

Ratna Sari, Rahayu Eka. *Hubungan Gaya Mengajar Personalisasi dengan Disiplin Belajar Siswa Kelas IV SDN Kepuhrejo 1*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing I: Priyono Tri Febrianto, S.Sos.,M.Si Pembimbing II: Mahmud, S.IP.,M.Si

ABSTRAK

Penelitian ini untuk mengetahui ada atau tidaknya hubungan gaya mengajar personalisasi dengan disiplin belajar siswa. Penelitian ini merupakan penelitian kuantitatif non eksperimen dengan jenis penelitian asosiatif. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah kuisioner, observasi, dan dokumentasi. Analisis data dalam penelitian ini yaitu analisis statistik deskriptif, uji normalitas, koefisien korelasi dan uji linieritas. Berdasarkan hasil penelitian yang dilakukan diperoleh bahwa 1)Penerapan gaya mengajar guru termasuk kedalam kategori sesuai dengan presentase 59,24 persen, 2)Disiplin belajar siswa termasuk kedalam kategori cukup tinggi dengan presentase 42,22 persen, 3)Hasil perhitungan uji signifikan diperoleh $t_{hitung} = 11.9770 > t_{tabel} = 2.0484$, maka H_0 ditolak sehingga terdapat hubungan yang signifikan antara gaya mengajar personalisasi dengan disiplin.

Kata kunci: *Gaya Mengajar Personalisasi, dan Disiplin Belajar.*

Ratna Sari, Rahayu Eka. *A Correlation Between Personalization Teaching Method with Students Learning Behaviour in Fourth Grade in Primary School of Kepuhrejo 1. Thesis*. Primary School Teacher Education Department. Faculty of Education Science, University of Trunojoyo Madura. Advisor I: Priyono Tri Febrianto, S.Sos., M.Si, Advisor II: Mahmud, S.IP., M.Si

ABSTRACT

The aim of this research was to identify a correlation between personalization teaching method with students learning behaviour. Quantitative non experiment with the type associative research was used in this research. Method of data collection in this research was questionnaire, observation and documentary. Method of data analysis of this research was descriptive statistics analysis, normality test, correlation coefficient, and linearity. Based on the research findings indicate that 1) the implementation of personalization teaching method include into the category with percentage 59,24 percent, 2) students learning behaviour include into the highest category with percentage 42,22 percent, 3) the results of significant test obtained $t_{\text{count}} = 11.9770 > t_{\text{table}} = 2.0484$, so that H_0 is rejected. Henceforth, there is a significant correlation between personalization teaching method and learning behavior.

Keywords : *Personalization Teaching Method and Learning Behaviour.*