ABSTRAK

Giovanni, Elisabet Kris. 2018. *Pengaruh Waktu Belajar Terhadap Minat, Keaktifan Dan Hasil Belajar Siswa Dalam Pembelajaran Fisika Pada Siswa Kelas XI MIPA SMA BOPKRI 1 Yogyakarta Tahun Pelajaran 2017/2018 Pada Materi Gelombang Bunyi.* Skripsi. Yogyakarta: Pendidikan Fisika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan Dan Ilmu Pendidikan, Universitas Sanata Dharma Yogyakarta.

Penelitian ini bertujuan untuk mengetahui (1) tingkat minat siswa yang belajar di pagi hari, (2) tingkat minat siswa yang belajar di siang hari, (3) tingkat keaktifan siswa yang belajar di pagi hari, (4) tingkat keaktifan siswa yang belajar di siang hari, (5) tingkat hasil belajar siswa yang belajar di pagi hari, (6) tingkat hasil belajar siswa yang belajar di siang hari, dan (7) perbedaan minat, keaktifan dan hasil belajar siswa pada waktu belajar fisika di pagi hari dan di siang hari.

Penelitian ini merupakan jenis penelitian deskriptif kuantitatif dan deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas XI MIPA 1 dan 2 SMA BOPKRI 1 Yogyakarta tahun pelajaran 2017/2018 yang terdiri dari 39 siswa. Penelitian ini menggunakan dua kelas treatmen. Siswa kelas XI MIPA 1 (N=23) mendapat treatmen belajar di pagi hari dan siswa kelas XI MIPA 2 (N=16) mendapat treatmen belajar di siang hari. Instrumen yang digunakan untuk pengambilan data ialah intrumen tes, angket, wawancara dan observasi. Untuk intrumen tes dan angket dianalisis secara statistik menggunakan program SPSS dan instrumen wawancara dan data observasi dianalisis secara deskriptif kualitatif.

Hasil penelitian ini menunjukan bahwa (1) minat siswa yang belajar di pagi hari berada pada klasifikasi sedang & tinggi dengan rata-rata 42,30; (2) minat siswa yang belajar di siang hari berada pada klasifikasi tinggi dengan rata-rata 45,75; (3) keaktifan siswa yang belajar di pagi hari berada pada klasifikasi sedang dengan rata-rata 37,22; (4) keaktifan siswa yang belajar di siang hari berada pada klasifikasi sedang dengan rata-rata 37,31, (5) hasil belajar siswa yang belajar di pagi hari (*pre-test & post-test)* secara berturut-turut masuk dalam klasifikasi sangat rendah dan sangat tinggi dengan rata-rata 8,17 dan 81,83; (6) hasil belajar siswa yang belajar di siang hari (*pre-test & post-test)* secara berturut-turut masuk dalam klasifikasi sangat rendah dan rendah dengan rata-rata 13,94 dan 50,50; (7) tidak ada perbedaan yang signifikan antara waktu belajar di pagi dan di siang hari terhadap minat dan keaktifan siswa. Namun, terdapat perbedaan yang signifikan antara waktu belajar di pagi hari dan di siang hari terhadap hasil belajar fisika siswa.

Kata kunci: waktu belajar, minat, keaktifan dan hasil belajar.

ABSTRACT

*Giovanni, Elisabet Kris. 2018. **The Influence of Learning Time on Interest, Activity and Student Learning Outcomes in Physics Learning for Students Class XI MIPA SMA BOPKRI 1 Yogyakarta Academic Year 2017/2018 On Sound Wave Material**. Thesis. Yogyakarta: Physics Education, Department of Mathematics and Sciences Education, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta.*

This research aims to know: (1) the level for interest students learning in the morning, (2) the level for interest students learning in the daytime, (3) the level for active students learning in the morning, (4) the level for active students learning in the daytime (5) the level for student learning outcomes learned in the morning, (6) the level for student learning outcomes learned during the daytime, and (7) differences in interest, activity and learning outcomes for students at the time of physics learning study in the morning and in the afternoon.

This research is a descriptive quantitative and descriptive qualitative. The subjects for this study are the students of class XI MIPA 1 and 2 SMA BOPKRI 1 Yogyakarta academic year 2017/2018 consisting of 39 students. This study uses two classes of treatmens. The students of grade XI MIPA 1 (N = 23) received a morning learning course and the students of grade XI MIPA 2 (N = 16) received a daytime learning course. The instruments used for data collection are tests, questionnaires, interviews and observations. For test and questionnaire instrument are analyzed statistically using SPSS program and instrument of interview and observation data are analyzed descriptively qualitative.

The results show that: (1) the interest of students learning in the morning is on the medium & high classification with an average of 42.30; (2) the interest of students learning during the daytime is on the high classification with an average of 45.75; (3) the activity of students for learning in the morning is on the medium classification with an average of 37.22, (4) the activity of students for learning during the daytime is on the medium classification with an average of 37.31, (5) the learning outcomes of the students who studying in the morning (pre-test & post-test) are consecutively included in very low and very high classification with an average of 8.17 and 81,83; (6) the learning outcomes of the students who studying in the daytime (pre-test & post-test) are consecutively included in very low and low classification with an average of 13,94 and 50,50; and (7) There is no significant difference between learning time in the morning and in the daytime on student interest and their activity. But, there is a significant difference between learning time in the morning and in the daytime toward student physics learning outcomes.

***Keywords**: study time, interest, activity and learning outcomes.*