

## Abstrak

**Natalya . K. E. Simamora NIM:7173141021. Pengaruh Pembelajaran *E-learning* dan Disiplin Belajar Terhadap Prestasi Belajar Mahasiswa Pendidikan Ekonomi Stambuk 2018 Universitas Negeri Medan. Skripsi, Jurusan Pendidikan Ekonomi, Program Studi Pendidikan Ekonomi, Fakultas Ekonomi Universitas Negeri Medan 2021.**

Permasalahan dalam penelitian ini adalah terjadi penurunan indeks prestasi semester (IPS) mahasiswa prodi pendidikan ekonomi selama mengikuti pembelajaran daring. Penelitian ini bertujuan untuk mengetahui: Pengaruh Pembelajaran *E-learning* terhadap Prestasi Belajar, pengaruh Disiplin Belajar terhadap Prestasi Belajar, serta Pengaruh Pembelajaran *E-learning* dan Disiplin Belajar Terhadap Prestasi Belajar Mahasiswa Pendidikan Ekonomi Stambuk 2018 Universitas Negeri Medan.

Penelitian ini dilakukan di Universitas Negeri Medan Fakultas Ekonomi yang beralamat di Jl. Williém Iskandar Pasar V Medan Estate, Medan, Sumatera Utara. Populasi dalam penelitian ini adalah seluruh mahasiswa Prodi Pendidikan Ekonomi Stambuk 2018 yang berjumlah 101. Sampel penelitian ini berjumlah 81 mahasiswa dengan teknik penentuan sampel yaitu *random sampling*. Teknik pengumpulan data terdiri dari Observasi dan Angket, serta data prestasi belajar diperoleh dari daftar nilai Indeks Prestasi Semester (IPS) mahasiswa. Uji validitas digunakan dengan teknik analisis *Product moment* dan reliabilitas angket menggunakan rumus *Croanbach Alpha*. Teknik analisis data yang digunakan adalah analisis regresi linear berganda, uji parsial/uji-t, uji simultan/uji-f dan koefisien determinasi.

Berdasarkan hasil penelitian dari olahan data menggunakan SPSS 22, diketahui bahwa: (1) pembelajaran *e-learning* berpengaruh positif dan signifikan terhadap prestasi belajar mahasiswa dengan nilai  $t_{hitung} > t_{tabel}$  yaitu  $(7,431 > 1,990)$  dengan nilai sig.  $0,000 < 0,05$ ; (2) disiplin belajar berpengaruh positif dan signifikan terhadap prestasi belajar mahasiswa dengan nilai  $t_{hitung} > t_{tabel}$  yaitu  $(5,267 > 1,990)$  dengan nilai sig.  $0,000 < 0,05$ ; (3) serta secara simultan pembelajaran *e-learning* dan disiplin belajar berpengaruh positif dan signifikan terhadap prestasi belajar mahasiswa dengan nilai  $F_{hitung} > F_{tabel}$  ( $76,078 > 3,11$ ) dengan nilai sig.  $0,000 < 0,05$ . Dari hasil uji koefisien determinasi ( $R^2$ ) diperoleh nilai sebesar 0,661 yang artinya sebesar 66,1% Pembelajaran *E-learning* (X1) dan Disiplin Belajar (X2) berkontribusi terhadap Prestasi Belajar (Y) mahasiswa Pendidikan Ekonomi Stambuk 2018 Universitas Negeri Medan. sedangkan sisanya yaitu sebesar 33,9% dipengaruhi oleh variabel lain yang tidak dikaji dalam penelitian ini. persamaan regresi linear berganda yang dihasilkan ialah  $Y = 27,329 + 0,409X_1 + 0,311X_2$ .

**Kata Kunci: Pembelajaran *E-learning*, Disiplin Belajar, Prestasi Belajar**

## **Abstract**

**Natalya . K. E. Simamora NIM:7173141021. The Influence of E-learning and Learning Discipline on Student Achievement of Economic Education Stambuk 2018 State University of Medan. Thesis, Department of Economics Education, Economic Education Study Program, Faculty of Economics, Medan State University 2021.**

*The problem in this study is that there is a decrease in the semester achievement index (IPS) for students of economic education study program while participating in online learning. This study aims to determine: the effect of e-learning on learning achievement, the influence of learning discipline on learning achievement, and the effect of e-learning and learning discipline on the learning achievement of students in the 2018 Stambuk Economics Education, State University of Medan.*

*This research was conducted at the State University of Medan, Faculty of Economics, which is located at Jl. Williem Iskandar Pasar V Medan Estate, Medan, North Sumatra. The population in this study were all students of the 2018 Stambuk Economics Education Study Program, totaling 101. The sample of this study was 81 students with a sampling technique that was random sampling. Data collection techniques consist of observation and questionnaires, as well as learning achievement data obtained from the list of students' Semester Achievement Index (IPS) scores. The validity test was used with the Product moment analysis technique and the reliability of the questionnaire using the Croanbach Alpha formula. The data analysis technique used is multiple linear regression analysis, parsia test/t-test, simultaneous test/f-test and coefficient of determination.*

*Based on the results of research from processed data using SPSS 22, it is known that: (1) e-learning has a positive and significant effect on student learning achievement with a value of  $t_{count} > t_{table}$  ( $7,431 > 1,990$ ) with a sig value.  $0.000 < 0.05$ ; (2) learning discipline has a positive and significant effect on student learning achievement with a value of  $t_{count} > t_{table}$  that is ( $5,267 > 1,990$ ) with a sig value.  $0.000 < 0.05$ ; (3) and simultaneously e-learning and learning discipline have a positive and significant effect on student learning achievement with a value of  $F_{count} > F_{table}$  ( $76,078 > 3.11$ ) with a value of sig.  $0.000 < 0.05$ . From the results of the coefficient of determination test ( $R^2$ ), a value of 0.661 was obtained, which means that 66.1% E-learning ( $X_1$ ) and Learning Discipline ( $X_2$ ) contributed to the Learning Achievement ( $Y$ ) of the 2018 Stambuk Economics Education students, Medan State University. while the remaining 33.9% is influenced by other variables not examined in this study. The resulting multiple linear regression equation is  $Y = 26.846 + 0.430X_1 + 0.285X_2$ .*

**Keywords: E-learning, Learning Discipline, Learning Achievement**