



PERILAKU PROSOSIAL DAN PRESTASI AKADEMIK MATA PELAJARAN PPKN, AGAMA, DAN IPS PADA SISWA SMP

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INTISARI

Masa remaja adalah masa yang krusial untuk mengembangkan perilaku prososial. Pada kurikulum SMP Indonesia, nilai-nilai prososial terutama tertanam dalam pembelajaran PPKn, Agama, dan IPS. Penelitian ini bertujuan untuk menguji hubungan perilaku prososial dengan prestasi akademik siswa pada ketiga mata pelajaran tersebut. Partisipan penelitian adalah 359 siswa kelas 7 dan 8 SMP (158 laki-laki dan 201 perempuan), satu SMP mewakili populasi kota dan satu SMP mewakili populasi desa. Perilaku prososial diukur dengan menggunakan *Scenario-Based Prosocial Intention Questionnaire* (SBPIQ). Nilai Ujian Tengah Semester (UTS) pada mata pelajaran PPKn, Agama, dan IPS digunakan sebagai variabel bebas. Hasil menunjukkan bahwa perilaku prososial siswa secara umum berkorelasi secara signifikan dengan prestasi akademik Agama dan IPS, namun tidak dengan mata pelajaran IPS. Secara terpisah (kota dan desa), perilaku prososial total dan keempat aspeknya hanya berkorelasi dengan nilai akademik PPKn dan Agama di sampel desa. Hasil penelitian lebih lanjut dibahas dalam diskusi.

Kata Kunci: *Pendidikan Agama, Pendidikan IPS, perilaku prososial, PPKn, prestasi akademik, remaja, siswa SMP.*



**PROSOCIAL BEHAVIOUR AND ACADEMIC ACHIEVEMENT IN THE
SUBJECTS OF CITIZENSHIP EDUCATION, RELIGIOUS EDUCATION,
AND SOCIAL SCIENCE AMONG MIDDLE SCHOOL STUDENTS**

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ABSTRACT

Adolescence is a period where the development of prosocial behavior is crucial. Based on Middle School (SMP) curriculum in Indonesia, prosocial values are stimulated through the subjects of Civic and Citizenship Education (PPKn), Religious Education (Pendidikan Agama), and Social Science (IPS). This study aimed to examine the association between prosocial behavior and students' academic achievement on these three subjects. As many as 359 grade 7 & 8 students (158 boys and 201 girls) from two middle schools (one from urban and one rural areas) participated in this study. Prosocial behavior was measured using the *Scenario-Based Prosocial Intention Questionnaire (SBPIQ)*. Mid-Term exam grades of the three subjects were used as independent variables. The findings indicated that prosocial behavior in general significantly correlated with academic achievement in Religious Education and Social Science, but not with Citizenship Education. Further analysis showed that only in rural sample did prosocial behavior and its four aspects correlated with academic achievement on Citizenship Education and Religious Education while in urban sample the correlations were not significant. Further research findings are discussed in this paper.

Key word: *academic achievement, adolescence, citizenship education, prosocial behavior, religious education, social science, middle school, student*