

## ABSTRAK

### PENGARUH KINERJA GURU TERHADAP PRESTASI BELAJAR PESERTA DIDIK SEKOLAH DASAR

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Prestasi belajar merupakan hasil yang dicapai peserta didik setelah mengikuti proses pembelajaran yang mencerminkan kemampuan kognitif, afektif, dan psikomotorik. Namun, pada kenyataannya prestasi belajar peserta didik di sekolah dasar masih tergolong rendah, khususnya pada mata pelajaran matematika, yang ditunjukkan dengan capaian prestasi belajar peserta didik yang tercermin dari hasil asesmen nasional dan internasional, permasalahan ini dipengaruhi oleh berbagai faktor, baik internal maupun eksternal, penelitian ini bertujuan untuk mengetahui pengaruh kinerja guru terhadap prestasi belajar peserta didik sekolah dasar, khususnya pada mata pelajaran matematika di SDN 6 Metro Barat. Metode yang digunakan adalah kuantitatif dengan pendekatan *ex post facto*. Populasi dalam penelitian ini adalah seluruh peserta didik kelas V SDN 6 Metro Barat yang berjumlah 79 peserta didik. Teknik pengambilan sampel menggunakan total sampling, sehingga seluruh anggota populasi dijadikan sampel penelitian. Teknik pengumpulan data dilakukan melalui non-tes berupa kuesioner angket dan studi dokumentasi. Hasil pengujian hipotesis menggunakan analisis regresi linier sederhana menunjukkan nilai  $R$  square sebesar 0,501, dengan pengambilan keputusan  $R$  square  $>$  0,05 sehingga  $H_a$  diterima dan dengan kesimpulan bahwa terdapat pengaruh kinerja guru terhadap prestasi belajar peserta didik dengan besaran pengaruh sebesar 50,1%.

**Kata kunci:** kinerja guru, mata pelajaran matematika, prestasi belajar

## **ABSTRACT**

### **THE INFLUENCE OF TEACHER PERFORMANCE ON THE LEARNING ACHIVMENT OF ELEMENTARY SCHOOL**

**By**

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Learning achievement was the result attained by students after participating in the learning process, which reflected cognitive, affective, and psychomotor abilities. However, in reality, students' learning achievement in elementary schools was still relatively low, particularly in mathematics, as indicated by students' achievement outcomes reflected in national and international assessment results. This problem was influenced by various factors, both internal and external. This study aimed to determine the effect of teacher performance on elementary school students' learning achievement, particularly in mathematics at SDN 6 Metro Barat. The method used in this study was quantitative with an ex post facto approach. The population of this study consisted of all fifth-grade students at SDN 6 Metro Barat, totaling 79 students. The sampling technique used was total sampling, so all members of the population were included as research samples. Data collection techniques were conducted through non-test methods in the form of questionnaires and documentation studies. The results of hypothesis testing using simple linear regression analysis showed an R square value of 0.501. Based on the decision criterion of R square  $> 0.05$ ,  $H_a$  was accepted. It was concluded that there was an effect of teacher performance on students' learning achievement, with an influence magnitude of 50.1%.

**Key words:** teacher performance, mathematics, learning achievement