

ABSTRAK

Boni Panta K. S, NIM 709141021, Hubungan Variasi Gaya Mengajar Guru dan Motivasi Belajar dengan Hasil Belajar Siswa di SMK PAB 2 Helvetia T.P. 2015/2016. Skripsi, Jurusan Pendidikan Ekonomi, Program Studi Pendidikan Administrasi Perkantoran, Fakultas Ekonomi, Universitas Negeri Medan 2016.

Masalah dalam penelitian ini adalah rendahnya hasil belajar siswa. Penelitian ini bertujuan untuk mengetahui hubungan variasi gaya mengajar guru dan motivasi belajar dengan hasil belajar siswa kelas X AP SMK PAB 2 Helvetia T.P 2015/2016.

Penelitian ini dilaksanakan di SMK PAB 2 Helvetia Jln. Veteran Psr. IV Helvetia Medan Tahun Pembelajaran 2015/2016. Waktu penelitian yaitu pada semester ganjil T.P 2015/2016. Populasi dalam penelitian ini adalah seluruh siswa kelas X Program Keahlian Administrasi Perkantoran SMK PAB 2 Helvetia Medan yang berjumlah 121 orang dan sampel sebanyak 42 orang yang diambil secara acak terdiri dari tiga kelas yaitu kelas X AP₁, kelas X AP₂ dan kelas X AP₃. Teknik pengumpulan data menggunakan observasi, wawancara, angket, dan dokumentasi.

Hasil analisis yang diperoleh untuk variasi gaya mengajar guru (X_1) dengan hasil belajar (Y) diperoleh nilai $t_{hitung} = 5,151$; $t_{tabel} = 2,021$, artinya t_{hitung} lebih besar dari t_{tabel} . Hal ini menunjukkan bahwa ada hubungan yang positif dan signifikan antara variasi gaya mengajar guru dengan hasil belajar siswa. Hasil analisis yang diperoleh untuk motivasi belajar (X_2) dengan hasil belajar (Y) diperoleh nilai $t_{hitung} = 4,666$; $t_{tabel} = 2,021$, artinya t_{hitung} lebih besar dari t_{tabel} . Hal ini menunjukkan bahwa ada hubungan yang positif dan signifikan antara motivasi belajar dengan hasil belajar siswa. Dalam perhitungan regresi linear berganda diperoleh nilai konstanta 44,400, koefisien regresi variasi gaya mengajar guru (X_1) sebesar 0,270 dan koefisien regresi motivasi belajar (X_2) sebesar 0,294. Untuk menguji hipotesis variasi gaya mengajar guru dan motivasi belajar secara simultan menggunakan uji f dengan taraf signifikansi 95% diperoleh nilai $F_{hitung} = 20,665$; $F_{tabel} = 3,24$, artinya F_{hitung} lebih besar dari F_{tabel} . Hal ini menunjukkan ada hubungan yang positif dan signifikan secara simultan antara variasi gaya mengajar guru dan motivasi belajar dengan hasil belajar siswa. Untuk hasil perhitungan uji determinasi (R^2) diperoleh nilai koefisien determinasi (R^2) sebesar 51,50%, menunjukkan bahwa variasi gaya mengajar guru dan motivasi belajar secara bersama-sama memberikan hubungan dengan hasil belajar siswa sebesar 51,50% dan sisanya berhubungan dengan faktor lain.

Dengan demikian dapat disimpulkan bahwa ada hubungan variasi gaya mengajar guru dan motivasi belajar dengan hasil belajar siswa kelas X AP SMK PAB 2 Helvetia T.P 2015/2016.

Kata Kunci: Variasi Gaya Mengajar Guru, Motivasi Belajar, dan Hasil Belajar Siswa.

ABSTRACT

Boni Panta K. S, NIM 709141021. The relationship variation teacher's and learning motivation on student achievement of class X administrative offices of the SMK PAB 2 Helvetia year 2015/2016. A Thesis, Economy Education Departement, Office Administration Education Study Program, Faculty of Economy, State University of Medan 2016.

Problem in this study is the low school achievement. This study is aimed to find out whether there is an relationship variation teacher's and learning motivation on student achievement of class X administrative offices of the SMK PAB 2 Helvetia year 2015/2016.

This study was done in State Vocational PAB 2 Helvetia Medan, Veteran Street and was held on academic year 2015/2016. The population in this study was all the grade X students of office administration skill program state vocational school PAB 2 Helvetia which total were 121 students and the sample in this study was 42 students which were chosen by simple random sampling which were consisted of three classes, namely X AP₁, X AP₂, and X AP₃. The technique of data collection was using observation, interview, questionnaire, and documentation.

The analysis result for the relationship variation teacher's (X_1) to students' achievement (Y) was $t_{count} = 5,151$; $t_{table} = 2,021$, this means t_{count} more than t_{table} . Which shows that there is a positive and significant relationship between variation teacher's to students' achievement. The analysis result for the learning motivation (X_2) to students' achievement (Y) was $t_{count} = 4,666$; $t_{table} = 2,021$, this means t_{count} more than t_{table} . Which shows that there is a positive and significant relationship between learning motivation to students' achievement. In multiple linear regression calculation, it was acquired the constanta 44,400, variation teacher's regression coefficient (X_1) was 0,270 and learning motivation regression coefficient (X_2) was 0,294. In order to test the variation teacher's and learning motivation partially by using t-test with significant standard 95% acquired $F_{count} = 20,665$; $F_{table} = 3,24$, this means F_{count} more than F_{table} . Which shows that there is a positive and significant relationship simultaneously relationship between variation teacher's and learning motivation to students' achievement. For determination calculation test (R^2), the value of determination coefficient as 51,50% which showed that variation teacher's and learning motivation simultaneously relationship the students' achievement as much as 51,50% and the rest of it was associated by other factors.

It can be concluded that there was simultaneously significant relationship between student relationship variation teacher's and learning motivation on student achievement of class X administrative offices of the SMK PAB 2 Helvetia year 2015/2016.

Keywords : Variation Teacher, Learning Motivation, and Student Achievement.