

**PENGARUH KESIAPAN BELAJAR DAN AKTUALISASI DIRI TERHADAP
HASIL BELAJAR IPA SISWA KELAS V
SD GUGUS VII KECAMATAN MENGWI
TAHUN AJARAN 2019/2020**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui (1) pengaruh kesiapan belajar terhadap hasil belajar IPA siswa kelas V SD gugus VII Kecamatan Mengwi tahun ajaran 2019/2020, (2) pengaruh aktualisasi diri terhadap hasil belajar IPA siswa kelas V SD gugus VII Kecamatan Mengwi tahun ajaran 2019/2020, dan (3) pengaruh kesiapan belajar dan aktualisasi diri terhadap hasil belajar IPA siswa kelas V SD gugus VII Kecamatan Mengwi tahun ajaran 2019/2020. Penelitian ini menggunakan rancangan “*ex post facto*” dengan studi pendekatan korelasional. Populasi dalam penelitian ini adalah seluruh kelas V SD Gugus VII Kecamatan Mengwi yang terdiri atas 8 kelas dengan jumlah siswa 162 orang. Sampel penelitian ditetapkan dari populasi dengan menggunakan teknik “*proportional random sampling*”. Jumlah sampel penelitian adalah 116 siswa. Metode pengumpulan data dalam penelitian ini menggunakan metode non tes, yaitu angket dan pencatatan dokumen. Uji hipotesis dilakukan dengan analisis regresi linear sederhana dan analisis regresi linear ganda. Berdasarkan hasil analisis yang telah dilakukan, maka dapat disimpulkan bahwa, (1) terdapat pengaruh yang signifikan kesiapan belajar terhadap hasil belajar IPA dibuktikan berdasarkan nilai $F_{hitung} = 18,86 > F_{tabel} = 3,92$ dan kontribusinya sebesar 14%, (2) terdapat pengaruh yang signifikan aktualisasi diri terhadap hasil belajar IPA dibuktikan berdasarkan nilai $F_{hitung} = 20,03 > F_{tabel} = 3,92$ dan kontribusinya sebesar 8,6%, dan (3) terdapat pengaruh yang signifikan kesiapan belajar dan aktualisasi diri terhadap hasil belajar IPA dibuktikan berdasarkan nilai $F_{hitung} = 13,92 > F_{tabel} = 3,08$ dan kontribusinya sebesar 19,8%. Hasil penelitian ini dapat dijadikan sebagai referensi bagi peneliti lain untuk mendalami objek penelitian yang sejenis.

Kata kunci: hasil belajar IPA, kesiapan belajar, aktualisasi diri

**THE INFLUENCE OF LEARNING READINESS AND SELF-
ACTUALIZATION OF THE LEARNING RESULTS OF CLASS V
STUDENTS GUGUS VII ELEMENTARY SCHOOL
MENGWI DISTRICT ACADEMIC YEAR 2019/2020**

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Abstract

This study aimed at determining (1) the effect of learning readiness on the learning outcomes of Natural Sciences lesson in fifth grade elementary school of cluster VII, Mengwi district in the academic year 2019/2020, (2) the impact of self-actualization on the learning outcomes of Natural Sciences lesson in grade V students of cluster VII, Mengwi district in academic year 2019/ 2020, and (3) the effect of learning readiness and self-actualization on the learning outcomes of Natural Sciences students in grade V of Elementary School, cluster VII Mengwi district 2019/2020. This study was done by using an "ex post facto" design with a correlational approach study. The population in this study were all grade V of Elementary School, in cluster VII Mengwi District that consisted of 8 classes with 162 students. The research sample was determined from the population using the "proportional random sampling" technique. The number of research samples was 116 students. Data collection methods in this study used non-test methods by using questionnaires and document recording. Hypothesis testing was done by simple linear regression analysis and multiple linear regression analysis. Based on the results of the analysis that has been done, it can be concluded that, (1) there was a significant effect of learning readiness on the learning outcomes of Natural Sciences lesson which proven based on the value of $F_{count} = 18.86 > F_{table} = 3.92$ and its contribution of 14%, (2) there was a significant influence on self-actualization of Natural Science learning outcomes were proven based on the value of $F_{count} = 20.03 > F_{table} = 3.92$ and its contribution of 8.6%, and (3) there was a significant influence on the readiness of learning and self-actualization of science learning outcomes were proven based on the value $F_{count} = 13.92 > F_{table} = 3.08$ and the contribution was 19.8%. The results of this study could be used as a reference for other researchers to explore similar research objects.

Keywords: science learning outcomes, learning readiness, self-actualization