

## ABSTRAK

**BAIQ YUNI TRIASMUSTIKA, “Pengaruh Latar Belakang Pendidikan Guru terhadap Minat Belajar IPS”. Skripsi, Program Studi Pendidikan. IPS, Prodi Pendidikan. IPS, Fakultas Ilmu Sosial Universitas Negeri Jakarta, Juli 2019.**

Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh Latar Belakang Pendidikan Guru terhadap Minat Belajar IPS. Peneliti melihat bahwa minat belajar IPS siswa yang diajar oleh guru Non-PIPS lebih tinggi dibandingkan dengan guru PIPS. Berdasarkan latar belakang tersebut penulis melakukan penelitian untuk mengetahui seberapa besar minat belajar IPS siswa yang diajar oleh guru PIPS dengan guru Non-PIPS. Pada penelitian ini penulis menggunakan metode kuantitatif dengan pendekatan komparatif. Dengan jumlah populasi siswa SMP PGRI Astra Insani sebesar 150 siswa dan peneliti menarik sampel dengan rumus slovin sebesar 109 sampel lalu peneliti menarik sample perkelas sebesar 18 siswa per kelas. Teknik pengumpulan data yang penulis lakukan menggunakan angket dan dokumentasi siswa SMP PGRI Astra Insani. Hasil penelitian yang penulis lakukan menunjukkan bahwa minat belajar siswa oleh guru PIPS sebesar 64,8% dan minat belajar siswa oleh guru Non-PIPS sebesar 69,8% dengan selisih perbedaan 5%. Maka terdapat perbedaan minat belajar IPS siswa yang diajar oleh guru PIPS dengan guru Non-PIPS, hal ini berdasarkan hasil perhitungan penulis menggunakan software SPSS 24 yang menunjukkan hasil Sig.(2-tailed) lebih kecil dari 0,05 dimana menurut keputusan bahwa hasil tersebut menandakan adanya perbedaan minat belajar siswa oleh guru PIPS dengan Non-PIPS.

Kata kunci; Latar belakang pendidikan guru, minat belajar IPS

## ABSTRACT

**BAIQ YUNI TRIASMUSTIKA, "Effects of Background on Teacher Education on Social Studies Learning Interests". Thesis, Educational Study Program. IPS, Education Study Program. IPS, Faculty of Social Sciences, Jakarta State University, July 2019.**

This study aims to determine whether there is an influence on the Background of Teacher Education on Social Studies Learning Interests. The researcher saw that the interest in learning social studies students taught by Non-PIPS teachers was higher than PIPS teachers. Based on this background the author conducted a study to find out how much interest in studying social studies students taught by PIPS teachers with Non-PIPS teachers. In this study the authors used a quantitative method with a comparative approach. With the total population of students of SMP PGRI Astra Insani amounting to 150 students and researchers drawing samples with Slovin formula of 109 samples then the researcher draw class samples of 18 students per class. The data collection technique that the writer uses is using questionnaires and documentation of students of SMP PGRI Astra Insani. The results of the research that the authors conducted showed that students' interest in learning by PIPS teachers was 64.8% and students' learning interest by Non-PIPS teachers was 69.8% with a difference of 5%. Then there are differences in social studies learning interests of students taught by PIPS teachers with Non-PIPS teachers, this is based on the results of the calculation of the author using SPSS 24 software which shows the results of Sig. (2-tailed) less than 0.05 where according to the decision that the results indicates a difference in student learning interest by PIPS teachers with Non-PIPS.

Keywords; Teacher education background, interest in learning social studies