

**HUBUNGAN ANTARA PROKRASTINASI AKADEMIK DAN
KECERDASAN EMOSIONAL DENGAN PRESTASI BELAJAR FISIKA
SISWA KELAS XI SMA NEGERI DI KOTA BANGLI**

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ABSTRAK

Tujuan penelitian ini adalah menganalisis (1) hubungan antara prokrastinasi akademik dan prestasi belajar fisika, (2) hubungan antara kecerdasan emosional dan prestasi belajar fisika, (3) hubungan antara prokrastinasi akademik dan kecerdasan emosional dengan prestasi belajar fisika. Jenis penelitian ini adalah *ex-post facto* dengan metode kuantitatif korelasional. Populasi penelitian ini adalah seluruh siswa SMA Negeri di Kota Bangli dengan jumlah 288 orang siswa. Sampel diambil dengan teknik *proportional random sampling* yang berjumlah 165 orang siswa. Data prokrastinasi akademik dan kecerdasan emosional dikumpulkan dengan kuesioner dan prestasi belajar dengan tes uraian. Teknik analisis data yang digunakan yaitu analisis statistik deskriptif, uji asumsi, uji regresi linier satu prediktor, uji regresi ganda dua prediktor, serta pengujian hipotesis. Hasil penelitian menunjukkan bahwa: (1) terdapat hubungan negatif dan signifikan antara prokrastinasi akademik dan prestasi belajar fisika ($F=13,72$; $R=-0,279$; $p<0,05$) dengan sumbang efektif sebesar 7,73%, (2) terdapat hubungan positif dan signifikan antara kecerdasan emosional dan prestasi belajar fisika ($F= 12,40$, $R=0,266$; $p<0,05$) dengan sumbang efektif sebesar 12,90%, dan (3) terdapat hubungan positif dan signifikan antara prokastinasi akademik dan kecerdasan emosional dengan prestasi belajar fisika ($F_{hitung} = 11,99$, $R= 0,359$, dan nilai signifikan 0,00 ($p<0,05$) dengan sumbangan efektif sebesar 12,90%.

Kata kunci: prokastinasi akademik, kecerdasan emosional, prestasi belajar

The Relationship between academic procrastination and emotional intelligence toward eleventh-grade students' physic learning achievement of senior high school in Bangli

Abstract

This research aimed to analyze (1) the relationship between academic procrastination and physic learning achievement, (2) the relationship between emotional intelligence and physic learning achievement, and (3) the relationship between academic procrastination and emotional intelligence toward physic learning achievement. This research was an ex-post facto research with quantitative correlational method. The research population were all senior high school students in Bangli with 228 students in total. The research sample was determined through proportional random sampling in value of 165 students. The academic procrastination and emotional intelligence data were gathered through questionnaire and the learning achievement was gathered through essay test. The data analysis techniques used were descriptive statistic, assumption test, one predictor linear regression test, multiple regression test of two predictors, and hypothesis testing. The research findings portray (1) there is a negative relationship and significance between academic procrastination and physic learning achievement ($F=13,72$; $R=0,279$; $p<0,05$) with effectiveness support in value 7,73%; (2) there is a positive relationship and significance between emotional intelligence and physic learning achievement ($F= 12,40$, $R=0,266$; $p<0,05$) with effectiveness support in value 12,90%; and (3) there is a positive relationship and significance between academic procrastination and emotional intelligence toward physic learning achievement ($Fhitung = 11,99$, $R= 0,359$, and significance value 0,00 ($p<0,05$) with effectiveness support in value 12,90%.

Keywords: academic procrastination, emotional intelligence, learning achievement