

Abstrak

HUBUNGAN KEBUGARAN JASMANI DAN MOTIVASI BELAJAR DENGAN PRESTASI AKADEMIK SISWA DISABILITAS TUNAGRAHITA

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Latar Belakang: Pendidikan merupakan aspek fundamental dalam kemajuan bangsa, termasuk bagi siswa disabilitas tunagrahita. Prestasi akademik dipengaruhi oleh berbagai faktor, diantaranya kebugaran jasmani dan motivasi belajar. Guru di SLB Tamanwinangun menyebutkan terdapat masalah kebugaran jasmani yang rendah, dan motivasi belajar yang bervariasi, yang mempengaruhi prestasi akademik siswa tunagrahita. Oleh karena itu, penelitian ini bertujuan untuk menganalisis hubungan kebugaran jasmani dan motivasi dengan prestasi akademik siswa tunagrahita.

Metodologi: Penelitian kuantitatif ini menggunakan pendekatan korelasional dengan desain *crossectional*. Sampel penelitian ini berjumlah 21 orang yang diambil menggunakan teknik *purposive sampling*. Analisis data penelitian ini menggunakan uji prasyarat dan uji hipotesis. Uji hipotesis yang digunakan adalah *pearson correlation* dan uji korelasi ganda.

Hasil Penelitian: Terdapat hubungan yang signifikan antara kebugaran jasmani dengan prestasi akademik siswa tunagrahita dengan nilai signifikansi 0,008 dengan nilai *pearson correlation* 0,560. Terdapat hubungan yang signifikan antara motivasi belajar dengan prestasi akademik siswa tunagrahita dengan nilai signifikansi 0,000 dengan nilai *pearson correlation* 0,741. Terdapat hubungan yang signifikan antara kebugaran jasmani dan motivasi belajar dengan prestasi akademik siswa tunagrahita dengan nilai signifikansi 0,000

Kesimpulan: Terdapat hubungan yang signifikan antara kebugaran jasmani dengan prestasi akademik siswa disabilitas tunagrahita. Terdapat hubungan yang signifikan antara motivasi belajar dengan prestasi akademik siswa disabilitas tunagrahita. Terdapat hubungan yang signifikan antara kebugaran jasmani dan motivasi belajar dengan prestasi akademik siswa disabilitas tunagrahita.

Kata Kunci: Prestasi Akademik, Tunagrahita, Kebugaran Jasmani, Motivasi

Abstract

THE RELATIONSHIP OF PHYSICAL FITNESS AND LEARNING MOTIVATION WITH THE ACADEMIC ACHIEVEMENT OF STUDENTS WITH INTELLECTUAL DISABILITIES

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Background: Education is a fundamental aspect in the nation's progress, including for students with intellectual disabilities. Academic achievement is influenced by various factors, including physical fitness and motivation to learn. Teachers at Tamanwinangun Special School stated that there were problems with low physical fitness and varying learning motivation, which affected the academic achievement of mentally retarded students. Therefore, this study aims to analyze the relationship between physical fitness and motivation and the academic achievement of students with intellectual disabilities.

Methodology: This quantitative research uses a correlational approach with a cross-sectional design. The sample for this research consisted of 21 people taken using purposive sampling technique. Analysis of this research data uses prerequisite tests and hypothesis testing. The hypothesis tests used are Pearson correlation and multiple correlation tests.

Results: There is a significant relationship between physical fitness and academic achievement of mentally retarded students with a significance value of 0,008 with a Pearson correlation value of 0,560. There is a significant relationship between learning motivation and academic achievement of mentally retarded students with a significance value of 0,000 with a Pearson correlation value of 0,741. There is a significant relationship between physical fitness and learning motivation and the academic achievement of students with intellectual disabilities with a significance value of 0,000.

Conclusion: There is a significant relationship between physical fitness and the academic achievement of students with intellectual disabilities. There is a significant relationship between learning motivation and the academic achievement of students with intellectual disabilities. There is a significant relationship between physical fitness and learning motivation and the academic achievement of students with intellectual disabilities.

Keywords: Academic Achievement, Intellectual Disability, Physical Fitness, Motivation