ABSTRAK

HUBUNGAN KECERDASAN EMOSIONAL DAN GAYA BELAJAR DENGAN PRESTASI BELAJAR MAHASISWA

Studi kasus : Mahasiswa Program Studi Pendidikan Ekonomi Bidang Keahlian Khusus Pendidikan Akuntansi Angkatan 2015, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma

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Penelitian ini bertujuan untuk mengetahui: (1) hubungan positif kecerdasan emosional dengan prestasi belajar mahasiswa, (2) hubungan positif gaya belajar dengan prestasi belajar mahasiswa.

Jenis penelitian ini adalah penelitian studi kasus. Penelitian dilaksanakan pada bulan Mei 2016. Populasi penelitian ini adalah mahasiswa angkatan 2015 Program Studi Pendidikan Ekonomi BKK Pendidikan Akuntansi. Jumlah mahasiswa sebanyak 85 mahasiswa. Teknik pengumpulan data menggunakan kuesioner dan dokumentasi. Teknik pengujian hipotesis menggunakan korelasi *Spearman Rank.*

Hasil penelitian menunjukkan bahwa: (1) Ada hubungan positif kecerdasan emosional dengan prestasi belajar mahasiswa (nilai *Sig. (2-tailed)* = 0,000; (2) Ada hubungan positif belajar visual (nilai *Sig.(2-tailed)* = 0,023); (3) Ada hubungan positif gaya belajar kinestetik dengan prestasi belajar mahasiswa (nilai *Sig.(2-tailed)* = 0,000); (4) Tidak ada hubungan gaya belajar auditori dengan prestasi belajar mahasiswa (nilai *Sig.(2-tailed)* = 0,973).

ABSTRACT

THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE, LEARNING STYLES AND STUDENTS' LEARNING ACHIEVEMENT

A Case study on Students of 2015 Batch of Economic Study Program, Expertise in Accounting Education, Sanata Dharma University

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The research aims to know the positive relationship between : (1) students' learning achievement, (2) the learning styles and students' achievement.

This research is a case study. This research was carried out in May, 2016. Populations of this research were students of 2015 batch of Economic stduy Program, Expertise in Accounting Education Sanata Dharma University. Numbers of population were 85 students. The technique of hypothesis testing was correlation Spearman Rank.

The results of study are: (1) There is a positive relationship between emotional intelligence and academic achievement of students (grades Sig. (2-tailed) = 0,000; (2) There is a positive relationship in visual learning (value Sig. (2-tailed) = 0.023); (3) There is a positive relationship between kinesthetic, learning style and academic achievement of students (grades Sig. (2-tailed) = 0,000); (4) There is no association auditory learning styles of student achievement (grades Sig. (2-tailed) = 0.973).