

# MEDICAL STUDENT'S MOTIVATION AND ACADEMIC ACHIEVEMENT INCLUDING STUDENT'S BEHAVIOR IN SELECTING MEDICAL FACULTY

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## *Abstract*

**Background:** The university level of education serves as the basis for medical education, which is an academic education. In the selection of education, there are factors that influence, among others, motivation, location of origin, and information media. Motivation is the force that drives someone to do something; motivation is divided into intrinsic and extrinsic motivation. Motivation is one of the internal factors that can affect GPA; besides, motivation can also affect one of them: career decisions and readiness to continue studying in the field of medicine. **Purpose:** This study aims to determine the correlation between motivation and academic achievement and the characteristics of the Faculty of Medicine students. **Methods:** This study used a cross-sectional approach. The sample collection technique used a total sampling technique; as many as 189 respondents filled out the SMMS-R questionnaire, open-ended questions, and requested GPA data. The data analysis used was the Spearman-Rho correlation test. **Results:** Based on bivariate analysis with the Spearman-rho Correlation test, there is no significant relationship between entry motivation and academic achievement with a value of  $p = 0.427$  and  $r = 0.058$ , the average career plan of students after graduating is to become a specialist doctor as many as 91 (48.1%), the average origin of students comes from West Java Province as many as 150 and the city of Bandung as many as 34, and most of the information media used by students are websites as many as 94 (49.7%). **Conclusion:** There is no relationship between entry motivation and student academic achievement at the Faculty of Medicine, Pasundan University; the majority of students come from West Java Province with the origin of the city or district, namely the city of Bandung; the information media used by students is the website; and student career plans become specialists.

**Keywords:** *Motivation, GPA, SMMSR, Faculty of Medicine*

## **1. Introduction**

University education levels serve as the basis of medical education, which is then divided into two stages, namely the undergraduate and medical doctor profession stages (KKI, 2019). Medical education is a well-directed and well-thought-out formal education effort that combines academic and professional education at a higher education level with an accredited study program to produce qualified graduates in the field of medicine or dentistry (Pamjaki, 2013). Medical education itself is a difficult educational process that requires strong focus and determination to get through all phases of education, taking a minimum of 3.5 years to complete the undergraduate stage and a minimum of 1.5 years to complete the professional stage. (Pamjaki, 2013). According to the National Selection for New Student Admission, the faculty of medicine, especially doctor education,

is one of the most popular faculties every year. The Ministry of Education and Culture indicates that among 37 state universities that have medical education study programs, in the 2021 National Selection for New Student Admission, there are 63,29 prospective students who are interested in studying at the Faculty of Medicine, and as many as 71,814 in 2022. In addition, it was found that, based on the Higher Education Entrance Test Institute report in 2019, the top ten study programs in science and technology had the highest the most enthusiasts in the 2019 National Test-Based Selection were occupied by medical education study programs, consisting of 2,301 participants at Udayana University, 2,111 participants at Hasanudin University, 1,836 participants at Sebelas Maret University, and 1,716 participants at Jember University (Ravik, 2019). The same thing happened to Pasundan University Faculty of Medicine, where there was an increase in the number of enrollees within four-year period. In 2019, Pasundan University Faculty of Medicine opened two batches of New Student admission, where there were 92 enrollees combined, whereas in 2020–2022, there were three batches of New Student Admission. There were 304 enrollees in 2020, 264 in 2021, and 319 in 2022. This shows that there is a high interest in choosing a medical education study program as a higher education stage rather than other study programs offered by universities. Therefore, students must be highly motivated in order to be eligible and be able to study at the Faculty of Medicine. Motivation itself is the force or willingness that a person has and uses to do or accomplish something. Motivation is divided into two categories, namely intrinsic and extrinsic motivation. Intrinsic motivation is motivation that does not need to be stimulated from the outside because each individual already has the desire and encouragement to do something, such as aspirations, interests, intelligence, and learning enthusiasm (Sardiman, 2012). On the other hand, extrinsic motivation is motivation that arises due to external stimuli, such as factors from the family environment and school environment. (Sardiman., 2012). Those cannot be altered by the scholars of medical education (Kusurkar, Ten Cate, Van Asperen, & Croiset, 2011). Not only is motivation a fundamental aspect of choosing higher study or education, but it also influences the ability of someone to become a qualified doctor, who will possess the primary abilities to provide excellent community service (Ompusunggu, 2020). Motivation also has an impact on academic achievement, which is a change in behavioral skills or technical abilities that can be improved over time due to a learning situation so that it is seen as evidence of the effort obtained by students (Puriani, 2017). Moreover, academic skills are directly proportional to academic achievement. The more academic skills that students possess, the better their academic achievement. Students' success in completing the curriculum is measured by their academic achievements, shown by the semester grade Point Averages (GPA) or Cumulative Grade Point averages (GPA), which can be interpreted in the form of letters and numbers. Academic achievement is impacted by several factors, both internally and externally. The internal factors are physical factors and psychological factors, while the external factors encompass curriculum, lecturers, learning materials, social environment, and family. One of the internal factors that psychologically affects academic achievement is learning motivation (Yuliawan, 2016; Riezky & Sitompul, 2017). Research that explains the correlation between motivation and academic achievement has been conducted by Ade Kiki *et al.* (2017), titled *Hubungan Motivasi Belajar Dengan Indeks Prestasi Kumulatif Mahasiswa Program Studi Pendidikan Dokter Fakultas Kedokteran Universitas Abulyatama*, towards 132 respondents, and this study obtained a p-value of 0.0032, which means that there is a relationship between motivation and the academic achievement of medical students. (Riezky & Sitompul, 2017). In addition to motivation and learning achievement, one of the important things that must be known and determined are the characteristics of students in choosing a university or college, including the origin of the students, the information media used by students to find out about universities or faculties, and the career plans that will be chosen after completing education at the university. According to Prasetyaningrum and Marlina (2020), one of the things that can motivate someone to choose a university is the origin of the students and also the

