ABSTRAK

Anju Gempita Hutagaol, Nim. 7143141007. Pengaruh Fasilitas Belajar dan Kompetensi Guru Terhadap Prestasi Belajar Ekonomi Kelas X IIS SMA Negeri 6 Pematangsiantar Tahun Pembelajaran 2017/2018, Skripsi. Jurusan Ekonomi, Program Studi Pendidikan Ekonomi, Fakultas Ekonomi, Universitas Negeri Medan Tahun 2018

Penelitian ini bertujuan untuk (1) Mengetahui pengaruh fasilitas belajar terhadap prestasi belajar siswa, (2) Mengetahui pengaruh kompetensi guru terhadap prestasi belajar siswa, (3) Mengetahui pengaruh fasilitas belajar dan kompetensi guru dalam menunjang prestasi belajar ekonomi siswa kelas X IIS SMA Negeri 6 Pematangsiantar Tahun Pembelajaran 2017/2018.

Populasi dalam penelitian ini adalah seluruh siswa kelas X IIS SMA Negeri6 Pematangsiantar yang berjumlah 93 orang. Sampel dalam penelitian ini diambil menggunakan *teknik total sampling*, yaitu mengambil seluruh populasi sebagai sampel penelitian yaitu berjumlah 93 orang. Teknik pengumpulan data yang digunakan dokumentasi dan angket/kuesioner. Teknik analisis data yang digunakan adalah teknik analisis regresi linier berganda dan menggunakan uji hipotesis secara parsial (uji t) dan secara simultan (uji f) serta menggunakan koefisien determinasi. Sebelum dilakukan uji analisis maka dilakukan uji prasyarat analisis yaitu uji normalitas dan uji linearitas.

Hasil penelitian menunjukkan bahwa pengujian terhadap hipotesis secara parsial untuk fasilitas belajar dengan taraf signifikan 95 % menunjukkan nilai t_{hitung} 3,467 dan nilai t_{tabel} 1,661 maka diperoleh t_{hitung} lebih besar dari t_{tabel} (3,467 > 1,661) maka Ha diterima sedangkan Ho tidak dapat diterima, dan pengujian hipotesis untuk kompetensi guru dengan taraf signifikan 95% menunjukkan nilai t_{hitung} 4,537 dan nilai t_{tabel} 1,661 maka diperoleh t_{hitung} lebih besar dari t_{tabel} atau 4,537 > 1,661 maka Ha diterima Ho tidak dapat diterima. Untuk pengujian secara simultan menunjukkan Fhitunglebih besar dariFtabel (32,726 > 3,10) berarti Ho ditolak Ha diterima, dan koefisien determinasi (R^2) sebesar 0,421 atau 42,1%%, dimana hal ini menunjukkan bahwa besarnya sumbangan pengaruh yang diberikan oleh variabel fasilitas belajar dan kompetensi guru terhadap prestasi belajar adalah sebesar 42,1%.

Berdasarkan hasil analisis data dapat disimpulkan sebagai berikut : 1. Ada pengaruh positif dan signifikan antara fasilitas belajar terhadap prestasi belajar siswa, 2. Ada pengaruh positif dan signifikan antara kompetensi guru terhadap prestasi belajar siswa. 3. Ada pengaruh yang positif dan signifikan antara fasilitas belajar dan kompetensi guru secara bersama-sama terhadap prestasi belajar siswa kelas X IIS SMA Negeri 6 Pematangsiantar. Saran yang diberikan penulis diantaranya agar pihak sekolah memperbaiki setiap kekurangan dari fasilitas yang dimiliki dan agar guru mata pelajaran Ekonomi lebih meningkatkan kualitas kompetensi yang dimilikinya untuk meningkatkan prestasi belajar siswa.

Kata Kunci : Fasilitas Belajar, Kompetensi Guru, Prestasi Belajar

ABSTRACT

Anju Gempita Hutagaol, Student's ID Number. 7143141007. Influence Of Learning Facilities and Teacher Competence Towards Learning Achievement on Economy Lesson Class X IIS in SMA Negeri 6 Pematangsiantar Academic Year 2017/2018, Essay. Education of Economic, Economic Education Study Program, Faculty of Economics. University of Medan Year 2018.

This research aimed to (1) Find out the Influence Of Learning Facilities against students' learning achievement (2) Find out the influence of Teacher Competence against student's learning achievement (3) Find out the Influence Of Learning Facilities and Teacher Competence in supporting the learning achievement of economy on class X IIS in SMA Negeri 6 Pematangsiantar Academic Year 2017/2018.

The population in this research were all students of class X IIS in SMA Negeri 6 Pematangsiantar, which were amounted to 93 people. The sample in this research were taken using total sampling technique, which takes the entire population as the research sample, which were amounted to 93 people. Techniques of data collection used were the multiple linear regression technique analysis and use hypothesis test partially (t test) and simultaneous (f test) as well as using the coefficient of determination. Before the analysis test was conducted, then prerequisite analysis test was conducted namely normality test.

The results of the research showed that the testing of the hypothesis partially for learning facilities with significant level of 95% showed that $t_{counted}$ value was 3,467 and t_{table} value was 1,661 then obtained $t_{counted}$ bigger than t_{table} (3,467 > 1.661) then Ha was accepted and Ho was rejected, and hypothesis testing for teacher competence with the significant level of 95% showed that $t_{counted}$ value was 4,537 and t_{table} value was 1,661 then obtained $t_{counted}$ bigger than t_{table} (4,537 > 1.661) then Ha was accepted and Ho was unacceptable. Simultaneously testing hypothesis with the significant level of 5% showed that $F_{counted}$ bigger than F_{table} (32,726 > 3,10) Ho was rejected Ha was unacceptable, and the coefficient of determination (R^2) amounted to 0,421 atau 42,1%, where this indicated that contribution of influence which was given by the variable of learning facilities and teacher competence against students' learning achievement was amounted to 42,1%.

Based on the results of data analysis, it can be summarized as follows: 1. There was positive and significant influence between learning facilites against students' learning achievement, 2. There was positive and significant influence between teacher competence against students' learning achievement. 3. There was positive and significant influence between learning facilities and teacher competence against student's learning achievement in class X IIS in SMA Negeri 6 Pematangsiantar. Author give suggestion that the school must improve their any deficiencies of the facilities and so that Economic teachers further improve the quality of their competencies to improve student learning achievement.

Keywords: Learning Facilities, Teacher Competence, Learning Achievement