

## ABSTRAK

**Dian Ranti Nim 7183144012. “Pengaruh Kompetensi *Technological Content Knowledge* (TCK) Guru Dan Kemandirian Belajar Siswa Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Otomatisasi Tata Kelola Perkantoran Hubungan Masyarakat Kelas XI AP SMK S Taman Siswa Medan T.A 2021-2022”.**

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh Kompetensi *Technological Content Knowledge* (TCK) Guru Dan Kemandirian Belajar Siswa Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Otomatisasi Tata Kelola Perkantoran Hubungan Masyarakat Kelas XI AP SMK S Taman Siswa Medan T.A 2021-2022. Jenis penelitian ini adalah penelitian *ex-post facto* dengan pendekatan kuantitatif. Populasi dalam penelitian ini adalah siswa kelas XI AP SMK Swasta Taman Siswa Medan tahun ajaran 2021-2022 sebanyak 50, dalam pengambilan sample, digunakan teknik total sampling dikarenakan jumlah populasi dibawah 100 orang. Teknik pengumpulan data menggunakan observasi, dokumentasi, kuesioner dan wawancara. Tehnik analisis data yang digunakan adalah analisis regresi linear berganda dan untuk menjawab kebenaran hipotesis digunakan uji-t, uji-F dan uji  $R^2$  dengan pengolahan data menggunakan bantuan perangkat lunak *SPSS Versi 22.00*. Berdasarkan hasil analisis data diperoleh persamaan regresi linear berganda  $Y = 2.651 + 0,505 X_1 + 0,554 X_2$  selanjutnya hasil penelitian menunjukkan bahwa hasil uji parsial (uji-t). Kompetensi *Technological Content Knowledge* (TCK) Guru berpengaruh positif dan signifikan terhadap Prestasi Belajar Siswa dengan nilai nilai  $t_{hitung} > t_{tabel}$  ( $2.629 > 1.667$ ) dan untuk nilai sigifikansi sebesar  $0,002 < 0,05$ . Terdapat pengaruh positif dan signifikan antara Kemandirian Belajar Siswa terhadap Prestasi Belajar Siswa dengan nilai nilai  $t_{hitung} > t_{tabel}$  ( $3.289 > 1.667$ ) dan untuk nilai signifikansi sebesar  $0,012 < 0,05$ . Secara simultan (uji-F) pengaruh Kompetensi *Technological Content Knowledge* (TCK) Guru dan Kemandirian Belajar Siswa terdapat pengaruh positif dan signifikan terhadap Prestasi Belajar Siswa dengan nilai  $F_{hitung} > F_{tabel}$  ( $53.645 > 3.20$ ). Dengan nilai koefisien determinasi ( $R^2$ ) sebesar 0,695 dapat disimpulkan sumbangan pengaruh Kompetensi *Technological Content Knowledge* (TCK) Guru dan Kemandirian Belajar Siswa terhadap Prestasi Belajar Siswa sebesar 69,5 % dan sisanya dipengaruhi variabel lain yang tidak dibahas dalam penelitian ini.

Kata Kunci : *Kompetensi Technological Content Knowledge (TCK) Guru, Kemandirian Belajar Siswa dan Prestasi Belajar Siswa*

## ABSTRACT

**Dian Ranti NIM. 7183144012. "The Effect of Teacher Technological Content Knowledge (TCK) Competence and Student Learning Independence on Student Achievement in Automation Subjects, Office Governance, Public Relations Class XI AP SMK S Taman Siswa Medan T.A 2021-2022".**

The aim of this study was to determine the effect of Teacher Technological Content Knowledge (TCK) Competence and Student Learning Independence on Student Achievement in Automation Subjects in the grade X1 of Office Governance Public Relations at SMK S Taman Siswa Medan in T.A 2021-2022. The type of this research is ex-post facto research with a quantitative approach. The population in this study was 50 students of grade X1 of Office Governance Public Relations at SMK S Taman Siswa Medan in 2021-2022 academic years . In taking the sample, the total sampling technique was used because the population was under 100 people. The data collection techniques that used in this research likes observation, documentation, questionnaires and interviews. The data analysis technique used is multiple linear regression analysis and to answer the truth of the hypothesis used t-test, F-test and R2 test with data processing using SPSS version 22.00 software. Based on the results of data analysis, it was obtained that the multiple linear regression equation  $Y = 2.651 + 0.505 X1 + 0.554 X2$  then the results showed that the results of the partial test (t-test). The Technological Content Knowledge (TCK) Competencies of teachers have a positive and significant effect on student achievement with a value of  $t_{count} > t_{table}$  ( $2.629 > 1.667$ ) and a significant value of  $0.002 < 0.05$ . There is a positive and significant effect between Student Learning Independence on Student Achievement with a value of  $t_{count} > t_{table}$  ( $3,289 > 1,667$ ) and for a significance value of  $0.012 < 0.05$ . Simultaneously (F-test), the effect of Teacher Technological Content Knowledge (TCK) Competence and Student Learning Independence is there a positive and significant influence on Student Achievement with  $F_{count} > F_{table}$  ( $53.645 > 3.20$ ). With the value of the coefficient of determination (R2) of 0.695, it can be concluded that the contribution of the influence of Teacher Technological Content Knowledge (TCK) Competence and Student Learning Independence on Student Achievement is 69.5% and the rest is influenced by other variables not discussed in this study

**Keywords: *Technological Content Knowledge (TCK) Competence of Teachers, Student Learning Independence and Student Achievement***