

**HUBUNGAN ANTARA AKTIVITAS BELAJAR DENGAN PRESTASI
BELAJAR SISWA / SISWI KELAS V SD NEGERI 5
BANDA ACEH**

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ABSTRAK

Kegiatan pembelajaran adalah semua kegiatan yang dilakukan dalam proses interaksi (guru dan siswa) untuk mencapai tujuan pembelajaran. Interaksi dapat terjadi secara searah atau timbal balik, dari guru ke siswa atau sebaliknya. Kegiatan belajar siswa baik di luar kelas maupun di kelas akan mempengaruhi prestasi belajar siswa. Prestasi belajar yang baik didapat karena kegiatan belajar yang baik juga. Tujuan penelitian ini untuk mengetahui hubungan antara kegiatan pembelajaran dengan prestasi belajar siswa / siswi kelas V SDN 5 Banda Aceh. Penelitian ini dilakukan dengan menggunakan pendekatan kuantitatif. Populasi dalam penelitian ini adalah seluruh siswa / siswi kelas V SDN 5 Banda Aceh yang terdiri dari 2 kelas yaitu kelas 5a dan kelas 5b dengan jumlah siswa 64 orang pada tahun ajaran 2017/2018. Sampel penelitian ini adalah 30 siswa. Pengumpulan data dilakukan melalui kuesioner dan dokumentasi. Pengumpulan data dari kegiatan belajar siswa dengan kuesioner berupa pernyataan negatif dan positif tentang kegiatan belajar, sedangkan data prestasi belajar diperoleh dengan mengambil rata-rata nilai ujian semester siswa pada semester ganjil tahun akademik 2017 / 2018. Uji statistik yang digunakan adalah uji korelasi product moment. Berdasarkan hasil penelitian, diperoleh hubungan antara aktivitas belajar dengan prestasi belajar siswa $r_{xy} = 0,75$. Pada $n = 30$ dengan tingkat signifikan 5%, dapat disimpulkan bahwa $r_{tabel} = 0,361$ ($r_{hitung} > r_{tabel}$) yang berarti menerima H_a dan menolak H_o atau ada hubungan antara aktivitas belajar dengan kelas prestasi belajar siswa V SDN 5 Banda Aceh

Kata Kunci: Aktivitas Belajar, Prestasi Belajar.

PENDAHULUAN

In the whole learning process in school, learning activities are the most basic activities in learning. This means that the success or failure of the achievement of learning objectives depends on how the learning process experienced by students as learners.

Every activity in the learning process is done in formal education, the goal is that the learning is done to obtain maximum results. It is not solely obtained easily, because to obtain maximum learning results it can not be separated by several factors. One of the factors that influence student learning outcomes is learning

activity. According to Hamalik (2003: 90), "Learning activities are the activity (activity) students in the learning process to achieve predetermined learning outcomes

Activities in the learning process include visual activities, oral activities, listening, writing, reading, and all series of activities undertaken that can support the learning achievement. There is no learning if there is no activity. Learning is a process in which learners must be active. While in school students do various activities in their learning activities whether it is writing, reading, and listening to teacher explanations

According dimyati (2002: 36), "the achievement of self-training is a demonstrated achievement of a learning activity and shown through the test results provided by educators". Achievement self-training can be used to see how far a person's ability after learning something.

Based on the observations made by researchers during the researchers conducted PPL in SD Negeri 5 Banda Aceh on January 18 - 20 May 2017. Researchers see that the activities of students that there are activities that are positive value and activities that are negative. Student association is also good. They help each other when there is difficulty in the lesson. One of the educators in SD 5 said that the students in this school are not only enthusiastic about learning in school, but outside school is also like following the activity of Bimbel. But there are some students who are not active when doing the learning process in class. They only depend on their group mates when they do the task. They do not care what they are learning. Even when the teaching-learning process is in progress, there are students who interfere with their friends who are seriously learning.

Other problems found are some students who use empty hours to do bad things, such as bothering their friends, mocking, membully, going to the cafeteria before break time, playing in the gym, and so on. But not a few students who do positive activities in the lesson hours are empty, such as reading books in the library, learning groups, and do a smart game meticulously in the classroom.

Sourced from the above problem, this research is titled: "The Relationship Between Learning Activities With Student Achievement Class V SD Negeri 5 Banda Aceh.

According to Winkel in Suryosubroto (2002: 1), "Learning is a mental or psychic activity that takes place in an active interaction with the environment, resulting in a change in knowledge, understanding, skills, and attitudinal value." According to Activity learning is the activity (activity) students in the learning process to achieve learning outcomes or goals that have been determined. Furthermore according to Djamarah (2006: 119), "Learning activities are activities that involve elements of body and sou".

Soemanto (2006: 107-113) put forward "Some learning activities, listening, looking, feeling, kissing, tasting, reading, making an overview or summary and underlining, observing tables, diagrams and charts, or paper work, remember, think, practice / practice ". Furthermore, Paul D. Dierich in Hamalik (2003: 90) says that, "There are several learning activities, including: optical activity, oral activity, writing activity, listening activity, painting activity, metric activity, mental activity, emotional activity".

Learning activities affect the learning achievement obtained by students. According to Tirtanegoro in Muhibbin Shah (2010: 46), "learning achievement is an assessment of learning activity results expressed in the form of symbols, numbers, letters and sentences that can reflect the results achieved by each child in a certain period. Dimyati (2002: 36) says that, "learning achievement is a demonstrated achievement of an interaction of learning acts and is usually indicated by the value of tests given by teachers". Djamarah (2008: 54) also says that, "learning achievement is essentially the end result of a learning process". While Femi Olivia (2011: 73) states that, "Achievement of self-training is the result of learning that can show the success of self-training students learners set goals"

The result of self-training of learners is also not the same in cause because of something that influences it, both from body and spirit. Ahmadi (2005: 105), mentions, "things that dominate the results of one's self-training is interest,

intelligence, talent and motivation as well as regional factors and instrumental factors.

