

ABSTRAK

PENGARUH DISIPLIN BELAJAR, IKLIM KELAS DAN PERSEPSI SISWA TENTANG KOMPETENSI GURU TERHADAP PRESTASI BELAJAR AKUNTANSI
Studi kasus Pada Siswa kelas XI IPS SMA Negeri 1 Cangkringan

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Penelitian ini bertujuan untuk mengetahui apakah terdapat pengaruh positif dan signifikan: 1) disiplin belajar terhadap prestasi belajar akuntansi, 2) iklim kelas terhadap prestasi belajar akuntansi, 3) persepsi siswa tentang kompetensi guru terhadap prestasi belajar akuntansi, 4) disiplin belajar, iklim kelas, persepsi siswa tentang kompetensi guru secara bersama-sama terhadap prestasi belajar akuntansi.

Penelitian studi kasus ini dilaksanakan di SMA Negeri 1 Cangkringan pada bulan Juni 2009. Jumlah populasi adalah sebanyak 132 siswa, jumlah sampel 63 siswa. Sampel diambil dengan *purposive sampling*. Teknik pengumpulan data yang digunakan adalah kuesioner dilengkapi dengan dokumentasi.

Untuk mengetahui apakah terdapat pengaruh positif dan signifikan disiplin belajar, iklim kelas, dan persepsi siswa tentang kompetensi guru terhadap prestasi belajar akuntansi digunakan analisis korelasi *product moment*. Sedangkan untuk mengetahui apakah terdapat pengaruh positif dan signifikan disiplin belajar, iklim kelas, dan persepsi siswa tentang kompetensi guru secara bersama-sama terhadap prestasi belajar akuntansi digunakan teknik analisis regresi ganda. Dalam penelitian ini ditetapkan taraf signifikansi (α) 0,05.

Hasil penelitian ini menunjukkan bahwa: (1) terdapat pengaruh positif dan signifikan disiplin belajar terhadap prestasi belajar akuntansi ($r_{x1y} = 0,539$ dengan $t_{hitung} = 4,997 > t_{tabel} = 1,669$), (2) terdapat pengaruh positif dan signifikan iklim kelas terhadap prestasi belajar akuntansi ($r_{x2y} = 0,657$ dengan $t_{hitung} = 6,806 > t_{tabel} = 1,669$), (3) terdapat pengaruh positif dan signifikan persepsi siswa tentang kompetensi guru terhadap prestasi belajar akuntansi ($r_{x3y} = 0,599$ dengan $t_{hitung} = 5,842 > t_{tabel} = 1,669$), (4) terdapat pengaruh positif dan signifikan disiplin belajar, iklim kelas, dan persepsi siswa tentang kompetensi guru secara bersama-sama terhadap prestasi belajar akuntansi terhadap prestasi belajar akuntansi ($R_{y.1,2,3} = 0,761$ dengan $F_{hitung} = 27,087 > F_{tabel} = 2,76$).

ABSTRACT

**THE INFLUENCE OF LEARNING DISCIPLINE, CLASSROOM
ATMOSPHERE AND STUDENTS' PERCEPTION ON TEACHER'S
COMPETENCE TOWARDS ACCOUNTING LEARNING ACHIEVEMENT
A Case Study on the Eleventh Grade of Social Sciences Department of
Cangkringan 1 Senior High School**

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2009**

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

The research of this case study was conducted in Cangkringan 1 Senior High School in Juni 2009. The population of this research were 132 students, and the participants of this research were 63 students. The participants were chosen by applying purposive sampling method. The data were collected by using questionnaire equipped with documentation.

To find out whether there are positive and significant influences of learning discipline, classroom atmosphere and students' perception on teacher's competence towards accounting learning achievement, the researcher used correlation product moment analysis; whereas, to find out whether there are positive and significant influences of learning discipline, classroom atmosphere, students' perception on teacher's competence simultaneously towards accounting learning achievement, double regression analysis technique was used. This research uses 0,05 significance (α).

Research findings show that: (1) there is positive and significant influence of learning discipline towards accounting learning achievement ($r_{x1y} = 0,539$ with $t_{count} = 4,997 > t_{table} = 1,669$), (2) there is positive and significant influence of classroom atmosphere towards accounting learning achievement ($r_{x2y} = 0,657$ with $t_{count} = 6,806 > t_{table} = 1,669$), (3) there is positive and significant influence of students' perception on teacher's competence towards accounting learning achievement ($r_{x3y} = 0,599$ with $t_{count} = 5,842 > t_{table} = 1,669$), (4) there is positive and significant influence of learning discipline, classroom atmosphere, students' perception on teacher's competence simultaneously towards accounting learning achievement ($R_{y.1,2,3} = 0,761$ with $F_{count} = 27,087 > F_{table} = 2,76$).