ABSTRAK

Jasper Simanjuntak, NIM. 0150200013. Hubungan Konsep Diri dan Sikap Terhadap Profesi Guru Dengan Hasil Belajar Perkembangan Peserta Didik dari Mahasiswa Program Studi PGSD FIP-UNIMED. 2004.

Penelitian ini bertujuan untuk mengetahui hubungan Konsep Diri dan Sikap Terhadap Profesi Guru dengan Hasil Belajar Perkembangan Peserta Didik, baik secara sendiri-sendiri maupun secara bersama-sama. Metode penelitian bersifat deskriptif korelasional, yaitu bertujuan untuk memperoleh informasi tentang suatu gejala pada saat penelitian dilakukan.

Populasi penelitian ini adalah, seluruh mahasiswa Program Studi Pendidikan Guru Sekolah Dasar Fakultas Ilmu Pendidikan - UNIMED Medan, yang mengambil matakuliah Perkembangan Peserta Didik tahun ajaran 2003/2004, yang kemudian diambil sampel sebagai subjek penelitian sebanyak 182 orang mahasiswa melalui penggunaan nomogram Harry King. Untuk memperoleh data variabel Konsep Diri, dan Sikap Terhadap Profesi Guru digunakan angket, dan data Hasil Belajar matakuliah Perkembangan Peserta Didik (PPD), dipergunakan tes objektif. Sebelum alat pengumpul data digunakan, terlebih dahulu dilakukan uji validitas dan reliabilitas. Untuk mengetahui validitas konsep diri dan sikap terhadap profesi guru digunakan rumus korelasi product moment dengan kriteria valid, jika $r_{hitung} > r_{tabel}$, pada taraf signifikan 5 %. Untuk mengetahui reliabilitas angket konsep diri dan sikap terhadap profesi guru, digunakan rumus Alpha Cronbach. Untuk mengetahui validitas tes hasil belajar matakuliah Perkembangan Peserta Didik, digunakan rumus Point Biserial dengan kriteria, $r_{hitung} > r_{tabel}$. Kemudian untuk mengetahui reliabilitas tes hasil belajar matakuliah Perkembangan Peserta Didik (PPD), digunakan rumus KR_{20}.

Dari uji validitas dan reliabilitas diperoleh hasil sebagai berikut : (1) instrumen tes hasil belajar perkembangan peserta didik yang valid diperoleh 57 butir dengan koefisien reliabilitas 0,931, (2) instrumen angket konsep diri yang valid 35 butir dengan koefisien reliabilitas sebesar 0,874, dan (3) instrumen angket sikap terhadap profesi guru yang valid 55 butir dengan koefisien reliabilitasnya sebesar 0,926.

Untuk mengetahui hubungan antara variabel bebas dengan variabel terikat, digunakan analisis korelasi sederhana dengan rumus korelasi product moment, sedangkan untuk mengetahui hubungan secara bersama-sama antara Konsep Diri, Sikap Terhadap Profesi Guru, dan Hasil Belajar Perkembangan Peserta Didik digunakan rumus korelasi ganda, dan dilanjutkan dengan analisis parsial. Berdasarkan hasil pengolahan dan analisis data dapat disimpulkan : (1) Terdapat hubungan yang signifikan antara Konsep Diri dengan Hasil Belajar Perkembangan Peserta Didik dari mahasiswa Program Studi PGSD FIP-UNIMED Medan ($r_{x1y} = 0{,}364 > r_t = 0{,}145$).

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mahasiswa Program Studi PGSD FIP-UNIMED Medan (r_{x1y} = 0,364 > r_t = 0,145). (2) Terdapat hubungan yang signifikan antara Sikap Terhadap Profesi Guru dengan Hasil Belajar Perkembangan Peserta Didik dari mahasiswa Program Studi PGSD FIP-UNIMED (r_{x2y} = 0,448 > r_t = 0,145), dan (3) Terdapat hubungan yang signifikan secara bersama-sama antara Konsep Diri, Sikap Terhadap Profesi Guru, dan Hasil Belajar Perkembangan Peserta Didik dari mahasiswa Program Studi PGSD FIP-UNIMED Medan ($R_{y.1,2}$ = 0,5126), dengan (Fh = 31,904 > F_t = 3,048). Selanjutnya diperoleh kontribusi konsep diri terhadap hasil belajar PPD sebesar 9,41 %, dan kontribusi sikap terhadap profesi guru terhadap hasil belajar PPD sebesar 16,87 %.

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ABSTRACT

SIMANJUNTAK, JASPER. *The Correlation between Self Identity and Attitude towards Teaching Profession, against Learning Achievement in the subject of Student Development by the Students of PGSD, FIP UNIMED.* A Thesis. 2004.

This study is amied at finding out the correlation between Self-Identity and Attitude towards Teaching Profession against Learning Achievement in the subject of Student Development both independently and in tandem. The method of the research is in the form of correlational analysis which aims at obtaining information about the phenomenon during the investigation.

The population consists of all the students in the PGSD (Primary School Teachers Course) program at the Faculty of Education, UNIMED, Medan taking the course of Students Development for the period of 2003-2004. This was also the sample composed of 182 students based on the Harry King;s monogram. A questionnaire was used to obtain the data on the variables of Self-Identity and Attitude towards Teaching Profession. An objective test was used to obtain the data on the Learning Achievement in Student Development. Before the instruments were applied, the test of validity and reliability was conducted. To find out the validity of Self-Identity and Attitude towards Teaching Profession, the product moment correlation was applied, which was valid if the $r_{count} > r_{table}$ at the level of significance of 5 %. To find out the reliability of the questionnaires for Self-Identity and Attitude towards Teaching Profession, the Alpha Cronbach's formula was applied. To find out the validity of the test for the Learning Achievement in Student Development, the Biserial Point formula was applied with the criteria of $r_{count} > r_{table}$. For the reliability of the test for Learning Achievement in Student Development course, the KR_{20} was applied.

The results of the tests for validity and reliability are as follows: 1) from the test of Learning Achievement there are 57 valid items with the coefficient of reliability of 0.931, 2) from the questionnaire of Self-Identity there are 35 valid items with the coefficient of reliability of 0.874, and 3) from the questionnaires for Attitude towards Teaching Profession there are 55 valid items with the reliability coefficient of 0.926.

The find out he correlation between the independent variables and dependent variable, simple product-moment correlation formula was applied. For the correlation in tandem between the variables of Self-Identity, Attitude towards Teaching Profession and Learning Achievement in Student Development course, the multiple correlation formula was applied and then followed by the partial analysis, it can be concluded: 1) there is the a significant correlation between Self-Identity and Learning Achievement for Student Development course by the students of PGSD, FIP-

UNIMED Medan ($r_{x1y} = 0.364 > r_t = 0.145$), 2) there is significant correlation between Attitude towards Teaching Profession and Learning Achievement in Student Development course by the students of PGSD FIP-UNIMED ($r_{x2y} = 0.448 > r_t = 0.145$), and 3) there is significant correlation in tandem between Self-Identity, Attitude towards Teaching Profession, and Learning Achievement in Student Development course by the students of PGSD FIP-UNIMED, ($r_{y12} = 0.5126$, with the $F_h = 31.904 > F_t = 3.048$). Further, there is contribution given by Self-Identity to Learning Achievement as much as 9.14 % and contribution of Attitude towards Teaching Profession to Learning Achievement as much as 16.87 %.