information media used. Data from Higher Education Statistics in 2020 shows that Indonesia has a population of 270.20 million people and has 4,593 universities, consisting of 122 state universities, 3,044 private universities, 187 universities of other ministries and institutions, and 1,240 religious universities. In addition, according to the database of the Higher Education Ministry of Education, in 2020, West Java will be the province with the largest number of universities. West Java has a population of 49.94 million and a database of 597 universities. This shows that West Java is the province with the highest number of universities and that there will certainly be many students, both male and female, who will continue their higher education in the province. That will undoubtedly be the cause of the diversity of the origins of the students. Other than student characteristics based on the origin of a student, information media is also important to be recognized. This is because information media is a means that functions to collect and reorganize information so that it becomes useful for recipients. Information media, whether printed or digital, can be very useful for students to ascertain and discover about the university or faculty that will be chosen. The decision to enroll in a university is one of the most important decisions a person must make. A person's career will usually be established in relation to the education they have received previously. Career paths can be determined by students after they have completed their studies at the university. For the students of the Faculty of Medicine, career paths can be determined while studying at the medical faculty or after graduation. Typical career paths that medical students will usually determine are divided into two, namely clinicians and non-clinicians. Based on the explanations and literature above, it is safe to say that there is a relationship between motivation and academic achievement, so this research is conducted on students of the Faculty of Medicine at Pasundan University because research on the correlation of motivation with academic achievement has not been carried out. In addition, this research is also interested in examining the characteristics of students of the Faculty of Medicine, Pasundan University, which are the origin of the students, the information media used by students to obtain information about the Faculty of Medicine, Pasundan University, and the career paths of medical students after they graduate from the Faculty of Medicine, Pasundan University.

## 2. Methods

This study uses mixed methods, namely quantitative and qualitative, with a cross-sectional approach. This research was conducted from August 17, 2023, until October 3, 2023. Research samples were collected with a total sampling technique towards all students batch 2019-2022 at the Faculty of Medicine, Pasundan University who met the inclusion criteria: students of the 2019-2022 batch who are actively participating in learning activities at the Faculty of Medicine, Pasundan University. The exclusion criteria for this study were students who did not agree to fill out Informed Consent; students who did not completely fill out the questionnaire; and inactive students of the Faculty of Medicine, Pasundan University. Students were asked to fill out questionnaires, namely SMMS-R (*Strength of Motivation for Medical School-Revised*), *open-ended questions*, and were requested to provide their GPA throughout the semesters they had completed obtained from the academic staff of the faculty. The SMMS-R questionnaire was used to measure the motivation of medical students, in which there are 15 questions using a Likert scale with 5 scale options. The questionnaire consists of three subscales of assessment: subscale 1 willingness to sacrifice with items 1, 2, 3, 4, and 5, subscale 2 readiness to start with items 6, 7, 8, 9, and 10, and subscale 3 determination with items 11, 12, 13, 14, and 15. The SMMS-R questionnaire has a minimum score of 15 and a maximum score of 75. Data analysis was conducted by first assessing the distribution of data on motivation scores and learning achievement using the Kolmogorov-Smirnov normality test. The results showed that the motivation variable was not normally distributed, with a p-value of  $<0.05$ , and the GPA variable was normally distributed. Because of the mentioned normality test result, this study also uses Spearman-rho correlation statistical analysis. The analysis of Spearman-rho aims to test the correlation between motivation and academic achievement. The research variables consist of the independent variable, namely motivation, and the dependent variable, namely academic achievement. Meanwhile, to see the characteristics of students in choosing a

