

ABSTRAK

PENGARUH MOTIVASI BELAJAR, KEMANDIRIAN BELAJAR, DAN PERSEPSI TENTANG METODE MENGAJAR GURU TERHADAP HASIL BELAJAR PADA PELAJARAN EKONOMI SISWA SMA NEGERI 1 WAY SERDANG

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Penelitian ini bertujuan untuk mengkaji dugaan pengaruh parsial dan simultan motivasi belajar, kemandirian belajar, dan persepsi tentang metode mengajar guru terhadap hasil belajar siswa IPS kelas XI di SMA Negeri 1 Way Serdang. Penelitian kuantitatif ini menggunakan metode deskriptif verifikatif dengan pendekatan *ex post facto*. Seluruh siswa IPS kelas XI dijadikan sampel menggunakan teknik pengambilan sampel jenuh. Data dikumpulkan melalui kuesioner, observasi, wawancara, dan dokumentasi. Regresi linear sederhana dan berganda digunakan untuk analisis sesuai dengan pengujian asumsi konvensional.

Hasil penelitian menunjukkan bahwa motivasi belajar memberikan kontribusi positif dan signifikan terhadap hasil belajar. Kemandirian belajar memberikan kontribusi tertinggi di antara ketiga variabel, diikuti oleh persepsi tentang metode mengajar guru yang berada di posisi ketiga. Ketiga variabel tersebut memiliki pengaruh positif dan signifikan secara bersamaan, sementara sebagian besar hasil belajar masih dipengaruhi oleh faktor-faktor di luar penelitian. Peningkatan hasil belajar perlu diiringi penguatan kemandirian dan motivasi belajar serta meningkatkan kualitas metode mengajar guru yang lebih menarik dan beragam.

Kata kunci: hasil belajar, kemandirian belajar, motivasi belajar, persepsi metode mengajar guru.

ABSTRACT

THE INFLUENCE OF LEARNING MOTIVATION, LEARNING INDEPENDENCE, AND TEACHER PERCEPTION OF TEACHING METHODS ON STUDENT LEARNING OUTCOMES IN ECONOMICS AT SMA NEGERI 1 WAY SERDANG

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This study aims to examine the suspected partial and simultaneous effects of learning motivation, learning independence, and perceptions of teacher teaching methods on the learning outcomes of eleventh-grade social studies students at SMA Negeri 1 Way Serdang. This quantitative study employed a descriptive verification method with an ex-post facto approach. All eleventh-grade social studies students were sampled using a saturated sampling technique. Data were collected through questionnaires, observations, interviews, and documentation. Simple and multiple linear regression were used for analysis in accordance with conventional assumption testing. The results indicate that learning motivation contributes positively and significantly to learning outcomes. Learning independence contributes the highest among the three variables, followed by perceptions of teacher teaching methods, which are in third place. All three variables have a positive and significant influence simultaneously, while learning outcomes are largely influenced by factors outside the study. Improved learning outcomes need to be accompanied by strengthening learning independence and motivation, as well as improving the quality of teacher teaching methods to make them more engaging and diverse.

Key words: learning outcomes, learning independence, learning motivation, perceptions of teacher teaching methods.