

## ABSTRAK

-

Musidi, B. Pengaruh Pemberian Tugas Dan Status Sosial Ekonomi Orang Tua Terhadap Prestasi Belajar Sejarah Mahasiswa. Tesis, Surakarta, KPK Universitas Sebelas Maret, Fakultas Pasca Sarjana IKIP Jakarta, 1991.

Riset ini bertujuan untuk meneliti pengaruh tugas individual dan tugas kelompok, dan status sosial ekonomi orang tua terhadap prestasi belajar sejarah mahasiswa.

Subyek penelitian terdiri dari 72 mahasiswa Semester III, Jurusan Pendidikan Sejarah, IKIP Sanata Dharma, Yogyakarta.

Disain yang digunakan adalah Disain Faktorial 2x3, mahasiswa dibagi ke dalam kelompok tugas individual dan tugas kelompok, dan tiga tingkatan status sosial ekonomi orang tua tinggi, sedang, dan rendah.

Prestasi belajar diukur dengan menyelenggarakan tes sumatif ( $r = 0,63$ ).

Diduga bahwa: (1) prestasi dengan tugas kelompok lebih tinggi daripada dengan tugas individual, (2) prestasi mahasiswa yang status sosial ekonomi orang tuanya tinggi lebih tinggi daripada yang status sosial ekonomi orang tuanya sedang dan rendah, (3) terdapat interaksi antara pemberian tugas dan status sosial ekonomi orang tua yang dapat mempengaruhi prestasi belajar.

Hasil penelitian tidak mendukung ketiga hipotesis di atas, tetapi data menunjukkan bahwa prestasi belajar dengan tugas kelompok untuk semua tingkatan status sosial ekonomi lebih tinggi daripada prestasi belajar dengan tugas individual.

Studi ini memberi rekomendasi: (1) untuk mengadakan penelitian ulang, (2) untuk mengontrol kerja secara ketat, (3) untuk memperbaiki instrumen pengukur status sosial ekonomi orang tua.

## ABSTRACT

Musidi, B. The Effect Of Assignments and Parents' Socio-Economic Status On Students' History Learning Achievement. Thesis, Surakarta: KPK Universitas Sebelas Maret<sub>2</sub>, Fakultas Pasca Sarjana Jakarta, 1991.

This research was aimed at investigating the effects of individual and group assignment and parents' socio-economic status on students' achievement in History learning.

The subjects were 72 third semester students majoring in History Education, at The Institute of Teacher Training and Education, Sanata Dharma, Yogyakarta.

The design employed in this study was 2 x 3 factorial design. The students were divided into two methods of assignment (individual - group) and three levels of parents' socio-economic status (high, middle, low).

Students' achievement was measured by using a summative achievement test ( $r = 0,63$ ).

It was hypothesized that. (1) students receiving group assignment would perform better than those receiving individual assignment, (2) student with parents of *high* socio-economic status would perform better than those with parents of middle and of low' socio-economic status, which could effect the learning achievement.

The results of the study did not support any of the above hypotheses. The data indicate better performance among those given group assignment in each socio-economic status level.

Therefore it is recommended to: (1) make a replication, (2) control more closely the assignment, (3) improve instruments for measuring socio-economic status.