

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh kondisi fisik dan kondisi emosional belajar terhadap hasil belajar kimia peserta didik SMA di Kota Lhokseumawe. Jenis penelitian yang digunakan adalah kuantitatif dengan desain *ex-post facto* dan analisis regresi. Populasi penelitian terdiri dari 615 peserta didik kelas XI dari tiga SMA Negeri di Kota Lhokseumawe, dengan sampel sebanyak 86 orang yang ditentukan menggunakan rumus Slovin dengan tingkat kesalahan 10%. Instrumen penelitian berupa angket skala Likert untuk mengukur kesiapan belajar kondisi fisik dan emosional, serta dokumentasi nilai akademik untuk hasil belajar kimia. Hasil analisis menunjukkan bahwa terdapat pengaruh positif dan signifikan antara kondisi fisik terhadap hasil belajar kimia, serta pengaruh positif dan signifikan antara kondisi emosional terhadap hasil belajar kimia. Dengan demikian, kesiapan belajar yang mencakup kondisi fisik dan emosional berkontribusi terhadap pencapaian hasil belajar kimia peserta didik.

Kata kunci: kondisi fisik, kondisi emosional, hasil belajar kimia, regresi, kesiapan belajar

ABSTRACT

This study aims to examine the influence of physical condition and emotional condition of learning on students' chemistry learning outcomes in senior high schools in Lhokseumawe City. The research employed a quantitative approach with an ex-post facto design and regression analysis. The population consisted of 615 eleventh-grade students from three public senior high schools in Lhokseumawe, with a sample of 86 students determined using Slovin's formula at a 10% margin of error. Research instruments included a Likert-scale questionnaire to measure physical and emotional learning readiness, and academic records to assess chemistry learning outcomes. The findings revealed a positive and significant influence of physical condition on chemistry learning outcomes, as well as a positive and significant influence of emotional condition on chemistry learning outcomes. Therefore, learning readiness, encompassing both physical and emotional aspects, contributes to students' achievement in chemistry learning.

Keywords: *physical condition, emotional condition, chemistry learning outcomes, regression, learning readiness*