

## ABSTRAK

**DEVITA RAHMAWATI NAPITUPULU, NIM :7192444002, Pengaruh Profesionalisme Guru Dan Motivasi Belajar Siswa Melalui Model Pembelajaran *Blended Learning* Terhadap Peningkatan Hasil Belajar Siswa Kelas XI SMK Negeri 1 Medan T.A 2023/2024.**

Penelitian ini bertujuan untuk mengetahui pengaruh Profesionalisme Guru Dan Motivasi Belajar Siswa Melalui Model Pembelajaran *Blended Learning* Terhadap Peningkatan Hasil Belajar Siswa Kelas XI SMK Negeri 1 Medan T.A 2023/2024. Penelitian ini dilakukan di SMK Negeri 1 Medan, yang berada di Jalan Sindoro No. 1 Pasar Medan, Kec. Medan Kota, Sumatera Utara. Jenis penelitian ini menggunakan metode kuantitatif dan desain penelitian *Ex-Post Facto*. Populasi dalam penelitian ini adalah siswa kelas XI OTKP SMK Negeri 1 Medan yang berjumlah 140 orang. Pengambilan sampel dalam penelitian ini menggunakan teknik proportional random sampling dan jumlah sampel sebanyak 58 orang. Hasil pengolahan data SPSS v26, yaitu : Berdasarkan hasil Analisis Regresi Linier Berganda, model regresi yang terbentuk adalah  $Y = 39,096 + 0,242X_1 + 0,157X_2 + 0,175 X_3$ . Hasil analisis Regresi Moderasi (Moderated Regression Analisis/MRA), model regresi yang terbentuk adalah  $Y = 247,101 + 2,024 X_1 + 2,001 X_2 + 3,892 X_3 + 0,023 X_1 X_3 + 0,024 X_2 X_3$ . Hasil Uji-T menunjukkan *Blended Learning* berpengaruh signifikan terhadap hasil belajar memperoleh nilai signifikansi  $0,004 < 0,05$ . Motivasi Belajar berpengaruh signifikan terhadap hasil belajar memperoleh nilai signifikansi  $0,014 < 0,05$ . Profesionalisme Guru berpengaruh signifikan terhadap hasil belajar memperoleh nilai signifikansi  $0,001 < 0,05$ . Interaksi antara *Blended Learning* dan Profesionalisme Guru berpengaruh signifikan terhadap hasil belajar memperoleh nilai signifikansi  $0,010 < 0,05$ . Interaksi antara Motivasi Belajar dan Profesionalisme Guru berpengaruh signifikan terhadap hasil belajar memperoleh nilai signifikansi  $0,024 < 0,05$ . Hasil Uji-F menunjukkan terdapat pengaruh signifikan antara *Blended Learning*, Motivasi Belajar, Profesionalisme Guru, interaksi antara *Blended Learning* dan Profesionalisme Guru dan Interaksi antara Motivasi Belajar dan Profesionalisme Guru secara simultan terhadap hasil belajar dengan nilai signifikansi  $0,000 < 0,05$ . Koefisien determinasi dengan nilai R square sebesar 0,370 atau 37%. Hasil penelitian menunjukkan adanya Pengaruh Profesionalisme Guru Dan Motivasi Belajar Siswa Melalui Model Pembelajaran *Blended Learning* Terhadap Peningkatan Hasil Belajar Siswa Kelas XI SMK Negeri 1 Medan T.A 2023/2024.

**Kata Kunci : Profesionalisme Guru, Motivasi Belajar, Model Pembelajaran *Blended Learning*, Hasil Belajar.**

## ABSTRACT

*DEVITA RAHMAWATI NAPITUPULU, NIM: 7192444002, The Effect of Teacher Professionalism and Student Learning Motivation Through Blended Learning Models on Improving Student Learning Outcomes in Class XI SMK Negeri 1 Medan T.A 2023/2024.*

*This study aims to determine the effect of teacher professionalism and student learning motivation through the blended learning model on improving student learning outcomes in class XI of SMK Negeri 1 Medan T.A 2023/2024. This research was conducted at SMK Negeri 1 Medan, which is located at Jalan Sindoro No. 1 Pasar Medan, Kec. Medan Kota, North Sumatra. This type of research uses quantitative methods and Ex-Post Facto research design. The population in this study were students of class XI OTKP SMK Negeri 1 Medan which amounted to 140 people. Sampling in this study using proportional random sampling technique and the sample size was 58 people. The results of SPSS v26 data processing, namely: Based on the results of Multiple Linear Regression Analysis, the regression model formed is  $Y = 39.096 + 0.242X_1 + 0.157X_2 + 0.175 X_3$ . The results of the Moderated Regression Analysis (MRA) analysis, the regression model formed is  $Y = 247,101 + 2,024 X_1 + 2,001 X_2 + 3,892 X_3 + 0,023 X_1 X_3 + 0,024 X_2 X_3$ . The T-test results show that Blended Learning has a significant effect on learning outcomes obtaining a significance value of  $0.004 < 0.05$ . Learning Motivation has a significant effect on learning outcomes obtaining a significance value of  $0.014 < 0.05$ . Teacher Professionalism has a significant effect on learning outcomes with a significance value of  $0.001 < 0.05$ . The interaction between Blended Learning and Teacher Professionalism has a significant effect on learning outcomes obtaining a significance value of  $0.010 < 0.05$ . The interaction between Learning Motivation and Teacher Professionalism has a significant effect on learning outcomes obtaining a significance value of  $0.024 < 0.05$ . The F-test results show that there is a significant influence between Blended Learning, Learning Motivation, Teacher Professionalism, the interaction between Blended Learning and Teacher Professionalism and the interaction between Learning Motivation and Teacher Professionalism simultaneously on learning outcomes with a significance value of  $0.000 < 0.05$ . The coefficient of determination with an R square value of 0.370 or 37%. The results showed that there was an effect of teacher professionalism and student learning motivation through the blended learning model on improving the learning outcomes of class XI students of SMK Negeri 1 Medan T.A 2023/2024.*

*Keywords: Teacher Professionalism, Learning Motivation, Blended Learning Model Blended Learning Model, Learning Outcomes.*