medical faculty university, an assessment of factors such as career plans, geographical location, and information media is conducted. The instrument used to assess those factors above consists of open-ended questions. The questions that were asked to respondents are: 1) What career plans will be pursued after completing general practitioner education? 2) From which province and city or district do students come from? 3) What information media is used to get information about the Faculty of Medicine at Pasundan University. During the data analysis of this study, the motivation and learning achievement variables were described using descriptive statistics with data such as median, mode, maximum value, minimum value, and standard deviation. Regarding career plans and information media, they were described one by one according to the results of the answers filled in by respondents on open-ended questions, then grouped and analysed based on the frequency (n) and percentage. As for the geographical locations, they were mapped according to the results of the respondents' answers. All analysis results were explained and elaborated using narration to provide an overview and clarify the research data presented. The study has been declared ethically feasible by the Ethics Committee of Padjadjaran University, letter number 959/UN6. KEP/EC/2023.

### 3. Results and Discussions

The results of this study were taken from 189 active students of the Faculty of Medicine, Pasundan University, batch 2019–2022, who met the inclusion and exclusion criteria. The following tables and figures show motivation, academic achievement, correlation between motivation and academic achievement, career plans, geographical location and information media.

**Table 1: Overview of Research Respondents**

Class	n	%
2019	42	22,2
2020	46	24,3
2021	40	21,2
2022	61	32,3
Totally	189	100

Source: Primary Data (2023 )

Based on table 1, it can be deduced that the respondents in the study were all active students, with a total of 189 students in the Faculty of Medicine at Pasundan University.

#### 3.1 Results

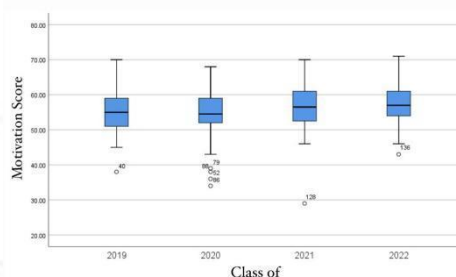


Figure 1. Results of Overall Motivation Score

Figure 1 shows the average value of motivation of students in the Faculty of Medicine, Pasundan University class of 2019–2022. The highest motivation value was achieved by the students of batch 2022 with a score of 71, while the lowest motivation value was obtained by the students of batch 2021 with a score of 29. In this study, regarding the average motivation score in each generation, the highest motivation score was obtained by the students of batch 2022 with a value of 57.1,

followed by the students of batch 2021 with a value of 56.4, 2019 with a value of 54.4 and the students of batch 2020 with a value of 54.1

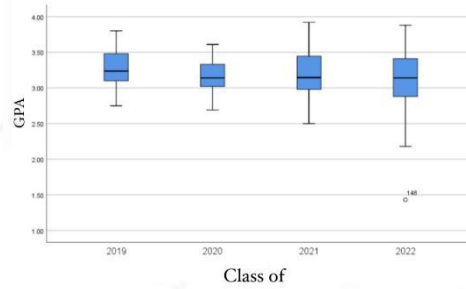


Figure 2. Overall GPA Results of the Class

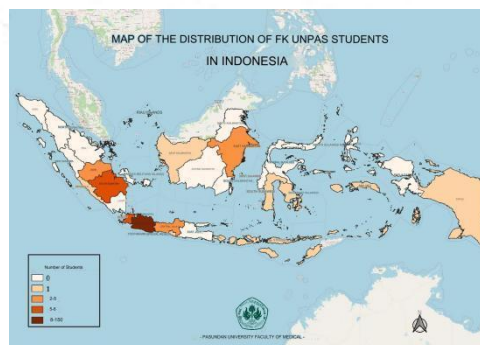
Figure 2 shows the GPA of students in the Faculty of Medicine, University of Pasundan, batch 2019–2022, which is a representation of academic achievement. The average GPA value is 3.19, of which the highest GPA belongs to a student of batch 2021 and the lowest one belongs to a student of batch 2022. The highest GPA average in order of each batch is 3,28 for batch 2019, 3,21 for batch 2020, 3,16 for batch 3,16, and 3,13 for batch 2022.

