

ABSTRAK**HUBUNGAN ANTARA KONDISI EKONOMI KELUARGA DAN LINGKUNGAN SEKOLAH DENGAN HASIL BELAJAR SISWA DI SMA N 1 CANGKRINGAN, SMA GAMA (TIGA MARET), DAN SMA ISLAM 3 PAKEM DI KABUPATEN SLEMAN YOGYAKARTA**

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Penelitian ini bertujuan untuk mengetahui ada tidaknya hubungan positif antara kondisi ekonomi keluarga dan lingkungan sekolah dengan hasil belajar siswa. Jenis penelitian ini termasuk penelitian studi kasus.

Subjek penelitian ini adalah siswa kelas X dan XI di SMA N 1 Cangkringan, SMA GAMA (Tiga Maret), dan SMA Islam 3 Pakem di Kabupaten Sleman Yogyakarta. Penelitian ini dilaksanakan pada bulan Maret 2017 sampai dengan bulan Mei 2017. Dari populasi sebanyak 339 siswa, diambil sampel 184 dengan teknik *proportional random sampling*. Hipotesis diuji dengan menggunakan korelasi *Spearman*.

Hasil penelitian menunjukkan bahwa: 1) tidak terdapat hubungan antara kondisi ekonomi keluarga dengan hasil belajar siswa (*Spearman's rho* = 0,074; nilai *sig (2-tailed)* = 0,316 > α = 0,05), 2) terdapat hubungan antara lingkungan sekolah dengan hasil belajar siswa – ranah kognitif (*Spearman's rho* = -0,190; nilai *sig (2-tailed)* = 0,018 < α = 0,05).

ABSTRACT

THE RELATIONSHIP BETWEEN FINANCIAL BACKGROUND AND SCHOOL ENVIRONMENT AND THE STUDENTS' LEARNING RESULTS IN SMA N 1 CANGKRINGAN, SMA GAMA (TIGA MARET), AND SMA ISLAM 3 PAKEM, SLEMAN REGENCY, YOGYAKARTA

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The study aims to identify whether there is positive relationship between financial background and school environment and the students' learning results. This study a case study.

The subjects of this study were the tenth and eleventh Grade students of SMA N 1 Cangkringan, SMA GAMA (Tiga Maret), and SMA Islam 3 Pakem, Sleman Regency, Yogyakarta. The study was conducted from March to May 2017. The population were 339 students. The samples were 184 students taken by using a proportional random sampling technique. The hypotheses were tested by using the Spearman correlation.

The results of the study show that: 1) there is not any relationship between financial background and students' learning results on the cognitive domain (Spearman's $\rho = 0.074$; value sig (2-tailed) = $0.316 > \alpha = 0.05$) 2) there is relationship between the school environment and the students' learning results on the cognitive domain (Spearman's $\rho = -0,190$; value sig (2-tailed) = $0,018 < \alpha = 0,05$).