

ABSTRAK**PENGARUH KEIKUTSERTAAN SISWA DALAM PROGRAM BIMBINGAN BELAJAR, LINGKUNGAN BELAJAR SISWA, DAN FASILITAS BELAJAR DI RUMAH TERHADAP HUBUNGAN ANTARA KONSENTRASI BELAJAR DAN PRESTASI BELAJAR SISWA PADA BIDANG STUDI EKONOMI**

Studi Kasus : Siswa Kelas XI Program IPS SMA BOPKRI 1
Jalan Wardani No.2 Yogyakarta

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Tujuan penelitian ini adalah untuk mengetahui pengaruh keikutsertaan siswa pada program bimbingan belajar, lingkungan belajar siswa, dan fasilitas belajar di rumah terhadap hubungan antara konsentrasi belajar dan prestasi belajar siswa pada bidang studi ekonomi.

Penelitian ini dilaksanakan di SMA BOPKRI 1 Yogyakarta pada siswa kelas XI Program IPS di Bulan April 2008. Pengumpulan data menggunakan kuesioner dan dokumentasi, dengan teknik *purposive sampling* sera responden sebanyak 91 siswa. Teknik analisis data menggunakan model persamaan regresi yang dikembangkan oleh Chow.

Hasil penelitian ini menunjukkan bahwa (1) tidak ada pengaruh keikutsertaan siswa dalam program bimbingan belajar terhadap hubungan antara konsentrasi belajar dengan prestasi belajar siswa pada bidang studi ekonomi ($\rho = 0,514 > \alpha = 0,05$), (2) tidak ada pengaruh lingkungan belajar siswa terhadap hubungan antara konsentrasi belajar dengan prestasi belajar siswa pada bidang studi ekonomi ($\rho = 0,463 > \alpha = 0,05$), (3) tidak ada pengaruh fasilitas belajar di rumah terhadap hubungan antara konsentrasi belajar dengan prestasi belajar siswa pada bidang studi ekonomi ($\rho = 0,172 > \alpha = 0,05$).

ABSTRACT

THE EFFECT OF JOINING STUDYING GUIDANCE PROGRAM, LEARNING ENVIRONMENT, AND HOME LEARNING FACILITIES OF STUDENTS TOWARDS THE RELATIONSHIP BETWEEN LEARNING CONCENTRATION AND STUDENT'S ACHIEVEMENT IN STUDYING ECONOMICS

A Case Study: On The 11th Class Of Social Science Departement BOPKRI 1 Senior
High School Students
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2008

The aims of the study is to find out the effect of joining studying guidance program, learning environment, and home learning facilities of students towards the relationship between learning concentration and students' achievement in studying economics.

The research was conducted on The 11th Class Of Social Science Departement BOPKRI 1 Senior High School Students in April 2008. The data collection techniques were questionnaire and documentation. The research used *purposive sampling* technique with 91 students as the samples. The data analysis technique was the regression model developed by Chow.

The result of the study shows that: (1) there isn't any effect toward students who take a part in joining study guidance program toward their learning concentration and achievement in studying economics ($\rho = 0,514 > \alpha = 0,05$) (2) students' learning environment does not affect the relationship between learning concentration and students' achievement in studying economics ($\rho = 0,463 > \alpha = 0,05$) (3) home learning facilities do not affect the relationship between learning concentration and students' achievement in studying economics ($\rho = 0,172 > \alpha = 0,05$)