

ABSTRAK

Silvia Nora, NIM: 7191144005, Pengaruh Motivasi Belajar dan Gaya Belajar Terhadap Hasil Belajar Siswa Mata Pelajaran Otomatisasi Tata Kelola Sarana dan Prasarana Kelas XI Jurusan MPLB SMK Negeri 1 Medan T.A 2023/2024. Skripsi, Jurusan Ekonomi, Program Studi Pendidikan Ekonomi, Keahlian Pendidikan Administrasi Perkantoran, Fakultas Ekonomi Universitas Negeri Medan 2023.

Permasalahan yang dihadapi dalam penelitian ini yaitu rendahnya motivasi belajar serta gaya belajar peserta didik yang memengaruhi hasil belajar mereka. Tujuan utama dari penelitian ini adalah untuk menilai pengaruh motivasi belajar dan gaya belajar terhadap hasil belajar siswa pada mata pelajaran Otomatisasi Tata Kelola Sarana dan Prasarana kelas XI Jurusan MPLB di SMK Negeri 1 Medan. Jenis penelitian ini termasuk dalam kategori *Expost Facto*. Seluruh siswa kelas XI MPLB dengan jumlah 139 siswa menjadi populasi penelitian ini. Teknik *Proportionate Stratified Random Sampling* digunakan untuk memilih sampel, dan jumlah sampel yang digunakan adalah sebanyak 104 siswa. Metode pengumpulan data mencakup observasi, dokumentasi, wawancara, serta penggunaan angket/kuesioner. Validitas angket diukur menggunakan rumus *Product Moment Person*, dan reliabilitasnya dihitung dengan menggunakan rumus Cronbach Alpha. Setelah itu, dilakukan uji asumsi klasik, diikuti dengan analisis uji regresi, uji t (uji parsial), uji F (uji simultan), dan analisis koefisien determinasi. Hasil uji regresi linear berganda menunjukkan persamaan $Y = 68,050 + 0,530 X_1 + 0,511 X_2$. Uji t untuk Motivasi Belajar (X_1) menunjukkan bahwa $t_{hitung} > t_{tabel}$ ($5,624 > 1,983$) dengan skor signifikansi ($0,000 < 0,05$), sehingga hipotesis pertama diterima. Gaya Belajar (X_2) juga menunjukkan $t_{hitung} > t_{tabel}$ ($5,580 > 1,983$) dengan nilai signifikansi ($0,003 < 0,05$), sehingga hipotesis kedua diterima. Secara simultan, kedua variabel, motivasi belajar dan gaya belajar siswa, berpengaruh signifikan terhadap hasil belajar. Hal ini terlihat dari hasil perhitungan $F_{hitung} > F_{tabel}$ ($4,628 > 3,08$), sehingga hipotesis ketiga diterima. Koefisien determinasi (R^2) sebesar 58,4%, menyatakan bahwa variabel motivasi belajar dan gaya belajar mampu menjelaskan sebagian besar variabilitas dalam hasil belajar siswa, sementara sisanya dipengaruhi oleh faktor-faktor lain yang tidak diteliti dalam penelitian ini.

Kata Kunci: *Motivasi Belajar, Gaya Belajar dan Hasil Belajar*

ABSTRACT

Silvia Nora, NIM: 7191144005, The Influence of Learning Motivation and Learning Style on Student Learning Outcomes in the Subject of Automation, Management of Facilities and Infrastructure, Class Thesis, Department of Economics, Economic Education Study Program, Office Administration Education Skills, Faculty of Economics, Medan State University 2023.

The challenge addressed in this study involves the insufficient learning motivation and diverse learning styles impacting student learning achievements. The primary objective of this research is to investigate the correlation between learning motivation, learning styles, and student learning outcomes, specifically in the subject of Automation, Facilities and Infrastructure Management, among students in class XI of the MPLB department at SMK Negeri 1 Medan. The research design employed is Expost Facto. The entire population for this study comprises all class XI MPLB students, totaling 139 individuals. Proportionate Stratified Random Sampling Technique was utilized to select a sample size of 104 students. Data collection methods encompassed observation, documentation, interviews, and questionnaires. The validity of the questionnaire was tested using the Product Moment Person formula, and reliability was assessed through the Cronbach Alpha formula. Subsequently, classical assumption tests were conducted, followed by regression tests, t-tests (partial tests), F-tests (simultaneous tests), and an analysis of the coefficient of determination. The results of the multiple linear regression test yielded the equation $Y = 68.050 + 0.530 X1 + 0.511 X2$. The t-test results for Learning Motivation (X1) indicated that $t_{\text{count}} > t_{\text{table}}$ ($5.624 > 1.983$) with a significance value of ($0.000 < 0.05$), leading to the acceptance of the first hypothesis. Learning Style (X2) also demonstrated $t_{\text{count}} > t_{\text{table}}$ ($5.580 > 1.983$) with a significance value of ($0.003 < 0.05$), thereby accepting the second hypothesis. Moreover, when examined simultaneously, the variables of learning motivation and student learning styles exerted a substantial influence on learning outcomes. This is evident from the $F_{\text{count}} > F_{\text{table}}$ ($4.628 > 3.08$), confirming the acceptance of the third hypothesis, signifying a positive and significant correlation between learning motivation, learning style, and learning outcomes (Y). The coefficient of determination (R^2) is 0.584, representing 58.4% of the variability in learning outcomes, with the remaining portion influenced by factors beyond the scope of this research.

Keywords: learning motivation, learning styles, and learning outcomes