

ABSTRAK

**HUBUNGAN PERSEPSI SISWA TENTANG KETERAMPILAN
MENGAJAR GURU DAN MOTIVASI BELAJAR SISWA DENGAN
PRESTASI BELAJAR SISWA**

Studi Kasus Kelas X SMK N 7 Yogyakarta

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Penelitian ini bertujuan untuk mengetahui: (1) hubungan persepsi siswa tentang keterampilan mengajar guru dengan prestasi belajar siswa, (2) hubungan motivasi belajar siswa dengan prestasi belajar siswa.

Penelitian ini merupakan studi kasus pada siswa SMK 7 Yogyakarta yang dilakukan pada bulan juni 2018. Populasi dalam penelitian ini seluruh siswa kelas X SMK 7 Yogyakarta. Sampel sebanyak 95 siswa diambil dengan teknik *purposive sampling*. Data dikumpulkan dengan kuesioner dan analisis dengan menggunakan korelasi *Product Moment*.

Hasil penelitian menunjukkan bahwa: (1) ada hubungan yang positif dan signifikan persepsi siswa tentang keterampilan mengajar guru dengan prestasi belajar siswa ($r_{hitung} = 0,249$; $p = 0,015$); (2) tidak ada hubungan signifikan dan positif antara motivasi belajar siswa dan prestasi belajar siswa ($r_{hitung} = 0,094$; $p = 0,364$).

ABSTRACT

THE CORRELATION BETWEEN STUDENTS' PERCEPTION ABOUT TEACHER'S TEACHING SKILLS AND STUDENT LEARNING MOTIVATION AND STUDENT LEARNING ACHIEVEMENT

A Case Study on Students of SMK 7 Yogyakarta

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This study aims to find out: (1) the relationship between students perception about teacher's teaching skills and student learning achievement; (2) the relationship between student learning motivation and student learning achievement.

This research is a case study conducted at SMK 7 Yogyakarta in June 2018. The population of this study were all students at SMK 7 Yogyakarta. The samples were 95 students taken by purposive sampling technique. Data were collected by questionnaire and analyzed by using product moment correlation.

The results of this study show that: (1) there is positive and significant relationship between student perception about teacher's teaching skills and student learning achievement ($r_{hitung} = 0,249$; $p = 0,015$); (2) there is no positive and significant relationship between student learning motivation and student learning achievement ($r_{hitung} = 0,094$; $p = 0,364$).