

**HUBUNGAN PREMENSTRUAL SYNDROME DAN DISMENORE  
DENGAN TINGKAT STRES DAN MOTIVASI BELAJAR SISWI DALAM  
PEMBELAJARAN PENJAS**

**(Studi pada siswi SMP Negeri 5 Ciamis)**

**SKRIPSI**

**diajukan untuk memenuhi sebagian dari syarat memperoleh gelar sarjana**

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*HUBUNGAN PREMENSTRUAL SYNDROME DAN DISMENORE DENGAN TINGKAT STRES DAN  
MOTIVASI BELAJAR SISWI DALAM PEMBELAJARAN PENJAS (Studi pada siswi SMP Negeri 5  
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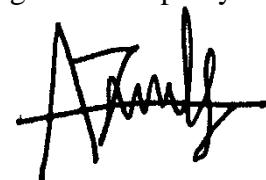
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### **PERNYATAAN KEASLIAN**

Dengan ini saya menyatakan bahwa skripsi dengan judul "**HUBUNGAN PREMENSTRUAL SYNDROME DAN DISMENORE DENGAN TINGKAT STRES DAN MOTIVASI BELAJAR SISWI DALAM PEMBELAJARAN PENJAS (Studi pada siswi SMP Negeri 5 Ciamis)**" ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

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Yang membuat pernyataan,



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**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui hubungan *premenstrual syndrome* dan *dismenore* dengan tingkat stres dan motivasi belajar siswi dalam pembelajaran penjas. Jenis penelitian ini yaitu deskriptif korelasional menggunakan metode kuantitatif. Pengambilan sampel menggunakan *stratified random sampling* dengan total sampel berjumlah 141 siswi dari seluruh kelas di SMP Negeri 5 Ciamis. Pengambilan data dilakukan dengan penyebaran kuesioner melalui *google form*. Analisis data menggunakan analisis korelasi kanonikal untuk menggambarkan hubungan antara variabel independen dengan variabel dependen secara bersamaan. Ditemukan hubungan antara *premenstrual syndrome* dan *dismenore* dengan tingkat stres dan motivasi belajar siswi di SMP Negeri 5 Ciamis. Variabel yang memiliki hubungan paling kuat dengan tingkat stres dan motivasi belajar yaitu variabel *premenstrual syndrome* dengan nilai sebesar 0,99887. Variabel tingkat stres dengan *canonical weights* sebesar 0,88022 menjadi variabel dependen dengan kontribusi yang lebih besar sedangkan variabel yang memiliki kontribusi paling besar dalam kelompok variabel independen adalah variabel *premenstrual syndrome* dengan bobot kanonik sebesar 0,96372. Motivasi belajar dan kesiapan mental sangat penting agar tujuan pembelajaran dapat tercapai. Diperlukan penguatan pendidikan kesehatan di sekolah untuk meningkatkan perilaku perawatan diri remaja putri terhadap gangguan menstruasi. Peneliti selanjutnya dapat melakukan penelitian lebih lanjut mengenai hubungan masalah gangguan menstruasi dengan partisipasi siswi saat pembelajaran pendidikan jasmani di sekolah.

Kata kunci : *premenstrual syndrome, dysmenorrhea*, tingkat stres, motivasi belajar pendidikan jasmani, analisis korelasi kanonik.

**PREMENSTRUAL SYNDROME AND DYSMENORRHEA  
RELATIONSHIP WITH STRESS LEVEL AND STUDENTS LEARNING  
MOTIVATION IN PHYSICAL EDUCATION**

**(Study at SMPN 5 Ciamis Girls)**

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**ABSTRACT**

This study aims to determine the relationship between premenstrual syndrome and dysmenorrhea with stress levels and student motivation in learning physical education. This type of research is descriptive correlational using quantitative methods. Sampling used stratified random sampling with a total sample of 141 students from all classes at SMP Negeri 5 Ciamis. Data collection was done by distributing questionnaires via a google form. Data analysis used canonical correlation analysis to describe the relationship between the independent variable and the dependent variable simultaneously. It was found a relationship between premenstrual syndrome and dysmenorrhea with stress levels and student motivation at SMP Negeri 5 Ciamis. The variable that has the strongest relationship with stress levels and learning motivation is the premenstrual syndrome variable with a value of 0.99887. The stress level variable with canonical weights of 0.88022 became the dependent variable with the greater contribution, while the variable that had the greatest contribution in the independent variable group was the premenstrual syndrome variable with the canonical weight of 0.96372. Learning motivation and mental readiness are very important so that learning objectives can be achieved. It is necessary to strengthen health education in schools to improve adolescent girls' self-care behavior towards menstrual disorders. The next researcher can conduct

further research on the relationship between menstrual disorders and student participation when learning physical education at school.

