ABSTRAK

HUBUNGAN ANTARA PERSEPSI SISWA TENTANG VARIASI GAYA MENGAJAR GURU, DISIPLIN SISWA, MOTIVASI BELAJAR SISWA, DAN FASILITAS BELAJAR SISWA DENGAN PRESTASI BELAJAR AKUNTANSI
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Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara : 1) Persepsi siswa tentang variasai gaya mengajar guru dengan prestasi belajar akuntansi, 2) Disiplin siswa dengan prestasi belajar akuntansi, 3) Motivasi belajar siswa dengan prestasi belajar akuntansi, dan 4) Fasilitas belajar siswa dengan prestasi belajar akuntansi.

Populasi dari penelitian ini yaitu siswa siswi kelas XI dan XII SMA GAMA Yogyakarta jurusan IPS yang berjumlah 127 anak. Jumlah sampel penelitian adalah 68 anak. Teknik penarikan sampel adalah *purporsive sampling*, penelitian ini dilaksanakan pada tanggal 15 Mei – 30 Mei 2009.

Untuk mengetahui hubungan antara persepsi siswa tentang variasai gaya mengajar guru dengan prestasi belajar akuntansi, disiplin siswa dengan prestasi belajar akuntansi, motivasi belajar siswa dengan prestasi belajar akuntansi, dan fasilitas belajar siswa dengan prestasi belajar akuntansi digunakan statistik nonparametrik koefisien korelasi *Spearman.*

Hasil penelitian menunjukkan bahwa : 1) Terdapat korelasi yang positif dan signifikan antara persepsi siswa tentang variasai gaya mengajar guru dengan prestasi belajar akuntansi r hitung sebesar 0,389 > r tabel 0,05 sebesar 0,239 serta t hitung 3,430 > t tabel 0,05 sebesar 1,997, 2) Terdapat korelasi positif dan signifikan antara disiplin siswa dengan prestasi belajar akuntansi r hitung sebesar 0,604 > r tabel 0,05 sebesar 0,239 serta t hitung 6,157 > t tabel 0,05 sebesar 1,997, 3) Terdapat korelasi yang positif dan signifikan antara motivasi belajar siswa dengan prestasi belajar akuntansi r hitung sebesar 0,524 > r tabel 0,05 sebesar 0,239 serta t hitung 4,998 > t tabel 0,05 sebesar 1,997, 4) Terdapat korelasi yang positif dan signifikan antara fasilitas belajar siswa dengan prestasi belajar akuntansi r hitung sebesar 0,531 > r tabel 0,05 sebesar 0,239 serta t hitung 5,091 > t tabel 0,05 sebesar 1,997.

ABSTRACT

THE RELATIONSHIPS BETWEEN STUDENT'S PERCEPTION OF TEACHER TEACHING STYLE VARIATION, STUDENT'S DICIPLINE, STUDENT'S LEARNING MOTIVATION, STUDENT'S LEARNING FACILITY AND ACCOUNTINGLEARNING ACHIEVEMENT

A Case Study on The Students of GAMA Senior High School Yogyakarta

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2009

This research intends to find out whether there is a relation between 1) students' perception of teachers' method in teaching and achievement in learning accounting, 2) students' discipline and achievement in learning accounting, 3) students' learning motivation and achievement in learning accounting, and 4) students' learning facilities and achievement in learning accounting.

The populations of this research were 127 students of the eleventh & twelfth grade of Science Social Department of Gama Senior High School Yogyakarta. The samples of this research were 68 students. The technique of drawing samples was purposive sampling technique and this research was conducted on 15 May-30 May 2009.

Correlation coeffision nonparametric statistic was used to find out the relation between students' perception of teachers' method in teaching and achievement in learning accounting, students' discipline and achievement in learning accounting, students' learning motivation and achievement in learning accounting, and students learning facilities and achievement in learning accounting.

The result of this research shows that; 1) there is positive correlation and significant between students' perception of teachers' method in teaching and achievement in learning accounting ($r_{observed} = 0,389 > r_{table}$ $0,05 = 0,239$ and $t_{observed} = 3,430 > t_{table}$ $0,05 = 1,997$); 2) there is positive and significant correlation between students' discipline and achievement in learning accounting ($r_{observed} = 0,604 > r_{table}$ $0,05 = 0,239$ and $t_{observed} = 6,157 > t_{table}$ $0,05 = 1,997$); 3) there is positive and significant correlation between students' learning motivation and achievement in learning accounting ($r_{observed} = 0,524 > r_{table}$ $0,05 = 0,239$ and $t_{observed} = 4,998 > t_{table}$ $0,05 = 1,997$); 4) there is positive and significant correlation between students learning facilities and achievement in learning accounting ($r_{observed} = 0,531 > r_{table}$ $0,05 = 0,239$ and $t_{observed} = 5,091 > t_{table}$ $0,05 = 1,997$).