

## ABSTRAK

**Amin Fadly Kudadiri, NIM 7103141006. Pengaruh Prestasi Belajar *Micro Teaching* dan Bimbingan Guru Pamong Terhadap Kemampuan Mengajar Mahasiswa dalam Program Pengalaman Lapangan (PPL) Prodi Pendidikan Tata Niaga Stambuk 2010 Fakultas Ekonomi Universitas Negeri Medan. Skripsi. Jurusan Pendidikan Ekonomi, Program Studi Pendidikan Tata Niaga, Fakultas Ekonomi, Universitas Negeri Medan 2014.**

Tujuan penelitian ini adalah untuk mengetahui : 1) pengaruh prestasi belajar *micro teaching* terhadap kemampuan mengajar PPL 2) pengaruh bimbingan guru pamong terhadap kemampuan mengajar PPL 3) pengaruh prestasi belajar *micro teaching* dan bimbingan guru pamong terhadap kemampuan mengajar PPL Prodi Pendidikan Tata Niaga Stambuk 2010 Fakultas Ekonomi Universitas Negeri Medan.

Populasi dalam penelitian ini adalah seluruh mahasiswa prodi pendidikan tata niaga FE Unimed yang mengikuti mata kuliah *micro teaching* dan program pengalaman lapangan (PPL) yang berjumlah 98 orang dan sekaligus menjadi sampel dalam penelitian ini. Teknik pengumpulan data yang digunakan adalah dengan dokumentasi dan angket. Uji validitas untuk analisis butir angket menggunakan rumus korelasi product moment, reliabilitasnya dihitung dengan menggunakan rumus cronbach alpha. Teknik analisis data yang digunakan adalah regresi linear berganda, uji t dan uji F.

Hasil penelitian ini menunjukkan bahwa 1) tidak terdapat pengaruh yang signifikan prestasi belajar *micro teaching* terhadap kemampuan mengajar PPL, dengan  $t_{hitung} = 0,234 < t_{tabel} = 1,662$ . 2) terdapat pengaruh yang positif dan signifikan bimbingan guru pamong terhadap kemampuan mengajar PPL, dengan  $t_{hitung} = 7,230 > t_{tabel} = 1,662$ . 3) terdapat pengaruh yang positif dan signifikan prestasi belajar *micro teaching* dan bimbingan guru pamong terhadap kemampuan mengajar PPL, dengan  $F_{hitung} = 31,710 > F_{tabel} = 3,09$  dan persamaan regresinya  $Y = 17,430 + 0,042 X_1 + 0,687 X_2$ . Angka R Square sebesar 40% menunjukkan bahwa persentase variabel independen (prestasi belajar *micro teaching* dan bimbingan guru pamong) berpengaruh sebesar 40% terhadap kemampuan mengajar dan sisanya dipengaruhi oleh variabel lain.

**Kata kunci: *Micro teaching*, bimbingan guru pamong, kemampuan mengajar PPL.**



## ABSTRACT

**Amin Fadly Kudadiri, NIM 7103141006. "The influence of Micro Teaching and Learning Achievement Tutoring Guardian Teacher Teaching Ability Students Against the Field Experience Program Bussines Management Education Program Studies Academic Year 2010 Faculty of Economics State University of Medan". Thesis. Department of Education Economy, Bussines Management Education Program Studies , Faculty of Economics, University of Medan 2014.**

The purpose of this study was to determine: 1) the effect of micro teaching learning achievement of the ability to teach field experience practice 2) the effect on the ability of the teacher's guidance tutor to teach field experience practice 3) the influence of micro teaching and learning achievement guardian guidance on the ability of teachers to teach field experience practice Program Bussines Management Education Program Studies Faculty of Economics State University of Medan

The population in this study were all students of Bussines Management Education Program Studies Faculty of Economics State University of Medan that follows the micro teaching courses and Field Experience Practice which amounted to 98 people and also a sample in the study. Data collection techniques used are the documentation and questionnaires. Test item analysis of questionnaire validity for using the product moment correlation formula, the reliability is calculated using Cronbach alpha formula. The data analysis technique used is multiple linear regression, **t** test and **F** test.

The results of this study indicate that 1) there is no significant effect on the learning achievement of micro teaching teaching ability field experience practice, with  $t_{hitung} = 0,234 < t_{tabel} = 1,662$ . 2) there is a positive and significant influence guidance on the ability of teachers to teach field experience practice officials, with  $t_{hitung} = 7,230 > t_{tabel} = 1,662$ . 3) there is a positive and significant influence learning achievement micro teaching and guidance on the ability of teachers to teach field experience practice officials, with  $F_{hitung} = 31,710 > F_{tabel} = 3,09$  and regression equation  $Y = 17,430 + 0,042 X_1 + 0,687 X_2$ . Figures R Square of 40% indicates that the percentage of independent variables (micro teaching learning achievement and teacher guidance tutor) affects 40% of the ability teaching and the rest is influenced by other variables.

**Keywords : Micro teaching, guidance teacher tutors, teaching ability Field Experience Practice.**

