

**HUBUNGAN ANTARA REGULASI DIRI DAN MOTIVASI BERPRESTASI  
TERHADAP PRESTASI BELAJAR FISIKA SISWA KELAS X MIPA SMA  
NEGERI DI KOTA SINGARAJA**

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**ABSTRAK**

Penelitian ini membahas tentang masalah masih rendahnya prestasi belajar fisika siswa kelas X MIPA SMA Negeri di Kota Singaraja. Tujuan dari penelitian ini adalah 1) mendeskripsikan hubungan antara regulasi diri dengan prestasi belajar fisika siswa; 2) mendeskripsikan hubungan antara motivasi berprestasi dengan prestasi belajar fisika siswa, dan 3) mendeskripsikan hubungan antara regulasi diri dan motivasi berprestasi dengan prestasi belajar fisika siswa. Metode yang digunakan yaitu korelasional dengan desain *ex-post facto*. Seluruh siswa kelas X MIPA SMA Negeri di Kota Singaraja yang berjumlah 267 siswa menjadi populasi penelitian ini. Jumlah sampel 185 siswa, diambil dengan teknik *proportional random sampling*. Data regulasi diri dan motivasi berprestasi diambil menggunakan kuesioner, sedangkan data prestasi belajar fisika menggunakan tes pilihan ganda. Data dianalisis dengan statistik deskriptif, uji asumsi, uji regresi linier sederhana, uji regresi linier berganda yang dirangkum kedalam uji hipotesis, dan uji korelasi. Hasil penelitian menunjukkan regulasi diri siswa berada pada kategori sangat tinggi dengan skor rata-rata 145,72 dan standar deviasi 14,82 motivasi berprestasi siswa berada pada kategori tinggi dengan skor rata-rata 122,40 dan standar deviasi 13,41 dan prestasi belajar fisika berada pada kategori sedang dengan nilai rata-rata 58,70 dan standar deviasi 14,43. Simpulan penelitian ini yaitu yang pertama terdapat hubungan positif antara regulasi diri dengan prestasi belajar fisika siswa dengan sumbangan efektif sebesar 1,75%, kedua terdapat hubungan positif antara motivasi berprestasi dengan prestasi belajar fisika siswa dengan sumbangan efektif sebesar 20,40%, dan yang ketiga terdapat hubungan positif secara bersama-sama antara regulasi diri dan motivasi berprestasi dengan prestasi belajar fisika siswa dengan sumbangan efektif sebesar 22,20%

Kata-kata kunci: regulasi diri, motivasi berprestasi, prestasi belajar

**RELATIONSHIP BETWEEN SELF-REGULATION AND  
ACHIEVEMENT MOTIVATION TOWARDS LEARNING  
ACHIEVEMENT OF PHYSICS STUDENTS OF CLASS X MIPA STATE  
HIGH SCHOOL IN THE CITY OF SINGARAJA**

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**ABSTRACT**

This study discusses the problem of the low physics learning achievement of students in class X MIPA at SMA Negeri in Singaraja City. The aims of this study are 1) to describe the relationship between self-regulation and student achievement in physics; 2) describe the relationship between achievement motivation and student physics learning achievement, and 3) describe the relationship between self-regulation and achievement motivation with student physics learning achievement. The method used is correlational with ex-post facto design. All students of class X MIPA State Senior High School in Singaraja City which amounted to 267 students became the population of this study. The number of samples was 185 students, taken by proportional random sampling technique. Data on self-regulation and achievement motivation were taken using a questionnaire, while data on learning achievement in physics used multiple choice tests. The data were analyzed by descriptive statistics, assumption tests, simple linear regression tests, multiple linear regression tests which were summarized into hypothesis testing, and correlation tests. The results showed that students' self-regulation was in the very high category with an average score of 145.72 and a standard deviation of 14.82. Students' achievement motivation was in the high category with an average score of 122.40 and a standard deviation of 13.41 and physics learning achievement. are in the medium category with an average value of 58.70 and a standard deviation of 14.43. The conclusions of this study are that firstly there is a positive relationship between self-regulation and student physics learning achievement with an effective contribution of 1.75%, secondly there is a positive relationship between achievement motivation and student physics learning achievement with an effective contribution of 20.40%, and the third there is a jointly positive relationship between self-regulation and achievement motivation with student physics learning achievement with an effective contribution of 22.20%

Keywords: self-regulation, achievement motivation, learning achievement