

ABSTRAK

Johan Pangaribuan, NIM 7133141043, Pengaruh Metode Pembelajaran Guru dan Kemandirian Belajar terhadap Prestasi Belajar Siswa Administrasi Perkantoran SMK Negeri 7 Medan T.P 2016/2017. Skripsi, Jurusan Pendidikan Ekonomi, Program Studi Pendidikan Administrasi Perkantoran, Fakultas Ekonomi, Universitas Negeri Medan 2017.

Rendahnya hasil belajar siswa di SMK N 7 Medan dan apakah metode pembelajaran dan kemandirian belajar memberikan pengaruh yang positif dan signifikan terhadap hasil belajar siswa kelas XI ADM SMK Negeri 7 Medan Tahun Pelajaran 2016/2017.

Penelitian ini dilaksanakan di SMK Negeri 7 Medan Tahun pembelajaran 2016/2017. Populasi dalam penelitian ini adalah seluruh siswa kelas XI Program Keahlian Administrasi Perkantoran SMK Negeri 7 Medan yang berjumlah 168 orang dan sampel sebanyak 42 orang yang diambil secara Proportional Random Sampling yang terdiri dari lima kelas, yaitu ADM₁ sampai ADM₅. 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 $t_{hitung} > t_{tabel}$ ($2,192 > 1,685$), hasil analisis yang diperoleh untuk pengaruh kemandirian belajar (X₂) terhadap prestasi belajar (Y) diperoleh nilai $t_{hitung} > t_{tabel}$ ($3,039 > 1,685$), 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 0,247 dan koefisien regresi kemandirian belajar (X₂) sebesar 0,328.

Untuk menguji hipotesis metode pembelajaran guru dan kemandirian belajar secara simultan menggunakan uji f dengan taraf signifikansi 95% diperoleh nilai $F_{hitung} > F_{tabel}$ ($75,305 > 3,24$), menunjukkan ada pengaruh yang positif dan signifikan secara simultan antara metode pembelajaran guru dan kemandirian belajar terhadap prestasi belajar siswa maka hipotesa dapat diterima. Untuk hasil perhitungan uji determinasi (R²) diperoleh nilai koefisien determinasi (R²) sebesar 78%, menunjukkan bahwa metode pembelajaran guru dan kemandirian belajar secara bersama-sama memberikan pengaruh terhadap prestasi belajar siswa sebesar 78% dan selebihnya 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 Negeri 7 Medan T.P 2016/2017.

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

ABSTRACT

Johan Pangaribuan, NIM 7133141043, The Effect of Teacher Learning Methods and Independent Learning to students achievement Office Administration State Vocational School Negeri 7 Medan Academic Year 2016/2017. A Thesis, Economy Education Departement, Office Administration Education Study Program, Faculty of Economy, State University of Medan 2016.

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 Negeri 7 Medan Academic Year 2016/2017.

This study was done in State Vocational Negeri 7 Medan. The population in this study was all the grade XI students of office administration skill program state vocational school Negeri 7 which total were 168 students and the sample in this study was 42 students which were chosen by Proportional Random sampling which were consisted of five class, namely XI ADM₁ until XI ADM₅. 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 $t_{count} > t_{table}$ ($2,192 > 1,685$), 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 ($t_{count} > t_{table}$ ($3,039 > 1,685$), 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 0,247 and Independent Learning regression coefficient (X_2) was 0,328.

In order to test the Teacher Learning Methods and Independent Learning hypothesis partially by using t-test with significant standard 95% acquired $F_{count} > F_{table}$ ($75,305 > 3,24$) 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 78% which showed that Teacher Learning Methods and Independent Learning simultaneously affects the students' achievement as much as 78% 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 Negeri 7 Medan Academic Year 2016/2017.

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