

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 (IX) SMP Negeri dan Swasta
di Kabupaten Sleman – Yogyakarta

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2007

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

Penelitian dilaksanakan di SMP negeri dan swasta yang ada di Kabupaten Sleman. Responden dalam penelitian ini sebanyak 373 siswa, dari total populasi sebanyak 10.476 siswa. Teknik pengambilan sampel adalah *purposive sampling*. Teknik pengumpulan data menggunakan metode kuesioner dan dokumentasi. Teknik analisis data menggunakan regresi yang telah dikembangkan oleh Chow.

Hasil penelitian menunjukkan bahwa: (1) ada pengaruh positif dan signifikan *locus of control* pada hubungan antara kecerdasan emosional dengan prestasi belajar siswa ($\rho = 0,003 < \alpha = 0,05$); (2) ada pengaruh positif dan signifikan kultur keluarga pada hubungan antara kecerdasan emosional dengan prestasi belajar siswa ($\rho = 0,005 < \alpha = 0,05$); (3) ada pengaruh positif dan signifikan kultur sekolah pada hubungan antara kecerdasan emosional dengan prestasi belajar siswa ($\rho = 0,007 < \alpha = 0,05$).

ABSTRACT

**THE INFLUENCE OF LOCUS OF CONTROL, FAMILY CULTURE
AND SCHOOL CULTURE TOWARD THE RELATIONSHIP BETWEEN
EMOTIONAL INTELLIGENCE AND STUDENTS' LEARNING
ACHIEVEMENT**

A Survey at 3th Grade Students (IX) of Junior High Schools
in Sleman Regency - Yogyakarta

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2007

This research was aimed to identify whether or not: (1) there was a positive influence of locus of control toward the relationship between emotional intelligence and students' learning achievement; (2) there was a positive influence of family culture toward the relationship between emotional intelligence and students' learning achievement; (3) there was a positive influence of school culture toward the relationship between emotional intelligence and students' learning achievement.

This research was carried out at private and public Junior High Schools' ("SMP") in Sleman Regency. The respondents' of the research were 373 students, from total population 10.476 students. The sample taking technique used was purposive sampling. The data collecting method used was questionnaire and documentation. The data analysis technique used was regression model developed by Chow.

The results of the data showed: (1) there was a positive and significant influence of locus of control toward the relationship between emotional intelligence and the students' learning achievement ($\rho = 0,003 < \alpha = 0,05$); (2) there was a positive and significant influence of family culture toward the relationship between emotional intelligence and the students learning achievement ($\rho = 0,005 < \alpha = 0,05$); (3) there was a positive and significant influence of school culture toward the relationship between emotional intelligence and the students' learning achievement ($\rho = 0,007 < \alpha = 0,05$).