

**HUBUNGAN ANTARA KEDISIPLINAN DAN MOTIVASI BELAJAR  
DENGAN PRESTASI BELAJAR FISIKA SISWA KELAS X MIPA  
SMA NEGERI 3 SINGARAJA**

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**ABSTRAK**

Rendahnya prestasi belajar fisika siswa dipengaruhi oleh beberapa faktor, diantaranya kedisiplinan dan motivasi belajar. Penelitian ini bertujuan untuk 1) mendeskripsikan hubungan antara kedisiplinan dengan prestasi belajar fisika, 2) mendeskripsikan hubungan antara motivasi belajar siswa dengan prestasi belajar fisika, 3) mendeskripsikan hubungan antara kedisiplinan dan motivasi belajar siswa dengan prestasi belajar fisika. Jenis penelitian ini adalah penelitian korelasional dengan desain *ex-post facto*. Populasi penelitian adalah seluruh siswa kelas X MIPA di SMA Negeri 3 Singaraja yang berjumlah 199 orang yang diambil dengan teknik *proportional random sampling*. Pengambilan data kedisiplinan dan motivasi belajar menggunakan kuesioner, sedangkan data prestasi belajar fisika menggunakan tes pilihan ganda. Teknik analisis data terdiri dari lima tahap yaitu analisis statistik deskriptif, uji asumsi, uji regresi linier satu prediktor, uji regresi ganda dua prediktor, uji korelasi, dan uji hipotesis. Hasil analisis data menunjukkan bahwa kedisiplinan berada pada kategori sangat tinggi dengan skor rata-rata 107,40 dan standar deviasi 8,379 motivasi belajar berada pada kategori tinggi dengan skor rata-rata 102,76 dan standar deviasi 12,121 dan prestasi belajar fisika berada kategori sedang dengan skor rata-rata 60,98 dan standar deviasi 16,701. Simpulan dari penelitian ini yaitu yang pertama terdapat hubungan positif antara kedisiplinan dengan prestasi belajar fisika dengan sumbangan efektif sebesar 2,80%, kedua terdapat hubungan positif antara motivasi belajar dan prestasi belajar fisika dengan sumbangan efektif sebesar 2,10%, dan ketiga terdapat hubungan positif antara kedisiplinan dan motivasi belajar dengan prestasi belajar fisika dengan sumbangan efektif sebesar 4,90%.

**Kata kunci:** kedisiplinan, motivasi belajar, prestasi belajar fisika

**RELATIONSHIP BETWEEN DISCIPLINE AND LEARNING  
MOTIVATION AND LEARNING ACHIEVEMENT OF PHYSICS  
STUDENTS OF CLASS X MIPA SMA NEGERI 3 SINGARAJA**

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**ABSTRACT**

The low achievement of students' physics learning is influenced by several factors, including discipline and learning motivation. This study aims to 1) describe the relationship between discipline and physics learning achievement, 2) describe the relationship between students' learning motivation and physics learning achievement, 3) describe the relationship between student learning motivation and discipline and physics learning achievement. This type of research is a correlational study with an ex-post facto design. The study population was all students of class X MIPA at SMA Negeri 3 Singaraja, totaling 199 people who were taken by proportional random sampling technique. Discipline and learning motivation data were collected using a questionnaire, while the physics learning achievement data used multiple choice tests. The data analysis technique consisted of five stages, namely descriptive statistical analysis, assumption test, linear regression test with one predictor, multiple regression test with two predictors, correlation test, and hypothesis testing. The results of data analysis showed that discipline was in the very high category with an average score of 107.40 and a standard deviation of 8.379. learning motivation was in the high category with an average score of 102.76 and a standard deviation of 12.121 and physics learning achievement was in the medium category with a score of the mean is 60.98 and the standard deviation is 16.701. The conclusions of this study are that firstly there is a positive relationship between discipline and physics learning achievement with an effective contribution of 2.80%, secondly there is a positive relationship between learning motivation and physics learning achievement with an effective contribution of 2.10%, and thirdly there is a positive relationship between discipline and motivation to learn with physics learning achievement with an effective contribution of 4.90%.

**Keywords:** discipline, learning motivation, physics learning achievement