

ABSTRAK**HUBUNGAN ANTARA BIMBINGAN GURU AKUNTANSI, MOTIVASI BELAJAR AKUNTANSI, DAN DUKUNGAN TEMAN SEKELAS DENGAN PRESTASI BELAJAR AKUNTANSI**

Studi Kasus Siswi-Siswi Kelas XII Ilmu Pengetahuan Sosial (IPS) SMA Santa Maria Yogyakarta

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Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan antara: (1) bimbingan guru akuntansi dengan prestasi belajar akuntansi. (2) motivasi belajar akuntansi dengan prestasi belajar akuntansi. (3) dukungan teman sekelas dengan prestasi belajar akuntansi. (4) bimbingan guru akuntansi, motivasi belajar akuntansi dan dukungan teman sekelas secara bersama-sama dengan prestasi belajar akuntansi.

Penelitian ini dilaksanakan di SMA Santa Maria, Yogyakarta pada bulan November-Januari 2011. Populasi dalam penelitian ini adalah siswi-siswi Kelas XII IPS semester I SMA Santa Maria yang berjumlah 50 orang. Teknik pengumpulan data yang digunakan adalah kuesioner yang dilengkapi dengan wawancara dan dokumentasi. Data dianalisis dengan korelasi *Product Moment* dan Korelasi Ganda.

Hasil penelitian menunjukkan bahwa: (1) tidak ada hubungan yang signifikan antara bimbingan guru akuntansi dengan prestasi belajar akuntansi ($r_{hitung} = 0,182 < r_{tabel} = 0,279$), (2) ada hubungan yang signifikan antara motivasi belajar akuntansi dengan prestasi belajar akuntansi ($r_{hitung} = 0,351 > r_{tabel} = 0,279$), (3) tidak ada hubungan yang signifikan antara dukungan teman sekelas dengan prestasi belajar akuntansi ($r_{hitung} = 0,108 < r_{tabel} = 0,279$), (4) tidak ada hubungan yang signifikan antara bimbingan guru akuntansi, motivasi belajar akuntansi, dukungan teman sekelas secara bersama-sama dengan prestasi belajar akuntansi ($F_{hitung} = 2,462 < F_{tabel} = 2,807$)

ABSTRACT**THE RELATIONSHIP BETWEEN ACCOUNTING TEACHERS' GUIDANCE, STUDENTS' LEARNING MOTIVATION IN ACCOUNTING, CLASSMATES' SUPPORT AND STUDENTS' ACCOUNTING LEARNING ACHIEVEMENT**

A Case Study of the 12th Grade Students of "Santa Maria Senior High School"
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2011

This research aims to know the relationships between: 1) accounting teachers' guidance and students' accounting learning achievement; 2) students' accounting learning motivation and their accounting learning achievement; 3) classmates' support and students' accounting learning achievement; 4) accounting teachers' guidance, students' accounting learning motivation, classmates' support and students' accounting learning achievement.

This research is a case study conducted at "Santa Maria Senior High School" Yogyakarta from November to January 2011. The population in this research was 50 students of the 12th grade students of "Santa Maria Senior High School" Yogyakarta. The data collecting techniques were questionnaire, interviews and documentary. The data were analysed by applying product moment and multiple correlation analysis technique.

The result of the study indicates that (1) there isn't any significant relationship between accounting teacher's guidance and students' accounting learning achievement ($r_{\text{count}} = 0,182 < r_{\text{table}} = 0,279$); (2) there is any significant relationship between students' accounting learning motivation and students' accounting learning achievement ($r_{\text{count}} = 0,351 > r_{\text{table}} = 0,279$); (3) there isn't any significant relationship between classmates' support and students' accounting learning achievement ($r_{\text{count}} = 0,108 < r_{\text{table}} = 0,279$); (4) there isn't any significant relationship between accounting teacher's guidance, students' accounting learning motivation, classmates' support simultaneously and students' accounting learning achievement ($F_{\text{count}} = 2,462 < F_{\text{table}} = 2,807$).