

ABSTRAK

KONTRIBUSI MINAT BACA, GAYA BELAJAR, DAN STATUS EKONOMI ORANG TUA TERHADAP HASIL BELAJAR MATA PELAJARAN EKONOMI KELAS XI IPS SMA NEGERI 1 TEMON KULON PROGO

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2014

Penelitian ini bertujuan untuk mengetahui kontribusi minat baca, gaya belajar, dan status sosial ekonomi orang tua terhadap hasil belajar mata pelajaran ekonomi siswa kelas XI IPS SMA Negeri 1 Temon Kulon Progo.

Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian eksplanatif yang dilaksanakan pada bulan Februari 2014. Populasi dari penelitian ini adalah seluruh siswa kelas XI IPS SMA Negeri 1 Temon Kulon Progo yang berjumlah 46 siswa. Teknik sampel yang digunakan adalah non probability sampling. Teknik pengumpulan data menggunakan kuesioner. Uji validitas dan reliabilitas digunakan untuk variabel minat baca, gaya belajar, dan status sosial ekonomi orang tua. Teknik analisis data yang digunakan adalah regresi berganda.

Hasil dari analisis data yang dilakukan adalah (1) ada kontribusi minat baca terhadap hasil belajar mata pelajaran ekonomi siswa kelas XI IPS SMA N 1 Temon sebesar 35,25% dengan nilai signifikansi 0,020, (2) ada kontribusi gaya belajar terhadap hasil belajar mata pelajaran ekonomi siswa kelas XI IPS SMA Negeri 1 Temon sebesar 32,66% dengan nilai signifikansi 0,031, (3) ada kontribusi status sosial ekonomi orang tua terhadap hasil belajar mata pelajaran ekonomi sebesar 32,09% dengan nilai signifikansi 0,030. Nilai R^2 0,479 yang berarti 47,9% hasil belajar siswa dapat dijelaskan oleh variabel independen minat baca, gaya belajar, dan status sosial ekonomi orang tua.

ABSTRACT

**THE CONTRIBUTION OF READING INTEREST, LEARNING
MANNER, AND PARENTS' ECONOMIC STATUS TOWARDS
LEARNING OUTCOMES OF ECONOMY SUBJECT IN SOCIAL CLASS
XI OF SMA NEGERI 1 TEMON, KULON PROGO**

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This study aimed to determine the contribution of reading interest, learning manner, and parents' economic status towards learning outcomes of economic subject in social class XI of SMA Negeri 1 Temon, Kulon Progo.

The type of this study was an explanatory research. It was conducted in February 2014. The population of this study was all the students of social class XI of SMAN 1 Temon, Kulon Progo, which were 46 students. The sampling technique used was non-probability sampling. The technique of collecting data was questionnaires. Validity and reliability test were used for the variable of reading interest, learning manner, and parents' economic status. The data analysis technique used was multiple regression.

The results of the data analysis were: (1) there was a contribution of reading interest toward the learning outcomes of economic subjects of the student in social class XI of SMA N 1 Temon for about 35.25% with significance value of 0.020; (2) there was a contribution to the learning manner toward the learning outcomes of economic subjects of the student in social class XI of SMA N 1 Temon for about 32.66% with significance value of 0.031; and (3) there was a contribution of parents' economic status of toward learning outcomes of economic subjects for about 32.09% with significance value of 0.030. The value of R^2 of 0.479 meant that 47.9% of the student learning outcomes could be explained by the independent variables of reading interests, learning manner, and parents' economic status.