

ABSTRAK

HUBUNGAN ANTARA DISIPLIN BELAJAR DAN MOTIVASI BELAJAR DENGAN PRESTASI BELAJAR PESERTA DIDIK KELAS X DAN XI DI SMA KRISTEN 3 TERBANGGI BESAR DAN SMA KRISTEN 1 METRO TAHUN AJARAN 2023/2024

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Tujuan dari penelitian untuk mengetahui: (1) hubungan antara disiplin belajar dengan prestasi belajar fisika peserta didik; (2) hubungan antara motivasi belajar dengan prestasi belajar fisika peserta didik; (3) hubungan antara disiplin belajar dan motivasi belajar dengan prestasi belajar fisika peserta didik; (4) perbedaan yang signifikan dalam disiplin belajar, motivasi belajar, dan prestasi belajar peserta didik berdasarkan sekolah, jenis kelamin, dan kelas.

Penelitian kuantitatif ini menggunakan metode survei dan sampel sebanyak 113 peserta didik. Instrumen yang digunakan di dalam penelitian ini berupa kuesioner dengan skala likert, dianalisis dengan SPSS versi 25. Data dianalisis menggunakan *Product Moment Pearson*, Regresi Linear Berganda, dan Uji T Independen. Hasil penelitian menunjukkan bahwa di kedua sekolah terdapat korelasi kecil dan tidak signifikan antara disiplin belajar dan prestasi belajar fisika. Korelasi antara motivasi belajar dan prestasi belajar fisika juga tidak signifikan. Meskipun demikian, terdapat pengaruh positif yang sangat kecil antara disiplin belajar dan motivasi belajar terhadap prestasi belajar. Tidak ada perbedaan signifikan dalam disiplin belajar dan motivasi belajar berdasarkan sekolah, jenis kelamin, dan kelas. Namun, terdapat perbedaan signifikan dalam prestasi belajar fisika berdasarkan sekolah dan jenis kelamin, namun tidak ada perbedaan signifikan berdasarkan kelas.

Kata kunci: disiplin belajar, motivasi belajar, dan prestasi belajar

ABSTRACT

***THE RELATIOSHIP BETWEEN LEARNING DISCIPLINE AND
LEARNING MOTIVATION WITH STUDENTS PHYSICS ACHIEVEMENTS
IN GRADE X AND XI AT SMA KRISTEN 3 TERBANGGI BESAR AND SMA
KRISTEN 1 METRO ACADEMIC YEAR 2023/2024***

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The objectives of this study are to determine: (1) the relationship between study discipline and students' physics academic achievement; (2) the relationship between learning motivation and students' physics academic achievement; (3) the relationship between study discipline and learning motivation with students' physics academic achievement; (4) the significant differences in study discipline, learning motivation, and students' academic achievement based on school, gender, and grade level.

This quantitative research employs a survey method with a sample of 113 students. The instrument used in this study is a Likert-scale questionnaire, analyzed using SPSS version 25. Data analysis techniques include Pearson Product Moment Correlation, Multiple Linear Regression, and Independent T-Test. The results indicate that there is a small and non-significant correlation between study discipline and physics academic achievement in both schools. Similarly, the correlation between learning motivation and physics academic achievement is also non-significant. Despite this, there is a very small positive influence of study discipline and learning motivation on academic achievement. No significant differences were found in study discipline and learning motivation based on school, gender, and grade level. However, there are significant differences in physics academic achievement based on school and gender, but no significant differences based on grade level.

Keywords: *study discipline, learning motivation, academic achievement*