

ABSTRAK

THERESIA RETNO PUTRI HAPSARI. 2026. *Pengaruh Kemandirian Belajar Dan Motivasi Berprestasi Terhadap Kemampuan Menulis Deskripsi Siswa Kelas 5 Sd Gugus 1 Kecamatan Magetan.* Tesis. Madiun : Program Studi Magister Pendidikan Bahasa Dan Sastra Indonesia, Sekolah Pascasarjana, Universitas PGRI Madiun. Pembimbing (I) Dr. Panji Kuncoro Hadi, S.S., M.Pd., (II) Dr. Sigit Ricahyono, S.S., M.Pd.

Kata Kunci : Kemandirian Belajar, Motivasi Berprestasi, Menulis Deskripsi.

Penelitian ini bertujuan untuk mengkaji secara empiris bagaimana kemandirian belajar dan motivasi berprestasi memengaruhi kemampuan menulis deskripsi siswa kelas 5 SD di Magetan. Metode penelitian yang digunakan adalah kuantitatif dengan sampel sebanyak 25 siswa dengan teknik *simple random sampling*. Data dikumpulkan melalui kuesioner dan tes menulis deskripsi kemudian dianalisis menggunakan analisis regresi berganda. Hasil penelitian menunjukkan bahwa kemandirian belajar dan motivasi berprestasi secara simultan berpengaruh positif dan signifikan terhadap kemampuan menulis deskripsi siswa kelas 5 Sekolah Dasar. Hal ini dibuktikan melalui hasil uji F dengan nilai signifikansi sebesar 0,000 ($\text{sig} < 0,05$). Nilai koefisien determinasi (R^2) sebesar 0,505 menunjukkan bahwa sebesar 50,5% variasi kemampuan menulis deskripsi siswa dapat dijelaskan oleh kemandirian belajar dan motivasi berprestasi, sedangkan 49,5% sisanya dipengaruhi oleh faktor lain.

ABSTRACT

THERESIA RETNO PUTRI HAPSARI. 2026. *The Effect of Independent Learning and Achievement Motivation on the Descriptive Writing Skills of Fifth-Grade Elementary School Students in Cluster 1, Magetan District*. Thesis. Madiun: Master's Program in Indonesian Language and Literature Education, Graduate School, PGRI University of Madiun. Advisors: (I) Dr. Panji Kuncoro Hadi, S.S., M.Pd., (II) Dr. Sigit Ricahyono, S.S., M.Pd.

Keywords: *Independent Learning, Achievement Motivation, Descriptive Writing.*

This study aims to empirically examine how self-directed learning and achievement motivation influence the descriptive writing skills of fifth-grade elementary school students in Magetan. The research method used was quantitative, with a sample of 25 students selected using simple random sampling. Data were collected through questionnaires and descriptive writing tests and then analyzed using multiple regression analysis. The results indicate that self-directed learning and achievement motivation simultaneously have a positive and significant effect on the descriptive writing skills of fifth-grade elementary school students. This is evidenced by the F-test results with a significance value of 0.000 ($\text{sig} < 0.05$). The coefficient of determination (R^2) value of 0.505 indicates that 50.5% of the variation in students' descriptive writing skills can be explained by self-directed learning and achievement motivation, while the remaining 49.5% is influenced by other factors.