

**HUBUNGAN ANTARA MOTIVASI BELAJAR DAN KECERDASAN
EMOSIONAL DENGAN PRESTASI BELAJAR FISIKA SISWA KELAS X
IPA SMA NEGERI 8 DENPASAR**

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ABSTRAK

Rendahnya prestasi belajar fisika siswa dipengaruhi oleh beberapa faktor, diantaranya motivasi belajar dan kecerdasan emosional. Tujuan penelitian ini yaitu 1) mendeskripsikan hubungan antara motivasi belajar dan prestasi belajar fisika, 2) mendeskripsikan hubungan antara kecerdasan emosional dan prestasi belajar fisika, dan 3) mendeskripsikan hubungan antara motivasi belajar dan kecerdasan emosional dengan prestasi belajar fisika. Jenis penelitian ini adalah penelitian korelasional dengan desain *ex-post facto*. Populasi penelitian berjumlah 352 orang siswa. Sampel penelitian berjumlah 215 orang yang diambil dengan teknik *proportional random sampling*. Pengambilan data motivasi belajar dan kecerdasan emosional menggunakan kuesioner, sedangkan data prestasi belajar fisika menggunakan tes esai. Nilai reliabilitas kuesioner motivasi belajar sebesar 0,910, kuesioner kecerdasan emosional sebesar 0,887, dan tes prestasi belajar fisika sebesar 0,876. Teknik analisis data terdiri dari lima tahap yaitu analisis statistik deskriptif, uji asumsi, uji regresi linier satu prediktor, uji regresi ganda dua prediktor, uji korelasi, dan uji hipotesis. Temuan menunjukkan bahwa motivasi belajar dan kecerdasan emosional berada pada kategori tinggi, sedangkan prestasi belajar fisika berada pada kategori rendah. Hasil penelitian menunjukkan bahwa 1) terdapat hubungan positif dan signifikan antara motivasi belajar dan prestasi belajar fisika dengan sumbangan efektif sebesar 6,21%, 2) terdapat hubungan positif dan signifikan antara kecerdasan emosional dan prestasi belajar fisika dengan sumbangan efektif sebesar 1,99%, dan 3) terdapat hubungan positif dan signifikan antara motivasi belajar dan kecerdasan emosional dengan prestasi belajar fisika dengan sumbangan efektif sebesar 8,20%.

Kata kunci: motivasi belajar, kecerdasan emosional, prestasi belajar

**THE RELATIONSHIP BETWEEN LEARNING MOTIVATION AND
EMOTIONAL INTELLIGENCE WITH PHYSICS LEARNING
ACHIEVEMENT OF STUDENTS OF CLASS X IPA SMA NEGERI 8
DENPASAR**

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ABSTRACT

The low students' physics learning achievement were influenced by several factors, including learning motivation and emotional intelligence. This study aimed at 1) describing the relationship between learning motivation and students' physics learning achievement, 2) describing the relationship between emotional intelligence and students' physics learning achievement, and 3) describing the relationship between learning motivation and emotional intelligence with students' physics learning achievement. The type of this research was correlational research with ex-post facto design. The total population of this study were 352 students, while the sample were 215 students chosen by using proportional random sampling technique. Data of learning motivation and emotional intelligence were collected by using a questionnaire, while data of physics learning achievement were collected by using essay test. Reliability values of the questionnaire for learning motivation was 0,910, questionnaire for emotional intelligence was 0,887, and physics learning achievement test was 0,876. Data analysis techniques consist of five stages, i.e. descriptive statistical analysis, assumption test, linear regression one predictor test, double regression of two predictors test, and hypothesis test. The findings showed that learning motivation and emotional intelligence were in the high category, while the physics learning achievement is in low category. The results of the study show that 1) there is a positive and significant relationship between learning motivation and physics learning achievement with effective its contribution is 6,21%, 2) there is a positive and significant relationship between emotional intelligence and physics learning achievement with effective its contribution is 1,99%, and 3) there is a positive and significant relationship between learning motivation and emotional intelligence with physics learning achievement with effective its contribution is 8,20%.

Keywords: learning motivation, emotional intelligence, learning achievement