

ABSTRAK

Paramitha, Putu Pradnya (2026), *Pengaruh Program Afiriasi Pagi, Kompetensi Pedagogik dan Motivasi Belajar Terhadap Hasil Belajar IPA di SMP Widiatmika*. Tesis, Administrasi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: program afiriasi pagi, kompetensi pedagogik, motivasi belajar, hasil belajar IPA.

Studi berikut tujuannya guna menganalisis pengaruh program afiriasi pagi dan kompetensi pedagogik guru pada motivasi belajar serta dampaknya pada hasil belajar IPA pelajar SMP Widiatmika, baik secara langsung ataupun tidak lewat motivasi belajar sebagai variabel mediasi. Populasi pada studi berikut ialah semua pelajar kelas VII, VIII, dan IX SMP Widiatmika tahun ajaran 2025/2026 sebanyak 346 siswa. Penentuan sampel pada studi berikut memakai teknik *proportional stratified random sampling* dengan jumlah responden yang memenuhi kriteria penelitian berjumlah 205 siswa. Data dianalisis dengan analisis kuantitatif menggunakan teknik analisis jalur (*path analysis*). Hasil studi memaparkan bahwasanya: (1) program afiriasi pagi efeknya signifikan pada motivasi belajar dengan koefisien jalur $\beta = 0,407$ dan bobot signifikansi $p = 0,000$; (2) kompetensi pedagogik guru efeknya signifikan pada motivasi belajar dengan koefisien jalur $\beta = 0,779$ dan $p = 0,000$; (3) program afiriasi pagi efeknya signifikan pada hasil belajar IPA dengan koefisien jalur $\beta = 0,188$, nilai $t = 5,799$ dan $p = 0,000$; (4) kompetensi pedagogik guru efeknya signifikan pada hasil belajar IPA dengan koefisien jalur $\beta = 0,286$, nilai $t = 5,976$ dan $p = 0,000$; (5) motivasi belajar efeknya signifikan pada hasil belajar IPA dengan koefisien jalur $\beta = 0,619$, nilai $t = 11,681$ dan $p = 0,000$; (6) program afiriasi pagi efeknya tidak langsung pada hasil belajar IPA lewat motivasi belajar dengan nilai pengaruh tidak langsung sebesar 0,251 dan pengaruh total sebesar 0,439; serta (7) kompetensi pedagogik guru berpengaruh tidak langsung terhadap hasil belajar IPA melalui motivasi belajar dengan nilai pengaruh tidak langsung sebesar 0,482 dan pengaruh total sebesar 0,768. Bersumber hasil studi kesimpulannya memaparkan program afiriasi pagi dan kompetensi pedagogik guru berpengaruh signifikan terhadap hasil belajar IPA, baik secara langsung maupun melalui motivasi belajar. Motivasi belajar terbukti berperan sebagai variabel mediasi yang kuat dan dominan dalam memperkuat pengaruh program afiriasi pagi dan kompetensi pedagogik guru terhadap hasil belajar IPA siswa di SMP Widiatmika.

ABSTRACT

Paramitha, Putu Pradnya (2026), *The Effect of the Morning Affirmation Program, Pedagogical Competence, and Learning Motivation on Science Learning Outcomes at Widiatmika Junior High School*. Thesis, Educational Administration, Graduate Program, Ganesha University of Education.

This thesis has been reviewed and approved by Supervisor I: Prof. Dr. I Made Yudana, M.Pd. and Supervisor II: Prof. Dr. Anak Agung Gede Agung, M.Pd.

Keywords: morning affirmation program, pedagogical competence, learning motivation, science learning outcomes.

The purpose of this study is to analyze the effect of the morning affirmation program and teachers' pedagogical competence on learning motivation and its impact on the science learning outcomes of Widiatmika Junior High School students, both directly and indirectly through learning motivation as a mediating variable. The population in this study consisted of all VII, VIII, and IX grade students at Widiatmika Junior High School in the 2025/2026 academic year, totaling 346 students. The sample in this study was determined using proportional stratified random sampling, with 205 students meeting the research criteria. The data were analyzed quantitatively using path analysis. The results of the study show that: (1) the morning affirmation program has a significant effect on learning motivation with a path coefficient of $\beta = 0.407$ and a significance weight of $p = 0.000$; (2) Teacher pedagogical competence has a significant effect on learning motivation with a path coefficient of $\beta = 0.779$ and $p = 0.000$; (3) The morning affirmation program has a significant effect on science learning outcomes with a path coefficient of $\beta = 0.188$, t value = 5.799, and $p = 0.000$; (4) Teacher pedagogical competence has a significant effect on science learning outcomes with a path coefficient of $\beta = 0.286$, a t -value of 5.976, and a p -value of 0.000; (5) learning motivation has a significant effect on science learning outcomes with a path coefficient of $\beta = 0.619$, a t -value of 11.681, and a p -value of 0.000; (6) The morning affirmation program has an indirect effect on science learning outcomes through learning motivation with an indirect effect value of 0.251 and a total effect of 0.439; and (7) Teacher pedagogical competence has an indirect effect on science learning outcomes through learning motivation with an indirect effect value of 0.482 and a total effect of 0.768. Based on the results of the study, it can be concluded that the morning affirmation program and teacher pedagogical competence have a significant effect on science learning outcomes, both directly and through learning motivation. Learning motivation has been proven to play a strong and dominant mediating role in strengthening the influence of the morning affirmation program and teacher pedagogical competence on the science learning outcomes of students at Widiatmika Junior High School.