

ABSTRAK

DESKRIPSI MOTIVASI BELAJAR SISWA KELAS VII SMP BOPKRI 2 YOGYAKARTA TAHUN AJARAN 2006/2007 DAN IMPLIKASINYA TERHADAP USULAN TOPIK-TOPIK BIMBINGAN

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Penelitian ini bertujuan untuk memperoleh gambaran mengenai motivasi belajar siswa kelas VII SMP BOPKRI 2 Yogyakarta, tahun ajaran 2006/2007. Masalah pertama yang diteliti adalah “Bagaimana deskripsi motivasi belajar siswa kelas VII SMP BOPKRI 2 Yogyakarta, tahun ajaran 2006/2007?”. Masalah kedua adalah “Topik-topik bimbingan manakah yang sesuai untuk meningkatkan motivasi belajar siswa kelas VII SMP BOPKRI 2 Yogyakarta?”.

Jenis penelitian yang digunakan adalah penelitian deskriptif. Subjek penelitian adalah siswa kelas VII SMP BOPKRI 2 Yogyakarta yang berjumlah 56 siswa. Instrumen penelitian yang digunakan adalah “kuesioner motivasi belajar siswa”. Kuesioner tersebut terdiri dari pertanyaan-pertanyaan yang memuat motivasi belajar intrinsik dan motivasi belajar ekstrinsik. Jumlah seluruh item yang digunakan sebanyak 84 butir. Teknik analisis data yang digunakan adalah perhitungan persentase dan tingkat dengan pendistribusiannya berdasarkan rumus Penilaian Acuan Patokan Tipe I. Tingkat motivasi belajar siswa kelas VII SMP BOPKRI 2 Yogyakarta tahun ajaran 2006/2007 digolongkan menjadi 5 yaitu : sangat tinggi, tinggi, cukup, rendah, sangat rendah.

Hasil penelitian menunjukkan bahwa deskripsi motivasi belajar siswa kelas VII SMP BOPKRI 2 Yogyakarta sebagai berikut: (1) 1 siswa memiliki motivasi belajar sangat tinggi, (2) 17 siswa memiliki motivasi belajar tinggi, (3) 36 siswa memiliki motivasi belajar cukup, (4) 2 siswa memiliki motivasi belajar rendah, dan (5) tidak ada siswa yang memiliki motivasi belajar sangat rendah. Berdasarkan hasil penelitian tersebut, diusulkan topik-topik bimbingan yang dapat meningkatkan motivasi belajar siswa kelas VII SMP BOPKRI 2 Yogyakarta. Topik-topik tersebut adalah : Motivasi Belajar, Aktivitas Belajar, Tanggung Jawab, Percaya Diri dan Pengelolaan Waktu.

ABSTRACT

DESCRIPTION OF VII GRADE STUDENTS' LEARNING MOTIVATION IN BOPKRI 2 YOGYAKARTA JUNIOR HIGH SCHOOL IN ACADEMIC PERIOD OF 2006/2007 AND THE IMPLICATION TOWARD THE PROPOSAL OF GUIDANCE TOPIC

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This research's purpose was to gain a description on the VII grade students' learning motivation in BOPKRI 2 Yogyakarta Junior High School, in academic period of 2006/2007. The first problem which was studied was "How was the description of VII grade students' learning motivation in BOPKRI 2 Yogyakarta Junior High School, in academic period of 2006/2007?" Second problem was "Which the counselling topics which was appropriate to increase the VII grade students' learning motivation in BOPKRI 2 Yogyakarta Junior High School?"

The type of research used was descriptive research. The subjects in this research were VII grade students in BOPKRI 2 Yogyakarta Junior High School by the total amount of 56 students. The research instrument used was "questionnaire of students' learning motivation". This questionnaire comprised of the items of questions which contained both intrinsic and extrinsic learning motivation. The total of all items used was 84 items. The technique of data analysis used was calculation of percentage and its level by its distribution based on the formulation of Type I Standard Reference Evaluation. The level of VII grade students' learning motivation in BOPKRI 2 Yogyakarta Junior High School in academic period of 2006/2007 was classified into 5, i.e.: very high, high, moderate, low, very low.

The result of this research revealed the description of VII grade students' learning motivation as follow: (1) 1 student had very high learning motivation, (2) 17 students had high learning motivation, (3) 36 students had moderate learning motivation, (4) 2 students had low learning motivation, and (5) there was no students who had very low learning motivation. Based on these result, it was proposed counselling topics that could increase the VII grade students' learning motivation in BOPKRI 2 Yogyakarta Junior High School. These topics were: learning motivation, learning activities, responsibilities, self-confidence, and time management.