ABSTRAK

HUBUNGAN BIMBINGAN BELAJAR, PERHATIAN ORANG TUA, DAN INTERAKSI TEMAN SEBAYA DENGAN PRESTASI BELAJAR SISWA

Studi Kasus Kelas XI SMA Regina Pacis Surakarta

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Penelitian ini bertujuan untuk mengetahui hubungan positif: (1) bimbingan belajar dengan prestasi belajar siswa; (2) perhatian orang tua dengan prestasi belajar siswa; (3) interaksi teman sebaya dengan prestasi belajar siswa.

Jenis penelitian ini adalah penelitian korelasional yang dilaksanakan pada bulan April 2019. Populasi dalam penelitian ini adalah siswa-siswi SMA Regina Pacis Surakarta kelas XI yang berjumlah 260 siswa. Sampel penelitian ini sejumlah 168 siswa diambil dengan menggunakan teknik *convenien sampling*. Data diambil dengan menggunakan angket/kuesioner dan dianalisis dengan analisis deskriptif dan korelasi *spearman rank*.

Hasil penelitian menunjukan bahwa: (1) ada hubungan positif dan signifikan bimbingan belajar dengan prestasi belajar siswa (*spearman's rho* = 0,464 nilai *sig. (1-tailed)* = 0,000); (2) ada hubungan positif dan signifikan perhatian orang tua dengan prestasi belajar siswa (*spearman's rho* = 0,500 nilai *sig. (1-tailed)* = 0,000); (3) ada hubungan positif dan signifikan interaksi teman sebaya dengan prestasi belajar siswa (*spearman's rho* = 0,407 nilai *sig. (1-tailed)* = 0,000).

Kata kunci: Bimbingan belajar, perhatian orang tua, interaksi teman sebaya, dan prestasi belajar siswa

ABSTRACT
THE RELATIONSHIPS BETWEEN TUTORING, PARENTS' ATTENTION, PEER INTERACTION, AND THE STUDENTS' ACHIEVEMENTS

A Case Study to the Grade Eleven of SMA Regina Pacis Surakarta

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The research aimed to find out the positive relationships between: (1) Tutoring and student achievement; (2) Parents Attention and student achievement; and (3) Peer Interaction and student achievement.

This study was a correlation research carried out in April 2019. The population of this research were 260 students the grade eleven of Regina Pacis Senior High School Surakarta. Convenien sampling was used in this research. 168 students of the Grade Eleven were chosen as the samples of this research. Questionnaires were used to gather the data that were analyzed by applying descriptive analysis and Spearman rank correlation.

The results of the study show: (1) There is a positive and significant relation tutoring and student achievement (spearmans rho = 0,464 and sig. (1-tailed) = 0,000); (2) there is a positive and significant relation parents attention and student achievement (spearmans rho = 0,500 and sig. (1-tailed) = 0,000); and (3) there is a positive and significant relation peer interaction and student achievement (spearmans rho = 0,407 and sig. (1-tailed) = 0,000).

Keywords: tutoring, parents attention, peer interaction, and student achievement