

HUBUNGAN ANTARA *SELF-EFFICACY* DAN MOTIVASI BELAJAR DENGAN PRESTASI BELAJAR FISIKA SISWA SMA

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ABSTRAK

Penelitian ini mengkaji masalah rendahnya prestasi belajar fisika siswa kelas X MIPA SMA Negeri 2 Denpasar dan SMA Negeri 8 Denpasar. Tujuannya adalah 1) mendeskripsikan hubungan antara *self-efficacy* dengan prestasi belajar fisika siswa; 2) mendeskripsikan hubungan antara motivasi belajar dengan prestasi belajar fisika siswa; 3) mendeskripsikan hubungan antara *self efficacy* dan motivasi belajar dengan prestasi belajar fisika siswa. Metode penelitian yang digunakan yaitu korelasional dengan desain *ex-post facto*. Seluruh siswa kelas X MIPA SMA Negeri 2 Denpasar dan SMA Negeri 8 Denpasar yang berjumlah 746 siswa menjadi populasi penelitian ini. Jumlah sampel di dalam penelitian ini diikuti dengan 66 % dari populasi yang diambil dengan menggunakan teknik *propotional random sampling*. Data *self-efficacy* dan motivasi belajar dikumpulkan menggunakan kuesioner, sedangkan data prestasi belajar fisika menggunakan tes esai. Nilai koefisien reliabilitas pada kuesioner *self-efficacy* dan motivasi belajar masing-masing sebesar 0,924 dan 0,886, serta koefisien reliabilitas tes prestasi belajar fisika sebesar 0,788. Data dianalisis dengan statistik deskriptif, uji asumsi, uji regresi linier sederhana, uji regresi linier berganda, dan uji korelasi. Hasil analisis deskriptif menunjukkan: 1) *self-efficacy* siswa adalah $M = 135$; $SD = 15,4$ dengan kategori tinggi; 2) motivasi belajar adalah $M = 137$; $SD = 17,8$ dengan kategori tinggi; 3) prestasi belajar fisika siswa adalah $M = 50$; $SD = 13,8$ dengan kategori rendah. Hasil pengujian hipotesis menunjukkan: 1) terdapat hubungan positif yang signifikan antara *self-efficacy* dengan prestasi belajar fisika siswa dengan koefisien korelasi sebesar 0,243 dan sumbangan efektif sebesar 2,73%, 2) terdapat hubungan positif yang signifikan antara motivasi belajar dengan prestasi belajar fisika siswa dengan koefisien korelasi sebesar 0,386 dan sumbangan efektif sebesar 13,24%, 3) terdapat hubungan positif yang signifikan secara bersama-sama antara *self-efficacy* dan motivasi belajar dengan prestasi belajar fisika siswa dengan koefisien korelasi sebesar 0,399 dan sumbangan efektif sebesar 15,97%. Hasil tersebut menggambarkan bahwa *self-efficacy* dan motivasi belajar siswa secara bersama-sama memengaruhi tinggi rendahnya prestasi belajar fisika siswa.

Kata-kata kunci: *self-efficacy*, motivasi belajar, prestasi belajar.

RELATIONSHIP BETWEEN SELF-EFFICACY AND LEARNING MOTIVATION WITH STUDENTS' PHYSICS LEARNING ACHIEVEMENT IN SENIOR HIGH SCHOOL

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ABSTRACT

This study examines the problem of the low physics learning achievement of students of class X MIPA SMA Negeri 2 Denpasar and SMA Negeri 8 Denpasar. The objectives are 1) to describe the relationship between self-efficacy and students' physics learning achievement; 2) describe the relationship between learning motivation and students' physics learning achievement; 3) describe the relationship between self-efficacy and learning motivation with students' physics learning achievement. The research method used is correlational with ex-post facto design. All students of class X MIPA SMA Negeri 2 Denpasar and SMA Negeri 8 Denpasar which amounted to 746 students became the population of this study. The number of samples in this study was followed by 66% of the population taken using proportional random sampling technique. Data on self-efficacy and learning motivation were collected using a questionnaire, while data on learning achievement in physics used an essay test. The reliability coefficient values on the self-efficacy and learning motivation questionnaire are 0.924 and 0.886, respectively, and the reliability coefficient for the physics learning achievement test is 0.788. Data were analyzed by descriptive statistics, assumption test, simple linear regression test, multiple linear regression test, and correlation test. The results of the descriptive analysis showed: 1) students' self-efficacy was $M = 135$; $SD = 15.4$ with high category; 2) learning motivation is $M = 137$; $SD = 17.8$ with high category; 3) students' learning achievement in physics is $M = 50$; $SD = 13.8$ with low category. The results of hypothesis testing show: 1) there is a significant positive relationship between self-efficacy and student physics learning achievement with a correlation coefficient of 0.243 and an effective contribution of 2.73%, 2) there is a significant positive relationship between learning motivation and student physics learning achievement. with a correlation coefficient of 0.386 and an effective contribution of 13.24%, 3) there is a jointly significant positive relationship between self-efficacy and learning motivation with student physics learning achievement with a correlation coefficient of 0.399 and an effective contribution of 15.97%. These results illustrate that self-efficacy and students' learning motivation simultaneously affect the high and low students' learning achievement in physics.

Keywords: self-efficacy, learning motivation, learning achievement.