

ABSTRAK

PENGARUH *LOCUS OF CONTROL*, KULTUR KELUARGA, DAN KULTUR SEKOLAH PADA HUBUNGAN ANTARA KECERDASAN EMOSIONAL DENGAN PRESTASI BELAJAR SISWA

Survei pada Siswa –Siswa Kelas 3 SMP Negeri dan Swasta
di Kabupaten Kulon Progo, Daerah Istimewa Yogyakarta

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Penelitian ini bertujuan untuk mengetahui apakah: (1) pengaruh positif *locus of control* pada hubungan antara kecerdasan emosional dengan prestasi belajar siswa; (2) pengaruh positif kultur keluarga pada hubungan antara kecerdasan emosional dengan prestasi belajar siswa; (3) pengaruh positif kultur sekolah pada hubungan antara kecerdasan emosional dengan prestasi belajar siswa.

Penelitian dilaksanakan di SMP Negeri dan Swasta yang ada di Kabupaten Kulon Progo. Populasi dalam penelitian ini adalah seluruh siswa kelas 3 SMP Negeri dan Swasta di Kabupaten Kulon Progo, Daerah Istimewa Yogyakarta. Sampel penelitian ini berjumlah 371 siswa. Teknik pengambilan sampel adalah *purposive sampling*.

Hasil penelitian menunjukkan bahwa: (1) ada pengaruh positif dan signifikan *locus of control* pada hubungan antara kecerdasan emosional dengan prestasi belajar siswa ($\rho = 0,027 < \alpha = 0,050$); (2) ada pengaruh positif dan signifikan kultur keluarga pada hubungan antara kecerdasan emosional dengan prestasi belajar siswa ($\rho = 0,034 < \alpha = 0,050$); (3) ada pengaruh positif dan signifikan kultur sekolah pada hubungan antara kecerdasan emosional dengan prestasi belajar siswa ($\rho = 0,043 < \alpha = 0,050$).

ABSTRACT

THE INFLUENCES OF LOCUS OF CONTROL, FAMILY CULTURE, AND SCHOOL CULTURE ON THE RELATIONSHIP BETWEEN STUDENTS' EMOTIONAL INTELLIGENCE AND LEARNING ACHIEVEMENT

A Survey on the Third Grade Students of Public and Private Junior High School in Kulon Progo District, Yogyakarta Special Province

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This study was aimed at finding out (1) the influence positive of locus of control on the relationship between the students' emotional intelligence and learning achievement; (2) the influence positive of family culture on the relationship between the students' emotional intelligence and learning achievement; (3) the influence positive of school culture on the relationship between the students' emotional intelligence and learning achievement.

This study was carried out in the public and private Junior High Schools in Kulon Progo District, Yogyakarta Special Province. The population of study was all students in the third grade of these schools. The samples were 371 students. They were selected using purposive sampling technique.

The results of study indicated that: (1) there was a positive and significant influence of locus of control on the relationship between the students' emotional intelligence and the learning achievement ($\rho = 0,027 < \alpha = 0,050$); (2) there was a positive and significant influence of family culture on the relationship between the students' emotional intelligence and the learning achievement ($\rho = 0,034 < \alpha = 0,050$); (3) there was a positive and significant influence of school culture on the relationship between the students' emotional intelligence and the learning achievement ($\rho = 0,043 < \alpha = 0,050$).