

ABSTRAK

LUSI DJARWANTI. Pengaruh Lingkungan Belajar dan Kesiapan Belajar Terhadap Prestasi Belajar Siswa Kelas XI Jurusan Perbankan Di SMK Negeri 9 Kota Bekasi. Skripsi, Jakarta: Program Studi Pendidikan Ekonomi, Konsentrasi Pendidikan Akuntansi, Fakultas Ekonomi, Universitas Negeri Jakarta, 2019.

Penelitian ini bertujuan untuk mengetahui pengaruh lingkungan belajar dan kesiapan belajar terhadap prestasi belajar siswa kelas XI Jurusan Perbankan di SMK Negeri 9 Kota Bekasi, baik secara parsial maupun simultan. Pendekatan ini menggunakan metode survei dengan pendekatan korelasional. Populasi terjangkau dalam penelitian ini adalah 324 siswa. Teknik pengambilan sampel dengan proportional random sampling sehingga di dapatkan sampel sebanyak 84 siswa. Data variabel prestasi belajar merupakan data sekunder yang diperoleh dari rata-rata nilai raport siswa semester genap. Sedangkan variabel lingkungan belajar dan kesiapan belajar diperoleh melalui kuesioner dengan menggunakan skala likert. Dari uji persyaratan analisis yang dilakukan, data dinyatakan berdistribusi normal dan linier dengan persamaan regresi ganda $Y = 66,142 + 0,260X_1 - 0,123X_2$. Teknik analisis data yang digunakan adalah analisis regresi berganda dan uji hipotesis yang terdiri dari uji t dan uji F. Berdasarkan hasil analisis data lingkungan belajar diketahui bahwa $t_{hitung} (5,453) > t_{tabel} (1,989)$ sehingga hipotesis H_0 ditolak, maka dapat disimpulkan bahwa secara parsial terdapat pengaruh yang signifikan antara lingkungan belajar dan prestasi belajar. Pada variabel kesiapan belajar diketahui $t_{hitung} (-2,411) < t_{tabel} (1,989)$ sehingga H_0 ditolak, maka dapat disimpulkan bahwa secara parsial terdapat pengaruh yang signifikan antara kesiapan belajar dan prestasi belajar. Secara simultan juga diketahui terdapat pengaruh lingkungan belajar dan kesiapan belajar dengan prestasi belajar. Dapat dilihat dari hasil analisis data yang menunjukkan $F_{hitung} (14,689) > F_{tabel} (3,11)$. Terdapat pengaruh yang signifikan antara lingkungan belajar dan kesiapan belajar dengan prestasi belajar, dengan koefisien korelasi ganda sebesar 0,518 dengan demikian hipotesis penelitian diterima, selanjutnya diketahui determinasi (R^2) yaitu dengan presentase sebesar 26,9%.

Kata kunci: lingkungan belajar, kesiapan belajar, prestasi belajar

ABSTRACT

LUSI DJARWANTI. The Effect of Learning Environment and Learning Readiness on the Learning Achievement of 11th Grade of the Banking Department at SMK Negeri 9 Kota Bekasi. Thesis, Jakarta: Economic Education Study Program, Accounting Education Concentration, Faculty of Economics, Jakarta State University, 2019.

This study aims to determine the effect of the learning environment and learning readiness on the learning achievement of 11th grade students of the Banking Department at SMK Negeri 9 Kota Bekasi, both partially and simultaneously. This approach uses a survey method with a correlational approach. The affordable population in this study was 324 students. The sampling technique is proportional random sampling so that the sample is 84 students. Data on learning achievement variables are secondary data obtained from the average score of students in even semester grades. While the learning environment and learning readiness variables were obtained through questionnaires using the Likert scale. From the requirements test of the analysis carried out, the data is stated to be normally distributed and linear with a multiple regression equation $Y = 66.142 + 0.260X_1 - 0.123X_2$. The data analysis technique used is multiple regression analysis and hypothesis testing consisting of t test and F test. Based on the results of the data analysis of the learning environment it is known that $t_{count} (5,453) > t_{table} (1,989)$ so that the hypothesis H_0 is rejected, it can be concluded that there are partially significant influence between learning environment and learning achievement. The learning readiness variable is known as $t_{count} (-2,411) < t_{table} (1,989)$ so that H_0 is rejected, so it can be concluded that partially there is a significant effect between learning readiness and learning achievement. Simultaneously it is also known that there are influences of learning environment and readiness to learn with learning achievement. Can be seen from the results of data analysis which shows $F_{count} (14,689) > F_{table} (3.11)$. There is a significant influence between the learning environment and readiness to learn with learning achievement, with a multiple correlation coefficient of 0.518, so the research hypothesis is accepted, then it is known determination (R^2) that is with a percentage of 26.9%.

Keywords: learning environment, learning readiness, learning achievement