

ABSTRAK

Supriadi, Gede, (2021) Kontribusi Kompetensi Pedagogik Guru, Motivasi Berprestasi, Dan Sarana Prasarana Sekolah Terhadap Prestasi Belajar IPS Siswa di SMP Negeri 4 Singaraja Tahun Pelajaran 2020/2021.

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Kata kunci: kompetensi pedagogik guru, motivasi berprestasi, sarana prasarana sekolah, prestasi belajar IPS.

Tujuan diadakannya penelitian ini adalah untuk mengetahui kontribusi kompetensi pedagogik guru, motivasi berprestasi, dan sarana prasarana sekolah terhadap prestasi belajar IPS siswa kelas VIII di SMP Negeri 4 Singaraja tahun pelajaran 2020/2021 secara terpisah maupun secara bersama-sama. Penelitian ini menggunakan pendekatan "*ex-post facto*". Populasi dalam penelitian ini adalah seluruh siswa VIII yang berjumlah 384 siswa, sedangkan sampel pada penelitian ini berjumlah 191 siswa. Variabel bebas dalam penelitian ini adalah kompetensi pedagogik guru, motivasi berprestasi, sarana dan prasarana, sedangkan variabel terikatnya adalah prestasi belajar IPS. Untuk mengumpulkan data kompetensi pedagogik guru, motivasi berprestasi, sarana dan prasarana dikumpulkan dengan metode kuesioner. Sedangkan data prestasi belajar IPS siswa dikumpulkan dengan metode studi dokumen. Untuk pengujian hipotesis pada penelitian ini digunakan analisis regresi ganda. Berdasarkan penelitian yang telah dilakukan, disimpulkan bahwa: 1) kompetensi pedagogik guru berkontribusi secara signifikan terhadap prestasi belajar IPS siswa dengan kontribusi sebesar 52,1%, 2) motivasi berprestasi siswa berkontribusi secara signifikan terhadap prestasi belajar IPS siswa dengan kontribusi sebesar 52,8%, 3) sarana prasarana sekolah berkontribusi secara signifikan terhadap prestasi belajar IPS siswa dengan kontribusi sebesar 39,5%, dan 4) secara simultan, kompetensi pedagogik guru, motivasi berprestasi siswa, dan sarana prasarana sekolah berkontribusi secara signifikan terhadap prestasi belajar IPS siswa dengan kontribusi sebesar 60,9%.

ABSTRACT

Supriadi, Gede, (2021) The Contribution Of Teacher Pedagogical Competence, Achievement Motivation, and School Infrastructure to The Social Studies Learning Achievement of Students at SMP Negeri 4 Singaraja in The 2020/2021 Academic Year.

This thesis had been corrected and verified by:

The first supervisor: Prof. Dr. I Wayan Lasmawan, M.Pd., The second supervisor: Dr. I Nengah Suastika, S.Pd.,M.Pd.

Keywords: teacher pedagogical competence, achievement motivation, school infrastructure, social studies learning achievement.

The purpose of holding this research was to determine the contribution of teacher pedagogical competence, achievement motivation, and school infrastructure to the social studies learning achievement of class VIII students at SMP Negeri 4 Singaraja in the 2020/2021 academic year separately or collectively. This study uses an "ex-post facto" approach. The population in this study were all students VIII, amounting to 384 students, while the sample in this study amounted to 191 students. The independent variables in this study are teacher pedagogical competence, achievement motivation, facilities and infrastructure, while the dependent variable is the social studies learning achievement. To collect teacher pedagogical competence data, achievement motivation, facilities and infrastructure were collected using a questionnaire method. Meanwhile, the students' social studies learning achievement data were collected using the document study method. To test the hypothesis in this study, multiple regression analysis was used. Based on the research that has been done, it is concluded that: 1) teacher pedagogical competence contributed significantly to student social studies learning achievement with a contribution of 52.1%, 2) student achievement motivation contributed significantly to student social studies learning achievement with a contribution of 52.8% , 3) school infrastructure contributed significantly to student social studies achievement with a contribution of 39.5%, and 4) simultaneously, teacher pedagogical competence, student achievement motivation, and school infrastructure contributed significantly to student social studies learning achievement with a contribution amounted to 60.9%.