

ABSTRAK

Jhosua Theo Erwandi, NIM: 7173141017, Pengaruh *Self-Efficacy* Guru dan Kreativitas Guru Terhadap Motivasi Belajar dan Implikasinya Terhadap Prestasi Belajar Mata Pelajaran Ekonomi Kelas XI IPS SMA Negeri 1 Laguboti Tahun Ajaran 2021/2022

Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh *self-efficacy* guru dan kreativitas guru terhadap motivasi belajar dan implikasinya terhadap prestasi belajar siswa pada matapelajaran ekonomi kelas XI IPS SMA Negeri 1 Laguboti Tahun Ajaran 2021/2022

Penelitian ini adalah penelitian *ex post facto*. Populasi dan sampel dari penelitian ini adalah seluruh siswa kelas XI IPS SMA Negeri 1 Laguboti yang berjumlah 94 siswa. Uji validitas instrument menggunakan rumus *product moment*, sedangkan uji reliabilitas menggunakan teknik *cronbach alpha*. Teknik analisis data menggunakan analisis jalur, uji hipotesis secara parsial dan simultan serta perhitungan koefisien determinasi.

Hasil penelitian menunjukkan. Pertama, Tidak terdapat pengaruh positif dan signifikan antara *self-efficacy* terhadap kreativitas guru ekonomi siswa kelas XI IPS SMA Negeri 1 Laguboti Tahun Ajaran 2021/2022 yaitu berdasarkan uji $t_{hitung} (-0,581) < t_{tabel} (1,661)$ dengan nilai signifikansi $0,563 > 0,05$. Kedua, Tidak terdapat pengaruh positif dan signifikan antara *self-efficacy* guru terhadap motivasi belajar ekonomi siswa kelas XI IPS SMA Negeri 1 Laguboti Tahun Ajaran 2021/2022 yaitu berdasarkan uji $t_{hitung} (-0,939) < t_{tabel} (1,661)$ dengan nilai signifikansi $0,350 > 0,05$. Ketiga Terdapat pengaruh positif dan signifikan antara kreativitas guru terhadap motivasi belajar ekonomi siswa kelas XI IPS SMA Negeri 1 Laguboti Tahun Ajaran 2021/2022 yaitu berdasarkan uji $t_{hitung} (4,793) > t_{tabel} (1,663)$ dengan nilai signifikansi $0,00 < 0,05$. Keempat, Terdapat pengaruh positif dan signifikan antara *self-efficacy* guru terhadap prestasi belajar ekonomi siswa kelas XI IPS SMA Negeri 1 Laguboti Tahun Ajaran 2021/2022, yaitu berdasarkan uji $t_{hitung} (7,103) > t_{tabel} (1,662)$ dan nilai sig $0,00 < 0,05$. Kelima, Terdapat pengaruh positif dan signifikan antara kreativitas guru terhadap prestasi belajar ekonomi siswa kelas XI IPS SMA Negeri 1 Laguboti

Tahun Ajaran 2021/2022, yaitu berdasarkan uji $t_{hitung}(5,140) > t_{tabel} (1,662)$ dengan nilai signifikansi $0,00 < 0,05$. Keenam, Terdapat pengaruh positif dan signifikan antara motivasi belajar terhadap prestasi belajar ekonomi siswa kelas XI IPS SMA Negeri 1 Laguboti Tahun Ajaran 2021/2022, yaitu berdasarkan uji $t_{hitung} (5,604) > t_{tabel} (1,662)$ dengan nilai signifikansi $0,00 < 0,05$. Ketujuh, Terdapat pengaruh yang signifikan antara *self-efficacy* guru dan kreativitas guru terhadap motivasi belajar ekonomi siswa kelas XI IPS SMA Negeri 1 Laguboti Tahun Ajaran 2021/2022, yaitu berdasarkan uji $F_{hitung} (47,259) > F_{tabel} (3,10)$ dan nilai sig sebesar $0,00 < 0,05$. Kedelapan, Terdapat pengaruh yang signifikan antara *self-efficacy* guru, kreativitas guru dan motivasi belajar terhadap prestasi belajar ekonom siswa kelas XI IPS SMA Negeri 1 Laguboti Tahun Ajaran 2021/2022, yaitu berdasarkan uji $F_{hitung} (12,244) > F_{tabel} (3,10)$ dengan nilai signifikansi sebesar $0,00 < 0,05$. Berdasarkan analisis diperoleh perhitungan koefisien determinasi dalam riset ini pada sub-struktural 1 yaitu 0,212. Hal ini menjelaskan bahwa sumbangan variabel *self-efficacy* guru dan kreativitas guru terhadap variabel motivasi belajar ekonomi yakni 21,2% dan 78,8% sisanya adalah pengaruh faktor lain yang memengaruhi prestasi belajar yang tidak dibahas dalam penelitian ini dan perhitungan koefisien determinasi dalam riset ini pada sub-struktural 2 yaitu 0,612. Hal ini menjelaskan bahwa sumbangan variabel *self-efficacy* guru, kreativitas guru dan motivasi belajar terhadap variabel prestasi belajar ekonomi yakni 61,2% dan 38,8% sisanya adalah pengaruh faktor lain yang memengaruhi prestasi belajar yang tidak dibahas dalam penelitian ini

