

ABSTRACT

THE RELATIONSHIP OF LEARNING INDEPENDENCE AND FAMILY ENVIRONMENT TO THE STUDENT ACHIEVEMENT IN A SUBJECT OF TRAINING AND EDUCATION “AUTOMOTIVE MOTOR” FOR 12th GRADE OF AUTOMOTIVE MECHANICS IN SMK PIRI I YOGYAKARTA

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The research is belong to ex post facto research. The goals of this research are to know the relationship of learning independence with student achievement in a subject of training and education “automotive motor” for 12th grade of Automotive Mechanics in SMK PIRI I Yogyakarta, to know the relationship of family environment with student achievement in a subject training and education “automotive motor” for 12th grade of Automotive Mechanics in SMK PIRI I Yogyakarta, and to know the relationship of learning independence and family environment in common with the student achievement in a subject of training and education “automotive motor” for 12th grade of Automotive Mechanics in SMK PIRI I Yogyakarta.

This research is a population research, the subject in this research was 87 students of 12th grade of Automotive Mechanics in SMK PIRI I Yogyakarta. The data of learning independence and family environment was collected by using quistionnaires method. The testing of instrument was conducted by 29 student of Automotive Mechanics (especially Yamaha) and analyzed by using validity and reliability test. The correlation analysis technique of product moment was used to know the relationship of learning independence and family environment to the student achievement while the double correlation analysis tehniue followed by double regression analysis to know the relationship of learning independence and family environment to the student achievement. The significance level of analysis result was determined by 5%.

Besed on the result of this research, some conclusions as follow: (1) There is a positive relationship between learning independence with student achievement in a subject of training and education “automotive motor” for 12th grade of Automotive Mechanics in SMK PIRI I Yogyakarta which is indicated by correlation coefficient of 0,605. (2) There is a positive relationship between family environment with student achievement in a subject of training and education “automotive motor” for 12th grade of Automotive Mechanics in SMK PIRI I Yogyakarta which is indicated by correlation coefficient of 0,516. (3) There is a positive relationship between learning independence and family environment in common with student achievement in a subject of training and education “automotive motor” for 12th grade of Automotive Mechanics in SMK PIRI I Yogyakarta which is indicated by correlation coefficient (R) of 0,636 and determination coefficient (R²) of 0,405. This means that the contribution of learning independence and family environment to the student achievement was 40,5%, while the 59,5% was contributed by other variables which is not explained in this research.

Keywords : Learning Independence, Family Environment, Student Achievement.