

RINGKASAN

Penelitian ini merupakan penelitian kuantitatif dengan menggunakan metode survey, yang bertujuan untuk mengetahui pengaruh penerapan Sistem Kredit Semester (SKS), motivasi ekstrinsik, dan disiplin belajar terhadap prestasi belajar ekonomi siswa kelas XI IPS SMAN 3 Purwokerto. Populasi dalam penelitian ini adalah seluruh siswa kelas XI IPS SMAN 3 Purwokerto sebanyak 175 siswa. Teknik pengambilan sampel yaitu sampel jenuh dimana jumlah sampel yang diambil dari seluruh anggota populasi.

Teknik pengumpulan data menggunakan observasi, dokumen, angket, dan dianalisis menggunakan regresi linier berganda, koefisien determinasi, uji F, uji t dan uji sumbangan relatif dan sumbangan efektif. Hasil penelitian ini berpengaruh positif jika $t_{hitung} > t_{tabel}$, berdasarkan hasil penelitian dapat disimpulkan bahwa: 1) Penerapan SKS tidak berpengaruh signifikan terhadap prestasi belajar ekonomi siswa kelas XI IPS SMAN 3 Purwokerto, yang dibuktikan dengan nilai $t_{hitung} < t_{tabel}$ atau $1,140 < 1,974$. 2) Motivasi ekstrinsik berpengaruh positif terhadap prestasi belajar ekonomi siswa kelas XI IPS SMAN 3 Purwokerto, yang dibuktikan dengan nilai $t_{hitung} > t_{tabel}$ atau $3,587 > 1,974$. 3) Disiplin belajar berpengaruh positif terhadap prestasi belajar ekonomi siswa kelas XI IPS SMAN 3 Purwokerto, yang dibuktikan dengan nilai $t_{hitung} > t_{tabel}$ atau $6,454 > 1,974$. 4) Disiplin belajar memiliki pengaruh yang paling dominan terhadap prestasi belajar ekonomi siswa kelas XI IPS SMAN 3 Purwokerto, yang dibuktikan dengan nilai SR sebesar 64,536% dan nilai SE sebesar 27,105%. Nilai koefisien determinasi (R^2) kontribusi variabel penerapan SKS, motivasi ekstrinsik, dan disiplin belajar terhadap prestasi belajar siswa sebesar 41%, sedangkan 59% lainnya dipengaruhi oleh variabel lainnya yang tidak diteliti. Disimpulkan bahwa penerapan SKS, motivasi ekstrinsik, dan disiplin belajar terhadap prestasi belajar siswa.

Kata kunci : penerapan SKS, motivasi ekstrinsik, disiplin belajar, prestasi belajar

SUMMARY

This research is a quantitative study using a survey method, which aims to determine the effect of the application of Semester Credit System (SKS), extrinsic motivation, and learning discipline on economic learning achievement of students of class XI IPS SMAN 3 Purwokerto. The population in this study were all students of class XI IPS SMAN 3 Purwokerto as many as 175 students. The sampling technique is a saturated sample where the number of samples taken from all members of the population.

Data collection techniques used observations, documents, questionnaires, and analyzed using multiple linear regression, coefficient of determination, F test, t test and relative donation test and effective contribution. The results of this study prove positive if $t_{count} > t_{table}$, based on the results of the study it can be concluded that: 1) The application of credit does not have a significant effect on economic learning achievement of students of class XI IPS at SMAN 3 Purwokerto, as evidenced by the value of $t_{count} < t_{table}$, or $1.140 < 1.974$. 2) Extrinsic motivation has a positive effect on economic learning achievement of students of class XI IPS at SMAN 3 Purwokerto, as evidenced by the value of $t_{count} > t_{table}$ or $3.587 > 1.974$. 3) Learning discipline has a positive effect on economic learning achievement of students of class XI IPS SMAN 3 Purwokerto, as evidenced by the value of $t_{count} > t_{table}$ or $6.454 > 1.974$. 4) Learning discipline has the most dominant influence on economic learning achievement of students of class XI IPS SMAN 3 Purwokerto, as evidenced by the SR value of 64.536% and the SE value of 27.105%. The coefficient of determination (R^2) contributes to the variable implementation of credit, extrinsic motivation, and learning discipline towards student learning achievement by 41%, while 59% is influenced by other variables not examined. It was concluded that the application of credit, extrinsic motivation, and learning discipline towards student achievement.

Keywords : application of credit, extrinsic motivation, discipline of learning, learning achievement