Kata Kunci : *Self-efficacy*, Kreativitas Guru, Motivasi Belajar, Prestasi Belajar

ABSTRACK

Jhosua Theo Erwandi, NIM: 7173141017, The influebce of Teacher Self-Efficacy and Teacher Creativity on Learning Motivatio and Its Implications for Learning Achievement in Economics Subject Class XI IPS SMA Negeri 1 Laguboti Academic Year 2021/2022

This study aims to determine whether there is influenceteacher self-efficacy and teacher creativity on learning motivation and its implications for student achievement in economics class XI Social Sciences SMA Negeri 1 Laguboti Academic Year 2021/2022

This research is ex post facto research. The population and sample of this study were all students of class XI Social Sciences at SMA Negeri 1 Laguboti, which consisted of 94 students. Test the validity of the instrument using the product moment formula, while the reliability test uses the Cronbach alpha technique. Data analysis techniques using path analysis, partial and simultaneous hypothesis testingas well as the calculation of the coefficient of determination.

The research results showed. First, there is no positive and significant influence between self-efficacy on the creativity of economics teachers in class XI Social Sciences SMA Negeri 1 Laguboti Academic Year 2021/2022, which is based on the t-test $(-0.581) < t_{table} (1.661)$ with a significance value of $0.563 > 0, 05$. Second, there is no positive and significant influence between teacher self-efficacy on students' motivation to study economics in class XI Social Sciences SMA Negeri 1 Laguboti Academic Year 2021/2022, which is based on the t test tcount $(-0.939) < t_{table} (1.661)$ with a significance value of $0.350 > 0,05$. Third, there is a positive and significant influence between teacher creativity on the motivation to study economics in class XI Social Sciences SMA Negeri 1 Laguboti Academic Year 2021/2022, which is based on the t test tcount $(4.793) > t_{table} (1.663)$ with a significance value of $0.00 < 0.05$. Fourth, there is a positive and significant influence between teacher self-efficacy on economic learning achievement of class XI IPS students of SMA Negeri 1 Laguboti Academic Year 2021/2022, which is based on the t test tcount $(7.103) > t_{table} (1.662)$ and a sig value of $0.00 < 0.05$. Fifth, there is a positive and significant

influence between teacher creativity on economic learning achievement of class XI IPS students of SMA Negeri 1 Laguboti Academic Year 2021/2022, which is based on the t test $t_{count} (5.140) > t_{table} (1.662)$ with a significance value of $0.00 < 0, 05$. Sixth, there is a positive and significant influence between learning motivation on economic learning achievement of class XI IPS students of SMA Negeri 1 Laguboti Academic Year 2021/2022, which is based on t test $t_{count} (5.604) > t_{table} (1.662)$ with a significance value of $0.00 < 0, 05$. Seventh, there is a significant influence between teacher self-efficacy and teacher creativity on students' motivation to study economics in class XI Social Sciences SMA Negeri 1 Laguboti Academic Year 2021/2022, which is based on the F test $F_{count} (47.259) > F_{table} (3.10)$ and sig value of $0.00 < 0.05$. Eighth, there is a significant influence between teacher self-efficacy, teacher creativity and learning motivation on student achievement in economics class XI Social Sciences SMA Negeri 1 Laguboti Academic Year 2021/2022, which is based on the F test $F_{count} (12.244) > F_{table} (3.10)$ with a significance value of $0.00 < 0.05$. Based on the analysis, the calculation of the coefficient of determination in this research was obtained for sub-structural 1, namely 0.212. This explains that the contribution of the teacher's self-efficacy variable and teacher's creativity to the economic learning motivation variable is 21.2% and the remaining 78.8% is the influence of other factors that affect learning achievement which are not discussed in this study and the calculation of the coefficient of determination in this research in sub-structural 2, namely 0.612. This explains that the contribution of the teacher's self-efficacy variable, teacher's creativity and learning motivation to the economic learning achievement variable is 61.2% and the remaining 38.8% is the influence of other factors that influence learning achievement which are not discussed in this study

Keywords: Self-efficacy, Teacher Creativity, Learning Motivation, Achievement