

ABSTRAK

Putri Herdina Hendro, NIM 7113141082, Pengaruh Metode Pembelajaran Guru dan Kemandirian Belajar terhadap Prestasi Belajar Siswa Administrasi Perkantoran SMK PAB-3 Estate Medan T.P 2015/2016. Skripsi, Jurusan Pendidikan Ekonomi, Program Studi Pendidikan Administrasi Perkatoran, Fakultas Ekonomi, Universitas Negeri Medan 2016.

Masalah dalam penelitian ini adalah rendahnya prestasi pelajar siswa pada mata pelajaran kewirausahaan. Penelitian ini bertujuan untuk mengetahui Pengaruh Metode Pembelajaran Guru dan Kemandirian Belajar terhadap Prestasi Belajar Siswa Administrasi Perkantoran SMK PAB-3 Estate Medan T.P 2015/2016.

Penelitian ini dilaksanakan di SMK PAB-3 Medan Tahun pembelajaran 2015/2016. Populasi dalam penelitian ini adalah seluruh siswa kelas XI Program Keahlian Administrasi Perkantoran SMK PAB-3 Medan yang berjumlah 42 orang dan sampel sebanyak 42 orang yang diambil secara total sampling yang terdiri dari dua kelas, yaitu AP₁ dan AP₂. Teknik pengumpulan data menggunakan observasi, wawancara, angket, dan dokumentasi.

Hasil analisis yang diperoleh untuk pengaruh metode pembelajaran guru (X₁) terhadap prestasi belajar (Y) diperoleh nilai $t_{hitung} > t_{tabel}$ ($5,276 > 2,021$), menunjukkan bahwa ada pengaruh yang positif dan signifikan antara metode pembelajaran guru terhadap prestasi belajar siswa. Hasil analisis yang diperoleh untuk pengaruh kemandirian belajar (X₂) terhadap prestasi belajar (Y) diperoleh nilai $t_{hitung} > t_{tabel}$ ($4,160 > 2,021$), menunjukkan bahwa ada pengaruh yang positif dan signifikan antara kemandirian belajar terhadap prestasi belajar siswa. Dalam perhitungan regresi linear berganda diperoleh nilai konstanta 32,405, koefisien regresi metode pembelajaran guru (X₁) sebesar 0,462 dan koefisien regresi kemandirian belajar (X₂) sebesar 0,236. Untuk menguji hipotesis metode pembelajaran guru dan kemandirian belajar secara simultan menggunakan uji f dengan taraf signifikansi 95% diperoleh nilai $F_{hitung} > F_{tabel}$ ($18,445 > 3,24$), menunjukkan ada pengaruh yang positif dan signifikan secara simultan antara metode pembelajaran guru dan kemandirian belajar terhadap prestasi belajar siswa. Untuk hasil perhitungan uji determinasi (R^2) diperoleh nilai koefisien determinasi (R^2) sebesar 48,60%, menunjukkan bahwa metode pembelajaran guru dan kemandirian belajar secara bersama-sama memberikan pengaruh terhadap prestasi belajar siswa sebesar 48,60% dan sisanya dipengaruhi oleh faktor lain.

Dengan demikian dapat disimpulkan bahwa ada pengaruh signifikan secara simultan antara Metode Pembelajaran Guru dan Kemandirian Belajar terhadap Prestasi Belajar Siswa Administrasi Perkantoran SMK PAB-3 Estate T.P 2015/2016.

Kata Kunci: Metode Pembelajaran Guru, Kemandirian Belajar, dan Prestasi Belajar Siswa.

ABSTRACT

Putri Herdina Hendro, NIM 7113141082, The Effect of Teacher Learning Methods and Independent Learning to students achievement Office Administration State Vocational School PAB-3 Estate Medan Academic Year 2015/2016. A Thesis, Economy Education Departement, Office Administration Education Study Program, Faculty of Economy, State University of Medan 2016.

The problem of this study is the low student achievement in the subjects of Entrepreneurship. This study is aimed to find out whether there is an effect of Teacher Learning Methods and Independent Learning to students achievement Office Administration State Vocational School PAB-3 Estate Medan Academic Year 2015/2016.

This study was done in State Vocational PAB-3 Medan. The population in this study was all the grade XI students of office administration skill program state vocational school PAB-3 which total were 42 students and the sample in this study was 42 students which were chosen by simple total sampling which were consisted of two classes, namely XI AP₁ and XI AP₂. The technique of data collection was using observation, interview, questionnaire, and documentation.

The analysis result for the Teacher Learning Methods (X_1) to students' achievement (Y) was $t_{count} > t_{table}$ ($5,276 > 2.021$), which shows that there is a positive and significant effect between Teacher Learning Methods to students' achievement. The analysis result for the effect of Independent Learning (X_2) to students' achievement (Y) was $(t_{count} > t_{table})$ ($4,160 > 2.021$), which shows that there is a positive and significant effect between Independent Learning to students' achievement. In multiple linear regression calculation, it was acquired the constanta 32,405, Teacher Learning Methods regression coefficient (X_1) was 0,462 and Independent Learning regression coefficient (X_2) was 0,236. In order to test the Teacher Learning Methods and Independent Learning hypothesis partially by using t-test with significant standard 95% acquired $F_{count} > F_{table}$ ($18,445 > 3,24$) which shows that there is a positive and significant effect simultaneously effect between Teacher Learning Methods and Independent Learning to students' achievement. For determination calculation test (R^2), the value of determination coefficient as 48,60% which showed that Teacher Learning Methods and Independent Learning simultaneously affects the students' achievement as much as 48,60% and the rest of it was affected by other factors.

It can be concluded that there was simultaneously significant effect between student Teacher Learning Methods and Independent Learning to Students Achievement Office Administration State Vocational School PAB-3 Estate Medan Academic Year 2015/2016.

Keywords : Teacher Learning Methods, Independent Learning, and Student Achievement.