

ABSTRAK

Dian Rahmawati. (2025). Skripsi. PENGARUH GAYA MENGAJAR DAN FASILITAS BELAJAR DI SEKOLAH TERHADAP HASIL BELAJAR SISWA PADA MATA PELAJARAN EKONOMI MELALUI MOTIVASI BELAJAR SEBAGAI VARIABEL MODERASI. Jurusan Pendidikan Ekonomi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi, Tasikmalaya. Dibawah bimbingan Sri Hardianti Sartika, S.Pd., M.Pd. dan Iis Aisyah S.Pd., M.Pd.

Penelitian dilakukan bertujuan untuk mengetahui pengaruh gaya mengajar dan fasilitas belajar di sekolah terhadap hasil belajar siswa melalui motivasi belajar sebagai variabel moderasi. Penelitian ini menggunakan metode penelitian survei dengan pendekatan kuantitatif, menggunakan *Proportional Random Sampling* dengan jumlah 245 siswa. Berdasarkan hasil penelitian menggunakan MRA (*Moderated Regression Analysis*) ditemukan bahwa gaya mengajar berpengaruh terhadap hasil belajar siswa dengan hasil signifikansi 0,000. Sedangkan fasilitas belajar di sekolah berpengaruh terhadap hasil belajar siswa dengan hasil signifikansi 0,002. Selanjutnya gaya mengajar dan fasilitas belajar berpengaruh secara simultan terhadap hasil belajar dengan nilai signifikansi 0,000 dengan nilai Fhitung sebesar 58,337. Kemudian motivasi belajar tidak dapat memoderasi pengaruh gaya mengajar terhadap hasil belajar siswa dengan thitung sebesar 1,865. Sedangkan motivasi belajar mampu memoderasi pengaruh fasilitas belajar di sekolah terhadap hasil belajar siswa dengan thitung sebesar 2,542. Dari hasil penelitian ini diharapkan siswa mampu meningkatkan kualitas belajar dengan memanfaatkan fasilitas yang ada dan meningkatkan motivasi dalam belajar. Sedangkan guru dapat mengembangkan gaya mengajar yang digunakan agar semangat belajar siswa meningkat. Bagi peneliti selanjutnya diharapkan mencari variabel lain agar dapat mengetahui pengaruh lainnya terhadap hasil belajar siswa.

Kata Kunci : Gaya mengajar, Fasilitas belajar di sekolah, Motivasi belajar, Hasil belajar

ABSTRACT

Dian Rahmawati. (2025). Thesis. THE INFLUENCE OF TEACHING STYLE AND SCHOOL LEARNING FACILITIES ON STUDENTS' LEARNING OUTCOMES IN ECONOMICS SUBJECT THROUGH LEARNING MOTIVATION AS A MODERATING VARIABLE. Department of Economics Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya. Under the guidance of Sri Hardianti Sartika, S.Pd., M.Pd. and Iis Aisyah, S.Pd., M.Pd.

This study aimed to determine the influence of teaching style and school learning facilities on students' learning outcomes through learning motivation as a moderating variable. The research employed a survey method with a quantitative approach and used Proportional Random Sampling, involving 245 students. Based on the results of the study using Moderated Regression Analysis (MRA), it was found that teaching style significantly influenced students' learning outcomes with a significance value of 0.000. School learning facilities also significantly influenced students' learning outcomes with a significance value of 0.002. Furthermore, teaching style and learning facilities simultaneously have a significant effect on learning outcomes, with a significance value of 0.000 and an F-value of 58.337. However, learning motivation could not moderate the influence of teaching style on students' learning outcomes, as indicated by a t-value of 1.865. On the other hand, learning motivation could moderate the influence of school learning facilities on students' learning outcomes, with a t-value of 2.542. Based on the results of this study, it is expected that students can improve the quality of their learning by utilizing the available facilities and enhancing their learning motivation. Meanwhile, teachers are encouraged to develop their teaching styles to boost students' enthusiasm for learning. Future researchers are advised to explore other variables in order to identify additional factors that may influence students' learning outcomes.

Keywords : Teaching style, School learning facilities, Learning motivation, Learning outcomes