

ABSTRAK

Dira Ramadhani, NIM 7151141011, Pengaruh Kreativitas Guru dan Fasilitas Belajar terhadap Prestasi Belajar Ekonomi Siswa Kelas X IPS SMA Swasta UISU Medan Tahun Ajaran 2019/2020. Skripsi, Jurusan Ekonomi, Program Studi Pendidikan Ekonomi, Fakultas Ekonomi, Universitas Negeri Medan 2019.

Permasalahan dalam penelitian ini adalah rendahnya prestasi belajar ekonomi siswa. Penelitian ini bertujuan untuk mengetahui pengaruh Pengaruh Kreativitas Guru dan Fasilitas Belajar terhadap Prestasi Belajar Ekonomi Siswa Kelas X IPS SMA Swasta UISU Medan Tahun Ajaran 2019/2020. Penelitian ini dilaksanakan di SMA Swasta UISU Medan Tahun Ajaran 2019/2020. Populasi dalam penelitian ini adalah seluruh siswa kelas X IPS SMA Swasta UISU Medan berjumlah 72 orang dan sampel sebanyak 72 orang yang diambil secara keseluruhan. Teknik pengumpulan data menggunakan observasi, dokumentasi, angket. Uji validitas untuk analisis butir angket menggunakan rumus *Product Moment*, dan reliabilitasnya diperoleh dengan menggunakan rumus *Cronbach Alpha*. Teknik analisis data yang digunakan dalam penelitian ini adalah uji regresi linier berganda dan untuk membuktikan kebenaran hipotesis digunakan rumus uji t dan uji F. Berdasarkan hasil analisis data dengan menggunakan program SPSS 20, diperoleh persamaan regresi linier berganda $Y = 17,552 + 0,454 X_1 + 0,332 X_2 + e$ selanjutnya variable Kreativitas Guru (X_1) memiliki pengaruh positif dan signifikan secara parsial (uji t) terhadap prestasi belajar (Y) dengan nilai $t_{hitung} > t_{tabel}$ ($3,634 > 1,994$). Sementara fasilitas belajar (X_2) juga memiliki pengaruh positif dan signifikan terhadap prestasi belajar (Y) dengan nilai $t_{hitung} > t_{tabel}$ ($3,156 > 1,994$). Untuk menguji hipotesis Kreativitas Guru dan fasilitas belajar secara simultan menggunakan uji F dengan taraf signifikansi 95% diperoleh nilai $F_{hitung} > F_{tabel}$ ($23,408 > 3,13$), menunjukkan ada pengaruh positif dan signifikan antara Kreativitas Guru dan fasilitas belajar terhadap prestasi belajar ekonomi siswa. Untuk hasil perhitungan uji koefisien determinasi (R^2) diperoleh nilai sebesar 40,4% menunjukkan bahwa Kreativitas Guru dan fasilitas belajar secara bersama-sama memberikan kontribusi terhadap prestasi belajar ekonomi siswa sebesar 40,4% dan sisanya sebesar 59,6% dipengaruhi oleh variabel lain yang tidak diteliti. Dengan demikian dapat disimpulkan bahwa ada pengaruh positif dan signifikan antara Kreativitas Guru dan fasilitas belajar terhadap prestasi belajar ekonomi siswa kelas X IPS SMA Swasta UISU Medan Tahun Ajaran 2019/2020.

Kata Kunci :Kreativitas Guru, Fasilitas Belajar, dan Prestasi Belajar Siswa

ABSTRACT

Dira Ramadhani, NIM 7151141011, Influence of Interest in Student Learning and Learning Facilities on Economic Learning Achievement of Class X IPS Students at Private UISU High School in Medan Academic Year 2018/2019. Thesis, Department of Economics, Economic Education Study Program, Faculty of Economics, Medan State University 2019.

The problem in this study is the low economic learning achievement of students. This study aims to determine the effect of the Influence of Student Learning Interests and Learning Facilities on the Economic Learning Achievement of Class X IPS Students in Medan UISU Private High School Academic Year 2018/2019. This research was conducted at UISU Private High School Medan Academic Year 2018/2019. The population in this study were all students of class X IPS UISU Private High School Medan totaling 72 people and a sample of 72 people taken as a whole. Data collection techniques using observation, documentation, questionnaires. Validity test for questionnaire analysis using Product Moment formula, and its reliability is obtained by using the Cronbach Alpha formula. The data analysis technique used in this study is multiple linear regression test and to determine the correctness of the hypothesis used the t test formula and F test. Based on the results of data analysis using the SPSS 20 program, the multiple linear regression equation $Y = 17,552 + 0,454 X_1 + 0,332 X_2 + e$ was obtained, then the student learning interest variable (X_1) had a positive and partially significant influence (t test) on learning achievement (Y) with $t_{count} > t_{table}$ ($3,634 > 1,994$). While learning facilities (X_2) also have a positive and significant influence on learning achievement (Y) with a $t_{count} > t_{table}$ ($3,156 > 1,994$). To test the hypothesis of student learning interest and learning facilities simultaneously using the F test with a 95% significance level obtained the value of $F_{count} > F_{table}$ ($23,408 > 3,13$), indicating there is a positive and significant influence between student learning interest and learning facilities on student economic learning achievement. For the calculation of the determination coefficient test (R^2) obtained a value of 40.4% indicates that students' learning interest and learning facilities together contribute to students' economic learning achievement by 40.4% and the remaining 59.6% is influenced by variable others not examined. Thus it can be concluded that there is a positive and significant influence between students' learning interest and learning facilities on the economic learning achievement of Social Sciences class X students of UISU Private High School Medan Academic Year 2019/2020.

Keywords: Interest in Student Learning, Learning Facilities, and Student Learning Achievement