

**Hubungan antara Motivasi Belajar Siswa dan Kondisi Lingkungan Keluarga  
terhadap Prestasi Belajar Fisika Siswa Kelas XI MIPA SMA Negeri di  
Kecamatan Busungbiu**

Oleh  
Gede Risal, NIM 1713021014  
Program Studi Pendidikan Fisika

**Abstrak**

Rendahnya prestasi belajar fisika siswa SMA Negeri di Kecamatan Busungbiu menjadi masalah utama yang dikaji pada penelitian ini. Tujuan penelitian ini untuk menganalisis (1) hubungan antara motivasi belajar siswa dengan prestasi belajar fisika, (2) hubungan antara kondisi lingkungan keluarga dengan prestasi belajar fisika, dan (3) hubungan antara motivasi belajar siswa dan kondisi lingkungan keluarga dengan prestasi belajar fisika. Jenis penelitian ini adalah *ex-post facto* dengan metode kuantitatif korelasional. Populasi penelitian ini adalah seluruh siswa kelas XI MIPA SMA Negeri di Kecamatan Busungbiu yang berjumlah 204 orang. Sampel diambil dengan teknik *proportional random sampling* yang berjumlah 135 siswa. Data dikumpulkan dengan kuesioner dan pilihan ganda. Nilai koefisien reliabilitas kuesioner motivasi belajar siswa dan kondisi lingkungan keluarga masing – masing sebesar 0,834 dan 0,856, sedangkan tes prestasi belajar sebesar 0,755. Uji asumsi yang dilakukan meliputi uji normalitas, linearitas dan keberartian arah regresi, multikolinieritas, autokorelasi, dan heterokedastisitas. Hasil penelitian menemukan bahwa prestasi belajar fisika siswa berapa pada kategori rendah dengan nilai rata-rata 50,190. Kesimpulan menunjukkan terdapat (1) hubungan positif antara motivasi belajar siswa dan prestasi belajar fisika dengan,  $F_{hitung} = 6,036$  dan  $R = 0,208$ , dan sumbangan efektif sebesar 2,90 %, (2) hubungan positif antara kondisi lingkungan keluarga dan prestasi belajar fisika dengan,  $F_{hitung} = 4,835$  dan  $R = 0,107$  dan sumbangan efektif sebesar 2,50 %., (3) hubungan positif antara motivasi belajar siswa dan kondisi lingkungan keluarga dengan prestasi belajar fisika dengan  $F_{hitung} = 5,781$  dan  $R = 0,235$  dan sumbangan efektif sebesar 5,5 %.

*Kata kunci : motivasi belajar siswa, prestasi belajar fisika, kondisi lingkungan keluarga*



**The Relationship between Student Learning Motivation and Family  
Environmental Conditions on Physics Learning Achievement of Class XI  
MIPA of Senior High School Students in Busungbiu District**

By  
Gede Risal, NIM 1713021014  
Department of Physics Education

**Abstract**

The low physics learning achievement of Senior High School students in Busungbiu District is the main problem in this study. The purpose of this study was to analyze : (1) the relationship between students' learning motivation and physics learning achievement, (2) the relationship between family environmental conditions and physics learning achievement, and (3) the relationship between students' learning motivation and family environmental conditions with physics learning achievement. This type of research is ex-post facto with correlational quantitative methods. The population of this study were all students of class XI MIPA State Senior High School in Busungbiu District, totaling 204 people. Samples were taken by using proportional random sampling technique, totaling 135 students. Data were collected by questionnaire and multiple choice. The reliability coefficient value of the student learning motivation questionnaire and the condition of the family environment are 0.834 and 0.856, respectively, while the learning achievement test is 0.755. Assumption tests carried out included tests of normality, linearity and significance of the direction of the regression, multicollinearity, autocorrelation, and heteroscedasticity. The results of the study found that the students' learning achievement in physics was in the low category with an average value of 50,190. The conclusion shows that there is (1) a positive relationship between students' learning motivation and physics learning achievement with,  $F = 6.036$  and  $R = 0.208$ ,. and an effective contribution of 2.90%, (2) a positive relationship between family environmental conditions and learning achievement in physics with,  $F = 4.835$  and  $R = 0.107$  and an effective contribution of 2.50 %., (3) a positive relationship between students' learning motivation and the condition of the family environment with physics learning achievement with  $F = 5.781$  and  $R = 0.235$  and the effective contribution is 5.5%.

*Keywords: student learning motivation, physics learning achievement, family environmental conditions*