

**PENGARUH RASA PERCAYA DIRI DAN MOTIVASI BELAJAR
TERHADAP HASIL BELAJAR GEOGRAFI SISWA KELAS X SMA
NEGERI 4 SINGARAJA**

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ABSTRAK

Penelitian ini bertujuan untuk menguji serta membuktikan pengaruh motivasi belajar dan kepercayaan diri terhadap hasil belajar geografi pada siswa kelas X SMA Negeri 4 Singaraja. Desain yang diterapkan adalah deskriptif-korelasional dengan pendekatan kuantitatif. Dari total populasi sebanyak 251 siswa, ditetapkan sampel berjumlah 155 responden yang dihitung menggunakan rumus Slovin. Pengumpulan data dilakukan melalui pemberian kuesioner dan pelaksanaan tes untuk mengukur hasil belajar geografi. Data kemudian diolah menggunakan teknik korelasi product-moment dan regresi linier berganda. Hasil analisis mengungkap bahwa: (1) Kepercayaan diri siswa kelas X berada pada kategori cukup (rata-rata = 46,63); (2) Motivasi belajar siswa tergolong rendah (rata-rata = 56,29); (3) Hasil belajar geografi siswa juga masuk dalam kategori cukup (rata-rata = 49,23); (4) Kepercayaan diri berpengaruh positif dan signifikan terhadap hasil belajar geografi (nilai signifikansi $0,000 < 0,05$); (5) Motivasi belajar turut memberikan pengaruh positif dan signifikan terhadap hasil belajar geografi (nilai signifikansi $0,000 < 0,05$); serta (6) Secara simultan, kepercayaan diri dan motivasi belajar berpengaruh signifikan terhadap hasil belajar geografi, yang ditunjukkan oleh nilai Fhitung sebesar 22,368 dengan signifikansi $0,000 < 0,05$. Berdasarkan temuan tersebut, dapat disimpulkan bahwa peningkatan motivasi belajar dan kepercayaan diri akan berbanding lurus dengan pencapaian hasil belajar geografi yang lebih optimal.

Kata kunci: Rasa Percaya Diri, Motivasi Belajar, Hasil Belajar

**THE EFFECT OF SELF-CONFIDENCE AND LEARNING MOTIVATION
ON GEOGRAPHY LEARNING OUTCOMES OF GRADE X STUDENTS AT
SMA NEGERI 4 SINGARAJA**

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ABSTRACT

This study aims to examine and verify the influence of learning motivation and self-confidence on geography learning outcomes of 10th grade students at SMA Negeri 4 Singaraja. The research employed a descriptive-correlational design with a quantitative approach. From a total population of 251 students, a sample of 155 respondents was determined using Slovin's formula. Data collection was conducted through questionnaires and tests to measure geography learning outcomes. The data were analyzed using product-moment correlation and multiple linear regression techniques. The analysis revealed that: (1) Self-confidence of 10th grade students was in the sufficient category (mean = 46.63); (2) Learning motivation among students was categorized as low (mean = 56.29); (3) Geography learning outcomes of 10th grade students were also in the sufficient category (mean = 49.23); (4) Self-confidence had a positive and significant influence on geography learning outcomes (significance value $0.000 < 0.05$); (5) Learning motivation also had a positive and significant influence on geography learning outcomes (significance value $0.000 < 0.05$); and (6) Simultaneously, both self-confidence and learning motivation had a significant influence on geography learning outcomes, as indicated by an F-count value of 22.368 with a significance of $0.000 < 0.05$. Based on these findings, it can be concluded that increased learning motivation and self-confidence will correspond with better achievement in geography learning outcomes.

Keywords: *Self-confidence, Learning motivation, Learning outcomes*