

## ABSTRAK

**ENINTA BR BARUS, NPM. 1505030213. “Pengaruh Variasi Mengajar Guru Terhadap Hasil belajar Siswa pada Mata Pelajaran IPA di kelas V SDN 105401 Namo Linting Tahun Ajaran 2018/2019”. Skripsi : Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Quality.**

Permasalahan dalam Penelitian ini adalah kemampuan belajar siswa belum maksimal. Salah satu faktor penyebabnya adalah guru kurang bervariasi dalam mengajar. Penelitian ini dilakukan dengan tujuan untuk mengetahui hubungan variasi mengajar guru dengan hasil belajar siswa pada mata pelajaran IPA.

Penelitian ini dilaksanakan di SDN 105401 Namo Linting Tahun Ajaran 2018/2019. Penelitian ini termasuk ke dalam penelitian korelasional dengan metode deskriptif kuantitatif. Sampel dalam penelitian ini adalah seluruh siswa kelas V SDN 105401 Namo Linting yang berjumlah 24 orang. Pengumpulan data penelitian dilakukan dengan angket variasi mengajar guru (X) dan menggunakan hasil ujian tengah semester untuk mengetahui hasil belajar siswa (Y). teknik analisis data menggunakan statistik korelasi product moment dan uji-t.

Hasil penelitian dan analisis data menunjukkan bahwa variasi mengajar guru tergolong baik dengan skor rata-rata 77,38 dengan standar deviasi sebesar 9,01. Namun, ada juga variasi mengajar guru yang skornya di bawah rata-rata. Hasil belajar IPA siswa tergolong baik dengan nilai terendah adalah 60, sedangkan nilai tertinggi adalah 90, dengan rata-rata 77,42 dan Standar Deviasi 10,53. Hasil pengujian hipotesis diperoleh nilai yaitu  $r_{hitung} > r_{tabel}$  atau  $0,8638 > 0,329$ , dan  $t_{hitung} > t_{tabel}$  atau  $8,04 > 2,0739$ , adanya pengaruh yang positif dan signifikan antara variasi mengajar guru dan hasil belajar siswa kelas V SDN 105401 Namo Linting Tahun Ajaran 2018/2019.

Dengan demikian, dapat disimpulkan bahwa ada pengaruh yang positif dan signifikan antara variasi mengajar guru terhadap hasil belajar IPA siswa di kelas V SDN 105401 Namo Linting Tahun Ajaran 2018/2019”.

**Kata kunci:** *Variasi mengajar, Hasil Belajar, IPA.*

## ABSTRACT

**ENINTA BR BARUS NPM 1505030213 "The Effect of teaching variation of Teacher on student learning outcomes in science subject in class V SDN 105401 Namo Linting academic year 2018/2019". Thesis: Teacher Education Program Teacher Elementary School, Faculty of Teacher Training and Education. University of Quality.**

The problems in this study are student learning outcomes are not maximal. One of the causes is that teachers are less teaching in variation. This research was conducted with the aim of knowing relationship between teacher teaching variations and student learning outcomes in science. This research is included in correlational research with quantitative descriptive methods. The sample of this study were all fifth grade students of SDN 105401 Namo Linting which numbered 24 peoples. Research data collection was conducted with a teacher teaching variation questionnaire (X) and using the result of the midterm exam to find out student learning outcomes (Y), data analysis techniques using product moment correlation statistics and T-test.

The result of research and data analysis showed that teacher teaching variations were classified as good with an average score of 77,38 with a standard deviation of 9,01. However, there are also variations in teaching teachers whose scores are below average. Student science learning outcomes are classified as good with lowest value being 60, while the highest score is 90, with an average of 77,24 and a standard deviation of 10,53. The result of hypothesis testing are obtained, there are  $t_{count} > t_{table}$  or  $0,8639 > 0,329$  and  $t_{count} > t_{table}$  or  $8,04 > 2,0739$ , there is a positive and significant relationship between teacher teaching variation and learning outcomes in class V SDN 105401 Namo Linting academic year 2018/2019.

Thus, it can be concluded that there is a positive influence and significant between teacher teaching variation on student learning outcomes in the fifth grade at SDN 105401 Namo Linting academic year 2018/2019.

***Keyword: Teacher teaching variation, learning outcomes, science.***