METODE PENELITIAN

Penelitian ini menggunakan pendekatan kuantitatif. Menurut Azwar (2011:5) Penelitian dengan pendekatan kuantitatif menekankan analisisnya pada data-data numerikal (angka) yang di olah dengan metode statistika. Sedangkan jenis penelitian ini menggunakan penelitian assosiatif. Penelitian assosiatif adalah penelitian yang dimaksudkan untuk mengungkapkan suatu hubungan antara dua variabel atau lebih. Sugiyono (2014:225) mengatakan bahwa dalam penelitian assosiatif terdapat variabel independen (variabel yang mempengaruhi) dan variabel dependen (variabel yang dipengaruhi).

Penelitian ini dilakukan di Sekolah Dasar Negeri 5 Banda Aceh yang beralamat di jalan STA Johansyah, Desa Setui, Kecamatan Baiturrahman, Kota Banda Aceh. Sekolah ini dipilih sebagai lokasi penelitian oleh peneliti karena peneliti sudah melihat bagaimana aktivitas belajar siswa/siswi di sekolah tersebut serta perkembangan prestasi mereka dan di sekolah tersebut belum pernah dilakukan penelitian tentang hubungan antara aktivitas belajar dengan prestasi belajar siswa/siswi kelas V.

Dalam penelitian ini cara pengambilan subjek penelitian menggunakan teknik *Simple Random Sampling*. Adapun yang menjadi Subjek dalam penelitian ini adalah 30 orang siswa kelas V. Pengambilan data menggunakan angket dan dokumentasi. Angket yang digunakan berisi sejumlah pernyataan dan pertanyaan positif serta pernyataan dan pertanyaan negatif yang diisi dan dikembalikan responden dibawah pengawasan peneliti. Sedangkan data dokumentasi berupa hasil belajar siswa yang didapatkan melalui nilai ujian semester siswa/siswi kelas V semester ganjil Tahun ajaran 2017/2018. Teknik analisis data pada penelitian ini menggunakan korelasi product moment.

HASIL PENELITIAN DAN PEMBAHASAN

Hasil penelitian menunjukkan bahwa seorang siswa memperoleh prestasi belajar yang baik apabila siswa tersebut melakukan aktivitas belajar yang positif/baik

pula. Tidak semua siswa dapat menangkap seluruh apa yang dijelaskan oleh guru. Maka dari itu siswa harus mendengarkan ketika guru menjelaskan, mencatat yang tidak sepenuhnya mampu untuk di ingat, bertanya ketika ada yang tidak mengerti, serta melakukan kegiatan kerja kelompok/diskusi bersama teman kelompok. Beberapa aktivitas tersebut jika dilakukan setiap kali proses pembelajaran berlangsung tentunya akan berdampak baik terhadap prestasi belajar siswa.

Berdasarkan hasil pengolahan data, $r_{hitung} = 0,75$ dan $r_{tabel} = 0,361$ sehingga $r_{hitung} > r_{tabel}$ atau $0,75 > 0,361$ yang bermakna bahwa terima H_a dan tolak H_o atau ada terdapat hubungan antara aktivitas belajar dengan prestasi belajar siswa/siswi kelas V SD Negeri 5 Banda Aceh.

Aktivitas belajar adalah kesibukan anak didik pada proses belajar. Jika anak didik tidak aktif pada saat kegiatan belajar, maka ia sulit memahami materi yang sedang dipelajarinya. Karena siswa yang sering melakukan tanya jawab, bekerja sama dalam kelompok serta berkecimpung dalam kegiatan lainnya, mempunyai hasil belajar yang bagus ketimbang peserta didik yang hanya duduk diam selama proses pembelajaran. Aktivitas belajar yang diharapkan adalah semua siswa dapat selalu aktif ketika sedang melakukan proses pembelajaran karena prestasi belajar yang baik tergantung pada aktivitas belajar yang baik pula.

SIMPULAN

According to research results, it is said that positive and significant relationship between learning practice activities with the achievement of practice on students / students class V SDN 5 Banda Aceh. This is proven by statistical hypothesis test using product moment correlation analysis.

Based on the results of these calculations, it is known that the correlation between the variable X (learning activity) with the variable Y (learning achievement) is not negative, ie $r_{hitung} = 0.75$. To be able to give an interpretation of the strong correlation between variable X (learning activity) with variable Y (learning achievement), then can compare $r = 0,75$ in table of guidance to give interpretation of correlation coefficient. Because the value of $r = 0.75$ is at $0.60 - 0.799$ it can be said the correlation between practice activities together practice achievement is in the

strong category. To test the significance of the correlation practically, the price is r_{count} compared with r_{table} . Seeing 5% significant level in table r product moment with $dk = n-2 = 30$, then obtained $r_{table} = 0,361$. This means that learning activities have an effect on student achievement of grade V of SDN 5 Banda Aceh.

The researcher suggested to related parties to:

1. Can provide reward, for teachers who have high dedication to learning activities in school and provide punishment for teachers who are not dedicated to learning activities in the classroom so that teachers are motivated to improve professionalism.
2. Teachers are expected to familiarize students with learning in the classroom or outside the classroom. Because learning requires activity. Furthermore, the appeal to teachers to provide opportunities for students to do more activities when learning takes place, while teachers only guide and direct course.
3. Students are expected to improve their learning achievement on all subjects as well as improve learning activities.

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