Keywords: premenstrual syndrome, dysmenorrhea, stress level, motivation to learn physical education, canonical correlation analysis.

## DAFTAR ISI

LEMBAR PENGESAHAN .....	ii
PERNYATAAN KEASLIAN.....	iii
UCAPAN TERIMAKASIH.....	iv
ABSTRAK .....	vi
DAFTAR ISI.....	ix
DAFTAR TABEL.....	xii
DAFTAR GAMBAR .....	xii
DAFTAR GRAFIK.....	xii
DAFTAR LAMPIRAN.....	xiv
BAB I PENDAHULUAN .....	1
1.1 Latar Belakang Penelitian .....	1
1.2 Batasan Masalah Penelitian.....	4
1.3 Rumusan Masalah Penelitian .....	5
1.4 Tujuan Penelitian .....	5
1.1 Manfaat Penelitian .....	5
1.5 Struktur Organisasi .....	6
BAB II KAJIAN PUSTAKA .....	8
2.1 Premenstrual Syndrome .....	8
2.1.1 Pengertian Premenstrual Syndrome .....	8
2.1.2 Faktor Penyebab Premenstrual Syndrome .....	9
2.1.3 Gejala-Gejala Premenstrual Syndrome .....	10
2.1.4 Penilaian Nyeri Premenstrual Syndrome .....	11
2.2 Dismenore .....	12
2.2.1 Pengertian Dismenore .....	12
2.2.2 Jenis-Jenis Dismenore .....	12
2.2.3 Faktor Penyebab Dismenore .....	14
2.2.4 Tingkat Nyeri Dismenore .....	15
2.3 Tingkat Stres .....	18
2.3.1 Pengertian Stres .....	18
2.3.2 Jenis Stres .....	18

2.3.3 Faktor Penyebab Stres .....	19
2.3.4 Gejala Stres.....	19
2.3.5 Tingkatan Stres.....	20
2.4 Motivasi Belajar .....	21
2.4.1 Pengertian Motivasi Belajar .....	21
2.4.2 Jenis-Jenis Motivasi Belajar.....	22
2.4.3 Fungsi Motivasi Belajar .....	23
2.4.4 Faktor-Faktor yang Mempengaruhi Motivasi Belajar.....	24
2.4.5 Motivasi Belajar dalam Pembelajaran Penjas .....	25
2.5 Pendidikan Jasmani .....	28
2.5.1 Pengertian Pendidikan Jasmani .....	28
2.5.2 Tujuan Pendidikan Jasmani.....	28
2.5.3 Karakteristik dan Kontribusi Pendidikan Jasmani .....	29
2.6 Kerangka Berpikir .....	31
2.7 Hipotesis Penelitian.....	33
BAB III METODE PENELITIAN.....	34
3.1 Desain Penelitian.....	34
3.2 Partisipan.....	34
3.3 Populasi dan Sampel .....	35
3.3.1 Populasi .....	35
3.3.2 Sampel .....	35
3.4 Instrumen Penelitian.....	38
3.5 Prosedur Penelitian.....	43
3.5.1 Langkah-Langkah Penelitian.....	43
3.5.2 Identifikasi Jenis Variabel .....	44
3.6 Analisis Data .....	46
BAB IV TEMUAN DAN PEMBAHASAN .....	48
4.1 Analisis Statistik Deskriptif .....	48
4.1.1 Data Demografi Responden .....	48
4.1.2 Variabel Premenstrual Syndrome.....	54
4.1.3 Variabel Dismenore.....	55

