

ABSTRAK

HUBUNGAN MOTIVASI BELAJAR, KEBIASAAN BELAJAR DAN FASILITAS BELAJAR DENGAN PRESTASI BELAJAR MAHASISWA PROGRAM STUDI PENDIDIKAN AKUNTANSI ANGKATAN 2014/2015

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Penelitian ini bertujuan untuk mengetahui apakah ada: (1) hubungan positif dan signifikan motivasi belajar dengan prestasi belajar mahasiswa; (2) hubungan positif dan signifikan kebiasaan belajar terhadap prestasi belajar mahasiswa; (3) hubungan positif dan signifikan fasilitas belajar terhadap prestasi belajar mahasiswa.

Penelitian ini merupakan penelitian deskriptif yang dilaksanakan pada bulan Februari 2017 dengan populasi penelitian sebesar 162 mahasiswa. Sampel sebesar 115 diambil dengan menggunakan teknik *cluster random sampling*. Data diambil dengan menggunakan kuesioner dan dianalisis dengan teknik analisis korelasi *Spearman Rank* dengan taraf signifikan 0,05.

Hasil penelitian ini menunjukkan bahwa: (1) Tidak ada hubungan positif dan signifikan motivasi belajar dengan prestasi belajar mahasiswa, hal ini dibuktikan dengan nilai *coefficient correlation spearman* = 0,056 dan probabilitas *Sig.(1-tailed)* = 0,275 > α 0,05; (2) Tidak ada hubungan positif dan signifikan kebiasaan belajar dengan prestasi belajar mahasiswa, hal ini dibuktikan dengan nilai *coefficient correlation spearman* = (-) 0,037 dan probabilitas *Sig.(1-tailed)* = 0,347 > α 0,05; (3) Tidak ada hubungan positif dan signifikan fasilitas belajar terhadap prestasi belajar mahasiswa, hal ini dibuktikan dengan nilai *coefficient correlation spearman* = (-) 0,011 dan probabilitas *Sig.(1-tailed)* = 0,453 > α 0,05.

ABSTRACT

**THE CORRELATION BETWEEN LEARNING MOTIVATION,
LEARNING HABIT, AND LEARNING FACILITIES WITH STUDENT
ACHIEVEMENT OF ACCOUNTING EDUCATION STUDY PROGRAM
2014/2015 BATCH**

A Case Study on University of Sanata Dharma
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This study aims to determine whether there are: (1) positive and significant correlation of learning motivation and student learning achievement; (2) the positive and significant correlation of learning habits and student learning achievement; (3) the positive and significant correlation of learning facilities and student learning achievement.

This research is a descriptive study that was conducted in February 2017 with the population of 162 students. Samples of 115 were taken by using cluster random sampling technique. Data were taken by using a questionnaire and analyzed by using Spearman Rank correlation analysis with significance level of 0.05.

The results of this study indicate that: (1) There is no significant and positive correlation and learning motivation on student achievement. This is evidenced by the value of the spearman correlation coefficient = 0.056 and the probability Sig. (1-tailed) = 0.275 > α 0.05; (2) There is no positive and significant correlation and learning habits on student learning achievement, this is evidenced by the value of the spearman correlation coefficient = (-) 0.037 and the probability Sig. (1-tailed) = 0.347 > α 0.05; (3) There is no significant and positive correlation and learning facilities on student learning achievement, this is evidenced by the value of the spearman correlation coefficient = (-) 0.011 and the probability Sig. (1-tailed) = 0.453 > α 0.05.