

## ABSTRAK

### PENGARUH MOTIVASI BELAJAR, DISIPLIN BELAJAR, DAN PERSEPSI SISWA TENTANG KOMPETENSI GURU TERHADAP PRESTASI BELAJAR AKUNTANSI

**Studi kasus Pada Siswa kelas XI IPS SMA Negeri 1 Ngaglik**

**Antonius Bheny Maretino  
Universitas Sanata Dharma  
Yogyakarta  
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Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh positif dan signifikan: 1) motivasi belajar terhadap prestasi belajar akuntansi, 2) disiplin belajar terhadap prestasi belajar akuntansi, 3) persepsi siswa tentang kompetensi guru terhadap prestasi belajar akuntansi, 4) motivasi belajar, disiplin belajar, persepsi siswa tentang kompetensi guru secara bersama-sama terhadap prestasi belajar akuntansi.

Penelitian studi kasus ini dilaksanakan di SMA Negeri 1 Ngaglik pada bulan November 2008. Jumlah populasi adalah sebanyak 263 siswa, jumlah sampel 145 siswa. Sampel diambil dengan purposif sampling. Teknik pengumpulan data yang digunakan adalah kuesioner dilengkapi dengan dokumentasi.

Untuk mengetahui apakah terdapat pengaruh positif dan signifikan motivasi belajar, disiplin belajar, dan persepsi siswa tentang kompetensi guru terhadap prestasi belajar akuntansi digunakan analisis korelasi *product moment*. Sedangkan untuk mengetahui apakah terdapat pengaruh positif dan signifikan motivasi belajar, disiplin belajar, dan persepsi siswa tentang kompetensi guru secara bersama-sama terhadap prestasi belajar akuntansi digunakan teknik analisis regresi ganda.

Hasil penelitian ini menunjukkan bahwa: (1) terdapat pengaruh positif dan signifikan motivasi belajar terhadap prestasi belajar akuntansi ( $r_{x1y} = 0,260$  dengan  $t_{hitung} = 2,950 > t_{tabel} = 1,657$ ), (2) terdapat pengaruh positif dan signifikan disiplin belajar terhadap prestasi belajar akuntansi ( $r_{x2y} = 0,162$  dengan  $t_{hitung} = 1,798 > t_{tabel} = 1,657$ ), (3) terdapat pengaruh positif dan signifikan persepsi siswa tentang kompetensi guru terhadap prestasi belajar akuntansi ( $r_{x3y} = 0,167$  dengan  $t_{hitung} = 1,855 > t_{tabel} = 1,657$ ), (4) terdapat pengaruh positif dan signifikan motivasi belajar, disiplin belajar, dan persepsi siswa tentang kompetensi guru secara bersama-sama terhadap prestasi belajar akuntansi terhadap prestasi belajar akuntansi ( $R_{x1,2,3}y = 0,273$  dengan  $F_{hitung} = 3,158 > F_{tabel} = 2,683$ ).

## ABSTRACT

### THE INFLUENCE OF LEARNING MOTIVATION, DISCIPLINE AND STUDENTS' PERCEPTION ON TEACHER'S COMPETENCE TO ACCOUNTING LEARNING ACHIVEMENT A Case Study on the eleventh grade of social sciences Department of Ngaglik 1 Senior High School

**Antonius Bheny Maretino**  
**Sanata Dharma University**  
**Yogyakarta**  
**2009**

This research aims to find out whether there are positive and significant influences of: 1) learning motivation to accounting learning achievement, 2) learning discipline to accounting learning achievement, 3) students' perception on teacher's competence to accounting learning achievement, 4) learning motivation, learning discipline, students' perception on teacher's competence simultaneously to accounting learning achievement.

The research of this case study was conducted in Ngaglik 1 Senior High School in November 2008. The population of this research were 263 students, and the participants of this research were 145 students. The participants were chosen by applying purposive sampling method. The data was collected by using questionnaire equipped with documentation.

To find out whether there are positive and significant influences of learning motivation, learning discipline and students' perception on teacher's competence to accounting learning achievement, the researcher used correlation product moment analysis; whereas, to find out whether there are positive and significant influences of learning motivation, learning discipline, students' perception on teacher's competence simultaneously to accounting learning achievement or not, double regression analysis technique was used.

Research findings shows that: (1) there is positive and significant influence of learning motivation to accounting learning achievement ( $r_{x1y} = 0,260$  with  $t_{count} = 2,950 > t_{table} = 1,657$ ), (2) there is positive and significant influence of learning discipline to accounting learning achievement ( $r_{x2y} = 0,162$  with  $t_{count} = 1,798 > t_{table} = 1,657$ ), (3) there is positive and significant influence of students' perception on teacher's competence to accounting learning achievement ( $r_{x3y} = 0,167$  with  $t_{count} = 1,855 > t_{table} = 1,657$ ), (4) there is positive and significant influence of learning motivation, learning discipline, students' perception on teacher's competence simultaneously to accounting learning achievement ( $(RX_{1,2,3})_y = 0,273$  with  $F_{count} = 3,158 > F_{table} = 2,683$ ).