

**HUBUNGAN ANTARA *AFFECTIVE RELATIONSHIP TEACHER STUDENT*
DENGAN PRESTASI BELAJAR PADA SISWA ASRAMA KELAS X**

Samuel Willy Samodra

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara dimensi-dimensi *affective relationship teacher student*, yaitu *closeness*, *conflict*, dan *negative expectation* dengan prestasi belajar siswa asrama kelas x. Terdapat tiga hipotesis dalam penelitian ini yaitu, terdapat hubungan yang positif dan signifikan antara *closeness* dengan prestasi belajar pada siswa. Kemudian terdapat hubungan yang negatif dan signifikan antara *conflict* dengan prestasi belajar pada siswa. Lalu terdapat hubungan yang negatif dan signifikan antara *negative expectation* dengan prestasi belajar pada siswa. Subjek pada penelitian ini adalah 82 siswa asrama kelas x. Alat ukur yang digunakan pada penelitian ini adalah *Student Perception of Affective Relationship with Teacher Scale* (SPARTS) yang dimodifikasi dari Koomen & Jellesma (2015) dan dokumentasi nilai ujian tengah semester siswa asrama kelas x SMA X. Dimensi *closeness* memiliki reliabilitas alpha cronbach 0,833, *conflict* 0,824, dan *negative expectation* 0,657. Analisis korelasi pada dimensi *closeness* dan *negative expectation* menggunakan teknik *Pearson* ditemukan bahwa tidak terdapat hubungan yang positif dan signifikan dengan prestasi belajar dengan nilai koefisien korelasi -0.118 dan 0.101. Dengan menggunakan metode *Spearman-Rho*, dimensi *conflict* ditemukan hubungan yang positif dan signifikan dengan koefisien korelasi sebesar 0,237. Berdasarkan hal tersebut, tidak ada korelasi antara *closeness* dan *negative expectation* dengan prestasi belajar.

Kata kunci : siswa asrama, *affective relationship teacher student*, prestasi belajar

***THE RELATIONSHIP BETWEEN AFFECTIVE RELATIONSHIP TEACHER
STUDENT AND ACADEMIC PERFORMANCE IN 10TH GRADE BOARDING
STUDENT***

Samuel Willy Samodra

ABSTRACT

This study aims to determine the relation between the dimensions of the affective relationship between teacher-student, namely closeness, conflict, and negative expectations, with student achievement in grade X dormitories. This study comprises three hypotheses, first, is a positive and significant relationship between closeness and learning achievement for students. Second, a negative and significant relationship between conflict and student achievement, and third a negative and significant relationship between negative expectation and student achievement. The subjects for this study were 82 dormitory students from Grade X. The measuring instruments used in this study was the Student Perception of Affective Relationship with Teacher Scale (SPARTS) which was modified from Koomen & Jellesma (2015) and documentation of midterm exam scores for dormitory students from grade x at X Senior High School. The closeness dimension has Cronbach's alpha reliability of 0.833, conflict of 0.824, and negative expectation of 0.657. The analysis of the correlation on the dimensions of closeness and negative expectation using the Pearson technique, found that there was no positive and significant relationship with learning achievement with a correlation coefficient of -0.118 and 0.101. Using the Spearman-Rho method, the conflict dimension found that there was a positive and significant relationship with a correlation coefficient of 0.237. Based on this, there is no correlation between closeness and negative expectations with learning achievement.

Keywords : dormitory students, affective relationship teacher student, academic performance