

ABSTRAK

Elfrida Lumban Gaol, NIM: 7141141019. “Pengaruh Kompetensi Kepribadian Guru dan Gaya Belajar Siswa Terhadap Prestasi Belajar Korespondensi Indonesia Di SMK Negeri 6 Medan T.P 2017/2018”. Skripsi, Jurusan Ekonomi, Program Studi Pendidikan Ekonomi, Keahlian Pendidikan Administrasi Perkantoran, Fakultas Ekonomi, Universitas Negeri Medan.

Masalah dalam penelitian ini adalah masih rendahnya prestasi belajar Korespondensi Indonesia kelas X di SMK Negeri 6 Medan T.P 2017/2018. Penelitian ini bertujuan untuk mengetahui bagaimana pengaruh kompetensi kepribadian guru dan gaya belajar siswa terhadap prestasi belajar Korespondensi Indonesia siswa kelas X di SMK Negeri 6 Medan T.P 2017/2018. Jenis penelitian ini adalah *expost facto*.

Penelitian ini dilaksanakan di SMK Negeri 6 Medan yang beralamat di Jln Jambi No 23D, populasi sebanyak 107 siswa dan sampel yang diambil 54 siswa dengan teknik *Random Sampling*. Metode pengumpulan data yang digunakan yaitu observasi, dokumentasi, dan angket. Uji validitas untuk angket menggunakan rumus *Product Moment* dan uji reliabilitas menggunakan rumus *Alpha Cronbach*. Untuk menganalisis data, penulis menggunakan rumus regresi linier berganda dan untuk menguji hipotesis menggunakan rumus Uji t dan Uji F. Besarnya kontribusi variabel-variabel bebas terhadap variabel dependen dilihat dari Koefisien Determinasi (R^2).

Berdasarkan hasil analisis uji t variabel kompetensi kepribadian guru (X_1) diperoleh $t_{hitung} > t_{tabel}$ ($3,999 > 1,674$) dan angka signifikansi $0,000 < 0,05$ berarti kompetensi kepribadian guru berpengaruh positif dan signifikan terhadap prestasi belajar siswa. Untuk variabel gaya belajar siswa (X_2) nilai $t_{hitung} > t_{tabel}$ ($6,539 > 1,674$) dan angka signifikansi $0,000 < 0,005$ yang berarti gaya belajar siswa berpengaruh positif dan signifikan terhadap prestasi belajar siswa. Untuk uji F diperoleh $F_{hitung} > F_{tabel}$ ($58,187 > 3,18$) pada taraf signifikansi 95% yaitu $0,000 < 0,005$. Hasil analisis regresi linier berganda diperoleh $Y = 39,028 + 0,228X_1 + 0,308X_2$ yang menunjukkan bahwa kompetensi kepribadian guru (X_1) dan gaya belajar (X_2) berpengaruh positif dan signifikan terhadap terhadap prestasi belajar siswa (Y). Nilai koefisien determinasi (R^2) sebesar 0,695 yang menunjukkan pengaruh variabel kompetensi kepribadian guru dan gaya belajar siswa terhadap prestasi belajar 69,5%.

Dengan demikian, maka hipotesis yang menyatakan ada pengaruh positif dan signifikan kompetensi kepribadian guru dan gaya belajar siswa terhadap prestasi belajar Korespondensi Indonesia siswa kelas X di SMK Negeri 6 Medan T.P 2017/2018 dapat diterima.

Kata Kunci: Kompetensi Kepribadian Guru, Gaya Belajar Siswa, Prestasi Belajar.

ABSTRACT

Elfrida Lumban Gaol, NIM: 7141141019. "The Influence of Competence Teacher's Personality and Student Learning Style on Indonesian Correspondence Learning Achievement at Public Vocational Secondary Schools 6 Medan Academic Year 2017/2018". Thesis, Economics Department, Economic Education Study Program, Administrative Administration Education Office, Faculty of Economics, State University of Medan.

The problem in this research was the learning achievement of Indonesian Correspondence was low in Class X at Public Vocational Secondary Schools 6 Medan Academic Year 2017/2018. This research aims to determine how the influence of teacher personality competencies and student learning styles on learning achievement of Indonesian Correspondence Class X at Public Vocational Secondary Schools 6 Medan Academic Year 2017/2018. This type of research is *expost facto*.

This research was held at Public Vocational Secondary Schools 6 Medan which is located at Jln Jambi No. 23D, population of 107 students and samples taken by 54 students with Random Sampling technique. Data collection methods used are observation, documentation, and questionnaires. Validity test for questionnaires using Product Moment formula and reliability testing using Alpha Cronbach formula. To analyze the data, the writer uses multiple linear regression formula and to test the hypothesis using the t test formula and F test. The magnitude of the contribution of the independent variables to the dependent variable is seen from the Determination Coefficient (R^2).

Based on the results of the t-test analysis of teacher personality competency variables (X_1) obtained $t_{count} > t_{table}$ ($3.999 > 1.674$) and a significance number of $0.000 < 0.05$ means that the teacher's personality competence has a positive and significant effect on student achievement. For student learning style variables (X_2) the value of $t_{count} > t_{table}$ ($6.539 > 1.674$) and the significance number $0.000 < 0.005$ which means that the student learning style has a positive and significant effect on student learning achievement. For F test obtained $F_{count} > F_{table}$ ($58,187 > 3,18$) at 95% significance level that is $0,000 < 0,005$. The results of multiple linear regression analysis obtained $Y = 39,028 + 0,228X_1 + 0,308X_2$ which showed that teacher personality competence (X_1) and learning style (X_2) had a positive and significant effect on student achievement (Y). The coefficient of determination (R^2) is 0,695 which shows the influence of teacher personality competency variables and student learning styles on learning achievement 69,5%.

Thus, the hypothesis which states that there was a positive and significant influence on teacher's personality competency and student learning styles on learning achievement of Indonesian Correspondence in class X students at Public Vocational Secondary Schools 6 Medan Academic Year 2017/2018 was accepted.

Keywords: Teacher Personality Competency, Student Learning Style, Learning Achievement