

ABSTRAK

PENGARUH TINGKAT PENDIDIKAN ORANG TUA, PERHATIAN ORANG TUA, DAN MOTIVASI BELAJAR TERHADAP PRESTASI BELAJAR SISWA

Studi Kasus Pada Siswa Kelas 1 SLTP Pangudi Luhur Bayat Klaten

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Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh positif dan signifikan antara: 1) tingkat pendidikan orang tua terhadap prestasi belajar siswa, 2) perhatian orang tua terhadap prestasi belajar siswa, motivasi belajar terhadap prestasi belajar siswa, 4) tingkat pendidikan orang tua, perhatian orang tua, dan motivasi belajar secara bersama-sama terhadap prestasi belajar siswa.

Penelitian studi kasus ini dilaksanakan di SLTP Pangudi Luhur Bayat Klaten pada bulan Januari 2004. Jumlah populasi adalah sebanyak 145 siswa kelas 1, jumlah sampel 65 siswa. Sampel diambil dengan teknik proposisional random sampel. Teknik pengumpulan data yang digunakan adalah kuesioner yang dilengkapi dengan dokumentasi.

Untuk mengetahui apakah terdapat pengaruh positif dan signifikan tingkat pendidikan orang tua, perhatian orang tua dan motivasi belajar terhadap prestasi belajar siswa digunakan teknik analisis *korelasi product moment*. Sedangkan untuk mengetahui apakah terdapat pengaruh positif dan signifikan tingkat pendidikan orang tua, perhatian orang tua, dan motivasi belajar secara bersama-sama terhadap prestasi belajar siswa digunakan teknik analisis korelasi ganda.

Hasil penelitian menunjukkan bahwa: (1) terdapat pengaruh positif dan signifikan tingkat pendidikan orang tua terhadap prestasi belajar siswa ($r_{x1y} = 0,287$ dengan $t_{hitung} = 2,374 > t_{tabel} = 1,669$), (2) terdapat pengaruh positif dan signifikan perhatian orang tua terhadap prestasi belajar siswa ($r_{x2y} = 0,380$ dengan $t_{hitung} = 3,526 > t_{tabel} = 1,669$), (3) terdapat pengaruh positif dan signifikan antara motivasi belajar terhadap prestasi belajar siswa ($r_{x3y} = 0,255$ dengan $t_{hitung} = 2,165 > t_{tabel} = 1,669$), (4) terdapat pengaruh positif dan signifikan tingkat pendidikan orang tua, perhatian orang tua dan motivasi belajar secara bersama-sama terhadap prestasi belajar siswa ($R_{x(1,2,3)y} = 0,688$ dengan $F_{hitung} = 18,244 > F_{tabel} = 2,751$).

ABSTRACT

THE INFLUENCE OF PARENTS' EDUCATIONAL LEVEL, PARENTS' CARE AND LEARNING MOTIVATION ON THE STUDENTS' ACADEMIC ACHIEVEMENT A Case Study to the First Grade Students of Pangudi Luhur Junior High School, Bayat, Klaten

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This research aimed to know whether or not there was a positive and significant influence of 1) parents' educational level on the students' academic achievement; 2) parents' care/attention on the students' academic achievement; 3) learning motivation on the students' academic achievement; and 4) parents' education level, parents' care/attention and learning motivation taken together on the students' academic achievement.

This research of case study type was performed at "Pangudi Luhur" Junior High School, Bayat, Klaten during January 2004. Total population was 145 students of the first grade; total samples were 65 students. The samples were taken by using technique of proportional random sampling. The data gathering technique used were questionnaire that was completed with documentation.

To know whether or not there was a positive and significant influence of parents' educational level, parents' care/attention, students' learning motivation individually on the students' academic achievement, it used an analysis of product moment correlation. While to know whether or not there was a positive and significant influence of parents' educational level, parents' care/attention and students' learning motivation taken together on the students' academic achievement, this research used an analysis of multiple correlation.

The results showed that (1) there was a positive and significant influence of parents' educational level on the students' academic achievement ($r_{x1y} = 0.287$ with $t_{count} = 2.374 > t_{table} = 1.669$); (2) there was a positive and significant influence of parents' attention on the students' academic achievement ($r_{x2y} = 0.380$ with $t_{count} = 3.526 > t_{table} = 1.669$); (3) there was a positive and significant influence of learning motivation to the students' academic achievement ($r_{x3y} = 0.255$ with $t_{count} = 2.165 > t_{table} = 1.669$); (4) there was a positive and significant influence of the parents' educational level, parents' attention, learning motivation taken together on the students' academic achievement ($R_{x(1,2,3)y} = 0.688$ with $F_{count} = 18.244 > F_{table} = 2.751$).