

## **ABSTRACT**

### ***The Contribution of Students Input Quality and Learning Atmosphere toward Learning Result of Welding Subject Students at SMK Negeri 1 West Sumatra***

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*Problems encountered in this study were (1) students' input that have not obtained the best graduates of SMP / MTs and no aptitude tests for determining the field of studies and success prediction which are related to learning process. (2) Both learning's facilities and infrastructure that have not been implemented optimally. Notwithstanding in the form of hardware such as both the theory and practice classroom were adequate, but in implementing the practice is still less in the practical learning management. (3) Students' discipline is still low to follow learning process. (4) An unpleasant learning atmosphere is for students. (5) Costs are high enough in the learning implementation, especially on the subjects of productive sectors. The purpose of this study is to know (1) Contribution of students' input quality to the welding learning outcomes, (2) Contribution of study atmosphere to the learning outcomes at SMK Negeri 1 West Sumatera Province and (3) Both contribution of input quality and study atmosphere toward learning outcomes in SMK Negeri 1 West Sumatera Province.*

*This study uses ex post facto design. Population in this research is students who take technical training of weld technique on class XI and XII weld technique of all vocational high schools Sumbar. Sample consists of 52 students. Instrument used in this study is questionnaires about learning atmosphere and sheet of weld learning observation. Obtained data are analyzed with computerization by using SPSS version 15.*

*The results of study were analyzed by using simple regression. The first hypothesis was obtained  $F_{hitung} = 7.519$  with significance  $0.008 < 0.05$ , where  $H_a$  accepted that means students' input contributes significantly to welding learning outcomes. Based on analysis result conducted by the researcher, effective contribution of students input quality to learning outcomes is 9.12%. Meanwhile, relative contribution is 37.23%. The second hypothesis obtained  $F_{hitung} = 11.523$  with significance  $0.001 < 0.05$ , where  $H_a$  accepted that means learning atmosphere contributes to welding learning outcomes significantly. Based on the analysis outcomes conducted by researcher, effective contribution of learning atmosphere toward learning outcomes is 15.37%. Meanwhile, relative contribution is 62.73%. The third hypothesis obtained  $F$  value that is about 7.938 in significant level  $p < \alpha (0.05)$ . Based on the testing result, it can be concluded that the third hypothesis which talks about there are significant positive relationship between students input quality and learning atmosphere toward welding learning outcomes. The contribution from the variable of students input quality and learning atmosphere toward students' welding learning outcomes is 24.5%.*

## **ABSTRAK**

### **Kontribusi Kualitas Input Siswa dan Suasana Belajar Terhadap Hasil Belajar Mata Pelajaran Pengelasan Siswa SMK Negeri 1 Sumatera Barat**

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Masalah yang ditemui dalam penelitian ini adalah (1) Proses selektif terhadap kualitas input siswa masih kurang efektif. (2) Tidak adanya tes bakat untuk menentukan jurusan dan prediksi keberhasilan yang bersangkutan dalam proses pembelajaran. (3) Penggunaan sarana dan prasarana belajar yang belum optimal. (4) Disiplin peserta didik yang masih rendah dalam mengikuti pembelajaran. (5) Suasana belajar yang belum menyenangkan bagi peserta didik. Penelitian ini bertujuan untuk mengetahui (1) kontribusi kualitas input siswa terhadap hasil belajar pengelasan, (2) kontribusi suasana belajar terhadap hasil belajar di SMK Negeri 1 Provinsi Sumatera Barat dan (3) kontribusi kualitas input dan suasana belajar terhadap hasil belajar secara bersama-sama di SMK Negeri 1 Provinsi Sumatera Barat.

Penelitian ini menggunakan rancangan *expost facto*. Populasi dalam penelitian ini adalah siswa-siswa yang mengambil mata diklat teknik pengelasan pada kelas XI dan XII Jurusan Teknik Pengelasan SMK N 1 Sumbar. Jumlah sampel terdiri siswa sebanyak 52 orang siswa. Instrumen yang digunakan dalam penelitian ini adalah angket suasana pembelajaran dan lembar observasi pembelajaran las. Data yang diperoleh dianalisis dilakukan secara komputersasi dengan menggunakan SPSS versi 15.

Hasil penelitian dianalisis dengan analisis regresi sederhana. Hipotesis pertama didapatkan  $F_{hitung} = 7,519$  dengan signifikansi  $0,008 < 0,05$ , dimana  $H_a$  diterima artinya input siswa berkontribusi secara signifikan terhadap hasil belajar pengelasan. Berdasarkan hasil analisis yang dilakukan peneliti, besar sumbangan efektif kualitas input siswa terhadap hasil belajar adalah 9,12%. Sedangkan besar sumbangan relatifnya adalah 37,23%. Hipotesis kedua didapatkan  $F_{hitung} = 11,523$  dengan signifikansi  $0,001 < 0,05$ , dimana  $H_a$  diterima artinya suasana belajar berkontribusi secara signifikan terhadap hasil belajar pengelasan. Berdasarkan hasil analisis yang dilakukan peneliti, besar sumbangan efektif suasana pembelajaran terhadap hasil belajar adalah 15,37%. Sedangkan besar sumbangan relatifnya adalah 62,73%. Hipotesis ke tiga, diperoleh harga  $F$  sebesar 7,938 pada taraf signifikansi  $p < \alpha (0,05)$ . Berdasarkan hasil pengujian tersebut dapat disimpulkan bahwa hipotesis ketiga yang berbunyi Terdapat hubungan positif yang signifikan antara kualitas input siswa dan suasana pembelajaran terhadap Hasil Belajar pengelasan. Besarnya kontribusi secara bersama-sama dari variabel kualitas input siswa dan suasana pembelajaran terhadap hasil belajar pengelasan siswa adalah 24,5%.