ABSTRAK

WAHYU NUGROHO, 2006. ***Hubungan Antara Kompetensi Penguasaan Pengetahuan Matematis Guru, Kompetensi Interpersonal Guru dan Prestasi Belajar Siswa Dalam Pengajaran Matematika di SMP***. Program Studi Pendidikan Matematika, Jurusan Pendidikan Matematika dan Ilmu Pengetahuan Alam, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta.

Penelitian ini bertujuan untuk mengetahui hubungan antara kompetensi penguasaan pengetahuan matematis guru, kompetensi interpersonal guru dan prestasi belajar siswa dalam pengajaran matematika di SMP. Hipotesis yang diajukan dalam penelitian ini adalah ada hubungan positif antara kompetensi penguasaan pengetahuan matematis dan kompetensi interpersonal guru, antara kompetensi penguasaan pengetahuan matematis guru dan prestasi belajar siswa serta antara kompetensi interpersonal guru dan prestasi belajar siswa. Penelitian dilakukan pada Kelas I Sekolah Menengah Pertama di Yogyakarta sebanyak 4 sekolah. Responden adalah guru matematika sebanyak 10 guru dan siswa sebanyak 400 orang. Pengambilan data dilakukan dengan menggunakan instrumen skala kompetensi interpersonal untuk guru, dan tes pengetahuan guru tentang topik himpunan dan tes prestasi belajar siswa tentang topik himpunan. Pengujian hipotesis menggunakan tehnik korelasi *Pearson Product Moment* dengan bantuan program *Statistical Package for Social Sciences (SPSS) for Windows versi 11*. Koefisien korelasi yang diperoleh dalam penelitian ini untuk hubungan antara kompetensi interpersonal dan kompetensi pengetahuan matematis guru adalah $r = 0{,}340$; $p>0{,}05$ (tidak signifikan), antara kompetensi interpersonal dan prestasi belajar siswa nilai $r = 0{,}538$; $p>0{,}05$ (tidak signifikan), serta antara kompetensi matematis guru dan prestasi belajar siswa nilai $r = 0{,}715$; $p<0{,}05$ (signifikan). Koefisien determinasinya (r^2) secara berurutan 0,115; 0,290 dan 0,512. Hal ini berarti terdapat hubungan yang positif antara kompetensi penguasaan pengetahuan matematis guru dan prestasi belajar siswa. Peneliti menduga ketidaksignifikanan hubungan antara kompetensi interpersonal guru dengan kompetensi matematis guru dan kompetensi interpersonal dengan prestasi belajar ini disebabkan karena jumlah sampel guru dalam penelitian ini yang kurang besar. Dapat diduga jika jumlah subyeknya lebih besar maka hasil yang diperoleh akan cenderung signifikan. Dengan demikian guru disarankan perlu memiliki kompetensi yang baik dan siswa perlu memahami kemampuan diri dengan baik sehingga mampu menciptakan hubungan timbal balik antara keduanya. Penelitian ini sebaiknya juga perlu dilakukan lagi dengan anggota sampel yang lebih banyak dan aspek penelitian yang lebih terfokus.

Kata kunci: kompetensi interpersonal, kompetensi penguasaan pengetahuan matematis atau kompetensi matematis, prestasi belajar siswa, guru dan siswa.

ABSTRACT

WAHYU NUGROHO, 2006. ***The Relationships between Teachers' Competency on the Mastery of Knowledge of Mathematics, Teachers' Interpersonal Competency, and Their Students' Mathematics Learning Achievement in the Junior High School.*** Mathematics Education Study Program, Department of Mathematics and Science Education, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta.

The purpose of this research is to determine the relationships between teachers' competency on the mastery of knowledge of mathematics, teachers' interpersonal competency in the topic of sets in the junior high school, and the students' mathematics learning achievement. The hypothesis is that there are positive relationships between teachers' knowledge mastery competency and teachers' interpersonal competency, between teachers' knowledge mastery competency and students' learning achievement, and between teachers' interpersonal competency and students' learning achievement. The research was conducted in the first grade of four Junior High Schools in Yogyakarta. The research subjects were 10 mathematics teachers and 400 students. The data collection methods used were the scale of interpersonal competency and tests on the topic of sets for both teachers and students. The Pearson Product Moment correlation technique using *Statistical Package for Social Sciences (SPSS)* for windows version 11 was employed to test the hypothesis. In this research, the relationship between teachers' mathematics competency and teachers' interpersonal competency was positive, the correlation $r = 0.340$; $p>0.05$ (not significant), the correlation coefficient between teachers' interpersonal competency and students' achievement was positive, $r = 0.538$; $p>0.05$ (not significant), and the correlation coefficient between teachers' mathematics competency and students' achievement was positive, $r = 0.715$; $p<0.05$ (significant). The respective coefficients of determination (r^2) were 0.115; 0.290; and 0.512. It means that there are positive relationships between teachers' knowledge mastery competency and teachers' interpersonal competency, between teachers' knowledge mastery and students' learning achievement and between teachers' interpersonal competency and students' learning achievement. In the researcher's opinion, the insignificant relationships between teachers' interpersonal competency and teachers' mathematics competency and between teachers' competency and students' learning achievement were caused by the small samples that were used in this research. It can be predicted that they will be significant if the size of each of the samples is bigger. Therefore, teachers are suggested to have high competency and students need to be aware of their skills in order to product good relationships between teachers and students. This research needs to be replicated using bigger samples and some aspects that are more focused.

Key words: interpersonal competency, skill competency or mathematics competency, students' learning achievement.