

ABSTRAK

Kusumaningtyas, Putu Shinta (2023), Kontribusi Motivasi Belajar, Kondisi Sosial Ekonomi Orang Tua Terhadap Hasil Belajar Ekonomi Siswa SMA Negeri Se-Kabupaten Tabanan Melalui Kemandirian Belajar Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata kunci: Motivasi belajar, kondisi sosial ekonomi orang tua, kemandirian belajar, hasil belajar ekonomi

Tujuan penelitian ini untuk mengetahui: (1) kontribusi secara langsung antara motivasi belajar terhadap hasil belajar ekonomi, (2) kontribusi secara langsung antara kondisi sosial ekonomi orang tua terhadap hasil belajar ekonomi, (3) kontribusi secara langsung antara kemandirian belajar terhadap hasil belajar ekonomi, (4) kontribusi secara langsung antara motivasi belajar terhadap kemandirian belajar, (5) kontribusi secara langsung antara kondisi sosial ekonomi orang tua terhadap kemandirian belajar, (6) kontribusi tidak langsung antara motivasi belajar terhadap hasil belajar ekonomi melalui kemandirian belajar, (7) kontribusi tidak langsung antara kondisi sosial ekonomi orang tua terhadap hasil belajar ekonomi melalui kemandirian belajar. Populasi penelitian adalah siswa kelas X SMA se-Kabupaten Tabanan sejumlah 2716 siswa. Sampel penelitian sejumlah 350 siswa. Penelitian menggunakan teknik analisis jalur (*Path Analysis*). Hasil penelitian: (1) Terdapat kontribusi positif antara motivasi belajar terhadap hasil belajar ekonomi dengan kontribusi sebesar 13% pada hasil belajar ekonomi. (2) Terdapat pengaruh secara langsung antara kondisi sosial ekonomi terhadap hasil belajar ekonomi dengan kontribusi sebesar 30% pada hasil belajar ekonomi. (3) Terdapat pengaruh antara kemandirian belajar terhadap hasil belajar ekonomi dengan kontribusi sebesar 22% pada hasil belajar ekonomi. (4) Terdapat pengaruh antara motivasi belajar terhadap kemandirian belajar dengan kontribusi sebesar 22% pada kemandirian belajar. (5) Terdapat pengaruh antara kondisi sosial ekonomi orang tua terhadap kemandirian belajar dengan kontribusi sebesar 13% pada kemandirian belajar. (6) terdapat pengaruh secara tidak langsung antara motivasi belajar terhadap hasil belajar ekonomi melalui kemandirian belajar sebesar 5%. (7) terdapat pengaruh secara tidak langsung antara motivasi belajar terhadap hasil belajar ekonomi melalui kemandirian belajar sebesar 3%.

ABSTRACT

Kusumaningtyas, Putu Shinta (2023), *The Contribution of Learning Motivation, and Parents Socioeconomic Condition Against the Learning Outcome of Public High School Students in Tabanan Regency Through Learning Independence*, .Postgraduate Program, Ganesha University of Education.

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Keywords: Learning motivation, socioeconomic conditions of parents, learning independence, economic learning outcomes

The purpose of this study was to investigate: (1) the direct contribution between learning motivation to economic learning outcomes, (2) the direct contribution between parents' socioeconomic conditions to economic learning outcomes, (3) the direct contribution between learning independence to economic learning outcomes, (4) the direct contribution between learning motivation to learning independence, (5) the direct contribution between parents' socioeconomic conditions to learning independence, (6) the indirect contribution between learning motivation to economic learning outcomes through learning independence, (7) the indirect contribution between parents' socioeconomic conditions to economic learning outcomes through learning independence. The study population was class X high school students in Tabanan Regency totalling 2716 students. The research sample was 350 students. Research using path analysis techniques. The results of the study: (1) There is a positive contribution between learning motivation to economic learning outcomes with a contribution of 13% to economic learning outcomes. (2) There is a direct influence between socioeconomic conditions on economic learning outcomes with a contribution of 30% to economic learning outcomes. (3) There is an influence between learning independence on economic learning outcomes with a contribution of 22% to economic learning outcomes. (4) There is an influence between learning motivation on learning independence with a contribution of 22% to learning independence. (5) There is an influence between parents' socioeconomic conditions on learning independence with a contribution of 13% to learning independence. (6) There is an indirect influence between learning motivation on economic learning outcomes through learning independence by 5%. (7) There is an indirect influence between learning motivation on economic learning outcomes through learning independence by 3%.