

ANALISIS PENGARUH KINERJA GURU TERHADAP MOTIVASI BELAJAR SISWA

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Abstract

This study attempted to reveal: a) the performance of Social Studies teachers at SMP Muhammadiyah Purworejo, b) SMP Muhammadiyah Purworejo students' learning motivation, and c) contribution size of teachers' performance to SMP Muhammadiyah Purworejo students' learning motivation.

Research population is all the students of SMP Muhammadiyah Purworejo. Sampling using random cluster sampling. The data collecting using closed list questionnaire. Data respondent is students. The validity testing of instruments using construct validity. The reliability testing of instruments is done with internal consistency testing with Cronbach Alpha technique. The data analysis technique includes descriptive and inferensial analysis. The inferensial analysis using partial correlation and regression. All the analysis using SPSS program for Windows.

Based on the descriptive analysis results can be known that the performance of Social Studies teachers at SMP Muhammadiyah Purworejo generally in the good category (61.5%). While the SMP Muhammadiyah Purworejo students' learning motivation of Social Studies generally in the high category (48.5%). Based on the results of regression analysis found determinan coefficients (R^2) = 0.353. Test results of F obtaining the value of $F = 13.508$ ($\text{sig} = 0.000 < 0.05$). Because the significance is smaller than 0.05, means that the influence of these are very significant. Based on the calculation above can be concluded that the performance of teachers in the classroom significantly affect the learning motivation of students at SMP Muhammadiyah Purworejo. The amount of the variable of teachers' performance contributions to students' learning motivation as much as 33.3%. Thus the research hypothesis which states that: "The performance of teachers in the classroom has a positive and significant effect on students' learning motivation" can be accepted.

Key words : teachers performance, learning motivation, social studies

Pendahuluan

Pada dasarnya terdapat berbagai faktor yang mempengaruhi keberhasilan pendidikan, antara lain: guru, siswa, sarana dan prasarana, lingkungan pendidikan, kurikulum. Dari beberapa faktor tersebut, guru dalam kegiatan proses pembelajaran di sekolah menempati kedudukan yang sangat penting dan tanpa mengabaikan faktor penunjang yang lain, guru sebagai subyek pendidikan sangat menentukan keberhasilan pendidikan itu sendiri. Studi yang dilakukan Heyneman & Loxley pada tahun 1983 di 29 negara menemukan bahwa di antara berbagai masukan (*input*) yang menentukan mutu