

**HUBUNGAN MOTIVASI INTRINSIK DAN PERSEPSI SISWA TERHADAP
PELAJARAN FISIKA DENGAN PRESTASI BELAJAR FISIKA SISWA
KELAS X MIA SMA NEGERI SE-KOTA SINGARAJA TAHUN AJARAN
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ABSTRAK

Rendahnya prestasi belajar fisika siswa kelas X MIPA SMA Negeri se-Kota Singaraja menjadi masalah utama yang dikaji dalam penelitian ini. Penelitian ini bertujuan untuk (1) menganalisis hubungan antara motivasi intrinsik dan prestasi belajar fisika siswa; (2) menganalisis hubungan antara persepsi siswa terhadap pelajaran fisika dan prestasi belajar fisika siswa; dan (3) menganalisis hubungan secara bersama-sama antara motivasi intrinsik dan persepsi siswa terhadap pelajaran fisika dengan prestasi belajar fisika siswa Kelas X MIA SMA Negeri se-Kota Singaraja. Jenis penelitian ini adalah *ex-post facto* dengan metode kuantitatif korelasional. Populasi yang digunakan dalam penelitian ini adalah seluruh siswa kelas X MIA SMA Negeri se-Kota Singaraja dengan jumlah 830 orang. Sampel diambil dengan teknik *proportional random sampling* dan didapatkan 259 orang. Data diambil dengan cara penyebaran kuesioner motivasi intrinsik dan persepsi siswa terhadap pelajaran fisika dan tes prestasi belajar fisika pada populasi penelitian. Nilai koefisien reliabilitas kuesioner motivasi intrinsik sebesar 0,950, persepsi siswa terhadap pelajaran fisika sebesar 0,949, dan tes prestasi belajar sebesar 0,745. Teknik analisis yang digunakan adalah analisis statistik deskriptif, uji asumsi, uji regresi, dan pengujian hipotesis. Pengujian hipotesis pada taraf signifikansi didapatkan harga $F_{hitung} > F_{tabel}$, maka H_0 ditolak dan H_a diterima artinya terdapat hubungan antara motivasi intrinsik, persepsi siswa terhadap pelajaran fisika, dan prestasi belajar siswa. Kesimpulan penelitian menunjukkan (1) β sebesar 0,588 atau $\beta > 0$ yang artinya terdapat hubungan positif dan signifikan antara motivasi intrinsik terhadap prestasi belajar fisika dengan sumbangan efektif sebesar 12,67%; (2) nilai β sebesar 0,701 atau $\beta > 0$ yang artinya terdapat hubungan positif dan signifikan antara persepsi siswa terhadap pelajaran fisika terhadap prestasi belajar dengan sumbangan efektif sebesar 59,03%; (3) nilai β bernilai 0,127 pada motivasi intrinsik dan β bernilai 0,598 pada persepsi siswa terhadap pelajaran fisika atau $\beta > 0$ yang artinya terdapat hubungan positif dan signifikan secara bersama-sama antara motivasi intrinsik dan persepsi siswa terhadap pelajaran fisika siswa kelas X MIPA SMA Negeri se-Kota Singaraja dengan sumbangan efektif sebesar 12,67% disumbangkan oleh motivasi intrinsik dan 59,03% disumbangkan oleh persepsi siswa terhadap pelajaran fisika.

Kata kunci: motivasi intrinsik, persepsi siswa terhadap pelajaran fisika, prestasi belajar fisika.

**THE RELATIONSHIP BETWEEN INTRINSIC MOTIVATION AND STUDENTS
PERCEPTION OF PHYSICS WITH THE PHYSICS LEARNING ACHIEVEMENT
OF 10TH GRADE MIPA STUDENTS IN SENIOR HIGH SCHOOL IN
SINGARAJA CITY IN ACADEMIC YEAR 2019/2020**

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ABSTRACT

The low learning achievement of 10th Grade students in Senior High School in Singaraja was the main problem studied in this research. This study aims to (1) analyze the relationship between intrinsic motivation and student physics learning achievement; (2) analyze the relationship between students perceptions of physics lessons and student physics learning achievements; and (3) analyzing the relationship between intrinsic motivation and students perceptions of physics with physics learning achievements of 10th Grade MIPA students in Senior High School in Singaraja City. This research type is an ex-post facto quantitative correlational method. The population used in this study were all of 10th Grade MIPA students in Senior High School in Singaraja with a total of 830 people. Samples were taken by *proportional random sampling* technique and found 259 people. Data were collected by distributing intrinsic motivation questionnaire and students perceptions of physics lessons and physics learning achievement tests in the study population. The reliability coefficient of intrinsic motivation questionnaire is 0.950, students perception of physics is 0.949, and achievement test is 0.745. The analysis technique used is descriptive statistical analysis, assumption test, regression test, and hypothesis testing. Hypothesis testing at the significance level obtained by the value of $F_{count} > F_{table}$, then H_0 is rejected and H_a is accepted, meaning that there is a relationship between intrinsic motivation, students' perceptions of physics, and student achievement. The conclusion of the study showed (1) β of 0.588 or $\beta > 0$ which means that there is a positive and significant relationship between intrinsic motivation towards physics learning achievement with an effective contribution of 12.67%; (2) β value is 0.701 or which means that there is a positive and significant relationship between students' perceptions of physics lessons on learning achievement with an effective contribution of 59.03%; (3) β value of 0.127 on intrinsic motivation and β value is 0.598 on students perceptions of physics or β value is 0 which means there is a positive and significant relationship together between intrinsic motivation and students perceptions of physics 10th Grade students in Senior High School at MIPA major in Singaraja City with effective contribution of 12.67% was contributed by intrinsic motivation and 59.03% was contributed by students perceptions of physics.

Keywords: intrinsic motivation, students perceptions of physics, physics learning achievement.