

ABSTRAK

Tatang Rohana. 1404567. Kontribusi Motivasi Belajar, Perilaku Prososial dalam IPS dan Lingkungan Keluarga Terhadap Penguatan Modal Sosial Peserta Didik SMP (Penelitian Survey di SMP Se-Kabupaten Subang).

Penelitian ini dilatarbelakangi oleh semakin banyaknya penyimpangan sosial di masyarakat yang secara langsung maupun tidak langsung mempengaruhi karakteristik peserta didik, sebab selain menjadi warga sekolah, peserta didik juga merupakan warga masyarakat, yang hidup, berinteraksi dan berkomunikasi dengan lingkungannya. Di sekolah, langkah preventif dapat dilakukan melalui proses pembelajaran, dengan mengedepankan pendidikan karakter, yaitu pendidikan yang tidak hanya menjadikan peserta didik cerdas secara akademik, tetapi juga menjadikan peserta didik memiliki kecerdasan sosial dalam menyelesaikan masalah-masalah yang dihadapinya. Inilah modal sosial yang harus dihasilkan peserta didik dari proses pembelajaran di sekolah, khususnya dari proses pembelajaran Ilmu Pengetahuan Sosial (IPS). Penelitian menggunakan teknik survey di sepuluh sekolah yang dijadikan sampel. Setelah dilakukan pengambilan sampel sekolah berdasarkan teknik *stratified random sampling*, selanjutnya dilakukan pengambilan sampel siswa dengan teknik *simple random sampling*. Hasilnya, sebanyak 360 siswa kelas VIII dijadikan sample, yang kemudian dibagi secara proporsional terhadap sepuluh sekolah sample. Teknik pengumpulan data menggunakan empat cara, yaitu: 1) observasi, 2). penyebaran angket, 3) wawancara, dan 4) studi literatur. Data yang diperoleh dari responden, selanjutnya diolah dan dianalisis dengan menggunakan analisis jalur (path analisis), hasilnya sebagai berikut : 1) Motivasi belajar berpengaruh positif terhadap modal sosial peserta didik sebesar 11,5%; 2) perilaku prososial dalam IPS berpengaruh positif terhadap modal sosial peserta didik sebesar 3,8%; 3) lingkungan keluarga berpengaruh positif terhadap modal sosial peserta didik sebesar 8,6%; 4) motivasi belajar, perilaku prososial dan lingkungan keluarga, berpengaruh positif terhadap modal sosial peserta didik sebesar 43%; 5) terdapat perbedaan signifikan antara motivasi belajar, perilaku prososial, lingkungan keluarga dan modal sosial peserta didik berdasarkan cluster wilayah.

Kata kunci: motivasi belajar, perilaku prososial, lingkungan keluarga dan modal sosial

ABSTRACT

Tatang Rohana. 1404567. The Contributions of Learning Motivation, Pro-social Behavior in Social Studies, and Family Environment towards Social Capital Reinforcement of Junior High School Students (Survey Research of Junior High Schools in Subang Regency).

The background to the research is the increasing social deviations in the society that affect students' characteristics, either directly or indirectly; because in addition to being members of the school community, students are also members of the society who live, interact, and communicate with their environment. At schools, the preventive actions can be taken through teaching and learning processes by prioritizing character education, i.e. education that does not only make children become academically intelligent, but also socially intelligent in solving the problems they are posed with. This is the social capital that should be acquired by students through the teaching and learning process at schools, especially from the teaching and learning of Social Studies. The research employed survey technique at ten schools as the sample. After sampling the schools with the technique of stratified random sampling, the sample of students was then taken with simple random sampling. As a result, as many as 360 eight grade students were selected as the sample; they were then proportionally divided into the ten sample schools. Data were collected through four techniques, namely: 1) Observation, 2) Questionnaire distribution, 3) Interview, and 4) Literature review. The data obtained from the respondents were then processed and analyzed through path analysis, with the following results: 1) Learning motivation had a positive effect on students' social capital (11,5 %); 2) Pro-social behavior in Social Studies had a positive effect on students' social capital (3,8 %); 3) Family environment had a positive effect on students' social capital (8,6 %); 4) Learning motivation, pro-social behavior, and family environment simultaneously had positive effects on students' social capital (43 %); and 5) There were significant differences in students' learning motivation, pro-social behavior, family environment, and social capital across school clusters.

Keywords: Learning motivation, pro-social behavior, family environment, and social capital