

## ABSTRAK

**IRFA YUNITA, NIM : 7113341031, Hubungan Lingkungana Keluarga dan Kemandirian Belajar dengan Prestasi Belajar Siswa Administrasi Perkantoran SMK PAB 2 Helvetia Medan, Skripsi, Jurusan Pendidikan Ekonomi, Program Studi Pendidikan Administrasi Perkantoran, Fakultas Ekonomi, Universitas Negeri Medan 2015.**

Masalah dalam penelitian ini adalah rendahnya prestasi belajar korespondensi siswa SMK PAB 2 Helvetia T.P 2014/2015. Penelitian ini bertujuan untuk mengetahui hubungan yang positif dan signifikan antara lingkungan keluarga dan kemandirian belajar dengan prestasi belajar siswa administrasi perkantoran SMK PAB 2 Helvetia Medan T.P 2014/2015.

Penelitian ini dilaksanakan di SMK PAB 2 Helvetia Medan yang beralamat di Jln. Veteran Psr IV Helvetia. Jenis penelitian ini adalah penelitian Ekspos Facto. Populasi dalam penelitian ini adalah seluruh siswa kelas X Program Keahlian Administrasi Perkantoran SMK PAB-2 Helvetia Medan yang berjumlah 121 orang dan sampel sebanyak 40 orang yang diambil secara acak random yang terdiri dari tiga kelas yaitu kelas X AP<sub>1</sub>, kelas X AP<sub>2</sub> dan kelas X AP<sub>3</sub>. Teknik pengumpulan data menggunakan observasi, wawancara, angket, dan dokumentasi. Uji validitas untuk analisis butir angket menggunakan rumus *Product Moment*, dan reliabilitasnya diperoleh dengan menggunakan rumus *cronbach alpha*. Teknik analisis data yang digunakan dalam penelitian ini adalah Korelasi *Product Moment* dan Korelasi Berganda dan untuk membuktikan kebenaran hipotesis digunakan rumus uji t dan uji F.

Berdasarkan hasil analisis uji t untuk variabel Lingkungan Keluarga (X<sub>1</sub>) diperoleh nilai  $t_{hitung}$  sebesar 4,908 >  $t_{tabel}$  sebesar 2,024 dengan alpha 5%. Hal ini berarti lingkungan keluarga memiliki hubungan yang positif dan signifikan dengan prestasi belajar siswa dan untuk variabel kemandirian belajar (X<sub>2</sub>) diperoleh nilai  $t_{hitung}$  sebesar 5,840 >  $t_{tabel}$  sebesar 2,024 dengan alpha 5%. Hal ini berarti Kemandirian Belajar memiliki hubungan yang positif dan signifikan dengan prestasi belajar siswa. Sementara itu uji F dilakukan dengan membandingkan antara hasil  $F_{hitung}$  dengan  $F_{tabel}$ . Diperoleh nilai  $F_{hitung} = 23,056$ , sedangkan untuk  $F_{tabel}$  dengan taraf signifikan  $\alpha = 0,05 \%$  diperoleh nilai  $F_{tabel} = 3,24$  (tabel F *Statistic*). Dapat diketahui yaitu  $F_{hitung} = 23,056 > F_{tabel} = 3,24$ . Sehingga dapat disimpulkan bahwa variabel lingkungan keluarga (X<sub>1</sub>) dan kemandirian belajar (X<sub>2</sub>) memiliki hubungan yang positif dan signifikan dengan prestasi belajar siswa (Y).

**Kata Kunci : Ligkungan Keluarga, Kemandirian Belajar, Prestasi Belajar Siswa**

## ABSTRACT

**IRFA YUNITA NIM: 7113141031, The Correlation Between Family Environment And Learning Independence with Student' Achievement Office Administration State Vocational School PAB-2 Helvetia Academic Year 2014/2015, A Thesis, Departement of Economic Education, Program Office Administration Education Studies, Faculty of Economy, State University of Medan. 2015.**

Problems in this research is low learning achievement correspondence student' office administration state vocational school pab-2 helvetia academic year 2014/2015. This research is aimed to find out whether there is a positive and significant relationship between family environment and learning independence with student' achievement office administration state vocational school pab-2 helvetia academic year 2014/2015

This research was held in This study was done in State Vocational PAB-2 Helvetia, Veteran Street. The type of research is *Ekspos Facto* research. The population in this study was all the grade X students of office administration skill program state vocational school PAB-2 Helvetia which total were 121 students and the sample in this study was 42 students which were chosen by simple random sampling which were consisted of three classes, namely X AP<sub>1</sub>, X AP<sub>2</sub>, and X AP<sub>3</sub>. The technique of data collection was using observation, interview, questionnaire, and documentation. Validity test to analyze the inquiry list used *Product Moment* formula, and the reliability was acquired by using *Cronbach alpha* formula. Data analysis techniques which was used in this research is *Product Moment* correlation Multiple Correlation and t test and f test were used to prove the hypothesis.

Based on from the t test analysis result for variable family environment (X1) obtained  $t_{\text{count}}$  value of 4,908 >  $t_{\text{table}}$  of 2,024 with an alpha of 5%. This means family environment (X1) has a positive and significant relationship with student' achievement and for the variable learning independence (X2) obtained  $t_{\text{count}}$  value of 5,840 >  $t_{\text{table}}$  of 2,024 with an alpha of 5%, This means that learning independence has a positive and significant relationship with student' achievement. While the F test is done by comparing the result of  $F_{\text{count}}$  with  $F_{\text{table}}$ . Obtained value of  $F_{\text{count}} = 23,056$ , while for the  $F_{\text{table}}$  with significance level  $\alpha = 0,05\%$  was obtained value of  $F_{\text{table}} = 3,24$  (Table F statistics). It can be seen that  $F_{\text{count}} = 23,056 > F_{\text{table}} = 3,24$ . It can be concluded that variable family environment (X1) and learning independence (X2) has a positive and significant relationship with student' achievement (Y).

**Keywords: Family Environment, Learning Independence, Student' Achievemen**