

ABSTRAK

**HUBUNGAN ANTARA KEDISIPLINAN BELAJAR, DUKUNGAN
TEMAN DAN BIMBINGAN GURU DENGAN PRESTASI BELAJAR
ILMU PENGETAHUAN SOSIAL SISWA**

Studi Kasus di “SMP N I Kalibawang”

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Penelitian ini bertujuan untuk mengetahui: 1) hubungan antara kedisiplinan belajar dengan prestasi belajar IPS siswa 2) hubungan antara dukungan teman dengan prestasi belajar IPS siswa; 3) hubungan antara bimbingan guru dengan prestasi belajar IPS; dan 4) hubungan antara kedisiplinan belajar, dukungan teman dan bimbingan guru dengan prestasi belajar IPS siswa.

Penelitian studi kasus ini dilaksanakan di SMP N I Kalibawang pada bulan Februari 2007. Penelitian ini dilakukan terhadap seluruh siswa kelas III yang berjumlah 102 siswa. Teknik pengumpulan data yang digunakan adalah kuesioner yang dilengkapi dengan teknik dokumentasi. Untuk mengetahui hubungan antara kedisiplinan belajar, dukungan teman dan bimbingan guru dengan prestasi belajar IPS digunakan teknik analisis korelasi *Product Moment*, sedangkan untuk mengetahui hubungan antara kedisiplinan belajar, dukungan teman dan bimbingan guru secara bersama-sama dengan prestasi belajar IPS siswa digunakan teknik analisis regresi ganda tiga variabel.

Hasil penelitian menunjukkan bahwa: 1) ada hubungan yang positif dan signifikan antara kedisiplinan belajar dengan prestasi belajar IPS siswa ($r = 0,537$), 2) ada hubungan yang positif dan signifikan antara dukungan teman dengan prestasi belajar IPS siswa ($r = 0,391$), 3) ada hubungan yang positif dan signifikan antara bimbingan guru dengan prestasi belajar IPS siswa ($r = 0,504$) serta 4) ada hubungan positif dan signifikan antara kedisiplinan belajar, dukungan teman dan bimbingan guru secara bersama-sama dengan prestasi belajar IPS siswa ($R = 0,637$). Variabel kedisiplinan belajar, dukungan teman dan bimbingan guru mempunyai sumbangan efektif terhadap prestasi belajar IPS siswa sebesar 40,20% sedangkan sisanya sebesar 59,80% ditentukan oleh variabel lainnya.

ABSTRACT

THE RELATIONSHIP BETWEEN LEARNING DISCIPLINE, PEERS' SUPPORT, AS WELL AS TEACHERS' GUIDANCE TOWARD STUDENTS' LEARNING ACHIEVEMENT ON SOCIAL STUDIES

A Case Study at "SMP N I Kalibawang"

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This research aimed at examining: 1) the correlation between students' learning discipline and students' learning achievement on social studies; 2) the correlation between peers' support and students' learning achievement on social studies; 3) the correlation between teachers' guidance and students' learning achievement on social studies; and 4) the correlation between students' learning discipline, peers' support as well as teachers' guidance toward students' learning achievement on social studies.

This case study research was done in SMP N I Kalibawang, conducted on February 2007. This research was held to all of the third grade students in SMP N I Kalibawang that consisted of 102 students. The data collecting techniques used were questionnaires and documentations. To know the correlations between students' learning discipline, peers' support as well as teachers' guidance toward students' learning achievement on social studies, this research used product moment correlation analysis technique, meanwhile to know the correlations between students' learning discipline, peers' support as well as teachers' guidance taken together toward students' learning achievement on social studies, this research used multiple regression analysis technique with three variables.

The results of the research indicated that: 1) there was positive and significant correlation between students' learning discipline and students' learning achievement on social studies ($r = 0,537$); 2), there was positive and significant correlation between peers' support and students' learning achievement on social studies ($r = 0,391$); 3) there was positive and significant correlation between teachers' guidance and students' learning achievement on social studies ($r = 0,504$); 4) there was positive and significant correlation between students' learning discipline, peers' support as well as teachers' guidance taken together and students' learning achievement on social studies ($R = 0,637$). Variable of students' learning discipline, peers' support and teachers' guidance had effective contribution to the students' learning achievement on social studies as much as 40,20%, whereas the remains as much as 59,80% was determined by the other variables.