

## ABSTRAK

**KATARINA ANGGREAINI PANJAITAN, NIM : 7173341024, Pengaruh Motivasi Belajar dan Disiplin Belajar terhadap Prestasi Belajar Siswa Kelas XI IPS Mata Pelajaran Ekonomi SMA Negeri 1 Sunggal Tahun Ajaran 2020/2021, Skripsi, Jurusan Ekonomi, Program Studi Pendidikan Ekonomi, Fakultas Ekonomi, Universitas Negeri Medan 2021.**

Penelitian ini bertujuan untuk mengetahui pengaruh motivasi belajar dan disiplin belajar terhadap prestasi belajar siswa mata pelajaran ekonomi kelas XI IPS di SMA Negeri 1 Sunggal. Penelitian ini dilaksanakan di SMA Negeri 1 Sunggal yang beralamat di Jalan Sei Mencirim, Sei Semayang, Kecamatan Sunggal, Kabupaten Deli Serdang, Provinsi Sumatera Utara. Jenis penelitian ini adalah *expost facto*. Populasi dalam penelitian ini adalah seluruh siswa kelas XI IPS yang berjumlah 99 siswa. Sampel dalam penelitian ini diambil menggunakan teknik total sampling, yaitu mengambil seluruh populasi sebagai sampel penelitian, yaitu berjumlah 99 siswa. Teknik pengumpulan data dilakukan dengan cara observasi, wawancara, dokumentasi dan penyebaran angket. Angket penelitian terlebih dahulu diuji validitas dan reliabilitas. Kemudian data yang terkumpul diolah menggunakan regresi linear berganda dengan bantuan software SPSS versi 24.

Dari hasil analisis regresi linear berganda diperoleh nilai  $Y = 29,192 + 0,242X_1 + 0,477X_2$ . Berdasarkan model regresi tersebut diperoleh nilai koefisien Motivasi belajar ( $b_1$ ) bernilai positif, mengandung arti bahwa apabila motivasi belajar ( $X_1$ ) mengalami kenaikan, maka prestasi belajar siswa mata pelajaran ekonomi ( $Y$ ) akan mengalami peningkatan dan sebaliknya dengan syarat variable bebas lainnya bernilai tetap. Begitu juga halnya nilai koefisien disiplin belajar ( $b_2$ ) bernilai positif, mengandung arti bahwa apabila disiplin belajar siswa ( $X_2$ ) mengalami kenaikan, maka prestasi belajar siswa mata pelajaran ekonomi ( $Y$ ) akan mengalami peningkatan dan sebaliknya dengan syarat variable bebas lainnya bernilai tetap.

Berdasarkan pengujian hipotesis secara parsial, terdapat pengaruh yang signifikan antara motivasi belajar terhadap prestasi belajar siswa mata pelajaran ekonomi dengan nilai  $t_{hitung}$  sebesar  $3,074 > 1,977$   $t_{tabel}$  dan nilai signifikan sebesar  $0,003 < 0,05$ . Disiplin belajar juga berpengaruh signifikan terhadap prestasi belajar siswa mata pelajaran ekonomi dengan nilai  $t_{hitung}$  sebesar  $4,207 > 1,977$   $t_{tabel}$  dan nilai signifikan sebesar  $0,000 < 0,05$ . Selanjutnya motivasi belajar dan disiplin belajar secara simultan berpengaruh signifikan terhadap prestasi belajar siswa mata pelajaran ekonomi dengan nilai  $F_{hitung}$  sebesar  $51,376 > 3,06$   $F_{tabel}$  dengan nilai signifikansi sebesar  $0,000 < 0,05$ . Dengan besarnya pengaruh kedua variabel bebas tersebut adalah 51,7%, sedangkan 48,3% dijelaskan oleh variabel lain yang relevan dan tidak dikaji dalam penelitian ini.

***Kata Kunci : Motivasi Belajar, Disiplin Belajar, Prestasi Belajar Siswa Mata Pelajaran Ekonomi.***

## ABSTRACT

**KATARINA ANGGREAINI PANJAITAN, NIM : 7173341024,  
Influence Motivation of Learning and Learning Discipline on Student  
Learning Achievement Class XI IPS Economics Subjects SMA Negeri 1  
Sunggal School Year 2020/2021, Thesis, Department of Economic,  
Economic Education Study Program, Faculty of Economics, State  
University of Medan 2021.**

This study aims to determine the influence of learning motivation and learning discipline on the learning achievements of students of economics class XI IPS at SMA Negeri 1 Sunggal. This research was conducted at SMA Negeri 1 Sunggal which is located at Jalan Sei Mencirim, Sei Semayang, Sunggal District, Deli Serdang Regency, North Sumatra Province. This type of research is ex post facto. The population in this study was all students of grade XI IPS which amounted to 99 students. The samples in this study were taken using total sampling techniques, which is to take the entire population as a research sample, which amounts to 99 students. Data collection techniques are carried out by means of observation, interview, documentation and dissemination of questionnaires. The research questionnaire was first tested for validity and reliability. Then the collected data is processed using multiple linear regressions with the help of SPSS software version 24.

From the results of multiple linear regression analysis obtained the value of  $Y = 29,192 + 0,242X_1 + 0,477X_2$ . Based on the regression model obtained the value of coefficient of learning motivation (b1) positive value, meaning that if the motivation of learning (X1) increases, then the learning achievement of students in economics subjects (Y) will increase and vice versa on the condition that other free variables are of fixed value. Similarly, the value of the coefficient of learning discipline (b2) is positive, meaning that if the student learning discipline (X2) increases, then the learning achievement of students in economics subjects (Y) will increase and vice versa on the condition that other free variables are of fixed value.

Based on partial hypothesis testing, there was a significant influence between learning motivation on students' learning achievement in economics subjects with a score of  $3,074 > 1,977$  t<sub>table</sub> and a significant score of  $0.003 < 0.05$ . The discipline also had a significant impact on students' learning achievement in economics subjects with a score of  $4,207 > 1,977$  and a significant score of  $0 < 0.05$ . Furthermore, the motivation of learning and discipline of learning simultaneously significantly affect the learning achievement of students of economic subjects with a score of  $51,376 > 3.06$  F<sub>table</sub> with a significance score of  $0.000 < 0.05$ . The magnitude of the influence of the two free variables was 51.7%, while 48.3% was explained by other relevant variables not studied in this study.

***Keywords: Learning Motivation, Learning Discipline, Student Learning Achievement Economics Subjects.***