4.1.4 Variabel Tingkat Stres.....	56
4.1.5 Variabel Motivasi Belajar Pendidikan Jasmani.....	57
4.2 Uji Asumsi Analisis Korelasi Kanonik .....	58
4.2.1 Uji Asumsi Linearitas.....	58
4.2.2 Uji Asumsi Normalitas Multivariat.....	59
4.2.3 Uji Asumsi Non Multikolinearitas .....	60
4.2.4 Uji Asumsi Homoskedastisitas.....	61
4.2.5 Analisis Bivariat .....	62
4.3 Uji Korelasi Kanonikal .....	63
4.3.1 Canonical Correlation dan Uji Keseluruhan Model .....	63
4.3.2 Analisis Redundansi .....	64
4.3.3 Interpretasi Canonical Variates .....	65
4.3.4 Pengujian Hipotesis .....	67
4.4 Temuan dan Pembahasan .....	78
4.4.1 Karakteristik Responden .....	69
4.4.2 Hubungan Premenstrual Syndrome dengan Tingkat Stres .....	70
4.4.3 Hubungan Premenstrual Syndrome dengan Motivasi Belajar .....	71
4.4.4 Hubungan Dismenore dengan Tingkat Stres.....	71
4.4.5 Hubungan Dismenore dengan Motivasi Belajar .....	72
4.4.6 Hubungan Premenstrual Syndrome dan Dismenore dengan Tingkat Stres .....	73
4.4.7 Hubungan Premenstrual Syndrome dan Dismenore dengan Motivasi Belajar .....	73
BAB V SIMPULAN, IMPLIKASI DAN REKOMENDASI .....	76
5.1 Kesimpulan .....	76
5.2 Implikasi.....	77
5.3 Rekomendasi .....	78
DAFTAR PUSTAKA .....	80
LAMPIRAN – LAMPIRAN .....	96

## DAFTAR TABEL

Tabel 2.1 Subskala The Shortened Premenstrual Assessment Form 10 item .....	11
Tabel 2.2 Tingkat Nyeri .....	15
Tabel 2.3 Kategori Tingkat Stres (PSS-10).....	20
Tabel 2.4 Kategori Tingkat Stres (DASS-21) .....	21
Tabel 2.5 Kisi-Kisi Angket Importance of PE .....	26
Tabel 2.6 Komponen Angket The Sport Motivation Scale-II.....	26
Tabel 2.7 Kisi-Kisi Angket Motivasi Belajar Pendidikan Jasmani di SMP .....	27
Tabel 3.1 Jumlah Anggota Sampel setiap Strata.....	37
Tabel 3.2 Sistem Penilaian Instrumen Shortened Premenstrual Assessment Form (SPAF) .....	39
Tabel 3.3 Diagnosa Keluhan Premenstrual Syndrome .....	39
Tabel 3.4 Skor Penilaian Instrumen Perceived Stress Scale- 10.....	41
Tabel 3.5 Skala Likert Sugiyono (2008) .....	42
Tabel 3.6 Definisi Operasional .....	44
Tabel 4.1 Distribusi Frekuensi Data Demografi Responden .....	49
Tabel 4.2 Hasil Uji Asumsi Linearitas dengan Anova.....	59
Tabel 4.3 Uji Asumsi Correlations Normal Multivariat .....	60
Tabel 4.4 Hasil Uji Asumsi Homoskedastisitas Variabel Tingkat Stres.....	62
Tabel 4.5 Hasil Uji Asumsi Homoskedastisitas Variabel Motivasi Belajar .....	62
Tabel 4.6 Hasil Analisis Korelasi Pearson .....	63
Tabel 4.7 Koefisien Redundansi .....	64
Tabel 4.8 Output Canonical Weights .....	65
Tabel 4.9 Output Canonical Loadings .....	66
Tabel 4.10 Output Canonical Cross-Loadings .....	66
Tabel 4.11 Model Summary Variabel Independen terhadap Y1.....	67
Tabel 4.12 ANOVA Variabel Independen terhadap Y1 .....	67
Tabel 4.13 Model Summary Variabel Independen terhadap Y2.....	68
Tabel 4.14 ANOVA Variabel Independen terhadap Y2 .....	68