Table 2: Correlation between Motivation and Academic Achievement

Variable	Academic Achievement		
	<i>p-value</i>	r	CI
<b>Motivation</b>	0,427	0,058	-0,91- 0,2

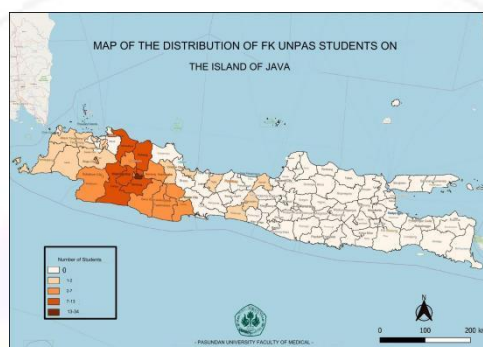
Source: Processed Data (2023)

Based on Table 2, the results of the Spearman's rho correlation test, namely the correlation coefficient, are  $r = 0.058$ , which shows that the correlation is very weak, and  $p = 0.427$ , which means that  $p > 0.05$  indicates that there is no significant correlation between the two variables tested. Confidence interval (CI) value is the range or margin of error for the correlation coefficient (Erickson, Hodgkin, Karasmanis, & Murley, 2018). The CI value of the correlation in table 2 shows an upper limit of -0.91 and a lower limit of 0.2, where the correlation value between motivation and academic achievement is not between these ranges.



**Figure 3. Distribution of FK Unpas Students in Indonesia**

Figure 3 shows that there are variations in the regions of origin of students of the Faculty of Medicine of Pasundan University seen from various provinces in Indonesia, although the number is not evenly distributed because there is one region that has a higher number than other regions. The majority of Pasundan University Faculty of Medicine students come from West Java province with a total of 150 students, followed by Banten and South Sumatra provinces with 7 students; Central Java province with 4 students; Jambi and East Kalimantan provinces with 3 students; DKI Jakarta, Maluku and East Nusa Tenggara provinces with 2 people; and a small number of students, where 1 comes from Bali, Bengkulu, DI Yogyakarta, West Kalimantan, West Nusa Tenggara, South Sulawesi, Southeast Sulawesi, and Papua, respectively.



**Figure 4. Distribution of FK Unpas Students in Java Island**

Figure 4 shows the variations in the areas of origin of students of the Faculty of Medicine, Pasundan University, based on various cities or districts on the island of Java. This research illustrates the distribution of students based on the largest number of origin of students, and one of them is Java Island. The majority of Pasundan University Faculty of Medicine students come from Bandung City, with a total of 34 students, followed by Bandung Regency, West Bandung, Karawang, Subang, and Cianjur, with a range of 7–13 students. A range of 2–7 students come from Tasikmalaya City, Sukabumi City, Sukabumi Regency, Bogor, Purwakarta, Majalengka, Garut, and Ciamis. On the other hand, regarding students' origins on Java Island, Depok City, Bogor City, Serang City, Cirebon City, Cirebon, Serang, North Jakarta, Pandeglang, Lebak, Tangerang, Bekasi, Bogor, Tegal, Kebumen, Wonosobo, Kendal, and Sleman contribute 1 to 2 students who study at Faculty of Medicine Pasundan University.

**Table 3: Research Questionnaire Results Open-ended Questions Information Media**

Information Media	n	%
Instagram	56	29,6
Banners/Posters	14	7,4
Website	94	49,7
Relative info	11	5,8
Social Media	12	6,3
Print Media	2	1,1
Totally	189	100

Source: Primary Data (2023)

Table 3 shows that students get information about the Faculty of Medicine, Pasundan University, from several information media, with the highest result being the website.

