

ABSTRAK

Widiawati, NIM: 7171144025, Pengaruh *Adversity Quotient* dan *Task Commitment* Terhadap Hasil Belajar Siswa dengan Profesionalisme Guru Sebagai Variabel Moderating di SMA N 1 Gunung Meriah T.A 2021/2022. Skripsi, Jurusan Pendidikan Ekonomi, Program Studi Pendidikan Administrasi Perkantoran, Fakultas Ekonomi Universitas Negeri Medan. 2022.

Penelitian ini bertujuan untuk mengetahui Pengaruh *Adversity Quotient* dan *Task Commitment* Terhadap Hasil Belajar Siswa dengan Profesionalisme Guru Sebagai Variabel Moderating di SMA N 1 Gunung Meriah T.A 2020/2021. Penelitian ini merupakan penelitian *ex post facto* menggunakan pendekatan kuantitatif, yang dilaksanakan di SMA N 1 Gunung Meriah T.A 2021/2022 beralamat di Jln. Rahmat Kampong Suka Makmur. Populasi dalam penelitian ini adalah siswa kelas XI IPS 1 dan Kelas XI IPS 2 yang berjumlah 69 orang. Teknik pengambilan sampel yang digunakan adalah teknik *total sampling*. Dimana seluruh populasi merupakan sampel. Teknik pengumpulan data dalam penelitian ini adalah melalui observasi, wawancara, penyebaran angket dan dokumentasi. Teknik analisis data yang digunakan adalah Uji Asumsi Klasik, Perhitungan Regresi Linear Berganda, Pengujian Hipotesis Secara Parsial (Uji t), Pengujian Hipotesis Secara Simultan (Uji F), Menguji Koefisien Determinasi (R^2), dan Uji Analisis Jalur (Moderating) menggunakan Uji Nilai Selisih Mutlak. Pengolahan data menggunakan *SPSS versi 25*. Hasil regresi linear berganda adalah $Y = 45,134 + 0,370X_1 + 0,362X_2 + \square$. Hasil uji t variabel X_1 diperoleh $t_{hitung} > t_{tabel}$ ($1,993 > 1,66827$) dan variabel X_2 diperoleh $t_{hitung} > t_{tabel}$ ($2,537 > 1,66827$) sedangkan uji F dengan nilai $F_{hitung} > F_{tabel}$ ($5,557 > 3,13$), ($0,006 < 0,05$). Selanjutnya koefisien determinasi (R^2) sebesar 0,164 yang artinya terdapat pengaruh *Adversity Quotient*, *Task Commitment* dan Profesionalisme Guru sebesar 16,4% terhadap Hasil Belajar. Selanjutnya metode uji selisih mutlak memperoleh hasil bahwa Profesionalisme Guru mampu memoderasi pengaruh *Adversity Quotient* terhadap Hasil Belajar Siswa dengan tingkat signifikan 0,021 sedangkan Profesionalisme Guru mampu memoderasi pengaruh *Task Commitment* terhadap Hasil Belajar dengan tingkat signifikan 0,014.

Kata kunci: *Adversity Quotient*, *Task Commitment*, Profesionalisme Guru dan Hasil Belajar.

ABSTRACT

Widiawati, NIM: 7171144025, *The Influence of Adversity Quotient and Task Commitment on Student Learning Outcomes with Teacher Professionalism as Moderating Variables in High School N 1 Gunung Meriah T.A 2021/2022. Thesis, Department of Economic Education, Office Administration Education Study Program, Faculty of Economics, Universitas Negeri Medan.2022.*

This research aims to find out the Influence of Adversity Quotient and Task Commitment on Student Learning Outcomes with Teacher Professionalism as a Moderating Variable in High School N 1 Gunung Meriah T.A 2020/2021. This type of research is ex post facto research using a quantitative approach, That it was conducted at SMA N 1 Gunung Meriah T.A 2021/2022 which is located at Jln. Rahmat Kampong Suka Makmur. The population in this study were students of class XI IPS 1 and Class XI IPS 2 which amounted to 69 people. The sampling technique used is the total sampling technique. Where the entire population is a sample. The data collection techniques in this study are through observations, interviews, dissemination of questionnaires and documentation. The data analysis techniques used are The Classical Assumption Test, Multiple Linear Regression Calculations, Partial Hypothesis Testing (Test t), Simultaneous Hypothesis Testing (Test F), Testing coefficient of determination (R^2), and Path Analysis Test (Moderating) using absolute difference value test. Data processing uses SPSS version 25. The results of multiple linear regression is $Y = 45,134 + 0,370X_1 + 0,362X_2 + \square$. The results of the t-test of the X1 variable obtained $t_{count} > t_{table}$ ($1,993 > 1,66827$) while the F-test with $F_{count} > F_{table}$ ($5.557 > 3,13$), ($0,006 < 0,05$) Furthermore, the coefficient of determination is obtained by R^2 of 0,164, which means that there is an Adversity Quotient, Task Commitment and Teacher Professionalism Of 16,4% on the Student Learning Outcomes. Furthermore moderating variables method with the absolute difference test method obtained the result that Teacher Professionalism was able to moderate the influence of Adversity Quotient on Student Learning Outcomes with a significant level of 0.021 while Teacher Professionalism was able to moderate the influence of Task Commitment on Learning Outcomes with a significant level of 0.014.

Keywords: Adversity Quotient, Task Commitment, Teacher Professionalism and Learning Outcomes.