

**HUBUNGAN MINAT BELAJAR DAN PERHATIAN ORANGTUA  
DENGAN PRESTASI BELAJAR FISIKA SISWA KELAS XI MIPA SMA  
NEGERI DI KECAMATAN BANJAR PADA TAHUN PELAJARAN  
2020/2021**

**Oleh  
Oktavia Ndelos, NIM. 1513021021  
Prodi Pendidikan Fisika**

**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui: 1) hubungan antara minat belajar dengan prestasi belajar fisika siswa kelas XI MIPA SMA Negeri di kecamatan Banjar pada tahun pelajaran 2020/2021, 2) hubungan perhatian orangtua dengan prestasi belajar fisika siswa kelas XI MIPA SMA Negeri di kecamatan Banjar pada tahun pelajaran 2020/2021, dan 3) hubungan antara minat belajar dan perhatian orangtua dengan prestasi belajar fisika siswa kelas XI MIPA SMA Negeri di kecamatan Banjar pada tahun pelajaran 2020/2021. Jenis penelitian adalah *ex-post facto* dengan metode kuantitatif korelasional. Populasi penelitian ini adalah seluruh siswa kelas XI MIPA SMA Negeri kecamatan Banjar yang berjumlah 249 siswa, sampel penelitian berjumlah 151 siswa, dengan pengambilan sampel dilakukan secara *proposional random sampling*. Data minat belajar dan perhatian orangtua dikumpulkan dengan menggunakan kuesioner sedangkan tes prestasi belajar fisika digunakan sebagai alat untuk mengumpulkan data prestasi belajar. Nilai koefisien reliabilitas kuesioner minat belajar dan perhatian orangtua siswa masing-masing sebesar 0,744 dan 0,743 sedangkan untuk tes prestasi belajar sebesar 0,736. Uji asumsi yang dilakukan diantaranya uji normalitas sebaran data, linieritas dan keberartian arah regresi, uji multikolinieritas, autokorelasi, dan heteroskedastisitas. Hasil penelitian ini menunjukkan terdapat: 1) hubungan positif  $\beta \neq 0$  antara minat belajar dengan prestasi belajar fisika dan sumbangan efektif sebesar 1,54%, 2) hubungan positif  $\beta \neq 0$  antara perhatian orangtua dengan prestasi belajar fisika dengan sumbangan efektif sebesar 4,25%, dan 3) hubungan positif  $\beta_1, \beta_2 \neq 0$  antara minat belajar dan perhatian orangtua dengan prestasi belajar fisika serta sumbangan efektif sebesar 5%.

Kata kunci: minat belajar, perhatian orangtua, prestasi belajar fisika

**THE RELATIONSHIP OF LEARNING INTEREST AND PARENTS  
ATTENTION WITH THE STUDENT'S LEARNING ACHIEVEMENT OF  
PHYSICS CLASS XI MIPA STATE HIGH SCHOOL IN BANJAR  
DISTRICT IN THE ACADEMIC YEAR 2020/2021**

**By**

**Oktavia Ndelos, NIM. 1513021021**

*Physics Education Studies Program*

**ABSTRACT**

This study aimed to determine: 1) the relationship between interest in learning and physics learning achievement of students in class XI MIPA SMA Negeri in Banjar district in the academic year 2020/2021, 2) the relationship between parental attention and achievement in learning physics at class XI mipa sma Negeri in Banjar district in the 2020/2021 school year, and 3) the relationship between learning achievement of class XI MIPA State Senior High School student in Banjar district in the 2020/2021 school year. This type of research is ex-post facto with correlational quantitative methods. The population of this study was all students of class XI MIPA SMA Negeri Banjar district, totaling 249 students, the research sample was 151 students. Data on learning interest and parental attention were collected using a questionnaire, while the physics learning achievement test was used as a tool to collect learning achievement data. The value of the reliability coefficient of the questionnaire on learning interest and parental attention was 0,744 and 0,743, respectively while the learning achievement test was 0,736. Assumption tests carried out include tests for normality of data distribution, linearity and significance of the direction of regression, multicollinearity, autocorrelation and heteroscedasticity tests. The results of this study indicate that there are: 1) a positive relationship ( $\beta \neq 0$ ) between interest in learning and physics learning and physics learning achievement and an effective contribution of 1,54%, 2) a positive relationship ( $\beta \neq 0$ ) between parental attention and physics learning achievement with an effective contribution of 4,25%, and 3) a positive relationship ( $\beta_1, \beta_2 \neq 0$ ) between interest in learning and parental attention with physics learning achievement and an effective contribution of 5%.

Keyword: interest in learning, parental attention, physics learning achievement