

ABSTRAK

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

Survei Pada Siswa-Siswi kelas 3 (IX) SMP Negeri dan Swasta di Kota Madya Yogyakarta

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

Penelitian ini dilaksanakan di SMP negeri dan swasta yang ada di Kota Madya Yogyakarta. Populasi penelitian ini sebanyak 8177 siswa. Sampel penelitian ini 400 siswa. Teknik pengambilan sample adalah *proportional sampling* dan *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 negatif dan signifikan *locus of control* pada hubungan antara kecerdasan emosional dengan prestasi belajar siswa ($r = 0,003 < \alpha = 0,05$); (2) ada pengaruh negatif dan signifikan kultur keluarga pada hubungan antara kecerdasan emosional dengan prestasi belajar siswa ($r = 0,005 < \alpha = 0,05$); (3) ada pengaruh negatif dan signifikan kultur sekolah pada hubungan antara kecerdasan emosional dengan prestasi belajar siswa ($r = 0,000 < \alpha = 0,05$).

ABSTRACT

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

A Survey at 3rd Grade Students State and Private of Junior High Schools in Yogyakarta

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This research aims to identify whether: (1) there is influence of locus of control towards the relationship between emotional intelligence and students' learning achievement; (2) there is influence of family culture towards the relationship between emotional intelligence and students' learning achievement; (3) there is influence of school culture towards the relationship between emotional intelligence and students' learning achievement.

This research was carried out at private and state Junior High Schools in Yogyakarta. The research population were 8177 students. The samples of the research were 400 students. The techniques of taking the sample were proportional sampling and purposive sampling. The data collecting methods were questionnaire and documentation. The data analysis technique was regression model developed by Chow.

The result of the data shows: (1) there is a negative and significant influence of locus of control towards the relationship between emotional intelligence and students' learning achievement ($r = 0,003 < a = 0,05$); (2) there is a negative and significant influence of family culture towards the relationship between emotional intelligence and students' learning achievement ($r = 0,005 < a = 0,05$); (3) there is a negative and significant influence of school culture towards the relationship between emotional intelligence and students' learning achievement ($r = 0,000 < a = 0,05$).