

**HUBUNGAN SIKAP ILMIAH DAN KONSEP DIRI TERHADAP
PRESTASI BELAJAR FISIKA SISWA KELAS X MIPA SMA NEGERI DI
KECAMATAN TEJAKULA TAHUN PELAJARAN 2020/2021**

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ABSTRAK

Penelitian ini bertujuan untuk: (1) mendeskripsikan hubungan antara sikap ilmiah dan prestasi belajar fisika siswa kelas X SMA Negeri di Kecamatan Tejakula, (2) mendeskripsikan hubungan antara konsep diri dan prestasi belajar fisika siswa kelas X SMA Negeri di Kecamatan Tejakula, (3) mendeskripsikan hubungan antara sikap ilmiah dan konsep diri dengan prestasi belajar fisika siswa kelas X SMA Negeri di Kecamatan Tejakula. Penelitian ini adalah penelitian korelasional dengan desain *ex-post facto*. Populasi penelitian ini adalah seluruh siswa kelas X MIPA SMA Negeri 1 Tejakula dan SMA Negeri 2 Tejakula di Kecamatan Tejakula pada semester ganjil tahun pelajaran 2020/2021 yang berjumlah 166 siswa. Sampel berjumlah 116 siswa yang ditentukan secara *proportional random sampling*. Data sikap ilmiah dikumpulkan dengan kuesioner sikap ilmiah (reliabilitas kuesioner = 0,892), data konsep diri dikumpulkan dengan kuesioner konsep diri (reliabilitas kuesioner = 0,869), dan prestasi belajar fisika siswa dikumpulkan dengan tes objektif (reliabilitas tes = 0,801). Data dianalisis dengan statistik deskriptif, uji regresi linier sederhana, dan uji regresi linier berganda. Hasil penelitian menunjukkan beberapa temuan, yaitu: (1) terdapat hubungan positif antara sikap ilmiah dan prestasi belajar fisika siswa kelas X SMA Negeri di Kecamatan Tejakula, dengan koefisien korelasi sebesar 0,251. Sumbangan efektif sikap ilmiah dan prestasi belajar fisika siswa sebesar 3,31%, (2) terdapat hubungan positif antara konsep diri dan prestasi belajar fisika siswa kelas X SMA Negeri di Kecamatan Tejakula, dengan koefisien korelasi sebesar 0,455. Sumbangan efektif konsep diri dan prestasi belajar fisika siswa sebesar 18,69%, (3) terdapat hubungan positif secara bersama-sama antara sikap ilmiah dan konsep diri dengan prestasi belajar fisika siswa kelas X SMA Negeri di Kecamatan Tejakula, dengan koefisien korelasi sebesar 0,470. Sumbangan efektif sikap ilmiah dan konsep diri secara bersama-sama terhadap prestasi belajar fisika siswa sebesar 22,00%.

Kata Kunci: sikap ilmiah, konsep diri, prestasi belajar fisika.

**THE RELATIONSHIP BETWEEN SCIENTIFIC ATTITUDE AND SELF-
CONCEPT ON STUDENTS PHYSICS LEARNING ACHIEVEMENT OF
CLASS X MIPA SMA NEGERI IN TEJAKULA DISTRICT FOR THE
2020/2021 ACADEMIC YEAR**

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ABSTRACT

The main problem studied in this research is the low of physics learning achievement of class X science students of SMAN in Tejakula District. This research aimed at: 1) describing the relationship between scientific attitude and students' physics learning achievement, 2) describing the relationship between self-concept and students' physics learning achievement, and 3) describing the relationship between scientific attitude and self-concept with students' physics learning achievement. This research was correlational research with ex-post facto design. The population of this study was 166 students of class X MIPA in SMA 1 Tejakula and SMA 2 Tejakula in Tejakula District in the even semester of school year 2020/2021. The sample of 116 students was determined by proportional random sampling. Data on scientific attitude and self-concept were collected by using a questionnaire, while data of physics learning achievements were collected by using objective tests. The reliability coefficient value of the questionnaire for scientific attitude and self-concept were 0.892 and 0.869, while the achievement test was 0.801. Data were analyzed with descriptive statistics, simple linear regression tests, and multiple linear regression tests. The results of this research show that the students' physics learning achievements is in the medium category with the average score 62.83. The conclusion shows that 1) there is a positive relationship between scientific attitude and student physics learning achievement with $r = 0.251$ and its effective contribution is 3.31%, 2) there is a positive relationship between self-concept and student physics learning achievement with $r = 0.455$ and its effective contribution is 18.69%, 3) there is a joint positive relationship between scientific attitude and self-concept with physics learning achievement students with a correlation coefficient 0.470 and its effective contribution is 22.00%.

Keywords: scientific attitude, self-concept, physics learning achievement.