

PENGARUH KEMAMPUAN BELAJAR, LINGKUNGAN BELAJAR, DAN MOTIVASI BELAJAR TERHADAP PRESTASI BELAJAR KOAS DI DEPARTEMEN OBSTETRI DAN GINEKOLOGI RSPAD GATOT SUBROTO

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Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh variabel kemampuan belajar, lingkungan belajar, dan motivasi belajar terhadap prestasi belajar koas di Dep. Obsgin RSPAD Gatot Soebroto. Waktu penelitian selama 1 tahun, dimulai dari Januari 2014 dan diakhiri Desember 2014. Penelitian ini dianalisis dengan menggunakan metode analisis jalur (*path analysis*) yang dioperasikan melalui program Lisrel. Adapun teknik sampling yang digunakan adalah “*Proportional Random Sampling*”, yang diambil secara acak dan didasarkan pada proporsi ukuran populasi. Penentuan besarnya sampel dalam penelitian ini adalah menggunakan model rumus Slovin, dimana besarnya sampel sebanyak 60 orang responden. Beberapa kesimpulan yang berhasil diperoleh dalam penelitian ini antara lain : Kemampuan belajar mampu mempengaruhi motivasi belajar sebesar 0,303, dan kemampuan belajar mampu menjelaskan motivasi belajar sebesar 9,18% sedangkan sisanya 90,82% dipengaruhi oleh faktor lain. Prestasi belajar dipengaruhi secara positif oleh kemampuan belajar sebesar 0.407, dan prestasi belajar mampu dijelaskan oleh kemampuan belajar sebesar 16.56%, sedangkan sisanya 83.44% dipengaruhi faktor lain. Lingkungan belajar mampu mempengaruhi motivasi belajar sebesar 0,406, dan lingkungan belajar mampu menjelaskan motivasi belajar sebesar 16,48% sedangkan sisanya 83,52% dipengaruhi oleh faktor lain. Prestasi belajar dipengaruhi secara positif oleh lingkungan sebesar sebesar 0.393. Dengan demikian dapat disimpulkan bahwa prestasi belajar dapat dijelaskan sebesar 15.44% oleh lingkungan belajar dan sisanya 84.56% dijelaskan oleh faktor lain. Prestasi belajar dipengaruhi secara positif oleh motivasi belajar sebesar sebesar 0.202. Dengan demikian dapat disimpulkan bahwa motivasi belajar memiliki pengaruh positif langsung dan signifikan terhadap prestasi belajar dengan kemampuan belajar menjelaskan variasi prestasi belajar sebesar 4.08% dan sisanya 95.92% dipengaruhi faktor lain.

Kata Kunci : Kemampuan Belajar, Lingkungan Belajar, dan Motivasi Belajar, Prestasi Belajar

THE EFFECT OF LEARNING ABILITY, LEARNING ENVIRONMENT AND LEARNING MOTIVATION TOWARDS LEARNING ACHIEVEMENT OF KOAS FROM OBSTETRICS AND GYNECOLOGY DEPARTEMENT OF GATOT SOEBROTO ARMY HOSPITAL

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Abstract

The aim of this study is to analyze the effect of the learning abilities variable, learning environment, and motivation towards learning achievement KOAs in Obgyn Department at Gatot Subroto Army Hospital. The study lasted for 1 year, starting from January 2014 and ends on December 2014. This study was analyzed using path analysis method (path analysis) which is operated through lisrel program. The sampling technique used is "Proportional Random Sampling", which is taken at random and based on the proportion of the population size. Determination of sample size in this study is to use the Slovin formula, where the samples contains 60 respondents. Some of the conclusions were successfully obtained in this study include: The ability to learn is the ability to influence the motivation to learn at 0,303, and the ability to learn is the ability to explain the motivation to learn by 9.18% while the remaining 90.82% influenced by other factors. Learning achievement is positively influenced by the ability of learning by 0407, and learning achievement can be explained by the ability to learn by 16:56%, while the remaining 83.44% influenced by other factors. The learning environment can influence learning motivation of 0.406, and the learning environment can explain the motivation to learn by 16.48% while the remaining 83.52% influenced by other factors. Learning achievement is positively influenced by the environment by at 0393. It can be concluded that the learning achievement can be explained by 15:44% by the learning environment and the remaining 84.56% is explained by other factors. Learning achievement is positively influenced by the motivation to study for at 0.202. It can be concluded that the motivation to learn has a direct and significant positive effect on learning achievement with the ability to learn to explain the variation of learning achievement at 4:08% and the remaining 95.92% influence of other factors.

Keywords : Learning Ability, Learning Environment and Learning Motivation
Learning Achievement