

ABSTRACT

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THE EFFECT OF LEARNING MOTIVATION, LEARNING STYLES, AND SELF-REGULATED LEARNING ON PSYCHOMOTOR LEARNING OUTCOMES OF PIANO INSTRUMENT CLASS IN UNIVERSITAS PELITA HARAPAN CONSERVATORY OF MUSIC

(xvii + 93 pages; 2 figures; 37 tables; 23 appendixes)

Every students of Universitas Pelita Harapan Conservatory of Music, are required to have basic piano instrument skills. As a compulsory subject, in the Piano Instrument Class it is often found that students do not practice, there is even a decrease in the quality of piano playing at each meeting which affects student psychomotor learning outcomes. There are several factors that affect learning outcomes, including learning motivation, learning styles, and self-regulated learning. The purpose of this study was to see the effect of learning motivation, learning styles, and self-regulated learning on psychomotor learning outcomes in the Piano Instrument Class. Data collection techniques using tests and questionnaires. The sample of this research was 39 students who take the Piano Instrument Class in 2020/2021 odd semester. From the results of this study, it was found that 1) learning motivation had a 16% effect on psychomotor learning outcomes, 2) learning styles had no effect on psychomotor learning outcomes, 3) self-regulated learning had an effect of 10% on learning outcomes. Simultaneously, learning motivation and auditory learning style have no effect on psychomotor learning outcomes.

Keywords: learning motivation, learning styles, self-regulated learning, psychomotor learning outcomes, piano, music education.

References: 51 (1993-2020)

ABSTRAK

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PENGARUH MOTIVASI BELAJAR, GAYA BELAJAR, DAN KEMANDIRIAN BELAJAR TERHADAP HASIL BELAJAR PSIKOMOTOR KELAS INSTRUMEN PIANO, FAKULTAS ILMU SENI, UNIVERSITAS PELITA HARAPAN

(xvii + 93 halaman; 2 gambar; 37 tabel; 23 lampiran)

Setiap mahasiswa Fakultas Ilmu Seni, Universitas Pelita Harapan, wajib memiliki keterampilan dasar instrumen piano. Sebagai mata kuliah wajib, pada Kelas Instrumen Piano sering ditemukan mahasiswa yang tidak berlatih, bahkan terjadi penurunan kualitas permainan piano setiap pertemuannya yang berpengaruh kepada hasil belajar psikomotor mahasiswa. Ada beberapa faktor yang mempengaruhi hasil belajar, antara lain motivasi belajar, gaya belajar, dan kemandirian belajar. Tujuan dari penelitian ini adalah melihat pengaruh motivasi belajar, gaya belajar, dan kemandirian belajar terhadap hasil belajar psikomotor pada Kelas Instrumen Piano. Teknik pengumpulan data menggunakan tes dan kuesioner. Sampel penelitian ini adalah 39 mahasiswa Kelas Instrumen Piano, semester ganjil 2020/2021. Dari hasil penelitian ini didapatkan bahwa 1) motivasi belajar berpengaruh sebesar 16% terhadap hasil belajar psikomotor, 2) gaya belajar tidak berpengaruh terhadap hasil belajar psikomotor, 3) kemandirian belajar berpengaruh sebesar 10% terhadap hasil belajar. Secara simultan, motivasi belajar dan gaya belajar auditori tidak berpengaruh terhadap hasil belajar psikomotor.

Kata Kunci: motivasi belajar, gaya belajar, kemandirian belajar, hasil belajar psikomotor, piano, musik edukasi.

Referensi: 51 (1993-2020)