

ABSTRAK

Muhammad Nodia Arza Fahiran. 2024. "Pengaruh *Self Direct Learning* Terhadap Prestasi Belajar Melalui Motivasi Belajar Pada Mata Pelajaran Ekonomi SMA Negeri 1 Singaparna Di Sma Negeri 1 Singaparna (Survey Pada Peserta Didik Kelas X SMA Negeri 1 Singaparna Tahun Ajaran 2022/2023)". Jurusan Pendidikan Ekonomi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya. Di bawah bimbingan Ati Sadiyah, S.Pd., M.Pd. dan Gugum Gumilar, S.Pd., M.Pd.

Penelitian ini dilatarbelakangi oleh pentingnya kemandirian belajar siswa dalam meningkatkan prestasi belajar, khususnya pada mata pelajaran Ekonomi. Permasalahan yang dikaji adalah sejauh mana pengaruh *Self-Directed Learning* terhadap prestasi belajar siswa, baik secara langsung maupun melalui motivasi belajar sebagai variabel mediasi. Penelitian ini bertujuan untuk mengetahui pengaruh langsung dan tidak langsung *Self-Directed Learning* terhadap prestasi belajar melalui motivasi belajar. Metode penelitian yang digunakan adalah survei dengan desain deskriptif. Populasi dalam penelitian ini adalah peserta didik kelas X SMAN 1 Singaparna sejumlah 181 orang, dengan sampel sebanyak 125 siswa yang diambil menggunakan teknik *proportionated random sampling*. Pengumpulan data dilakukan melalui penyebaran kuesioner, dan analisis data menggunakan teknik *path analysis*. Hasil penelitian menunjukkan bahwa *Self-Directed Learning* berpengaruh secara signifikan terhadap motivasi belajar dengan signifikansi 0,043 dan juga berpengaruh secara signifikan terhadap prestasi belajar dengan signifikansi 0,040. Selain itu, motivasi belajar juga berpengaruh signifikan terhadap prestasi belajar dengan signifikansi 0,027. Namun, *Self-Directed Learning* tidak berpengaruh secara tidak langsung terhadap prestasi belajar melalui motivasi belajar, ditunjukkan oleh nilai t hitung $1,092458 < t$ tabel $1,97960$. Dengan demikian, dapat disimpulkan bahwa meskipun *Self-Directed Learning* dan motivasi belajar masing-masing berpengaruh terhadap prestasi belajar, tidak terdapat pengaruh mediasi dari motivasi belajar dalam hubungan antara *Self-Directed Learning* dan prestasi belajar.

Kata kunci: *Self-Directed Learning*, motivasi belajar, prestasi belajar, mata pelajaran Ekonomi.

ABSTRACT

Muhammad Nodia Arza Fahiran. 2024. *"The Influence of Self Direct Learning on Learning Achievement Through Learning Motivation in Economics Subjects at Singaparna 1 State High School at Singaparna 1 State High School (Survey of Class X Students at Singaparna 1 State High School for the 2022/2023 Academic Year)". Department of Economic Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya. Under the guidance of Ati Sadiyah, S.Pd., M.Pd. and Gugum Gumilar, S.Pd., M.Pd.*

This study is motivated by the importance of student self-directed learning in improving academic achievement, particularly in the subject of Economics. The issue examined is the extent to which Self-Directed Learning influences students' academic performance, both directly and through learning motivation as a mediating variable. The purpose of this research is to determine the direct and indirect effects of Self-Directed Learning on academic achievement through learning motivation. The research method used is a survey with a descriptive design. The population consists of 181 ten-grade students at SMAN 1 Singaparna, with a sample of 125 students selected using proportionated random sampling. Data collection was conducted using questionnaires, and the data were analyzed using path analysis. The results show that Self-Directed Learning has a significant influence on learning motivation (significance = 0.043) and also has a significant effect on academic achievement (significance = 0.040). In addition, learning motivation significantly affects academic achievement (significance = 0.027). However, Self-Directed Learning does not have an indirect effect on academic achievement through learning motivation, as indicated by a t-value of 1.092458, which is less than the critical t-value of 1.97960. Therefore, it can be concluded that while both Self-Directed Learning and learning motivation individually affect academic achievement, learning motivation does not mediate the relationship between Self-Directed Learning and academic achievement.

Keywords: *Self-Directed Learning, learning motivation, academic achievement, Economics subject.*