ABSTRAK

Mentari Julianti Br. Sirait, NIM 7113341045, Hubungan minat belajar dan lingkungan belajar dengan prestasi belajar korespodensi bahasa Indonesia siswa kelas X Administrasi Perkantoran SMK Prayatna Medan T.P 2014/2015. Skripsi, Jurusan Pendidikan Ekonomi, Program Studi Pendidikan Administrasi Perkatoran, Fakultas Ekonomi, Universitas Negeri Medan 2015.

Masalah dalam penelitian ini adalah Rendahnya Prestasi Belajar Siswa. Penelitian ini bertujuan untuk mengetahui Hubungan minat belajar dan lingkungan belajar dengan prestasi belajar korespodensi bahasa Indonesia siswa kelas X Administrasi Perkantoran SMK Prayatna Medan T.P 2014/2015. Skripsi, Jurusan Pendidikan Ekonomi, Program Studi Pendidikan Administrasi Perkatoran, Fakultas Ekonomi, Universitas Negeri Medan 2015.

Penelitian ini dilaksanakan di SMK Prayatna 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 Prayatna Medan berjumlah 84 orang dan sampel sebanyak 84 orang yang diambil secara keseluruhan. Teknik pengumpulan data menggunakan observasi, wawancara, angket, dan dokumentasi.

Hasil analisis yang diperoleh untuk hubungan minat belajar (X_1) dengan prestasi belajar (Y) diperoleh nilai ($t_{hitung} > t_{tabel}$ (4,622 > 1,987), menunjukkan bahwa ada hubungan minat belajar dengan prestasi belajar siswa. Hasil analisis yang diperoleh untuk hubungan lingkungan belajar (X_2) dengan prestasi belajar (Y) diperoleh nilai $t_{hitung} > t_{tabel}$ (2,728 > 1,987), menunjukkan bahwa ada hubungan lingkungan belajar terhadap prestasi belajar siswa. Dalam perhitungan regresi linear berganda diperoleh nilai konstanta 6,638, koefisien regresi minat belajar (X_1) sebesar 0,718 dan koefisien regresi lingkungan belajar (X_2) sebesar 0,351. Sehingga diperoleh persamaan regresi Y= 6,638 + 0,718X_1+ 0,351X_2. Untuk hasil perhitungan uji determinasi (R^2) diperoleh nilai koefisien determinasi (R^2) sebesar 27,3%, menunjukkan bahwa minat belajar dan lingkungan belajar secara bersama-sama memberikan hubungan terhadap prestasi belajar siswa sebesar 27,3% dan sisanya dipengaruhi oleh faktor lain. Untuk menguji hipotesis minat belajar dan lingkungan belajar secara simultan menggunakan uji f dengan taraf signifikasi 95% diperoleh nilai $F_{hitung} > F_{tabel}$ (15,212 > 3,10), menunjukkan ada pengaruh signifikan secara simultan antara minat belajar dan lingkungan belajar terhadap prestasi belajar siswa.

Dengan demikian dapat disimpulkan bahwa ada hubungan signifikan secara simultan antara minat belajar dan lingkungan belajar terhadap prestasi belajar korespodensi bahasa Indonesia siswa kelas X Administrasi Perkantoran SMK Prayatna Medan T.P 2014/2015.

Kata Kunci: minat belajar, lingkungan belajar, dan prestasi belajar siswa.

ABSTRACK

Mentari Julianti Br. Sirait, NIM 7113341042, The Relations Interest in Learning and Learning Environment to Students Achievement Office Administration State Vocational School Prayatna 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. This study is aimed to find out whether there is an relations interest in learning and Learning Environment with Learning Achievement Indonesian Correspondence classes X Office Administration Vocational Prayatna Medan Academic Year 2014/2015.

This study was done in State Vocational Prayatna Medan on academic year 2014/2015. The population in this study was all the grade X students of office administration skill program state vocational school Prayatna Medan which total were 84 students and the sample in this study was 84 students which were chosen by total sampling which were consisted of two classes, namely X AP_1 and X AP_2. The technique of data collection was using observation, interview, questionnaire, and documentation.

The analysis result for the relations interest learning (X_1) to students' achievement (Y) was ($t_{count} > t_{table}$ (4,622 > 1,987), which shows that there is an relations interest learning to students' achievement. The analysis result for the learning environment (X_2) to students' achievement (Y) was ($t_{count} > t_{table}$ (2,728 > 1,987), which shows that there is an relations learning environment to students' achievement. In multiple linear regression calculation, it was acquired the constanta 6,638, relations interest regression coefficient (X_1) was 0,718 and learning environment regression coefficient (X_2) was 0,351. From the calculation, regression equality was acquired as Y = 6,638 + 0,718X_1+ 0,351X_2. For determination calculation test (R^2), the value of determination coefficient as 27,3% which showed that relations interest and learning environment simultaneously relations the students' achievement as much as 27,3% and the rest of it was affected by other factors. In order to test the relations interest in learning and learning environment hypothesis partially by using t-test with significant standard 95% acquired ($F_{count} > F_{table}$ (15,212 > 3,10) which shows that there is an effect between family environment and learning motivation to students' achievement.

It can be concluded that there was simultaneously significant relations between students' interest learning and Learning Environment to Students Achievement Indonesian Correspondence Classes Office Administration Vocational School Prayatna Medan Academic Year 2014/2015.

Keywords : Interest Learning, Learning Environment, and students' achievement