

ABSTRAK

Maria Stefani Hasibuan NIM: 7123141079. Pengaruh Persepsi Pada Profesi Guru, Peran Guru Pamong dan Hasil Belajar Mahasiswa Terhadap Kesiapan Menjadi Guru Pada Prodi Pendidikan Ekonomi Angkatan 2012 Fakultas Ekonomi Unimed. Skripsi, Jurusan Pendidikan Ekonomi Program Studi Pendidikan Ekonomi, Fakultas Ekonomi Universitas Negeri Medan 2016.

Permasalahan dalam penelitian ini adalah apakah persepsi pada profesi guru, peran guru pamong, hasil belajar mahasiswa berpengaruh terhadap kesiapan menjadi guru. Tujuan dari penelitian yaitu untuk mengetahui pengaruh persepsi pada profesi guru, peran guru pamong dan hasil belajar mahasiswa terhadap kesiapan menjadi guru.

Penelitian ini dilaksanakan di Prodi Pendidikan Ekonomi Fakultas Ekonomi Unimed. Sampel penelitian ini adalah mahasiswa prodi pendidikan ekonomi angkatan 2012 berjumlah 70 orang. Teknik pengumpulan data adalah wawancara, angket dan dokumentasi.

Hasil penelitian menunjukkan bahwa persepsi pada profesi guru, peran guru pamong dan hasil belajar mahasiswa berpengaruh secara simultan terhadap kesiapan menjadi guru, nilai $F_{hitung} > F_{tabel}$ ($60,605 > 2,74$) dan nilai sig $0,000 < 0,05$ serta besar koefisien determinasi 72,2%. Uji hipotesis secara parsial diperoleh nilai sig persepsi pada profesi guru $0,006 < 0,05$ dan nilai $t_{hitung} > t_{tabel}$ ($2,819 > 1,996$), variabel peran guru pamong diperoleh nilai sig $0,015 < 0,05$ dan nilai $t_{hitung} > t_{tabel}$ ($2,507 > 1,996$) dan variabel hasil belajar mahasiswa diperoleh nilai sig $0,158 > 0,05$ dan nilai $t_{hitung} < t_{tabel}$ ($1,428 < 1,996$). Dengan demikian dapat disimpulkan bahwa variabel persepsi pada profesi guru dan variabel peran guru pamong berpengaruh positif dan signifikan terhadap kesiapan menjadi guru sementara variabel hasil belajar mahasiswa tidak berpengaruh.

Kata Kunci : Persepsi, Peran Guru, Hasil Belajar, Kesiapan Menjadi guru

ABSTRACT

Maria Stefani Hasibuan NIM: 7123141079. Influence Perception On Teacher Professional, The Role of Teachers Tutors and Student Learning Outcomes Of Readiness Become Teachers At Prodi Economic Education 2012 Faculty of Economics Unimed Forces. Thesis, Department of Economic Education Economics Education Studies Program, Faculty of Economics, University of Medan, 2016.

The problem in this study is whether the perception of the teaching profession, the role of the teacher tutors, student results affect the readiness to become a teacher. The aim of the study was to determine the effect on the perception of the teaching profession, the role of the teacher tutors and student learning outcomes with the readiness to become a teacher.

This research was conducted in the Prodi Economic Education Faculty of Economics Unimed. Samples were students of department of economic education class in 2012 numbered 70 people. Data collection techniques are interviews, questionnaires and documentation.

The results showed that the perception of the teaching profession, the role of the teacher tutors and student learning outcomes simultaneous effect on the readiness to become a teacher, the value of $F_{count} > F_{table}$ ($60.605 > 2.74$) and $sig < 0.05$ and a large coefficient of determination of 72.2 %. Partial hypothesis test values obtained on the perception of the teaching profession $sig < 0.05$ and $t_{count} > t_{table}$ ($2.819 > 1.996$), the role of the teacher tutors variable values obtained $sig < 0.05$ and $t_{count} > t_{table}$ ($2.507 > 1.996$) and variable student results obtained $sig > 0.05$ and $t_{count} < t_{table}$ ($1.428 < 1.996$). It can be concluded that the perception variables on the teaching profession and the role of the teacher tutors variable positive and significant effect on the readiness to become a teacher while variable student results have no effect.

Keywords: Perception, The Role of Teachers, Learning Outcomes, Readiness Being a teacher