# ABSTRAK

**Muhammad Rifai Siregar. Nim. 7141141044. Pengaruh Profesionalisme Guru dan Teknologi Informasi Terhadap Prestasi Belajar Otomatisasi Perkantoran SMK Negeri 1 Tanjung Pura T.A 2018/2019. Skripsi. Jurusan Ekonomi, Program Keahlian Pendidikan Administrasi Perkantoran, Fakultas Ekonomi, Universitas Negeri Medan 2018.**

Penelitian ini bertujuan untuk mengetahui pengaruh profesionalisme guru dan teknologi informasi terhadap prestasi belajar Otomatisasi Perkantoran siswa kelas X AP SMK Negeri 1 Tanjung Pura T.A 2018/2019. Penelitian dilakukan di SMK Negeri 1 Tanjung Pura dengan populasi sebanyak 102 siswa dan sampel sebanyak 50 siswa. Instrumen yang digunakan untuk mengukur profesionalisme guru dan teknologi informasi berupa angket dan untuk mengukur prestasi belajar Otomatisasi Perkantoran siswa digunakan Daftar Kumpulan Nilai Otomatisasi Perkantoran siswa kelas X AP SMK Negeri 1 Tanjung Pura T.A 2018/2019.

Penelitian ini menggunakan uji instrument berupa uji validitas dan reliabilitas yang dilakukan kepada 30 responden. Dimana butir angket dinyatakan valid jika nilai $r_{xy} > r_{tabel}$, dengan $r_{tabel} = 0,361$. Hasil uji reliabilitas angket profesionalisme guru yaitu $0,909 > 0.600$ dan angket teknologi informasi $0,911 > 0,600$. Hasil uji asumsi klasik diperoleh normalitas sebesar 0,524, uji linearitas profesionalisme guru terhadap prestasi belajar sebesar $0,054 > 0,05$ dan teknologi informasi terhadap prestasi belajar diperoleh $0,308 > 0,05$. Sedangkan uji multikolinearitas diperoleh nilai *Tolerance* $1,000 > 0,1$ dan nilai VIF $1,000 < 10$. yang artinya bahwa kedua variable bebas tidak saling memiliki hubungan.

Teknik analisis data dengan menggunakan regresi linear berganda dan untuk menguji hipotesisnya dengan menggunakan uji-t dan uji-f dengan menggunakan bantuan program SPSS 24.0. Hasil analisis data diperoleh persamaan regresi berganda yaitu $Y = 17,012 + 0,617\ X_1 + 0,172\ X_2 + e$. Hasil uji-t diperoleh $t_{hitung} > t_{tabel} = 7,672 > 1,678$ dengan taraf signifikan $0,000 < 0,05$ untuk hipotesis 1 dan untuk hipotesis 2 diperoleh $2,309 > 1,678$ dengan taraf signifikan $0,025 < 0,05$. Sedangkan pengujian hipotesis secara simultan diperoleh $F_{hitung} > F_{tabel} = 32,314 > 3,19$ dengan taraf signifikan $0,000 < 0,05$. Hasil penelitian dapat disimpulkan bahwa : 1) ada pengaruh positif dan signifikan antara profesionalisme guru terhadap prestasi belajar Otomatisasi Perkantoran, 2) ada pengaruh positif dan signifikan antara teknologi informasi terhadap prestasi belajar Otomatisasi Perkantoran, 3) ada pengaruh positif dan signifikan antara profesionalisme guru dan teknologi informasi terhadap prestasi belajar Otomatisasi Perkantoran siswa X AP SMK Negeri 1 Tanjung Pura TA 2018/2019.

**Kata Kunci: Profesionalisme Guru, Teknologi Informasi, dan Prestasi Belajar**

# ABSTRACT

**Rifai Siregar, Muhammad. Registration Number : 7141141044.** *The Effect of Teacher's Professionalism and Information Technology on the Learning Achievement of Office Automation at Vocational High School 1 Tanjung Pura Academic Year 2018/2019.* **A Thesis. Economics Department. Office Administration Education Study Program. Faculty of Economics. State University of Medan. 2018.**

The objective of this study was to know the effect of teacher's professionalism and information technology on the learning achievement of office automation at grade X of Vocational High School 1 Tanjung Pura Academic Year 2018/2019. This research was conducted at Vocational High Shool 1 Tanjung Pura, with the population as many as 102 students and the samples were 50 students. The instruments were used to measure teacher's professionalism and information technology in the form of questionnaires and to measure the students' learning achievement that used list of office automation values at grade X Vocational High School 1 Tanjung Pura Academic Year 2018/2019.

This study used an instrument test in the form of validity and reliability tests that were conducted on 30 respondents. Every questionnaire item was declared valid if the value of $r_{xy} > r_{table}$, with $r_{table} = 0.361$. The teacher's professionalism questionnaire reliability test results were 0.909 > 0.600 and information technology questionnaires were 0.911 > 0.600. The classic assumption test results were obtained normality of 0.524, the linearity test of teacher's professionalism towards learning achievement was 0.054 > 0.05 and information technology on learning achievement was obtained 0.308 > 0.05. While the multicollinearity test was obtained a value of Tolerance 1,000 > 0.1 and value of VIF 1,000 < 10 which meaned that the two independent variables did not have mutual relations.

The Technique of data analysis was multiple linear regression and to try the hypothesis was used t-test and f-test through SPSS 24.0. The results of data analysis were obtained multiple regression equations namely $Y = 17,012 + 0,617 X1 + 0,172 X2 + e$. The results of the t-test were obtained $t_{count} > t_{table} = 7.672 > 1.678$ with a significant level of 0.000 < 0.05 for hypothesis 1 and for hypothesis 2 was obtained 2.309 > 1.678 with a significant level of 0.025 <0.05. While simultaneous hypothesis testing was obtained $F_{count} > F_{table} = 32,314 > 3,19$ with a significant level of 0,000 < 0,05. The results of the study could be concluded that: 1) there were the positive and significant effect between teacher's professionalism on learning achievement of Office Automation, 2) there were a positive and significant effect between information technology on the learning achievement of Office Automation, 3) there were a positive and significant effect between teacher professionalism and technology information on the students' learning achievements of Office Automation at grade X of Vocational High School 1 Tanjung Pura Academic Year 2018/2019.

**Keywords:** *Teacher's Professionalism, Information Technology, and Learning Achievement*