PENGARUH KOMPETENSI GURU TERHADAP MOTIVASI BELAJAR SISWA DAN IMPLIKASINYA TERHADAP PRESTASI BELAJAR SISWA PADA MATA PELAJARAN AKUNTANSI DI SMK PURAGABAYA BANDUNG

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ABSTRAK

Penelitian ini dilakukan di SMK Puragabaya Bandung kelas XII Akuntansi tahun ajaran 2015/2016 mengenai pengaruh kompetensi guru terhadap motivasi belajar siswa dan implikasinya terhadap prestasi belajar siswa pada mata pelajaran Akuntansi. Penelitian ini bertujuan untuk mendeskripsikan kompetensi guru, motivasi belajar siswa dan prestasi belajar siswa. Populasi dan sampel dalam penelitian ini berjumlah 60 siswa kelas XII Akuntansi. Metode penelitian yang digunakan adalah penelitian deskriptif dengan jenis penelitian verifikatif melalui pendekatan kuantitatif. Alat pngumpulan data menggunakan angket. Pengujian hipotesis yang digunakan adalah analisis jalur.

Hasil uji t hipotesis pertama untuk kompetensi pedagogik yaitu t-hitung > t-tabel yaitu 2,432 > 2,003 maka H_0 ditolak dan H_a diterima. Artinya kompetensi pedagogik berpengaruh positif terhadap motivasi belajar siswa. Hipotesis kedua untuk kompetensi kepribadian yaitu t-hitung < t-tabel yaitu -0,830 > 2,004 maka H_0 diterima dan H_a ditolak. Artinya kompetensi kepribadian tidak berpengaruh terhadap motivasi belajar siswa. Hipotesis ketiga untuk kompetensi profesional yaitu t-hitung > t-tabel yaitu 3,389 > 2,003 maka H_0 ditolak dan H_a diterima. Artinya kompetensi profesional berpengaruh positif terhadap motivasi belajar siswa. Hipotesis keempat untuk kompetensi sosial yaitu t-hitung < t-tabel yaitu 1,834 > 2,004 maka H_0 diterima dan H_a ditolak. Artinya kompetensi sosial tidak berpengaruh terhadap motivasi belajar siswa. Hipotesis kelima diperoleh nilai $t_{hitung} > t_{tabel}$, yaitu 2,504 > 2.002 maka H_0 ditolak dan H_a diterima. Artinya bahwa motivasi belajar siswa berpengaruh positif terhadap prestasi belajar siswa.

Kata kunci : *Kompetensi Guru, Motivasi Belajar, Prestasi Belajar*

THE INFLUENCE OF TEACHER'S COMPETENCE ON STUDENTS' LEARNING MOTIVATION AND IT'S IMPLICATION ON STUDENTS' LEARNING ACHIEVEMENT IN ACCOUNTANCY SUBJECT AT SMK PURAGABAYA BANDUNG

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ABSTRACT

This research was conducted at SMK Puragabaya Bandung at XII grade of accountancy department 2015/2016 about the influence of teacher's competence on students' learning motivation and it's implication on students' learning achievement in accountancy subject. This research aims to describe teacher's competence, students' learning motivation, and students' learning achievement. The populations in this research are 60 students and the samples in this research are all populations of XII grade of accountancy department. The methodology used in this research is descriptive research in the form of verificative through quantitative approach. The instrument of this research is questionnaire. The hypothesis test used in this research is path analysis.

The result of t-test for the first hypothesis test is $t_{observe} > t_{table}$, 2,432 > 2.003, so H_0 is rejected and H_a is accepted. It means that comptence pedagogic has positive influence on students' learning motivation. The result of the second hypothesis test for competence personality is $t_{observe} > t_{table}$, -0,830 > 2.004, so H_a is rejected and H_0 is accepted. It means that competence personality has didn't positive influence on students' learning motivation. The result of the three hypothesis test for competence professional is $t_{observe} > t_{table}$, 3,389 > 2.003, so H_0 is rejected and H_a is accepted. It means that comptence professional has positive influence on students' learning motivation. The result of the four hypothesis test for competence social is $t_{observe} > t_{table}$, 1,834 > 2.004, so H_a is rejected and H_0 is accepted. It means that competence social has didn't positive influence on students' learning motivation. The result of the five hypothesis is $t_{observe} > t_{table}$, 2,504 > 2.002, so H_0 is rejected and H_a is accepted. It means that students' learning motivation has positive influence on students' learning achievement.

Keywords : *Teacher's Competence, Learning Motivation, Learning Achievement.*