

## ABSTRAK

Farada Mayura Arifin, Gabby (2022). Pengaruh Latar Belakang Pendidikan, Pelatihan, dan Pengalaman Mengajar terhadap Kompetensi Guru IPS di Kota Denpasar Bali. Tesis, Program Studi Pendidikan IPS, Program Pascasarjana, Universitas Pendidikan Ganesha

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Kata Kunci: Kompetensi guru IPS, SMP.

Kompetensi guru akan menentukan kualitas proses dan hasil pembelajaran serta berbanding lurus dengan capaian mutu pendidikan. Penelitian ini memiliki tujuan menganalisis pengaruh faktor latar belakang pendidikan guru, pelatihan guru, dan pengalaman mengajar guru bagi kompetensi guru IPS SMP Kota Denpasar. Desain penelitian menggunakan penelitian eksplanasi korelasional berpendekatan kuantitatif. Populasi adalah seluruh guru IPS yang mengajar di SMP Kota Denpasar Tahun Ajaran 2023-2024 yang berjumlah 110 orang. Sampel penelitian sebanyak 86 orang ditentukan dengan teknik Slovin. Data dianalisis dengan teknik Regresi Logistik Ordinal. Hasil studi inipun mendapatkan sebanyak 29,1% guru termasuk kelompok “Sangat Tidak Kompeten”, 30,2% kelompok “Tidak Kompeten”, 22,1% termasuk “Berkompeten” dan sebanyak 18,6% termasuk kelompok “Sangat Berkompeten”. Nilai signifikansi variable latar belakang pendidikan (X1) adalah  $0,021 < 0,05$ ; nilai signifikansi dari variable pelatihan (X2) adalah  $0,011 < 0,05$  dan nilai signifikansi dari variable pengalaman mengajar (X3) adalah  $0,001 < 0,05$ . Berlandaskan nilai signifikansi tersebut bisa dinyatakan bahwasanya setiap variabel memberikan pengaruhnya dengan sangat signifikan bagi kompetensi guru (Y). Hasil penelitian juga membuktikan bahwasanya ketiga variabel independen (X) berpengaruh sangat signifikan terhadap kompetensi guru IPS. Hal ini terlihat dari nilai sinifikansinya  $0,01 < 0,05$  Hasil penelitian ini menyarankan bahwa dalam meningkatkan kompetensi guru IPS agar memperhatikan kesesuaian kualifikasi pendidikan, peningkatan pelatihan dan pengalaman mengajar.

## ABSTRACT

Farada Mayura Arifin, Gabby (2024). The Influence of Educational Background, Training and Teaching Experience on the Competency of Social Sciences Teachers in Denpasar City Tesis, Program Studi Pendidikan IPS, Program Pascasarjana, Universitas Pendidikan Ganesha.

The Thesis has been corrected and examined by advisor I: Prof. Dr. Drs. I Putu Sriartha, M.S. and advisor II: Dr. Luh Putu Indrayani, M.Pd.

Key words: Competency of social studies teachers, Junior high school

Teacher competency would determine the quality of the learning process and outcomes and was directly proportional to the quality of education achieved. This research aimed to analyze the influence of teacher educational background factors, teacher training, and teacher teaching experience on the competence of social studies teachers at Denpasar City Middle Schools. The research design used correlational explanatory research with a quantitative approach. The population was all social studies teachers who taught at Denpasar City Middle School for the 2023-2024 academic year, totaling 110 people. The research sample of 86 people was determined using the Slovin technique. Data were analyzed using Ordinal Logistic Regression techniques. The research results found that 29.1% of teachers were in the "Very Incompetent" group, 30.2% were in the "Not Competent" group, 22.1% were in the "Competent" group and 18.6% were in the "Very Competent" group. The significance value of the educational background variable (X1) was  $0.021 < 0.05$ ; The significance value of the training variable (X2) was  $0.011 < 0.05$  and the significance value of the teaching experience variable (X3) was  $0.001 < 0.05$ . Based on these significance values, it can be stated that each variable has a very significant effect on teacher competence (Y). The research results also show that the three independent variables (X) have a very significant effect on the competence of social studies teachers. This can be seen from the significance value of  $0.01 < 0.05$ . The results of this study suggested that in improving the competence of social studies teachers, they should pay attention to the appropriateness of educational qualifications, increasing training and teaching experience.