

ABSTRAK

PENGARUH INTERAKSI ANTAR ANGGOTA KELUARGA, PARTISIPASI SISWA DALAM KELAS DAN DUKUNGAN TEMAN TERHADAP PRESTASI BELAJAR SISWA
STUDI KASUS: SISWA KELAS III SMK YPKK I, JLN. SAYANGAN 05, MEJING WETAN, AMBARKETAWANG, GAMPING, SLEMAN, YOGYAKARTA

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Tujuan penelitian ini adalah untuk mengetahui: 1) Apakah ada pengaruh positif dan signifikan interaksi antar anggota keluarga terhadap prestasi belajar siswa. 2) Apakah ada pengaruh positif dan signifikan partisipasi siswa dalam kelas terhadap prestasi belajar siswa. 3) Apakah ada pengaruh positif dan signifikan dukungan teman terhadap prestasi belajar siswa. 4) Apakah ada pengaruh positif dan signifikan interaksi antar anggota keluarga, partisipasi siswa dalam kelas dan dukungan teman terhadap prestasi belajar siswa secara bersama-sama.

Penelitian dilaksanakan di SMK YPKK I, Sleman, Yogyakarta pada bulan November 2002 – Februari 2003. Populasi pada penelitian ini adalah siswa-siswi kelas III yang berjumlah 182 anak dengan jumlah sample 80 anak yang diambil secara acak sederhana.

Teknik pengumpulan data yang digunakan adalah kuesioner dan dokumentasi. Peneliti menggunakan teknik analisa regresi linier sederhana untuk menjawab masalah pertama, kedua dan ketiga, sedangkan untuk menjawab masalah keempat digunakan analisa regresi linier berganda.

Hasil penelitian menunjukkan bahwa: 1) Terdapat pengaruh positif dan signifikan interaksi antar anggota keluarga terhadap prestasi belajar siswa ($r = 0,48$ dengan $p \text{ value} = 0,000$). 2) Terdapat pengaruh positif dan signifikan partisipasi siswa dalam kelas terhadap prestasi belajar siswa ($r = 0,54$ dengan $p \text{ value} = 0,000$). 3) Terdapat pengaruh positif dan signifikan dukungan teman terhadap prestasi belajar siswa ($r = 0,434$ dengan $p \text{ value} = 0,000$). 4) Terdapat pengaruh positif dan signifikan interaksi antar anggota keluarga, partisipasi siswa dalam kelas, dan dukungan teman terhadap prestasi belajar siswa secara bersama-sama ($R = 0,723$ dengan $p \text{ value} = 0,000$)

ABSTRACT

**THE EFFECT OF THE INTERACTION AMONG FAMILY MEMBERS,
STUDENTS' PARTICIPATION IN THE CLASS AND PEERS' SUPPORT
TOWARD THE STUDENTS' LEARNING ACHIEVEMENT**
**A Case Study: The Third Grade Students Of "YPKK I" Vocational High School.
Jl. Sayangan 05, Mejing Wetan, Ambarketawang, Gamping, Sleman, Yogyakarta**

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The aims of this research were to find out whether or not: 1) There were any positive and significant effects of interaction among family members toward the students' learning achievement. 2) There were any positive and significant effects of students' participation in the class toward the students' learning achievement. 3) There were any positive and significant effects of peers' support toward students' learning achievement. 4) There were any positive and significant effects of interaction among family members, students' participation in the class and peers' support taken together toward the students' learning achievement.

The research was conducted at "YPKK I", vocational High School, Sleman, Yogyakarta from November 2002 to February 2003. The population of the research was the third grade students that consisted of 182 students with 80 students were taken as the samples by using simple random technique.

The techniques of data gathering used were questionnaire and documentation. Researcher used simple linear regression technique to answer the first, second, and third problem. Meanwhile to answer the fourth problem the research used multiple linear regression.

The result of the research showed that: 1) There were positive and significant effects of interaction among family members toward the students' learning achievement ($r = 0,48$ with p value = $0,000$). 2) There were positive and significant effects of students' participation in the class toward the students' learning achievement ($r = 0,54$ with p value $0,000$). 3) There were positive and significant effects of peers' support to the students' learning achievement ($r = 0,434$ with p value $0,000$). 4) There were positive and significant effects of interaction among family members, students' participation in the class and peers' support taken together toward the students' learning achievement ($R = 0,723$ with p value $0,000$).