

ABSTRAK

Rully Dwijayanti, 2014. Hubungan Motivasi Belajar dan Aktivitas Belajar Terhadap Hasil Belajar Matematika Pada Pokok Bahasan Turunan di Kelas XI IPS 1 SMA Pangudi Luhur Santo Yusup Yogyakarta Tahun Ajaran 2013/2014. Skripsi. Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma Yogyakarta.

Jenis penelitian yang digunakan adalah penelitian deskriptif kualitatif-kuantitatif. Penelitian ini mendeskripsikan bagaimana motivasi dan aktivitas siswa serta hasil belajar siswa dalam pembelajaran matematika. Penelitian ini bertujuan untuk (1) mengetahui besarnya pengaruh motivasi belajar siswa terhadap hasil belajar siswa pada mata pelajaran matematika pokok bahasan turunan di kelas XI IPS 1 SMA Pangudi Luhur Santo Yusup Yogyakarta, dan (2) mengetahui besarnya pengaruh antara aktivitas belajar terhadap hasil belajar siswa pada mata pelajaran matematika pokok bahasan turunan di kelas XI IPS 1 SMA Pangudi Luhur Santo Yusup Yogyakarta.

Subjek penelitian ini adalah siswa kelas XI IPS 1 SMA Pangudi Luhur Yogyakarta tahun pelajaran 2013/2014 yang berjumlah 30 siswa. Instrumen untuk variabel motivasi belajar adalah kuisioner, untuk variabel aktivitas belajar adalah lembar pengamatan dan untuk variabel hasil belajar siswa adalah tes. Validitas isi diperoleh dengan uji pakar sedangkan validitas butir diperoleh dengan uji coba. Hasil tes validitas butir yang tidak valid dilakukan revisi. Reliabilitas untuk motivasi belajar sebesar 0,8215 dengan kriteria sangat tinggi dan reliabilitas untuk tes hasil belajar sebesar 0,95 dengan kriteria sangat tinggi.

Hasil penelitian menunjukkan bahwa (1) ada pengaruh antara motivasi belajar dengan hasil belajar siswa yang signifikan dengan korelasinya sebesar 0,4073 dan berdasarkan analisis regresi linier disimpulkan bahwa setiap satu unit motivasi belajar terdapat kenaikan sebesar 0,5113 unit hasil belajar siswa. Kontribusi motivasi belajar terhadap hasil belajar siswa sebesar 16,6%, dan (2) Ada pengaruh pula antara aktivitas belajar dan hasil belajar siswa dengan korelasinya sebesar 0,373 yang signifikan dan berdasarkan analisis regresi liniernya disimpulkan bahwa setiap satu kenaikan aktivitas belajar terdapat kenaikan sebesar 2,534 unit hasil belajar siswa. Kontribusi aktivitas belajar terhadap hasil belajar siswa sebesar 13,9%.

Kata kunci: Signifikansi Motivasi Belajar, Aktivitas Belajar, Hasil Belajar

ABSTRACT

Rully Dwijayanti, 2014. The Relation Between Learning Motivation and Learning Activities Towards Achievement of Learning Math Subject on Derivatives Topic in Class XI IPS 1 SMA Pangudi Luhur Santo Yusup Yogyakarta Academic Year 2013/2014. Thesis. Mathematics Education Study Program, Department of Mathematics and Science Education, Faculty of Teacher Training and Education, Sanata Dharma University Yogyakarta.

Type of the research is descriptive qualitative-quantitative research. This research describes how motivation and activities of students and the achievement of learning mathematics. This research aimed to (1) determine whether there is influence in learning activities to the achievement of learning math on derivatives subject in class XI IPS 1 SMA Pangudi Luhur Yogyakarta, and (2) determine whether there is influence in learning motivation to the achievement of learning math on derivatives subject in class XI IPS 1 SMA Pangudi Luhur Yogyakarta.

The subjects of this research were the students of class XI IPS 1 SMA Pangudi Luhur Yogyakarta academic year 2013/2014 which are 30 students. The variable learning motivation instrument was a questionnaire, learning activity variable was the observation sheet and for student learning outcomes were variable test. Content validity was obtained by expert tests, while the item validity was obtained by trial. The result of invalid item validity test was revised. The reliability of learning motivation was 0.8215 with very high criteria and the reliability of learning achievement test was 0.95 with very high criteria.

The results showed that (1) there was significant influence between learning motivation and the achievement of learning math with correlation was 0.4073 and based on linear regression analysis, it can be concluded that every one unit increased learning motivation to 0.5113 unit of student learning achievement. The contribution of learning motivation toward students' learning achievement was 16.6%, and (2) there was significant influence between learning activities and students' learning achievement with correlation level was 0.373 and based on linear regression analysis, it can be concluded that in every increase of learning activity, there was 2,534 units of student learning achievement. The contribution of learning activities towards students' learning achievement was 13.9%.

Key Words: Significance of Learning Motivation, Learning Activity, Achievement of Learning Math