

## ABSTRAK

**Fitri Ayu Husain. 2015.** “Hubungan Persepsi Siswa Tentang Variasi Mengajar Guru Fisika dengan Hasil Belajar Siswa di SMA Negeri 1 Kabila”. Pembimbing I Dr. Nawir Sune, M.Si dan pembimbing II Ahmad Zainuri, S.Pd, M.T, Program Studi S1 Pendidikan Fisika, Jurusan Fisika, Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Negeri Gorontalo.

Penelitian ini dilaksanakan yaitu untuk mengetahui hubungan variasi mengajar guru fisika dengan hasil belajar siswa di SMA Negeri 1 Kabila. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kuantitatif dengan pendekatan korelasi, variabel penelitian terdiri dari variabel X persepsi siswa tentang variasi mengajar guru fisika dan variabel Y hasil belajar siswa, sampel penelitian berjumlah 30 orang, instrumen pengumpulan data adalah angket untuk persepsi siswa tentang variasi mengajar guru fisika dan tes untuk mengetahui hasil belajar siswa. Tehnik analisis data yang digunakan adalah teknik analisis korelasi *Pearson Product Moment*, uji signifikansi antara variabel X dan variabel Y dilakukan penghitungan dengan uji t. Hasil penelitian menunjukkan, 1) Hasil uji linearitas persamaan regresi yang menyimpulkan bahwa persamaan regresi linear dan berarti, 2) Hasil uji koefisien korelasi diperoleh nilai  $r_{hitung} = 0,513$  dengan  $\alpha = 0,05$  dan  $n = 30$  nilai  $r_{daftar}$  adalah 0,361, karena  $r_{hitung} > r_{daftar}$  ( $0,513 > 0,361$ ) dapat disimpulkan bahwa terdapat hubungan yang positif antara persepsi siswa tentang variasi mengajar guru fisika dengan hasil belajar siswa, 3) Hasil uji koefisien determinasi  $r^2 = 0,2631$  artinya sebesar 26,31 % variasi mengajar guru memberikan kontribusi pada hasil belajar siswa, dan sisanya 73,69 % ditentukan oleh faktor lain yang tidak diteliti dalam penelitian ini, 4) Setelah dilakukan penghitungan terhadap uji t, diperoleh  $t_{hitung} = 3,165$  kemudian nilai  $t_{hitung}$  tersebut di konsultasikan terhadap nilai  $t_{tabel} 5\% = 2,048$ . Berdasarkan hal tersebut, dapat dijelaskan bahwa  $t_{hitung} > t_{tabel}$  ( $3,165 > 2,048$ ), Dengan kata lain  $t_{hitung}$  berada di luar daerah penerimaan  $H_0$  atau  $H_0$  ditolak dan  $H_a$  diterima, dengan begitu dapat disimpulkan terdapat hubungan yang positif dan signifikan antara variasi mengajar guru fisika dalam persepsi siswa dengan hasil belajar siswa kelas XI di SMA Negeri 1 Kabila.

**Kata Kunci :** Variasi Mengajar Guru dan Hasil Belajar Siswa

## ABSTRACT

**Fitri Ayu Husain, 2015.** “Correlation of Students’ Perception toward Teaching Variation of The Physics and the Students’ Learning Achievement in SMA N 1 Kabila”. The principal supervisor was Dr. Nawir Sune, M.Si and Co-supervisor was Ahmad Zainuri, S.Pd, M.T, Study Program Physics Education, Department of Physics, Faculty of Mathematics and Science, State University of Gorontalo.

This research was implemented to find out the correlation of physics teacher’s teaching variation and the students’ learning achievement at SMA N 1 Kabila. This research used quantitative descriptive method with correlational approach. The variables in this research were variable X on the students’ perception toward the teaching variation of the physics teacher and variable Y on the students’ learning achievement. The number of sample in this research was 30 students, the data were collected using the questioner on the students perception toward the teacher’s variation in teaching physics and the test to find out the students’ learning achievement. The data were analyzed using Pearson Product Moment correlational analysis, significance test between the X and the Y variable trough t test. The research findings revealed that, 1) The linearity of the regression equation which concluded that the regression equation was linear and significant, 2) The correlation coefficient test found that the  $r_{count} = 0.513$  with the  $\alpha = 0.05$  and  $n = 30$ , the  $r_{table}$  value was 0.361, because the  $r_{count} > r_{table}$  ( $0.513 > 0.361$ ), it can be concluded that there was a positive correlation between the students’ perception on the physics teacher’s teaching variation with the students’ learning achievement. 3) The determinant coefficient test result of  $r^2 = 0.2631$ , which means that the teacher’s teaching variation gives 26.31% contribution toward the students’ learning achievement, and the rest 73.69% was determined by othr factors that were not investigated in this research. 4) Following the t test, it was found that  $t_{count} = 3.165$  and the  $t_{table}$  value of 5% = 2.048. Therefore, it was clear that  $t_{count} > t_{table}$  ( $3.165 > 2.048$ ), in other words, the  $t_{count}$  value was beyond the acceptance range of the  $H_0$  od  $H_0$  was rejected and  $H_a$  was accepted. Thus, it was concluded that there was a positive and significant correlation between the teaching variation of the physics teacher with the students’ learning achievement in the XI grade at SMA N 1 Kabila.

**Keywords:** Teacher’s Teaching Variation and Students’ Learning Achievement