ABSTRACT

Antari, Ni Komang Punia (2023). *The Relationship Between Tourism Students' Attitudes, Satisfaction, and Learning Achievement in The English Blended Learning Environment.* Thesis, English Language Education, Post Graduate Program, Ganesha University of Education.

This thesis has been supervised and approved by Supervisor I: Prof. Dr. Ni Made Ratminingsih, M. A., and Supervisor II: Made Hery Santosa, M.Pd., Ph.D.

Keywords: attitude, satisfaction, achievement, tourism, Blended Learning

This study aimed to 1) investigate the relationship between students' attitudes and learning achievement in the English Blended Learning Environment, 2) investigate the relationship between students' satisfaction and learning achievement in th English Blended Learning Environment, and 3) investigate the relationship between students' attitudes, satisfaction, and learning achievement in the English Blended Learning environment. This study used a total population sampling technique where the population was 254 tourism students of one of the hotel and business schools in Bali. This study used an ex-post facto with correlational design. The data were collected using questionnaires for attitudes and satisfaction and a test for learning achievement. The data were analyzed with simple correlation and multiple correlations. The results revealed that 1) there is a significant relationship between students' attitudes and learning achievement with a p-value is .000 and correlation coefficient of $r = .444$, 2) there is a significant students' satisfaction and learning achievement with a p-value is .000 and correlation coefficient $r = .274$, and 3) there is a simultaneous relationship between students' attitudes, satisfaction, and learning achievement with the value of Sig. F. Change is .000 and correlation coefficient $r = .463$. Based on the results above, it can be concluded that there is a significant relationship between students' attitudes and satisfaction with learning achievement in the English Blended Learning Environment. Thus, these two factors can be used to predict students' learning achievement in the English Blended Learning environment. This indicates that any attempts to improve student's success in learning English are intrinsically linked to their attitudes toward and satisfaction with their methods of learning.

ABSTRAK

Antari, Ni Komang Punia (2023), *Hubungan antara Sikap, Kepuasan, dan Prestasi Belajar Siswa Pariwisata di Lingkungan English Blended Learning*. Tesis, Pendidikan Bahasa Inggris, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: sikap, kepuasan, prestasi, pariwisata, Blended Learning

Penelitian ini bertujuan untuk 1) mengetahui hubungan antara sikap siswa dengan prestasi belajar pada lingkungan *English Blended Learning*, 2) mengetahui hubungan antara kepuasan siswa dengan prestasi belajar pada lingkungan *English Blended Learning*, dan 3) mengetahui hubungan antara sikap, kepuasan, dan prestasi belajar siswa pada lingkungan *English Blended Learning*. Penelitian ini menggunakan teknik total populasi sampling dimana populasinya adalah 254 mahasiswa pariwisata salah dari satu sekolah hotel dan bisnis di Bali. Penelitian ini menggunakan metode ex-post facto dengan desain korelasional. Pengumpulan data dilakukan dengan menggunakan angket sikap dan kepuasan serta tes prestasi belajar. Data dianalisis dengan korelasi sederhana dan korelasi ganda. Hasil penelitian menunjukkan bahwa 1) terdapat hubungan yang signifikan antara sikap siswa dengan prestasi belajar dengan p-value sebesar .000 dan koefisien korelasi r = .444, 2) terdapat hubungan yang signifikan antara kepuasan siswa dan prestasi belajar dengan p -nilai sebesar .000 dan koefisien korelasi r = .274, dan 3) terdapat hubungan simultan antara sikap siswa, kepuasan, dan prestasi belajar dengan nilai Sig. F. Change adalah .000 dan koefisien korelasi r = .463. Berdasarkan hasil di atas dapat disimpulkan bahwa terdapat hubungan yang signifikan antara sikap dan kepuasan siswa terhadap prestasi belajar pada lingkungan *English Blended Learning*. Dengan demikian, kedua faktor tersebut dapat dijadikan prediktor prestasi belajar siswa di lingkungan *English Blended Learning*. Hal ini menunjukkan bahwa setiap upaya untuk meningkatkan keberhasilan siswa dalam belajar bahasa Inggris secara intrinsik terkait dengan sikap dan kepuasan mereka terhadap metode pembelajaran mereka.