

ABSTRAK

PENGARUH MINAT BELAJAR DAN PERSEPSI TENTANG METODE MENGAJAR GURU TERHADAP HASIL BELAJAR SISWA MELALUI MOTIVASI BELAJAR PADA MATA PELAJARAN EKONOMI

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Fenomena yang melatarbelakangi penelitian ini adalah rendahnya hasil belajar ekonomi siswa yang diduga dipengaruhi oleh minat belajar dan persepsi siswa terhadap metode mengajar guru, dengan motivasi belajar sebagai faktor yang memperkuat hubungan tersebut. Penelitian ini bertujuan untuk menganalisis pengaruh minat belajar dan persepsi tentang metode mengajar guru terhadap hasil belajar siswa melalui motivasi belajar sebagai variabel perantara.

Jenis penelitian yang digunakan adalah penelitian kuantitatif dengan metode deskriptif verifikatif serta pendekatan *ex post facto* dan survei. Populasi dalam penelitian ini adalah seluruh siswa kelas X SMA Negeri 16 Bandar Lampung sebanyak 99 orang yang diambil menggunakan teknik sampling jenuh. Data dikumpulkan melalui angket, kemudian dianalisis menggunakan analisis jalur (*path analysis*) dengan pengujian hipotesis melalui uji t dan uji F menggunakan program SPSS versi 25.

Hasil penelitian menunjukkan bahwa minat belajar dan persepsi tentang metode mengajar guru secara parsial berpengaruh signifikan terhadap motivasi belajar siswa. Motivasi belajar juga berpengaruh signifikan terhadap hasil belajar ekonomi. Secara simultan, minat belajar dan persepsi tentang metode mengajar guru berpengaruh signifikan terhadap hasil belajar siswa baik secara langsung maupun tidak langsung melalui motivasi belajar. Dengan demikian, motivasi belajar terbukti mampu memediasi pengaruh minat belajar dan persepsi tentang metode mengajar guru terhadap hasil belajar ekonomi siswa kelas X SMA Negeri 16 Bandar Lampung. Dengan demikian, peningkatan hasil belajar ekonomi siswa dapat dilakukan melalui pengembangan minat belajar, penerapan metode mengajar guru yang efektif, serta penguatan motivasi belajar siswa.

Kata kunci: hasil belajar, minat belajar, motivasi belajar, persepsi metode mengajar guru

ABSTRACT

THE INFLUENCE OF LEARNING INTEREST AND PERCEPTIONS OF TEACHERS' TEACHING METHODS ON STUDENTS' LEARNING OUTCOMES THROUGH LEARNING MOTIVATION IN ECONOMICS SUBJECT

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The phenomenon underlying this study is the low level of students' achievement in economics, which is presumed to be influenced by learning interest and students' perceptions of teachers' teaching methods, with learning motivation serving as a factor that strengthens this relationship. This study aims to analyze the effect of learning interest and perceptions of teachers' teaching methods on students' learning outcomes through learning motivation as an intervening variable. This research employed a quantitative approach using descriptive verificative methods with *ex post facto* and survey designs. The population of this study consisted of all tenth-grade students of SMA Negeri 16 Bandar Lampung totaling 99 students, selected using a saturated sampling technique. Data were collected through questionnaires and analyzed using path analysis, with hypothesis testing conducted through t-tests and F-tests using SPSS version 25. The results indicate that learning interest and perceptions of teachers' teaching methods partially have a significant effect on students' learning motivation. Learning motivation also has a significant effect on students' learning outcomes in economics. Simultaneously, learning interest and perceptions of teachers' teaching methods have a significant effect on students' learning outcomes, both directly and indirectly through learning motivation. These findings indicate that learning motivation plays a mediating role in the relationship between learning interest, perceptions of teachers' teaching methods, and economics learning outcomes among tenth-grade students of SMA Negeri 16 Bandar Lampung. Thus, improvements in students' economics learning outcomes can be achieved through the development of learning interest, the implementation of effective teaching methods, and the strengthening of students' learning motivation.

Keywords: learning interest, learning motivation, learning outcomes, perceptions of teachers' teaching methods.