

Dalfa Krismoudy. (2022). Skripsi. Pengaruh Variasi Gaya Mengajar Guru dan Motivasi Belajar Terhadap Prestasi Belajar Siswa (Survei Pada Siswa Kelas XI IPS MAN 2 Kabupaten Tasikmalaya Tahun Ajaran 2022/2023). Jurusan Pendidikan Ekonomi Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi Tasikmalaya. Dibawah Bimbingan Ati Sadiah, M.Pd. dan Raden Roro Suci Nurdianti, M.Pd.

ABSTRAK

Penelitian bertujuan untuk mengetahui pengaruh variasi gaya mengajar guru dan motivasi belajar terhadap prestasi belajar siswa (survei pada siswa kelas XI IPS MAN 2 Kabupaten Tasikmalaya Tahun Ajaran 2022/2023). Penelitian menggunakan pendekatan kuantitatif metode survei dengan desain survei eksplanatori. Sampel mencakup seluruh siswa kelas XI IPS MAN 2 Kabupaten Tasikmalaya tahun ajaran 2022/2023 yang berjumlah 102 siswa dari populasi sebanyak 137 siswa. Penelitian ini menggunakan teknik random sampling. Metode pengumpulan data berupa kuesioner menggunakan *Google Form*. Teknik analisis data menggunakan regresi linier berganda. Berdasarkan hasil pengolahan data, diperoleh nilai koefisien determinasi (R^2) sebesar 0,233 atau sebesar 23,3% artinya besarnya pengaruh variabel independen variasi gaya mengajar guru (X1), dan Motivasi Belajar (X2), terhadap prestasi belajar siswa (Y) sebesar 23,3% dan sisanya 76,7% dipengaruhi oleh faktor lain yang tidak diteliti. Hasil penelitian menunjukkan bahwa 1) Variasi gaya mengajar guru berpengaruh terhadap prestasi belajar dengan nilai signifikan 0,016. 2) Motivasi belajar berpengaruh terhadap prestasi belajar dengan nilai signifikan 0,001. Kesimpulan dari penelitian ini yaitu variasi gaya mengajar dan motivasi belajar berpengaruh secara signifikan terhadap prestasi belajar siswa MAN 2 Kabupaten Tasikmalaya tahun ajaran 2022/2023.

Kata Kunci : Gaya Mengajar, Motivasi, Prestasi Belajar

Dalfa Krismoudy. (2022). Thesis. *The Effect of Variations in Teacher Teaching Style and Learning Motivation on Student Achievement (Survey of Class XI Social Sciences MAN 2 Tasikmalaya Regency Students for the Academic Year 2022/2023)*. Department of Economic Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya. Under the Guidance of Ati Sadiyah, M.Pd. and Raden Roro Suci Nurdianti, M.Pd.

ABSTRACT

This study aims to determine the effect of variations in teacher teaching styles and learning motivation on student achievement (a survey of students in class XI IPS MAN 2 Tasikmalaya Regency in the 2022/2023 academic year). This research uses a quantitative approach to survey methods with an explanatory survey design. The sample includes all students of class XI IPS MAN 2 Tasikmalaya Regency for the academic year 2022/2023, totaling 102 students from a population of 137 students. This research uses random sampling technique. The data collection method is in the form of a questionnaire using Google Form. The data analysis technique uses multiple linear regression. Based on the results of data processing, the value of the coefficient of determination (R^2) of 0.233 or 23.3% means that the influence of the independent variable variations in teacher teaching styles (X_1), and Learning Motivation (X_2), on student learning achievement (Y) is 23, 3% and the remaining 76.7% are influenced by other factors not examined. The results showed that 1) The variation of the teacher's teaching style had a significant effect on learning achievement with a significant value of 0.016. 2) Learning motivation has an effect on learning achievement with a significant value of 0.001. The conclusion of this study is that variations in teaching styles and learning motivation significantly affect student achievement at MAN 2 Tasikmalaya Regency in the 2022/2023 academic year.

Keywords: Teaching Style, Motivation, Learning Achievement