

ABSTRAK

Diana Hasugian, NIM 7111341002, Hubungan Kecerdasan Emosional dan minat belajar terhadap prestasi belajar siswa Administrasi Perkantoran Swasta PAB-3 Medan Estate T.P 2014/2015. Skripsi, Jurusan Pendidikan Ekonomi, Program Studi Pendidikan Administrasi Perkantoran, Fakultas Ekonomi, Universitas Negeri Medan 2015.

Masalah dalam penelitian ini adalah Rendahnya Prestasi Belajar Siswa Administrasi Perkantoran SMK Swasta PAB-3 Medan T.P 2014/2015. Penelitian ini bertujuan untuk mengetahui Hubungan Kecerdasan Emosional dan minat belajar terhadap prestasi belajar siswa Administrasi Perkantoran Swasta PAB-3 Medan Estate T.P 2014/2015. Skripsi, Jurusan Pendidikan Ekonomi, Program Studi Pendidikan Administrasi Perkantoran, Fakultas Ekonomi, Universitas Negeri Medan 2015.

Penelitian ini dilaksanakan di SMK Swasta PAB-3 Medan Tahun pembelajaran 2014/2015. Waktu penelitian yaitu pada semester genap T.P 2014/2015. Populasi dalam penelitian ini adalah seluruh siswa kelas X Program Keahlian Administrasi Perkantoran SMK Swasta PAB-3 Medan berjumlah 42 orang dan sampel sebanyak 42 orang yang diambil secara keseluruhan. Teknik pengumpulan data menggunakan observasi, wawancara, angket, dan dokumentasi.

Hasil analisis yang diperoleh untuk hubungan kecerdasan emosional (X_1) terhadap prestasi belajar (Y) diperoleh nilai ($t_{hitung} > t_{tabel}$ ($2,603 > 2,021$), menunjukkan bahwa ada hubungan kecerdasan emosional terhadap prestasi belajar siswa. Hasil analisis yang diperoleh untuk hubungan minat belajar (X_2) terhadap prestasi belajar (Y) diperoleh nilai $t_{hitung} > t_{tabel}$ ($2,367 > 2,021$), menunjukkan bahwa ada hubungan minat belajar terhadap prestasi belajar siswa. Dalam perhitungan regresi linear berganda diperoleh nilai konstanta 16,759, koefisien regresi kecerdasan emosional (X_1) sebesar 0,548 dan koefisien regresi minat belajar (X_2) sebesar 0,628. Sehingga diperoleh persamaan regresi $Y = 16,759 + 0,548X_1 + 0,628X_2$. Untuk hasil perhitungan uji determinasi (R^2) diperoleh nilai koefisien determinasi (R^2) sebesar 23,5%, menunjukkan bahwa kecerdasan emosional dan minat belajar secara bersama-sama memberikan hubungan terhadap prestasi belajar siswa sebesar 23,5% dan sisanya dipengaruhi oleh faktor lain. Untuk menguji hipotesis kecerdasan emosional dan minat belajar secara simultan menggunakan uji f dengan taraf signifikansi 95% diperoleh nilai $F_{hitung} > F_{tabel}$ ($5,986 > 3,23$), menunjukkan ada pengaruh signifikan secara simultan antara lingkungan keluarga dan motivasi belajar terhadap prestasi belajar siswa.

Dengan demikian dapat disimpulkan bahwa ada hubungan signifikan secara simultan antara Kecerdasan Emosional dan minat belajar terhadap prestasi belajar siswa Administrasi Perkantoran SMK Swasta PAB-3 Medan T.P 2014/2015.

Kata Kunci: kecerdasan emosional, minat belajar, dan prestasi belajar siswa.

ABSTRACT

Diana Hasugian, NIM, 7111341002 The Relationship Of Emotional Intelligence and Interest in Learning on Student Achievement Office Administration State Vocational School PAB-3 Medan Estate Academic Year 2014/2015. A Thesis, Economy Education Departement, Office Administration Education Study Program, Faculty of Economy, State University of Medan 2015.

The problem of this study is the low student achievement. This study is aimed to find out whether there is relationship of emotional intelligence and interest in learning on student achievement office administration vocational PAB-3 Medan Academic Year 2014/2015.

This study was done in State Vocational School PAB-3 Medan Estate on academic year 2014/2015. The population in this study was all the grade X students of office administration skill program state vocational school PAB-3 Medan which total were 42 students and the sample in this study was 42 students which were chosen by total sampling. The technique of data collection was using observation, interview, questionnaire, and documentation.

The analysis result for the relations emotional intelligence (X_1) to students' achievement (Y) was ($t_{count} > t_{table}$ (2,603 > 2.021), which shows that there is an relations emotional intelligence to students' achievement. The analysis result for the interest in learning (X_2) to students' achievement (Y) was ($t_{count} > t_{table}$ (2,367 > 2.021), which shows that there is an relations interest in learning to students' achievement. In multiple linear regression calculation, it was acquired the constanta 16,759, relations emotional intelligence regression coefficient (X_1) was 0,548 and interest in learning regression coefficient (X_2) was 0,628. From the calculation, regression equality was acquired as $Y = 16,759 + 0,548X_1 + 0,628X_2$. For determination calculation test (R^2), the value of determination coefficient as 23,5% which showed that relations emotional intelligence and interest in learning simultaneously relations the students' achievement as much as 23,5% and the rest of it was affected by other factors. In order to test the relations emotional intelligence and interest in learning hypothesis partially by using t-test with significant standard 95% acquired ($F_{count} > F_{table}$ (5,986 > 3,23) which shows that there is an relations emotional intelligence and interest in learning on student achievement.

It can be concluded that there was simultaneously significant relations between students' Emotional Intelligence and Interest in Learning on Student Achievement Office Administration State Vocational School PAB-3 Medan Academic Year 2014/2015.

Keywords : Emotional Intelligence, Interest in Learning, and students' achievement