

ABSTRAK

Robin, NIM 7113141090, Hubungan Variasi Mengajar Guru Dan Gaya Belajar Siswa Dengan Prestasi Belajar Siswa SMK Swasta PAB-3 Medan T.P 2015/2016. Skripsi, Jurusan Pendidikan Ekonomi, Program Studi Pendidikan Administrasi Perkatoran, Fakultas Ekonomi, Universitas Negeri Medan 2016.

Masalah dalam penelitian ini adalah rendahnya prestasi pelajar siswa pada mata pelajaran KKPI. Penelitian ini bertujuan untuk mengetahui hubungan variasi mengajar guru dan gaya belajar siswa terhadap prestasi belajar siswa SMK Swasta PAB-3 Medan T.P 2015/2016.

Penelitian ini dilaksanakan di SMK Swasta PAB-3 Medan Tahun Pembelajaran 2015/2016. Populasi dalam penelitian ini adalah seluruh siswa kelas X Program Keahlian Administrasi Perkantoran SMK Swasta PAB-3 Medan yang berjumlah 42 orang dan sampel sebanyak 42 orang yang diambil secara total sampling yang terdiri dari dua kelas, yaitu X AP₁ dan X AP₂. Teknik pengumpulan data menggunakan observasi, wawancara, angket, dan dokumentasi.

Hasil analisis yang diperoleh untuk variabel variasi mengajar guru (X₁) terhadap prestasi belajar (Y) diperoleh nilai $t_{hitung} > t_{tabel}$ (2,491 > 2,021), menunjukkan bahwa ada hubungan yang positif dan signifikan antara variasi mengajar guru terhadap prestasi belajar siswa. Hasil analisis yang diperoleh untuk variabel gaya belajar siswa (X₂) terhadap prestasi belajar (Y) diperoleh nilai $t_{hitung} > t_{tabel}$ (2,732 > 2,021), menunjukkan bahwa ada pengaruh yang positif dan signifikan antara gaya belajar siswa terhadap prestasi belajar siswa. Dalam perhitungan regresi linear berganda diperoleh nilai konstanta 12,017, koefisien regresi variasi mengajar guru (X₁) sebesar 0,707 dan koefisien regresi gaya belajar siswa (X₂) sebesar 0,564. Untuk menguji hipotesis variasi mengajar guru dan gaya belajar siswa secara simultan menggunakan uji f dengan taraf signifikansi 95% diperoleh nilai $F_{hitung} > F_{tabel}$ (6,969 > 3,24), menunjukkan ada hubungan yang positif dan signifikan secara simultan antara variasi mengajar guru dan gaya belajar siswa terhadap prestasi belajar siswa.

Dengan demikian dapat disimpulkan bahwa ada pengaruh yang signifikan secara simultan antara variasi mengajar guru dan gaya belajar siswa terhadap prestasi belajar siswa SMK Swasta PAB-3 Medan T.P 2015/2016.

Kata Kunci: Variasi Mengajar Guru, Gaya Belajar Siswa, Prestasi Belajar Siswa.

ABSTRACT

Robin, NIM 7113141090. Relations of teaching variant of teachers and learning styles of student on student achievement of the SMK Swasta PAB-3 Medan year 2015/2016. A Thesis, Economy Education Departement, Office Administration Education Study Program, Faculty of Economy, State University of Medan 2016.

Problem in this study is the low school achievement in subject KKPI. This study is aimed to find out whether there is an relations of teaching variant of teachers and learning styles of student on student achievement of the SMK Swasta PAB-3 Medan year 2015/2016.

This study was done in SMK Swasta PAB-3 Medan year 2015/2016. The population in this study was all the grade X students of office administration skill program state vocational school PAB-3 which total were 42 students and the sample in this study was 42 students which were chosen by simple total sampling which were consisted of two classes, namely X AP₁ and X AP₂. The technique of data collection was using observation, interview, questionnaire, and documentation.

The analysis result for teaching variant of teachers (X₁) to students' achievement (Y) was $t_{count} > t_{table}$ (2,491 > 2,021), which shows that there is a positive and significant relations between teaching variant of teachers to students' achievement. The analysis result for the learning styles of student (X₂) to students' achievement (Y) was $t_{count} > t_{table}$ (2,732 > 2,021), which shows that there is a positive and significant relations between learning styles of student to students' achievement. In multiple linear regression calculation, it was acquired the constanta 12,017, teaching variant of teachers regression coefficient (X₁) was 0,707 and learning styles of student regression coefficient (X₂) was 0,564. In order to test the teaching variant of teachers and learning styles of student partially by using t-test with significant standard 95% acquired $F_{count} > F_{table}$ (6,969 > 3,24) which shows that there is a positive and significant simultaneously relations between teaching variant of teachers and learning styles of student to students' achievement.

It can be concluded that there was simultaneously significant relations between teaching variant of teachers and learning styles of student on student achievement of class X adminstrative offices of the SMK Swasta PAB-3 Medan year 2015/2016.

Keywords : Teaching Variant of Teachers, Learning Styles of Student, and Student Achievement.