

**PENGARUH DUKUNGAN ORANG TUA DAN MOTIVASI BELAJAR
TERHADAP HASIL BELAJAR IPAS SISWA SEKOLAH DASAR GUGUS
KAKATUA KECAMATAN NUSA PENIDA KABUPATEN KLUNGKUNG**

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ABSTRAK

Penelitian ini bertujuan untuk mengkaji pengaruh dukungan orang tua dan motivasi belajar terhadap hasil belajar IPAS siswa kelas V sekolah dasar, baik secara terpisah maupun secara simultan. Kajian ini menggunakan pendekatan kuantitatif dengan desain *ex post facto*, sehingga variabel yang diteliti telah terjadi secara alami tanpa perlakuan khusus dari peneliti. Seluruh populasi meliputi 70 siswa dijadikan sampel penelitian melalui teknik sampling jenuh. Data mengenai dukungan orang tua dan motivasi belajar diperoleh melalui penyebaran kuesioner, sedangkan data hasil belajar IPAS dikumpulkan melalui dokumentasi nilai. Analisis data menggunakan regresi linear parsial dan berganda untuk mengetahui besarnya kontribusi masing-masing variabel bebas terhadap variabel terikat. Hasil analisis menunjukkan bahwa dukungan orang tua memberikan kontribusi sebesar 18,23% terhadap hasil belajar IPAS. Sementara itu, motivasi belajar memberikan kontribusi yang lebih besar, yaitu 37,33% dan secara simultan, kedua variabel tersebut berkontribusi 47,9% terhadap hasil belajar IPAS. Temuan ini mengindikasikan bahwa motivasi belajar berperan lebih dominan, namun dukungan orang tua tetap menjadi faktor penting dalam menopang keberhasilan belajar. Berdasarkan hasil tersebut, disarankan agar sekolah dan orang tua meningkatkan kolaborasi dalam menciptakan lingkungan belajar yang mendukung serta menumbuhkan motivasi intrinsik peserta didik.

Kata kunci: partisipasi orang tua, dorongan belajar, capaian akademik IPAS, peserta didik

***THE INFLUENCE OF ORANG TUA SUPPORT AND LEARNING
MOTIVATION ON SCIENCE LEARNING ACHIEVEMENT OF
ELEMENTARY SCHOOL STUDENTS IN THE KAKATUA CLUSTER, NUSA
PENIDA DISTRICT, KLUNGKUNG REGENCY***

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ABSTRACT

This study aims to examine the influence of parental support and learning motivation on the science learning outcomes of fifth-grade elementary school students, both individually and simultaneously. This study employs a quantitative approach with an ex post facto design, meaning the variables studied have occurred naturally without any special treatment from the researcher. The entire population of 70 students was taken as the research sample using a saturated sampling technique. Data on parental support and learning motivation were obtained through questionnaires, while data on science learning outcomes were collected from score documentation. Data analysis was conducted using partial and multiple linear regression to determine the contribution of each independent variable to the dependent variable. The analysis results indicate that parental support contributes 18.23% to science learning outcomes. Meanwhile, learning motivation contributes more, at 37.33%, and simultaneously, both variables contribute 47.9% to science learning outcomes. These findings suggest that learning motivation plays a more dominant role, yet parental support remains an important factor in supporting learning success. Based on these results, it is recommended that schools and parents enhance collaboration in creating a supportive learning environment and fostering students' intrinsic motivation.

Keywords: *orang tua involvement, academic drive, science proficiency, primary pupils*