**Table 4: Results of Research Questionnaire Open-ended Questions: Career Plan**

Career plan	n	%
Structural general practitioner	22	11,6
Functional general practitioner	44	23,3
Specialist	91	48,1
Lecturer	6	3,2
Business	6	3,2
Police doctor	3	1,6
Military doctor	4	2,1
Master's Degree	6	3,2
Aesthetic Doctor	2	1,1
Sports Doctor	1	0,5
Company Doctor	1	0,5
I don't know yet	3	1,6
Totally	189	100

Source: Primary Data (2023)

From Table 4, it can be seen that students of the Faculty of Medicine of Pasundan University have a variety of choices in choosing a plan, and the highest result of a career plan is to become a specialist doctor.

### 3.2 Discussions

Based on the results of research on 189 respondents, the correlation ( $r$ ) value and  $p$ -value, obtained by using Spearman's rho correlation test to determine the correlation between the motivation of batch 2019-2022 Pasundan University Faculty of Medicine students with academic achievement, is rare 0.058 and  $p = 0.427$ . In another word,  $r = 0.058$  indicates very weak correlation because the range of value of  $r = 0.00-0.25$  indicates a weak correlation, and the value of  $p = 0.427$  means that the correlation between the two variables is not meaningful since the value of  $p > 0.05$  is considered as irrelevant correlation. Therefore, it can be concluded that there is no significant correlation between the motivation of students of the Faculty of Medicine, University of Pasundan, batch 2019–2022, and academic achievement. This research is in line with research conducted by Henry Erina (2020) regarding the relationship between learning motivation and learning achievement of students of the Faculty of Medicine, HKBP Nommensen University, with 148 respondents and a  $p$  value of 0.227, which means that there is no correlation between motivation and the academic achievement of medical students. (Ompusunggu, 2020). This research is also in accordance with research conducted by Ivo Ratna *et al.* (2017) on the relationship between entry motivation and GPA of students at the Faculty of Medicine, University of Muhammadiyah Semarang, towards 107 respondents, resulting in a  $p$  value of 0.114, which also shows that there is no correlation between motivation and academic achievement of medical students (Kamil, Novitasari, & Arfiyanti, n.d.). In addition, research conducted by Irene Krisanti Kapitan *et al.* (2021) titled Relationship between Learning Motivation and Academic Achievement of Medical Faculty Students in East Nusa Tenggara with 56 respondents resulted in a  $p$  value of 0.109, which indicates that there is no significant relationship between motivation and academic achievement of medical students. (Kapitan, Kareri, & Amat, 2021). Contrary to this research, research conducted by Rima Faradila *et al.* (2020) titled The Relationship between Motivation and Learning Strategies on the Semester Achievement Index of Medical Students with 185 respondents results in a  $p$  value of 0,00, which shows that there is a significant relationship between learning motivation and semester grade point average. (Faradila, Pramono, & Firmansyah, 2020). This research is also in opposition to research conducted by Ade Kiki *et al.* (2017) titled The Relationship between Learning Motivation and Grade Point Average of Medical Education Study Program Students, Faculty of Medicine, Abulyatama University, towards 132, which results in a  $p$  value = 0.0032, which means that there is

a relationship between motivation and the academic achievement of medical students (Riezky & Sitompul, 2017). In addition, this research is also not in line with the research conducted by Fathiyatu Assa'diy Fird et al. (2020) titled The Relationship between Anxiety Level, Learning Motivation, Study Duration, and Migration Status with Medical Student Learning Achievement with 108 respondents, which results in a *p value* of 0.005, which means that there is a significant relationship between learning motivation and learning achievement (Firda & Triastuti, 2020). Motivation is one of the factors that encourages someone to do something. Motivation can be defined as an effort to engage in certain activities to achieve a goal (Toding, David, & Pali, 2015). Motivation encourages someone to try harder, be diligent, resilient, and more concentrated to get the best results in accordance with someone's expectations. (Riza & Rambe, 2010). Motivation can be measured directly by observing student behavior and indirectly using a questionnaire. Generally, motivation is divided into two categories: internal and external motivation. Intrinsic motivation can be enhanced through involvement (the desire to be involved), curiosity or interest in the topic, challenges or complicated topics, and social interactions. Extrinsic motivation, meanwhile, can be increased through the fulfillment of expectations (find other expectations from what people say), recognition (known by the community), competition and avoidance of work, and rewards, e.g., value or mark (Lisiswanti, Sanusi, & Prihatiningsih, 2015). In the learning process, intrinsic motivation is difficult to create because it comes from within the student. It is hard to know how much intrinsic motivation accompanies students' actions. What might be done is to develop extrinsic motivation to encourage students to learn more (Mona & Yunita, 2021). In this study, there are three motivations that are assessed: willingness, sacrifice, readiness to start, and persistence. Willingness to sacrifice means that students are willing to sacrifice their personal, family, and social lives to study at the Faculty of Medicine. Readiness to start means that admission to the Faculty of Medicine is influenced by physical readiness, such as body health and freedom from disease, and material readiness, such as readiness to learn and follow the learning process in medicine. Also, persistence can be seen within students who have a high interest and effort in his lectures. Students who have high consistency of interest will not change their goals, are not easily distracted, and will maintain their studies even for a long time (Duckworth, 2007). This study also found that the lowest average value of motivation was in final-year students. This is because there are many factors that cause low motivation in final-year students, including peer conformity, self-concept, interest in the task, social support and the environment (Agustina, 2022).

