

RINGKASAN

Penelitian ini berjudul “Analisis Pengaruh *Intelligence Quotient*, Motivasi Belajar, dan Kebiasaan Belajar Terhadap Prestasi Belajar”. Prestasi belajar peserta didik dipengaruhi oleh faktor internal dan eksternal). Faktor internal di antaranya *intelligence quotient*, motivasi belajar, dan kebiasaan belajar. Tinggi rendahnya *intelligence quotient*, motivasi belajar, dan baik buruknya kebiasaan belajar selalu dijadikan indikator pencapaian prestasi belajar peserta didik.

Penelitian ini bertujuan untuk menganalisis (1) pengaruh *intelligensi quotient* terhadap prestasi belajar, (2) pengaruh motivasi belajar terhadap prestasi belajar, (3) pengaruh kebiasaan belajar terhadap prestasi belajar peserta didik kelas XII SMA Negeri 1 Purbalingga, dan (4) analisis kebiasaan belajar memoderasi pengaruh *intelligence quotient* terhadap prestasi belajarserta (5) analisis kebiasaan belajar memoderasi pengaruh motivasi belajar terhadap prestasi belajar peserta didik kelas XII SMA Negeri 1 Purbalingga.

Penelitian ini termasuk jenis penelitian kuantitatif. Subyek penelitian ini sebanyak 189 responden dengan teknik pengambilan sampel menggunakan *Stratified Random Sampling* yang terdiri peserta didik program peminatan MIPA 140 responden dan program peminatan IPS 49 responden. Pengumpulan data menggunakan teknik dokumentasi untuk variabel *intelligence quotient*, motivasi belajar, dan prestasi belajar sedangkan untuk variabel kebiasaan belajar menggunakan teknik angket.

Analisis data menggunakan teknik analisis statistik inferensial. Pengujian hipotesis menggunakan analisis regresi ganda dan uji residual. Pengujian hipotesis menunjukkan (1) *intelligence quotient* berpengaruh positif dan sangat signifikan terhadap prestasi belajar peserta didik dibuktikan dengan nilai *p-value* (signifikansi) $0,000 < 0,05$. (2) Motivasi belajar berpengaruh positif dan sangat signifikan terhadap prestasi belajar peserta didik dibuktikan dengan nilai *p-value* (signifikansi) $0,000 < 0,05$. (3) Kebiasaan belajar berpengaruh positif dan sangat signifikan terhadap prestasi belajar peserta didik, dibuktikan nilai *p-value* (signifikansi) $0,001 < 0,05$. (4) Kebiasaan belajar memoderasi pengaruh *intelligence quotient* terhadap prestasi belajar peserta didik, dibuktikan nilai koefisien regresinya negatif (-0,162) dan nilai *t* hitung juga negatif (-3,613), serta *p-value*nya (signifikansi) lebih kecil dari 0,05 (signifikansi $0,000 < 0,05$). Kebiasaan belajar memoderasi pengaruh motivasi belajar terhadap prestasi belajar peserta didik, dibuktikan nilai koefisien regresinya negatif (-0,102) dan nilai *t* hitung juga negatif (-2,434), serta *p-value*nya (signifikansi) lebih kecil dari 0,05 (signifikansi $0,016 < 0,05$).

Kata Kunci: *Intelligence Quotient, Motivasi Belajar, Kebiasaan Belajar, Prestasi Belajar*

SUMMARY

The title of this study is "The Analysis of Intelligence Quotient Effect, Learning Motivation, and Study Habits Towards Student's Learning Achievement". Learning achievement is influenced by internal and external factors. Internal factors include intelligence quotient, learning motivation, and study habits. The high and low of intelligence quotient and learning motivation, and poor management of study habits are always being indicators on student's learning achievement.

This study aims at analysing (1) the effect of intelligence quotient towards student's learning achievement, (2) the effect of learning motivation towards student's learning achievement, and (3) the effect of study habits towards student's learning achievement at twelve grade of SMA Negeri 1 Purbalingga, (4) the student's study habits moderate the student's intelligence quotient effect the student's learning achievement, (5) the student's study habits moderate the student's learning motivation effect the student's learning achievement at twelve grade of SMA Negeri 1 Purbalingga.

This quantitative research took the subject of the research of 189 respondents, by using stratified random technique to obtain the samples comprising 140 students of science program and 49 students of social program. The research uses documentation technique to collect the data for intelligence quotient variable, learning motivation, and learning achievement, while the questionnaire is used for study habits data collection.

The data analysis used in the study is statistics inferential technique. The hypothesis test used is double regression and residual test. The hypothesis test shows that (1) intelligence quotient gives positive effect and is significant to the student's learning achievement, proved by p-value (significance) $0,000 < 0,05$. (2) Learning motivation gives positive influence and is significant to the student's learning achievement, proved by p-value (significance) $0,000 < 0,05$. (3) Study habit gives also positive effect and is significant to the student's learning achievement, proved by p-value (significance) $0,001 < 0,05$. (4) Study habit moderates the intelligence quotient effect to the student's learning achievement, proved by the negative regression coefficient value (-0,162), and negative t-count (-3,613), and p-value is less than 0,05 (significance $0,000 < 0,05$). (5) Study habit moderates the learning motivation effect to the student's learning achievement, proved by the negative regression coefficient value (-0,102), and negative t-count (-2,434), and p-value is less than 0,05 (significance $0,016 < 0,05$).

Key words: *Intelligence Quotient, Learning Motivation, Study Habits, Learning Achievement.*