling. The sample consisted of 93 students. The data collection method was a questionnaire. The data analysis technique was multiple linear regression.

The results of data analysis showed that: (1) self-concept had a positive effect on learning motivation; (2) parental social support had a positive effect on learning motivation; (3) campus learning facilities had a positive effect on learning motivation; and (4) self-concept, parental social support, and campus learning facilities had a positive effect on learning motivation.

Keywords: *self-concept, parental social support, campus learning facilities, learning motivation*