## **DAFTAR GAMBAR**

Gambar 2.1 Face Pain Scale - Revised .....	16
Gambar 2.2 Verbal Rating Scale.....	17
Gambar 2.3 Visual Analog Scale .....	17
Gambar 2.4 Numeric Rating Scale.....	18
Gambar 2.5 Kerangka Berpikir .....	32
Gambar 3.1 Face Pain Scale- Revised Skor.....	40
Gambar 3.2 Prosedur Penelitian.....	43
Gambar 4.1 Distribusi Frekuensi Berdasarkan Kelompok Gangguan Menstruasi	48
Gambar 4.2 Hasil Canonical Function .....	63
Gambar 4.3 Hasil Uji Signifikansi Multivariate .....	64

## **DAFTAR GRAFIK**

Grafik 4.1 Kategori Indeks Massa Tubuh Responden .....	52
Grafik 4.2 Distribusi Frekuensi Usia Menarche Responden.....	53
Grafik 4.3 Kategori Gejala Premenstrual Syndrome .....	55
Grafik 4.4 Kategori Nyeri Dismenore.....	56
Grafik 4.5 Kategori Tingkat Stres .....	57
Grafik 4.6 Kategori Motivasi Belajar Pendidikan Jasmani.....	58

## **DAFTAR LAMPIRAN**

Lampiran 1 Surat Izin Penelitian.....	96
Lampiran 2 Surat Balasan Penelitian .....	97
Lampiran 3 SK Penetapan Judul dan Dosen Pembimbing Skripsi .....	98
Lampiran 4 Kuesioner Penelitian (Google Form).....	104
Lampiran 5 Data Kuesioner Penelitian .....	115
Lampiran 6 Distribusi Frekuensi Berdasarkan Kelas Responden.....	115
Lampiran 7 Distribusi Frekuensi Berdasarkan Umur Responden.....	115
Lampiran 8 Distribusi Frekuensi Berdasarkan IMT Responden .....	116
Lampiran 9 Distribusi Frekuensi Berdasarkan Urutan Kelahiran.....	116
Lampiran 10 Distribusi Frekuensi Berdasarkan Usia Menarche .....	116

xiii

Azmi Urbalia, 2021

*HUBUNGAN PREMENSTRUAL SYNDROME DAN DISMENORE DENGAN TINGKAT STRES DAN MOTIVASI BELAJAR SISWI DALAM PEMBELAJARAN PENJAS (Studi pada siswi SMP Negeri 5 Ciamis)*

Lampiran 11 Distribusi Frekuensi Berdasarkan Siklus Menstruasi .....	117
Lampiran 12 Distribusi Frekuensi Berdasarkan Lama Menstruasi.....	117
Lampiran 13 Distribusi Frekuensi Berdasarkan Ketepatan Jadwal Menstruasi....	117
Lampiran 14 Distribusi Frekuensi Berdasarkan Kelompok Gangguan Menstruasi .....	117
Lampiran 15 Distribusi Frekuensi Kategori Gejala Premenstrual Syndrome.....	118
Lampiran 16 Distribusi Frekuensi Kategori Nyeri Dismenore .....	118
Lampiran 17 Distribusi Frekuensi Tingkat Stres .....	119
Lampiran 18 Distribusi Frekuensi Item Motivasi Belajar Pendidikan Jasmani....	119
Lampiran 19 Distribusi Frekuensi Kategori Motivasi Belajar Pendidikan Jasmani .....	121
Lampiran 20 Uji Asumsi Linearitas .....	122
Lampiran 21 Korelasi Premenstrual Syndrome dengan Tingkat Stres .....	123
Lampiran 22 Korelasi Premenstrual Syndrome dengan Motivasi Belajar .....	123
Lampiran 23 Korelasi Dismenore dengan Tingkat Stres .....	124
Lampiran 24 Korelasi Dismenore dengan Motivasi Belajar.....	124
Lampiran 25 Output Canonical Weights .....	124
Lampiran 26 Output Canonical Loadings .....	124
Lampiran 27 Output Canonical-Cross Loadings .....	125
Lampiran 28 DAFTAR RIWAYAT HIDUP PENELITI .....	126

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