

ABSTRAK

PEPY SOPHIA NUR AZIZAH. 2025. **HUBUNGAN MOTIVASI INTRINSIK DENGAN PRESTASI BELAJAR WARGA BELAJAR PROGRAM PENDIDIKAN KESETARAAN PAKET C (STUDI DI SKB KOTA TASIKMALAYA)**. Jurusan Pendidikan Masyarakat, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya.

Sebagian warga belajar menunjukkan rendahnya motivasi intrinsik dan prestasi belajar, terlihat dari kurangnya partisipasi aktif dan kedisiplinan dalam mengikuti pembelajaran. Motivasi intrinsik dalam penelitian ini diukur berdasarkan faktor-faktor seperti pencapaian, tanggung jawab, pekerjaan itu sendiri, pengakuan, dan kemajuan. Sementara itu, prestasi belajar dinilai berdasarkan capaian dalam ranah kognitif, afektif, dan psikomotorik yang tercermin dalam nilai rapor warga belajar. Penelitian ini bertujuan mengetahui hubungan antara motivasi intrinsik dengan prestasi belajar warga belajar program pendidikan kesetaraan Paket C di SKB Kota Tasikmalaya. Metode penelitian yang digunakan adalah kuantitatif dengan pendekatan korelasional. Teknik pengambilan sampel dilakukan secara *proporsional stratified random sampling*, dengan jumlah responden sebanyak 57 orang dari total populasi 131 warga belajar. Teknik pengumpulan data dilakukan melalui angket dan dokumentasi, kemudian dianalisis menggunakan uji korelasi Pearson dengan bantuan program SPSS 23. Hasil penelitian menunjukkan bahwa 42 warga belajar (73,7%) memiliki motivasi intrinsik dalam kategori sedang, dan 31 warga belajar (54,4%) memiliki prestasi belajar dalam kategori sedang. Sementara itu, terdapat 9 warga belajar (15,8%) yang memiliki motivasi intrinsik tinggi, dan 17 warga belajar (29,8%) yang memiliki prestasi belajar tinggi. Berdasarkan hasil uji korelasi diperoleh nilai signifikansi (Sig.) sebesar 0,001 dan nilai koefisien korelasi (r) sebesar 0,411, menunjukkan adanya hubungan yang signifikan dan berada dalam kategori sedang antara motivasi intrinsik dan prestasi belajar. Dapat disimpulkan bahwa hipotesis alternatif H_1 diterima, yang berarti terdapat hubungan antara motivasi intrinsik dan prestasi belajar.

Kata kunci: Motivasi Intrinsik, Prestasi Belajar, Pendidikan Kesetaraan Paket C.

ABSTRACT

PEPY SOPHIA NUR AZIZAH. 2025. THE RELATIONSHIP BETWEEN INTRINSIC MOTIVATION AND LEARNING ACHIEVEMENT OF STUDENTS LEARNING THE EQUALITY EDUCATION PROGRAM PACKAGE C (Study at SKB Tasikmalaya City). DEPARTMENT OF COMMUNITY EDUCATION, FACULTY OF TEACHER TRAINING AND EDUCATION, SILIWANGI UNIVERSITY, TASIKMALAYA.

Some of the learning residents show low intrinsic motivation and learning achievement, as seen from the lack of active participation and discipline in participating in learning. Intrinsic motivation in this study was measured based on factors such as achievement, responsibility, work itself, recognition, and progress. Meanwhile, learning achievement is assessed based on achievements in the cognitive, affective, and psychomotor domains which are reflected in the report card scores of learners. This study aims to determine the relationship between intrinsic motivation and the learning achievement of residents learning the Package C equality education program at SKB Tasikmalaya City. The research method used is quantitative with a correlational approach. The sampling technique was carried out in proportional stratified random sampling, with a total of 57 respondents from a total population of 131 study residents. The data collection technique was carried out through questionnaires and documentation, then analyzed using the Pearson correlation test with the help of the SPSS 23 program. The results showed that 42 learners (73.7%) had intrinsic motivation in the medium category, and 31 learners (54.4%) had learning achievements in the medium category. Meanwhile, there were 9 learners (15.8%) who had high intrinsic motivation, and 17 learners (29.8%) who had high learning achievements. Based on the results of the correlation test, a significance value (Sig.) of 0.001 and a correlation coefficient value (r) of 0.411 were obtained, indicating a significant relationship and being in the moderate category between intrinsic motivation and learning achievement. It can be concluded that the alternative hypothesis H_1 is accepted, which means that there is a relationship between intrinsic motivation and learning achievement.

Keywords: *Intrinsic Motivation, Learning Achievement, Equality Education Package C.*