

**PENGARUH DISIPLIN BELAJAR, MOTIVASI BERPRESTASI,
KECERDASAN INTELEKTUAL, DAN KOMPETENSI PEDAGOGIK
GURU TERHADAP HASIL BELAJAR IPA SISWA DI SMP NEGERI 4
ABIANSEMAL KABUPATEN BADUNG**

Oleh

Ni Ketut Sulastri, NIM 2429031019

Program Studi Administrasi Pendidikan Pascasarjana Undiksha

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh disiplin belajar, motivasi berprestasi, kecerdasan intelektual, dan kompetensi pedagogis guru terhadap hasil belajar sains. Penelitian ini merupakan studi ex-post facto dengan sampel sebanyak 148 orang. Data dikumpulkan menggunakan kuesioner dan dokumen. Analisis data dilakukan dengan metode regresi sederhana, regresi berganda, dan korelasi parsial. Hasil penelitian menunjukkan bahwa: (1) disiplin belajar memberikan kontribusi signifikan terhadap hasil belajar sains, dengan koefisien korelasi parsial sebesar 0,719 dan kontribusi efektif sebesar 51,7%. Motivasi berprestasi memberikan kontribusi signifikan terhadap hasil belajar sains, dibuktikan dengan koefisien korelasi parsial sebesar 0,729 dan kontribusi efektif sebesar 53,1%. Kecerdasan intelektual memberikan kontribusi signifikan terhadap hasil belajar sains, dibuktikan dengan koefisien korelasi parsial sebesar 0,747 dan kontribusi efektif sebesar 55,8%. Kompetensi pedagogis guru memberikan kontribusi signifikan terhadap hasil belajar sains, dibuktikan dengan koefisien korelasi parsial sebesar 0,662 dan kontribusi efektif sebesar 43,8%. Pengaruh gabungan dari disiplin belajar, motivasi berprestasi, kecerdasan intelektual, dan kompetensi pedagogis guru memberikan kontribusi signifikan terhadap hasil belajar sains siswa kelas delapan di SMP Negeri 4 Abiansemal, Kabupaten Badung, dengan koefisien korelasi berganda sebesar 0,852 dan kontribusi keseluruhan sebesar 72,6% terhadap hasil belajar tersebut.

Kata kunci: disiplin belajar, motivasi berprestasi, kecerdasan intelektual, kompetensi pedagogik, hasil belajar IPA

**THE EFFECT OF LEARNING DISCIPLINE, ACHIEVEMENT
MOTIVATION, INTELLECTUAL INTELLIGENCE, AND TEACHERS'
PEDAGOGICAL COMPETENCE ON STUDENTS' SCIENCE LEARNING
OUTCOMES AT SMP NEGERI 4 ABIANSEMAL, BADUNG REGENCY**

By

Ni Ketut Sulastri, NIM 2429031019

Administration Education Program Study of Pascasarjana Undiksha

ABSTACT

This study seeks to ascertain the impact of learning discipline, achievement motivation, intellectual intelligence, and pedagogical competency of teachers on scientific learning outcomes. This research is an ex-post facto study including a sample size of 148 individuals. Data were gathered using questionnaires and documents. Data analysis was conducted with simple regression, multiple regression, and partial correlation methodologies. The study's results demonstrate that: (1) learning discipline significantly contributes to science learning outcomes, with a partial correlation coefficient of 0.719 and an effective contribution of 51.7%. Achievement motivation significantly contributes to science learning outcomes, evidenced by a partial correlation coefficient of 0.729 and an effective contribution of 53.1%. Intellectual intelligence significantly contributes to science learning outcomes, evidenced by a partial correlation coefficient of 0.747 and an effective contribution of 55.8%. The pedagogical competency of teachers significantly contributes to scientific learning outcomes, evidenced by a partial correlation coefficient of 0.662 and an effective contribution of 43.8%. The combined influence of learning discipline, achievement motivation, intellectual intelligence, and teacher pedagogical competence significantly contributes to the science learning outcomes of eighth-grade students at SMP Negeri 4 Abiansemal, Badung Regency, with a multiple correlation coefficient of 0.852 and an overall contribution of 72.6% to these outcomes.

Keywords: learning discipline, achievement motivation, intellectual intelligence, pedagogical competence, science learning outcomes