Motivation is also one of the internal factors that can affect the cumulative grade point average, yet the high and low cumulative grade point average are not only influenced by motivation, but it are also influenced by other factors, both internal and external (Bloom & Reenen, 2013). Academic achievement, or learning achievement, is the level of student success in mastering material at university, which is stated in the form of numbers obtained from the results of certain examinations. Academic or learning achievement can be seen through the grade point average (Hasanah, Maria, & Lutfianawati, 2019). Based on the results of the literature, the cumulative grade point average, which in this study is the representative of academic achievement, states that the cumulative grade point average (GPA) is influenced by several factors consisting of internal factors, external factors, and instrument factors. (Slavin, 2018). Internal factors that can affect academic achievement are motivation, physical condition or health, intelligence, interest, talent, and others (Ngalim Purwanto, n.d.). Good health and physical condition are required to improve learning achievement. If students are always sick, it results in a lack of enthusiasm for learning, and psychologically, they often experience disturbances in their minds which have an impact on their learning achievements (Pangestu C, Rahmatika, & Oktaria, 2018).

Intelligence is a person's level of ingenuity that can be measured, which greatly affects a person's learning process and also affects a person's chances of obtaining satisfactory learning achievements (Lisiswanti et al., 2015) In fact, according to most experts, intelligence is the main asset for learning and achieving optimal results (Salsabila & Puspitasari, 2020). Talent also influences learning achievement. Talent is the potential a person possesses to achieve success in the future. If a person's talent is in line with the field being studied, it will be greatly easier for them to achieve good learning outcomes. Interest is an internal attraction that encourages individuals to do something or a high tendency and enthusiasm or a great desire for something. The higher a person's interest in the learning process, the higher the chance of obtaining good learning achievement



(Ompusunggu, 2020) (Salsabila & Puspitasari, 2020). In addition to internal factors, there are also external factors and instrumental factors that can affect academic achievement. The external factors are school environment, community, family, while the instrumental factors are facilities and lecturers as teachers (Ngalim Purwanto, n.d.). The social environment that mostly affects learning achievement is the parents and family of the students themselves. Parental traits, family management, family tension and family demographics can all have a positive and negative impact on learning activities and the results achieved by the students (Syah, 2012). Learning facilities are learning equipment that must be available both at school and at home to accommodate the needs of the students. Students can learn well and pleasantly as long as an educational facility or institution can provide for all their needs. The teaching and learning process at school will be managed smoothly and effectively if it is supported by adequate facilities, both in number, condition, and completeness. Learning facilities are crucial in the learning process to support teaching activities. Teaching and learning activities require facilities so that these activities run smoothly and regularly. Facilities for teaching and learning activities include classrooms, libraries, laboratories, stationery, notebooks, reading books, media for delivering material, and so on. Learning facilities that support students' learning activities will make the teaching and learning process enjoyable and obtain the expected academic achievement (Habsyi, 2020). In addition to learning facilities, the role of lecturers or teachers as educators can also affect academic achievement. According to a book, one of the element that is very instrumental in higher education is the role of lecturers in transforming knowledge for students. Lecturers make efforts to improve the quality of education through the teaching process conducted. The quality of teaching is very important in the education system; the educational process as the quality standard of teaching is the ability to help improve students achieve learning achievement or academic achievement. The ability of a lecturer will be strongly associated with learning methods, classroom management techniques, using media, evaluation techniques, and also reflecting. The better the mastery of lecturers in applying the methods, approaches, media and teaching principles, the easier it will be for students to understand the material taught by lecturers. The more students understand the material that is taught and given by lecturers, the better the student learning outcomes will be (Umi Fania Julianti, 2022). Lecturers have a key role in every means to optimize the quality, relevance, and efficiency of education, so that, in the hands of teachers, the quality of education can be pursued in a better direction (Mustaqim, 2020).

