

HUBUNGAN ANTARA KEPERCAYAAN DIRI DAN DUKUNGAN SOSIAL GURU TERHADAP PRESTASI BELAJAR PRAKTIKUM FARMAKOGNOSI SISWA KELAS XI DI SMK X SEMARANG

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ABSTRAK

Tujuan penelitian ini yaitu menguji hipotesis pengaruh kepercayaan diri dan dukungan sosial guru terhadap prestasi belajar praktikum farmakognosi pada siswa Sekolah Menengah Kejuruan. Partisipan penelitian ini yaitu 153 siswa kelas XI, siswa 93 untuk uji coba alat ukur dan 60 siswa untuk uji hipotesis. Tiga instrument pengukuran dalam penelitian ini yaitu skala kepercayaan diri (internal konsistensi $\alpha = 0.891$), skala dukungan sosial guru (internal konsistensi $\alpha = 0.910$), dan prestasi belajar menggunakan traskrip nilai murni. Hasil uji regresi linear ganda pada hipotesis pertama menunjukkan ada pengaruh antara kepercayaan diri dan dukungan sosial guru dengan prestasi belajar ($R = 0,429$; $F = 21.443$); taraf signifikansi 0,000 ($p > 0,05$). Hasil analisis korelasi parsial hipotesis kedua menunjukkan ada korelasi antara kepercayaan diri dengan prestasi belajar ($r_{x1y} = 0,481$); taraf signifikansi 0,00 ($p < 0,05$), hasil tersebut menunjukkan bahwa ada korelasi positif yang signifikan antara kepercayaan diri dengan prestasi belajar. Hasil uji korelasi parsial pada hipotesis ketiga menunjukkan ada korelasi antara dukungan sosial guru dengan prestasi belajar ($r_{x2y} = 0,555$); taraf signifikansi 0,00 ($p < 0,05$), hasil tersebut menunjukkan bahwa ada korelasi positif antara dukungan sosial guru dengan prestasi belajar praktikum farmakognosi pada siswa.

Kata kunci: Kepercayaan Diri, Dukungan Sosial Guru, Prestasi Belajar

**THE CORRELATION BETWEEN SELF-CONFIDENCE AND TEACHER
SOCIAL SUPPORT TO LEARNING ACHIEVEMENTS OF
FARMAKOGNOSI PRACTICUM GRADE XI STUDENTS AT SMK X
SEMARANG**

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ABSTRACT

The purpose of this study was to test the hypothesis of the influence of teacher confidence and social support on the achievement of practicum farmakognosi in Vocational High School students. This study participants were 153 grade XI students, 93 students for measuring instrument trials, and 60 students for hypothesis testing. This study's three measuring instruments were self-confidence scale (internal consistency $\alpha = 0.891$), teacher social support scale (internal consistency $\alpha = 0.910$), and learning achievement using pure value transcript. The results of the multiple linear regression test at the first hypothesis showed there was an influence between teacher confidence and social support with learning achievement ($R = 0.429$; $F = 21,443$); significance level of 0.000 ($p > 0.05$). The results of the second hypothesis partial correlation analysis showed there was a correlation between confidence and learning achievement ($r_{x1y} = 0.481$); significance level 0.00 ($p < 0.05$), the results showed that there was a significant positive correlation between confidence and learning achievement. Partial correlation test results in the third hypothesis showed a correlation between teacher social support and learning achievement ($r_{x2y} = 0.555$); significance level of 0.00 ($p < 0.05$), the results showed that there was a positive correlation between teacher social support and practicum farmakognosi learning achievement in students.

Keywords: *Self-Confidence, Teacher Social Support, Academic Achievement*