

Abstrak

Elisa Solihah, persepsi siswa terhadap prosedur pembelajaran yang digunakan guru PAI hubungannya dengan motivasi belajar mereka pada bidang studi PAI.

Keberhasilan proses belajar mengajar di kelas sangat ditentukan oleh prosedur pembelajaran. Bagaimanapun lengkap dan jelasnya komponen lain, tanpa diimplementasikan melalui prosedur yang tepat dan sistematis, maka komponen-komponen tersebut tidak akan memiliki makna dalam proses pencapaian tujuan. Pemberian motivasi pada saat proses pembelajaran juga menjadi peran yang penting. Sehubungan dengan hal tersebut, peneliti tertarik mengkaji tentang hubungan antara persepsi siswa terhadap prosedur pembelajaran yang digunakan guru Pendidikan Agama Islām (PAI) dengan motivasi belajar siswa.

Pendekatan penelitian yang digunakan adalah pendekatan kuantitatif dengan metode korelasional. Instrumen yang digunakan dalam penelitian ini adalah angket persepsi siswa terhadap prosedur pembelajaran dan motivasi belajar siswa, data hasil angket dianalisis secara statistik deskriptif dan statistik inferensial, serta studi pustaka.

Hasil penelitian menunjukkan bahwa: *Pertama*, persepsi siswa terhadap prosedur pembelajaran yang digunakan guru PAI mencapai nilai rerata 76 yang termasuk pada kategori tinggi, artinya siswa memiliki persepsi bahwa guru PAI di SMAN 1 Ciwidey telah melakukan prosedur pembelajaran PAI di kelas dengan baik. *Kedua*, motivasi belajar siswa SMAN 1 Ciwidey terhadap bidang studi PAI berada pada tingkatan tinggi dengan pencapaian nilai rerata 64. *Ketiga*, persepsi siswa terhadap prosedur pembelajaran yang digunakan guru PAI dan motivasi belajar siswa kemudian dikorelasikan dengan menggunakan analisis *Korelasi Pearson* yang diolah dengan software IBM SPSS Statistics ver. 21 diperoleh nilai korelasi sebesar 0,6% berarti mempunyai korelasi tapi sangat rendah dan 99,4% dipengaruhi oleh faktor-faktor lain yang tidak diteliti.

Kata Kunci : Persepsi, Prosedur Pembelajaran, Motivasi Belajar, Pendidikan Agama Islām (PAI)

Abstract

Elisa Solihah, a student' perception of a teaching procedure which is used by teachers of Islamic Education (PAI), it's relation to their learning motivation in Islamic Education Subject (PAI).

The success of learning and teaching process in the class is very determined by the learning procedure. Regardless of the completeness and clearness of others components, without an appropriate and systematic procedure in implementing them, then the components will not have any meanings in the process of achieving the goal. Giving motivation in the learning process also has a big role. According to these cases, the writer is interested to asses about the relation between student' perception of learning procedure which is used by Islamic Education's (PAI) teacher with the students' learning motivation.

Quantitative approach was used in this research with correlation method. This research was used questionnaires of students' perceptions to the learning procedure and learning motivation. The data was analyzed by descriptive and inferential statistic, and literature study.

The result of the test revealed that: *Firstly*, the students' perception of learning procedure of Islamic Education subject in the class achieved average score of 76, which is categorized as high, it means the students had opinions that Islamic Education's (PAI) teacher at SMAN 1 Ciwidey had done the learning procedure well. *Secondly*, students' learning motivation of SMAN 1 Ciwidey to the Islamic education subject (PAI) is in the high level with the average score of 64. *Thirdly*, the students' perceptions of learning procedure which was used by the teacher and the students' learning motivation was correlated using *Pearson* correlation analysis which was processed with IBM SPSS Statistic ver.21 software and got the core of correlation of 0.6%, it means both aspects have a correlation even though very low and it is 99.4% was influenced by others factors which was not be assessed.

Key words: Perception, Learning Procedure, Learning Motivation, Islamic Education (PAI)



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