Another factor that also has a significant role in influencing a person's learning achievement is their social environment. The social environment consisting of friends, educators, and family also has a major influence on a person's efforts to achieve good learning achievement. Besides the social environment, the physical environment, consisting of campus, infrastructure, and residence (house or boarding house), also contributes to a conducive learning atmosphere. This condition will affect someone's comfort, concentration, and discipline in the learning process, and this will certainly greatly impact a person's learning achievement (Rohmalina, 2016). Thus, learning motivation alone is not enough to achieve maximum academic achievement, as there are various other factors that also determine academic achievement. This study also finds that the lowest average GPA is found in first-year students, This is due to the fact that freshmen or the first year is often considered the most challenging period for students, where at this time students will encounter various new situations such as the lecture system, learning methods that are different from high school, more difficult lecture material, friends who come from different regions, and a new living environment. (Rahayu & Arianti, 2020).

Research conducted by Kholidah and Alsa (2012) discloses the twists and turns of new student problems, such as intense competition in achieving achievements, pressure to continue to improve academic performance through a high GPA, the variety of lecture assignments, not choosing the right major, the threat of dropping out, adaptation to a new environment, chaotic time management, low self-management, independence, difficulty managing finances, a place to live that is deemed unsuitable for immigrant students, interpersonal relationship disorders, conflicts with friends, family, and others (Daulay, 2021). In addition to motivation, one of the key things that must be understood is the characteristics of students in choosing a university or college; the decision to choose a university is one of the important decisions that a person must make. A person's career will usually be based on and related to the education they have received previously. Therefore, a person will be very careful and considerate when deciding to choose a university, since there will be many

factors that can influence a person when making this decision (Prasetyaningrum & Marlina, 2020). This study examines the characteristics of students in choosing universities from the origin of student locations and the information media used and examines the career plans that will be chosen after students complete their education. This research, conducted on students of the Faculty of Medicine, Pasundan University, batch 2019-2022, found that the majority of students of the Faculty of Medicine, Pasundan University, came from West Java Province with the origin of the city or district, namely Bandung City. This explains that the majority of students' origins are the same as the location of the Faculty of Medicine itself, which is Bandung city. This is supported by the fact that university characteristics in terms of location have a fairly strong relationship in university selection decisions. The closer location will have a positive impact on university selection decisions if the university is located in a location that is not far from the origin of the student's location or family, it is fairly possible for students to choose the location of the university that is close to their location of origin (Tamtekin Aydın, 2015). Information media used the most by students to find out the Faculty of Medicine, Pasundan University, is the faculty's website. It is supported by the results of this research that the website is one of the media factors that influences the university selection process (Tamtekin Aydın, 2015). This suggests that university websites are considered effective in providing transparent, accountable, and interactive information students require. In addition, the website also provides opportunities for users to respond, provide regular information via e-newsletters and emails, get contact information, receive welcome messages, use other features that allow communication between the organization and visitors, and use other social media that are interconnected with the website, such as blogs, fanpage accounts, Facebook, Twitter, LinkedIn, Myspace, and Instagram (Kriyantono, 2020). The results of this study also show that the average students plans, after graduating from the Faculty of Medicine, to become a specialist doctor after graduating from the Faculty of Medicine. This is driven by the perception that specialists earn high income and gain interest in a particular field that is more interesting than the health problems handled by general practitioners (Andarwati, *et al.*, 2016)

#### **4. Conclusions**

- 1) There is no correlation between the motivation of students of the Faculty of Medicine of Pasundan University batch 2019–2022 and academic achievement in the 2022–2023 academic year ( $p = 0.427$ ) with a correlation value of 0.058.
- 2) The majority of students in the Faculty of Medicine of Pasundan University batch 2019-2022 come from West Java Province with the origin of Bandung city.
- 3) There are a variety of career paths among batch 2019–2022 students of the Faculty of Medicine Pasundan University, which the highest number is interested in becoming a specialist doctor.
- 4) There are several information media that 2019-2022 students of Faculty of Medicine Pasundan University used, with the most used is its website or internet.

#### **5. Acknowledgments**

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