

ABSTRAK

Kiki Dyah Putri, NIM 7113341037, Pengaruh Lingkungan Keluarga dan Motivasi Belajar terhadap Prestasi Belajar Siswa Administrasi Perkantoran SMK PAB-2 Helvetia Medan 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 pelajar siswa pada mata pelajaran kewirausahaan. Penelitian ini bertujuan untuk mengetahui Pengaruh Lingkungan Keluarga dan Motivasi Belajar terhadap Prestasi Belajar Siswa Administrasi Perkantoran SMK PAB-2 Helvetia Medan T.P 2014/2015.

Penelitian ini dilaksanakan di SMK PAB-2 Helvetia Jln. Veteran Psr. IV Helvetia 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 PAB-2 Helvetia Medan yang berjumlah 121 orang dan sampel sebanyak 42 orang yang diambil secara acak terdiri dari tiga kelas yaitu kelas X AP₁, kelas X AP₂ dan kelas X AP₃. Teknik pengumpulan data menggunakan observasi, wawancara, angket, dan dokumentasi.

Hasil analisis yang diperoleh untuk pengaruh lingkungan keluarga (X_1) terhadap prestasi belajar (Y) diperoleh nilai $t_{hitung} > t_{tabel}$ ($5,276 > 2,021$), menunjukkan bahwa ada pengaruh yang positif dan signifikan antara lingkungan keluarga terhadap prestasi belajar siswa. Hasil analisis yang diperoleh untuk pengaruh motivasi belajar (X_2) terhadap prestasi belajar (Y) diperoleh nilai $t_{hitung} > t_{tabel}$ ($4,160 > 2,021$), menunjukkan bahwa ada pengaruh yang positif dan signifikan antara motivasi belajar terhadap prestasi belajar siswa. Dalam perhitungan regresi linear berganda diperoleh nilai konstanta 32,405, koefisien regresi lingkungan keluarga (X_1) sebesar 0,462 dan koefisien regresi motivasi belajar (X_2) sebesar 0,236. Untuk menguji hipotesis lingkungan keluarga dan motivasi belajar secara simultan menggunakan uji f dengan taraf signifikansi 95% diperoleh nilai $F_{hitung} > F_{tabel}$ ($18,445 > 3,24$), menunjukkan ada pengaruh yang positif dan signifikan secara simultan antara lingkungan keluarga dan motivasi belajar terhadap prestasi belajar siswa. Untuk hasil perhitungan uji determinasi (R^2) diperoleh nilai koefisien determinasi (R^2) sebesar 48,60%, menunjukkan bahwa lingkungan keluarga dan motivasi belajar secara bersama-sama memberikan pengaruh terhadap prestasi belajar siswa sebesar 48,60% dan sisanya dipengaruhi oleh faktor lain.

Dengan demikian dapat disimpulkan bahwa ada pengaruh signifikan secara simultan antara Lingkungan Keluarga dan Motivasi Belajar terhadap Prestasi Belajar Siswa Administrasi Perkantoran SMK PAB-2 Helvetia T.P 2014/2015.

Kata Kunci: Lingkungan Keluarga, Motivasi Belajar, dan Prestasi Belajar Siswa.

ABSTRACT

Kiki Dyah Putri, NIM 7113341037, The Effect of Family Environment and Learning Motivation to students achievement Office Administration State Vocational School PAB-2 Helvetia Medan 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 in the subjects of Entrepreneurship. This study is aimed to find out whether there is an effect of Family Environment and Learning Motivation to students achievement Office Administration State Vocational School PAB-2 Helvetia Medan Academic Year 2014/2015.

This study was done in State Vocational PAB-2 Helvetia Medan, Veteran Street and was held 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-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 AP₁, X AP₂, and X AP₃. The technique of data collection was using observation, interview, questionnaire, and documentation.

The analysis result for the effect of family environment (X₁) to students' achievement (Y) was $t_{\text{count}} > t_{\text{table}}$ (5,276 > 2.021), which shows that there is a positive and significant effect between family environment to students' achievement. The analysis result for the effect of learning motivation (X₂) to students' achievement (Y) was ($t_{\text{count}} > t_{\text{table}}$ (4,160 > 2.021), which shows that there is a positive and significant effect between Learning Motivation to students' achievement. In multiple linear regression calculation, it was acquired the constanta 32,405, family environment regression coefficient (X₁) was 0,462 and learning motivation regression coefficient (X₂) was 0,236. In order to test the family environment and learning motivation hypothesis partially by using t-test with significant standard 95% acquired $F_{\text{count}} > F_{\text{table}}$ (18,445 > 3,24) which shows that there is a positive and significant effect simultaneously effect between family environment and learning motivation to students' achievement. For determination calculation test (R²), the value of determination coefficient as 48,60% which showed that family environment and learning motivation simultaneously affects the students' achievement as much as 48,60% and the rest of it was affected by other factors.

It can be concluded that there was simultaneously significant effect between student Family Environment and Learning Motivation to Students Achievement Office Administration State Vocational School PAB-2 Helvetia Medan Academic Year 2014/2015.

Keywords : Family Environment, Learning Motivation, and Student Achievement.