

ABSTRAK

HUBUNGAN ANTARA SIKAP DISIPLIN BELAJAR SISWA DAN LINGKUNGAN BELAJAR SISWA DENGAN PRESTASI BELAJAR SISWA

Studi Kasus pada Siswa-Siswi “SMK Sanjaya Pakem”
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Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan antara: (1) sikap disiplin belajar siswa dengan prestasi belajar siswa; (2) lingkungan belajar siswa di keluarga dengan prestasi belajar siswa; (3) lingkungan belajar siswa di sekolah dengan prestasi belajar siswa; (4) lingkungan belajar siswa di masyarakat dengan prestasi belajar siswa; (5) sikap disiplin belajar siswa, lingkungan belajar siswa di keluarga, lingkungan belajar siswa di sekolah, lingkungan belajar siswa di masyarakat dengan prestasi belajar siswa.

Penelitian ini dilakukan terhadap siswa-siswi SMK Sanjaya Pakem, Sleman, Yogyakarta pada bulan Mei 2007. Populasi penelitian adalah seluruh siswa SMK Sanjaya Pakem. Sampel penelitian ini adalah siswa kelas II berjumlah 98 siswa. Teknik penentuan sampel yaitu *purposive sampling*. Teknik pengumpulan data digunakan adalah kuesioner, dokumentasi dan wawancara. Teknik analisis data adalah analisis regresi ganda.

Hasil dari analisis data adalah sebagai berikut: (1) ada hubungan positif dan signifikan antara sikap disiplin belajar siswa dengan prestasi belajar siswa ($t_{hitung} = 2,726 > t_{tabel} = 1,661$); (2) ada hubungan positif dan signifikan antara lingkungan belajar siswa di keluarga dengan prestasi belajar siswa ($t_{hitung} = 2,337 > t_{tabel} = 1,661$); (3) ada hubungan positif dan signifikan antara lingkungan belajar siswa di sekolah dengan prestasi belajar siswa ($t_{hitung} = 2,469 > t_{tabel} = 1,661$); (4) ada hubungan positif dan signifikan antara lingkungan belajar siswa di masyarakat dengan prestasi belajar siswa ($t_{hitung} = 2,414 > t_{tabel} = 1,661$); (5) ada hubungan positif dan signifikan antara sikap disiplin belajar siswa, lingkungan belajar siswa di keluarga, lingkungan belajar siswa di sekolah, lingkungan belajar siswa di masyarakat dengan prestasi belajar siswa ($F_{hitung} = 13,897 > F_{tabel} = 2,471$).

ABSTRACT**THE RELATIONSHIPS BETWEEN THE ATTITUDE OF STUDENTS' LEARNING DICIPLINE, STUDENTS' LEARNING ENVIRONMENT AND STUDENTS' LEARNING ACHIEVEMENT**

A Case Study at Students of "SMK Sanjaya Pakem"
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The aims of this research are to know wheter there is positive relationship between: (1) the attitude of students' learning dicipline and students' learning achievement; (2) students' learning enviroment at family context and students' learning achievement; (3) students' learning enviroment at school context and students' learning achievement; (4) students' learning enviroment at society context and students' learning achievement; (5) the attitude of students' learning dicipline, students' learning enviroment at family context, students' learning enviroment at school context, students' learning enviroment at society context in relationship with students' learning achievement.

This research was conducted at SMK Sanjaya Pakem, Sleman, Yogyakarta in May, 2007. The researh population was the entirely of SMK Sanjaya Pakem students. The samples were 98 second year students of SMK Sanjaya Pakem. The sampling method was purposive sampling. The data analysis techique was multiple regression analysis.

The results of the data analysis were: (1) there was a positive and significant relationship between the attitude of students' learning dicipline and students' learning achievement ($t_{count} = 2,726 > t_{table} = 1,661$); (2) there was a positive and significant relationship between students' learning enviroment at family context and students' learning achievement ($t_{count} = 2,337 > t_{table} = 1,661$); (3) there was a positive and significant relationship between students' learning enviroment at school context and students' learning achievement ($t_{count} = 2,469 > t_{table} = 1,661$); (4) there was a positive and significant relationship between students' learning enviroment at society context and students' learning achievement ($t_{count} = 2,414 > t_{table} = 1,661$); (5) there was a positive and significant relationship between the attitude of students' learning dicipline, students' learning enviroment at family context, students' learning enviroment at school context, students' learning enviroment at society context in relationship with students' learning achievement ($F_{count} = 13,897 > F_{table} = 2,471$).