

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan motivasi berprestasi dengan *social loafing* pada mahasiswa. Sampel dalam penelitian ini adalah mahasiswa Fakultas Keperawatan Universitas Andalas angkatan 2017/2018 yang diambil dari total populasi sebanyak 122 mahasiswa. Alat ukur dalam penelitian ini menggunakan skala motivasi berprestasi dan skala *social loafing*. Teknik analisis data dalam penelitian ini menggunakan korelasi *Pearson Product Moment*. Berdasarkan hasil penelitian data diperoleh hasil dengan $F= 25,307$ dan $p=0,000$ ($p < 0,005$), berarti ada hubungan yang sangat signifikan antara motivasi berprestasi dengan *social loafing*. Hasil analisis korelasi $r = -0,436$; $p= 0,000$ ($p < 0,05$), berarti ada hubungan negatif yang signifikan antara motivasi berprestasi dengan *social loafing*. Dari hasil analisis data diketahui bahwa motivasi berprestasi pada subjek tergolong tinggi dan *social loafing* pada subjek tergolong rendah. Sumbangan efektif motivasi berprestasi terhadap *social loafing* sebesar 19% ditunjukkan dari koefisien determinan $R^2 = 0,190$. Hal ini berarti masih terdapat 81% faktor lain yang mempengaruhi *social loafing* diluar faktor motivasi berprestasi. Berdasarkan hasil penelitian tersebut dapat disimpulkan bahwa ada hubungan yang signifikan antara motivasi berprestasi dengan *social loafing* pada mahasiswa.

Kata kunci : Motivasi Berprestasi, *Social Loafing*.

ABSTRACT

This study aims to determine the relationship between achievement motivation and social learning among students. The sample in this study were students of the Faculty of Nursing, Andalas University class 2017/208, which were taken from a total population of 122 students. The measuring instrument in this study uses a scale of achievement motivation and a scale of social loafing. Data analysis techniques in this study using Pearson Product Moment correlation. Based on the results of the research, the data obtained were $F = 25.307$ and $p = 0.000$ ($p < 0.005$), which means that there is a very significant relationship between achievement motivation and social learning. The results of the correlation analysis $r = -0,436$; $p = 0.000$ ($p < 0.05$), it means that there is a significant negative relationship between achievement motivation and social learning. From the results of data analysis, it is known that achievement motivation in the subject is high and social loafing in the subject is low. The effective contribution of achievement motivation to social loafing is 19% shown by the determinant coefficient of $R \text{ square} = 0.190$. This means that there are still 81% other factors that influence social learning outside of the achievement motivation factor. Based on the results of this study, it can be concluded that there is a significant relationship between achievement motivation and social learning among students.

Keywords: Achievement Motivation, Social Loafing.