

## ABSTRAK

**Mikha Evangelin Tarigan (5172131011): Hubungan Persepsi Siswa Tentang Metode Mengajar Guru dan Kemandirian Belajar Terhadap Prestasi Belajar Dasar-dasar Teknik Ketenagalistrikan Siswa Kelas X Program Teknik Instalasi Tenaga Listrik Di SMKN 2 Medan. Skripsi Jurusan Pendidikan Teknik Elektro, Fakultas Teknik, Universitas Negeri Medan, 2024.**

Permasalahan dalam penelitian ini adalah adanya persepsi negatif siswa tentang metode mengajar guru dan kemandirian belajar yang tergolong rendah sehingga membuat prestasi belajar siswa kurang optimal. Oleh karena itu, penelitian ini bertujuan untuk mengetahui hubungan persepsi siswa tentang metode mengajar guru dan kemandirian belajar terhadap prestasi belajar dasar-dasar teknik ketenagalistrikan siswa kelas X program teknik instalasi tenaga listrik di SMKN 2 Medan. Jenis penelitian ini adalah penelitian *ex post facto* dengan menggunakan desain korelasional dan pendekatan yang digunakan yaitu pendekatan kuantitatif. Teknik pengambilan sampel menggunakan teknik *simple random sampling* yaitu sebanyak 59 orang siswa. Instrumen pengumpulan data dalam penelitian ini adalah Angket dan dokumentasi. Uji instrumen penelitian menggunakan uji validitas dan reliabilitas yang dilakukan dengan menggunakan aplikasi *Software SPSS versi 24*. Teknik analisis data yang digunakan antara lain: uji normalitas, uji linearitas, uji multikolinearitas, analisis linear sederhana dan berganda, koefisien determinasi dan uji hipotesis yaitu : uji t dan uji F yang dilakukan menggunakan *Software SPSS versi 24*. Hasil perhitungan regresi linear berganda adalah  $Y = 25,457 + 0,326X_1 + 0,453X_2$  dengan koefisien determinasi sebesar 46,6 %. Adanya hubungan positif dan signifikan persepsi siswa tentang metode mengajar guru terhadap prestasi belajar, dengan koefisien korelasi  $r_{x_1y} = 0,606$  dan  $r^2_{x_1y} = 0,368$ . Harga  $t_{hitung} > t_{tabel}$  ( $2,479 > 1,672$ ) dengan  $\alpha = 0,05$ . Adanya hubungan positif dan signifikan kemandirian belajar terhadap prestasi belajar. Dengan koefisien korelasi  $r_{x_2y} = 0,638$  dan  $r^2_{x_2y} = 0,407$ . Harga  $t_{hitung} > t_{tabel}$  ( $3,207 > 1,672$ ) dengan  $\alpha = 0,05$ . Adanya hubungan positif dan signifikan persepsi siswa tentang metode mengajar guru dan kemandirian belajar terhadap prestasi belajar. Dengan koefisien korelasi  $R_{y(1,2)} = 0,682$  dan koefisien determinasi  $R^2_{y(1,2)} = 0,466$ .  $F_{hitung} > F_{tabel}$  ( $24,409 > 3,16$ ) dengan nilai signifikan  $\alpha = 0,05$ . Hasil penelitian ini menunjukkan bahwa hipotesis diterima yakni terdapat hubungan persepsi siswa tentang metode mengajar guru dan kemandirian belajar terhadap prestasi belajar dasar-dasar teknik ketenagalistrikan.

**Kata Kunci :** Persepsi Siswa, Metode Mengajar Guru, Kemandirian Belajar, Prestasi Belajar Dasar-dasar Teknik Ketenagalistrikan

## **ABSTRACT**

**Mikha Evangelin Tarigan (5172131011): *The Relationship between Students' Perceptions of Teachers' Teaching Methods and Learning Independence on Learning Achievement in Basics of Electrical Engineering Students in Class X of the Electrical Power Installation Engineering Program at SMKN 2 Medan. Thesis, Department of Electrical Engineering Education, Faculty of Engineering, Medan State University, 2024.***

The problem in this study is the presence of students' negative perceptions regarding teachers' teaching methods and low levels of learning independence, which lead to suboptimal learning achievements. Therefore, this research aims to determine the relationship between students' perceptions of teachers' teaching methods and learning independence on the learning achievement in Basics of Electrical Engineering among students in Class X of the Electrical Power Installation Engineering Program at SMKN 2 Medan. This study is an ex post facto research using a correlational design with a quantitative approach. The sampling technique employed was simple random sampling, involving 59 students. Data collection instruments utilized in this study were questionnaires and documentation. The research instruments were validated and tested for reliability using SPSS software version 24. Data analysis techniques included tests for normality, linearity, multicollinearity, simple and multiple linear regression analysis, determination coefficients, and hypothesis testing using t-tests and F-tests conducted with SPSS software version 24. The result of the multiple linear regression calculation was  $Y = 25.457 + 0.326X_1 + 0.453X_2$ , with a coefficient of determination of 46.6%. There is a positive and significant relationship between students' perceptions of teachers' teaching methods and learning achievement, with a correlation coefficient of  $r_{x_1y} = 0.606$  and  $r^2_{x_1y} = 0.368$ . The t-value is greater than the critical t-value ( $2.479 > 1.672$ ) at  $\alpha = 0.05$ . There is also a positive and significant relationship between learning independence and learning achievement, with a correlation coefficient of  $r_{x_2y} = 0.638$  and  $r^2_{x_2y} = 0.407$ . The t-value is greater than the critical t-value ( $3.207 > 1.672$ ) at  $\alpha = 0.05$ . Furthermore, there is a positive and significant relationship between students' perceptions of teachers' teaching methods, learning independence, and learning achievement, with a correlation coefficient  $R_{y(1,2)} = 0.682$  and determination coefficient  $R^2_{y(1,2)} = 0.466$ . The F-value is greater than the critical F-value ( $24.409 > 3.16$ ) with a significance level of  $\alpha = 0.05$ . The results of this study indicate that the hypothesis is accepted, namely that there is a relationship between students' perceptions of teachers' teaching methods and learning independence on the learning achievement in Basics of Electrical Engineering.

**Keywords:** Students' Perceptions, Teachers' Teaching Methods, Learning Independence, Learning Achievement in Basics of Electrical Engineering.