

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh kompetensi guru dan fasilitas pembelajaran terhadap motivasi belajar siswa SMK PGRI 3 Badung, baik secara parsial maupun simultan. Penelitian kuantitatif dengan pendekatan korelasional ini menggunakan data dari 67 siswa kelas XI Perhotelan yang dipilih melalui purposive sampling. Data dikumpulkan melalui kuesioner yang telah diuji validitas dan reliabilitasnya. Teknik analisis data meliputi uji validitas Pearson Product Moment, uji reliabilitas Cronbach Alpha, analisis deskriptif, uji asumsi klasik (normalitas Kolmogorov-Smirnov, multikolinearitas, dan heteroskedastisitas Uji Glejser), serta analisis regresi linier berganda, uji t, uji F, dan uji determinasi. Hasil penelitian menunjukkan bahwa kompetensi guru dan fasilitas pembelajaran berpengaruh positif dan signifikan terhadap motivasi belajar siswa secara parsial ($p < 0,05$). Secara simultan, kompetensi guru dan fasilitas pembelajaran juga berpengaruh signifikan terhadap motivasi belajar ($F = 83,541$, $p < 0,05$). Koefisien determinasi (Adjusted R Square) sebesar 0,714 menunjukkan bahwa 71,4% variasi motivasi belajar dijelaskan oleh kedua variabel tersebut. Penelitian ini menyarankan SMK PGRI 3 Badung untuk meningkatkan kompetensi guru melalui pelatihan berkala serta melengkapi fasilitas pembelajaran yang masih kurang memadai, terutama fasilitas praktik (dapur restoran dan kamar hotel), untuk meningkatkan motivasi belajar siswa.

Kata Kunci: Kompetensi Guru, Fasilitas Pembelajaran, Motivasi Belajar.

Abstract

This study aims to analyze the influence of teacher competence and learning facilities on the learning motivation of students at SMK PGRI 3 Badung, both partially and simultaneously. This quantitative research with a correlational approach uses data from 67 eleventh-grade students in hospitality, selected through purposive sampling. Data was collected through questionnaires that had been tested for validity and reliability. Data analysis techniques include the Pearson Product Moment validity test, the Cronbach Alpha reliability test, descriptive analysis, classical assumption tests (Kolmogorov-Smirnov normality, multicollinearity, and Glejser's test for heteroskedasticity), as well as multiple linear regression analysis, t-tests, F-tests, and determination tests. The research results indicate that teacher competence and learning facilities have a positive and significant partial effect on student learning motivation ($p < 0.05$). Simultaneously, teacher competence and learning facilities also have a significant effect on learning motivation ($F = 83.541$, $p < 0.05$). The coefficient of determination (adjusted R-squared) of 0.714 indicates that 71.4% of the variation in learning motivation is explained by these two variables. This research suggests that PGRI 3 Badung Vocational High School should improve teacher competence through regular training and complete the learning facilities that are still inadequate, especially practical facilities (restaurant kitchen and hotel rooms), to increase student learning motivation.

Keywords: *Teacher Competency, Learning Facilities, Learning Motivation.*