

ABSTRAK

**KONTRIBUSI FASILITAS BELAJAR, PEMANFAATAN TEKNOLOGI
INFORMASI DAN KOMUNIKASI OLEH SISWA DAN KEDISIPLINAN
BELAJAR TERHADAP HASIL BELAJAR EKONOMI SISWA TAHUN
AJARAN 2013/2014**

(Studi: Siswa Kelas XI IPS SMA Negeri 6 Yogyakarta)

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Penelitian ini bertujuan untuk mengetahui kontribusi fasilitas belajar, pemanfaatan teknologi informasi dan komunikasi oleh siswa, dan kedisiplinan belajar terhadap hasil belajar ekonomi siswa tahun ajaran 2013/2014.

Penelitian ini adalah penelitian eksplanatif yang dilaksanakan di SMA Negeri 6 Yogyakarta pada bulan Agustus 2014. Populasi dari penelitian ini adalah seluruh siswa kelas XI IPS SMAN 6 Yogyakarta yang berjumlah 75 siswa. Sampel diambil dengan teknik *Simple Random Sampling*. Sampel yang diambil sebanyak 63 siswa. Data dikumpulkan menggunakan kuesioner dan dokumentasi. Uji instrumen berupa uji validitas dan reliabilitas hanya digunakan pada variabel pemanfaatan teknologi informasi oleh siswa dan kedisiplinan belajar. Analisis data menggunakan analisis regresi linier berganda.

Hasil penelitian ini menunjukkan bahwa: (1) fasilitas belajar tidak berkontribusi secara signifikan terhadap hasil belajar ekonomi siswa (nilai sig. $0,258 > \alpha = 0,05$), (2) pemanfaatan teknologi informasi dan komunikasi oleh siswa berkontribusi secara signifikan terhadap hasil belajar ekonomi siswa sebesar 26,51% (nilai sig. $0,025 < \alpha = 0,05$), (3) kedisiplinan belajar berkontribusi secara signifikan terhadap hasil belajar ekonomi sebesar 60,18% (nilai sig. $0,000 < \alpha = 0,05$). Nilai Adjusted R^2 sebesar 0,273 yang berarti 27,3% hasil belajar ekonomi siswa dapat dijelaskan oleh variabel fasilitas belajar, pemanfaatan teknologi informasi dan komunikasi oleh siswa, dan kedisiplinan belajar.

ABSTRACT

**THE CONTRIBUTION OF LEARNING FACILITIES, THE
UTILIZATION INFORMATION TECHNOLOGY FOR STUDENTS AND
LEARNING DISCIPLINE TOWARDS THE STUDENT'S LEARNING
ACHIEVEMENT IN STUDYING ECONOMICS ACADEMIC YEAR
2013/2014**

**A Case Study : The Eleventh Grade Students of Sosial Sciences Department
of SMAN 6 Yogyakarta**

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The purpose of this study is to find out the contribution of learning facilities, utilization of information technology for students, and learning discipline towards the student's learning achievement in studying economics, 2013/2014 academic year.

This study is an explanatory study that was conducted in SMAN 6 Yogyakarta in August, 2014. The population of this study were 75 students of the Eleventh Grade Students of Social Sciences Department of SMAN 6 Yogyakarta. The samples were 63 students. The samples were taken by a simple random sampling technique. The data were gathered by questionnaire and documentation. Test instruments such as validity and reliability were used only on the variable use of information technology by students and learning discipline. The data analysis technique was the multiple linear regression analysis.

The results of this study indicates that : (1) learning facilities do not have a significant contribution to the student's learning achievement in studying economics (sign value $0,258 > \alpha = 0,05$); (2) the utilization information technology for students has a significant contribution to the achievement in studying economics by students for about 26,51 % (sign value $0,025\alpha < \alpha = 0,05$); (3) the discipline of learning contributes significantly to the achievement in studying economics for about 60,18 % (sign value $0,000 \alpha < = 0,05$). The value of adjusted R^2 for about 0,273 meant that 27,3% of the achievement in studying economics could be explained by the independent variables of learning facilities, utilization of information and communication technologies done by students, and learning discipline.