

ABSTRAK

ERWIN EFENDI LUMBAN GAOL. NIM 7162141010. Pengaruh Persepsi Siswa Tentang Kompetensi Profesional Guru dan Disiplin Belajar Siswa Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Ekonomi Kelas XI IIS SMA Negeri 1 Deli Tua Tahun Ajaran 2019/2020. Skripsi. Jurusan Ekonomi. Program Studi Pendidikan Ekonomi. Fakultas Ekonomi. Universitas Negeri Medan 2020.

Penelitian ini bertujuan untuk mengetahui pengaruh persepsi siswa tentang kompetensi profesional guru dan disiplin belajar siswa terhadap prestasi belajar siswa pada mata pelajaran ekonomi kelas XI IIS SMA Negeri 1 Deli Tua Tahun Ajaran 2019/2020. Sampel dalam penelitian ini sebanyak 72 orang, pengambilan sampel dilakukan dengan teknik proporsional random sampling dengan cara acak.

Penelitian ini adalah penelitian *Expos Facto*, dimana untuk mendapatkan data penelitian digunakan observasi, angket/kuisisioner dan dokumentasi. Teknik analisis data penelitian adalah regresi linear berganda untuk menguji hipotesis penelitian dengan menggunakan uji t dan uji F.

Hasil analisis regresi berganda diperoleh persamaan $Y = 36,234 + 0,270 X_1 + 0,318 X_2 + e$. Selanjutnya Berdasarkan hipotesis secara parsial (uji t) diperoleh hasil bahwa variabel Persepsi Siswa Tentang Kompetensi Profesional Guru (X_1) berpengaruh positif dan signifikan terhadap Prestasi Belajar Siswa pada mata pelajaran ekonomi kelas XI IIS yang ditunjukkan oleh nilai $t_{hitung} > t_{tabel}$ ($4,545 > 1,667$) dan nilai signifikansi $0,000 < 0,05$ dan variabel Disiplin Belajar Siswa (X_2) berpengaruh positif dan signifikan terhadap Prestasi Belajar Siswa pada mata pelajaran ekonomi kelas XI IIS dengan nilai $t_{hitung} > t_{tabel}$ ($6,071 > 1,667$) dan nilai signifikansi $0,000 < 0,05$. Sedangkan dari uji hipotesis secara simultan (uji F) diperoleh hasil bahwa Persepsi Siswa Tentang Kompetensi Profesional Guru (X_1) dan Disiplin Belajar Siswa (X_2) secara bersama-sama berpengaruh positif dan signifikan terhadap Prestasi Belajar Siswa pada mata pelajaran ekonomi kelas XI IIS dengan nilai $f_{hitung} > f_{tabel}$ ($82,045 > 3,13$) dan nilai signifikansi sebesar $0,000 < 0,05$. Berdasarkan uji koefisien determinasi diperoleh nilai *R Square* sebesar 0,704 sama dengan 70,4% yang artinya sebesar 70,4% prestasi belajar ekonomi siswa kelas XI IIS SMA Negeri 1 Deli Tua dapat dijelaskan melalui Kompetensi Profesional Guru dan Disiplin Belajar Siswa. Sedangkan sisanya sebesar 29,6% dipengaruhi oleh variabel lain yang tidak disertakan dalam penelitian ini.

Kata Kunci : Persepsi Siswa Tentang Kompetensi Profesional Guru, Disiplin Belajar Siswa, dan Prestasi Belajar Siswa

ABSTRACT

ERWIN EFENDI GAOL LUMBAN. NIM 7162141010. The Effect of Student Perceptions About Teacher Professional Competence and Student Learning Discipline Against Student Learning Achievement in Economic Subjects in Class XI IIS State Senior High School 1 Deli Tua School Year 2019/2020. Thesis. Department of Economic. Economic Education Studies Program. Faculty of Economics. Universitas Negeri Medan 2020.

This study aims to determine the effect of students perceptions of professional competence of teachers and student learning discipline on student achievement in economic subjects class XI IIS Senior High School 1 Deli Tua Academic Year 2019/2020. The sample in this study were 72 people, sampling was done by proportional random sampling technique by random method.

This research is Expos Facto research, where to get the research data used observation, questionnaire / questionnaire and documentation. The research data analysis technique is multiple linear regression to test the research hypothesis using the t test and F test.

The results of multiple regression analysis obtained the equation $Y = 36,234 + 0,270 X_1 + 0,318 X_2 + e$. Furthermore, partially based on the hypothesis (t test) the results obtained that the variable Student Perceptions About Teacher Professional Competence (X_1) has a positive and significant effect on Student Achievement in economic subjects in class XI IIS as indicated by the value of $t_{count} > t_{table}$ ($4,545 > 1,667$) and a significance value of $0,000 < 0,05$ and the variable Student Learning Discipline (X_2) has a positive and significant effect on Student Achievement in economic subjects in class XI IIS with a value of $t_{count} > t_{table}$ ($6,071 > 1,667$) and a significance value of $0,000 < 0,05$. While the simultaneous hypothesis test (F test) results show that Student Perceptions About Teacher Professional Competence (X_1) and Student Learning Discipline (X_2) jointly have a positive and significant effect on Student Learning Achievement in economic subjects in class XI IIS with grades $F_{count} > F_{table}$ ($82,045 > 3,13$) and a significance value of $0,000 < 0,05$. Based on the coefficient of determination test the R Square value of 0.704 is equal to 70.4%, which means that 70.4% of the economic learning achievement of students of class XI IIS at Senior High School 1 Deli Tua can be explained through Teacher Professional Competence and Student Learning Discipline. While the remaining 29.6% is influenced by other variables not included in this study.

Keywords: Student Perceptions About Teacher Professional Competence, Student Learning Discipline, and Student Learning Achievement