PENGARUH KOMPETENSI GURU TERHADAP MOTIVASI BELAJAR DAN HASIL BELAJAR SISWA KELAS V DI GUGUS 4 KECAMATAN BULELENG

Oleh

Kadek Ayu Mila Lestari, NIM. 2211031346

Program Studi Pendidikan Guru Sekolah Dasar

Jurusan Pendidikan Dasar

ABSTRAK

Munculnya permasalahan rendahnya motivasi dan hasil belajar siswa di sekolah dasar. Tujuan dalam penelitian ini untuk mengetahui pengaruh kompetensi guru terhadap motivasi belajar dan hasil belajar siswa kelas v di gugus 4 kecamatan Buleleng. Penelitian ini menggunakan pendekatan kuantitatif dan jenis penelitian *ex post facto* dengan rancangan penelitian paradigma sederhana. Penelitian ini populasinya yaitu seluruh siswa kelas V SD Gugus 4 Kecamatan Buleleng. Pengambilan sampel menggunakan teknik *proportional random sampling*. Dokumentasi dan koesioner digunakan untuk metode pengumpulan data. Analisis statistikdeskriptif dan analisis statistic regresi linear sederhana merupakan teknik analisis yang digunakan dalam penelitian ini. Hasil penelitian menunjukan bahwa kompetensi guru (X) berpengaruh positif terhadap motivasi belajar siswa (Y1) dengan total pengaruh 8,4%. Sedangkan kompetensi guru tidak berpengaruh secara signifikan terhadap hasil belajar IPAS siswa, meskipun nilai pengaruhnya 1,4%. Kompetensi guru mempengaruhi motivasi dan hasil belajar siswa, salah satunya adalah guru tidak hanya belajar didalam kelas saja, tetapi juga harus diimbangi belajar diluar kelas agar pembelajaran lebih bermakna. Dalam pembelajaran dikelas, guru harus memperhatikan indikator-indikator kompetensi guru agar motivasi dan hasil belajar siswa meningkat. Diharapkan implikasi penelitian ini, guru dan pihak sekolah terus meningkatkan kompetensi guru serta memperhatikan faktor-faktor mempengaruhi motivasi belajar dan hasil belajar siswa untuk meningkatkan kualitas pembelajaran menjadi lebih efektif.

Kata Kunci: Kompetensi Guru, Motivasi Belajar, Hasil belajar.

THE EFFECT OF TEACHER COMPETENCE ON LEARNING MOTIVATION AND ACADEMIC ACHIEVEMENT AMONG FIFTH-GRADE STUDENTS IN CLUSTER 4, BULELENG DISTRICT

By

Kadek Ayu Mila Lestari, *Student ID No.* 2211031346

Elementary School Teacher Education Program

Department of Elementary Education

ABSTRACT

*Low student motivation and poor learning outcomes have emerged as issues in elementary schools. This study aims to determine the influence of teacher competence on the learning motivation and academic achievement of fifth-grade students in Cluster 4, Buleleng District. The study employs a quantitative approach and an *ex post facto* research design, utilizing a simple paradigm. The population consists of all fifth-grade elementary students in Cluster 4, Buleleng District, with a sample selected through proportional random sampling. Data were collected using documentation and questionnaires, and analyzed through descriptive statistics and simple linear regression. The results indicate that teacher competence (X) has a positive influence on student learning motivation (Y1), accounting for 8.4% of the variance. Conversely, teacher competence does not have a significant effect on students' academic achievement in Science and Social Studies (IPAS), despite a calculated influence value of 1.4%. Teacher competence impacts both student motivation and learning outcomes; for instance, learning should not be confined to the classroom but should also extend beyond it to make the educational experience more meaningful. In the classroom, teachers must attend to specific indicators of teacher competence to enhance student motivation and academic achievement. It is hoped that the findings of this study will encourage teachers and school administrations to continuously improve teacher competence and address the factors that influence student motivation and learning outcomes, ultimately leading to more effective instruction.*

Keywords: Teacher Competence, Learning Motivation, Learning Outcomes.