

**PENGARUH PRESTASI AKADEMIK DAN KONDISI LINGKUNGAN
KELUARGA TERHADAP MINAT MELANJUTKAN STUDI
(Studi Kasus: Mahasiswa Pendidikan Teknik Bangunan DPTS FPTK UPI)**

Luthfi Syaeful Alam

1406839

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh prestasi akademik dan kondisi lingkungan keluarga terhadap minat melanjutkan studi pada mahasiswa Prodi Pendidikan Teknik Bangunan angkatan 2014 dan 2015. Penelitian ini merupakan penelitian *ex-post facto* melalui metode analisis asosiatif dengan pendekatan kuantitatif, jumlah populasi mahasiswa sebanyak 121 mahasiswa. Pengumpulan data menggunakan metode angket/kuesioner dan metode dokumentasi nilai akademik (IPK) dengan teknik analisis statistik deskriptif, korelasi sederhana *Product Moment*, korelasi berganda, regresi sederhana dan regresi berganda. Hasil Penelitian menunjukkan bahwa: 1) Prestasi akademik mahasiswa Prodi Pendidikan Teknik Bangunan secara umum cenderung termasuk dalam kategori Sangat Memuaskan, 2) Kondisi lingkungan keluarga mahasiswa Prodi Pendidikan Teknik Bangunan secara umum cenderung dalam kondisi yang baik, 3) Minat melanjutkan studi mahasiswa Prodi Pendidikan Teknik Bangunan secara umum cenderung tinggi, 4) Terdapat pengaruh positif dan signifikan dari prestasi akademik terhadap minat melanjutkan studi, 5) Terdapat pengaruh positif dan signifikan dari kondisi lingkungan keluarga terhadap minat melanjutkan studi, 6) Terdapat pengaruh positif dan signifikan dari prestasi akademik dan kondisi lingkungan keluarga secara bersama-sama terhadap minat melanjutkan studi, secara bersama-sama prestasi akademik dan kondisi lingkungan keluarga mempengaruhi minat melanjutkan studi mahasiswa Pendidikan Teknik Bangunan angkatan 2014 dan 2015 sebesar 33,65% sedangkan sisanya sebesar 66,37% dipengaruhi oleh variabel lain yang tidak diteliti dalam penelitian ini. Sumbangan efektif masing-masing variabel yaitu 20,07% untuk variabel prestasi akademik dan 16,58% untuk variabel kondisi lingkungan keluarga.

Kata kunci: kondisi lingkungan keluarga, minat melanjutkan studi, prestasi akademik

**THE EFFECT OF ACADEMIC ACHIEVEMENT AND FAMILY
ENVIRONMENT CONDITIONS ON THE INTEREST IN
CONTINUING STUDY**

(Case Study: Building Engineering Education Students DPTS FPTK UPI)

Luthfi Syaeful Alam

1406839

ABSTRACT

This study aims to determine the effect of academic achievement and family environment conditions on the interest in continuing studies in students of Building Engineering Education Study Program class of 2014 and 2015. This research is an ex-post facto study through associative analysis methods with a quantitative approach, the total population of students is 121 students. Data collection uses questionnaire method and academic value documentation method (GPA) with descriptive statistical analysis techniques, Product Moment simple correlation, multiple correlation, simple regression and multiple regression. Research results show that: 1) Student academic achievement in Building Engineering Education Program in general tends to be included in the category of Very Satisfying, 2) Environmental conditions of students' families Building Engineering Education Study Program generally tends to be in good condition, 3) Interest in continuing student studies Engineering Education Study Program Buildings generally tend to be high, 4) There is a positive and significant effect of academic achievement on the interest in continuing studies, 5) There is a positive and significant effect of the family environment on the interest in continuing studies, 6) There are positive and significant effects from the academic achievement and the family environment conditions simultaneously on the interest in continuing the study, simultaneously the academic achievement and the family environment conditions affect the interest in continuing the study of the 2014 and 2015 Building Engineering Education students by 33.65% while the remaining 66.37% is effected by other variables not examined in this study. The effective contribution of each variable was 20.07% for the academic achievement variable and 16.58% for the family environment condition variable.

Keywords: family environmental conditions, interest in continuing studies, academic achievement