

## ABSTRACT

Nuraga Mohammad, 09410090, The Social Relationships Support for Student Achievement State Senior High School 1 Gedeg, Thesis, Malang: Faculty of Psychology at State Islamic University of Maulana Malik Ibrahim, 2015.

Student achievement results in the form of report cards is still a barometer for measuring the capacity of a person, in this case the students in particular. Meanwhile, to achieve optimal learning takes various factors driving and support the real, so that students are able to pass through the barriers that exist. Because not all students are able to overcome obstacles and challenges in their learning process, and it is certainly going to affect the outcome rather than student achievement itself. This study was conducted in State Senior High School 1 Gedeg in order to determine the level of the relationship of social support to achievement learn in class X and XI State Senior High School 1 Gedeg.

This study used quantitative descriptive correlational research that seeks to explain or describe an event based on the data, while correlational aims to find whether there is a relationship between two or more phenomena. The subjects included 153 respondents were selected using random sampling techniques are all members of the population have equal opportunities to be selected as part of the sample. Retrieving data using one scale, the scale of social support alone. Analysis technique used in data collection norm, percentage analysis and simple correlation analysis using computer software SPSS 16.0 for Windows.

The research results note that the results of data analysis showed that the influence of the relationship between social support to the learning achievement of State Senior High School 1 Gedeg by 0.5% and the remaining 99.5% is influenced by other factors. the level of social support relationships State Senior High School 1 Gedeg highest in the medium category with a percentage of 73.9% or 113 respondents, while the rest are in the high category namely 21.6% or 33 respondents and lower category ie 4.6% or 7 people. While at the level of learning achievement of State Senior High School 1 Gedeg is in the category enough that 72.5% or respondents and the rest are in the good category ie 13.1% or 20 respondents, and in the category of less there is 14.4% or 22 respondents. There is no positive correlation and significant influence of the relationship between social support to achievement learn. This is indicated by the coefficient  $r$  of 0.070.

Keywords: Social Support and Achievement