

ABSTRAK

PENGARUH MOTIVASI BERPRESTASI, PERAN GURU DALAM PROSES PEMBELAJARAN DAN LINGKUNGAN BELAJAR TERHADAP PRESTASI BELAJAR EKONOMI

Studi Kasus Di SMA BOPKRI 2 Yogyakarta

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Penelitian ini bertujuan untuk mengetahui: (1) apakah motivasi berprestasi berpengaruh terhadap prestasi belajar ekonomi, (2) apakah peran guru dalam proses pembelajaran berpengaruh terhadap prestasi belajar ekonomi, (3) apakah lingkungan belajar berpengaruh terhadap prestasi belajar ekonomi, (4) apakah motivasi berprestasi, peran guru dalam proses pembelajaran, dan lingkungan belajar berpengaruh terhadap prestasi belajar ekonomi.

Penelitian ini merupakan penelitian studi kasus di SMA BOPKRI 2 Yogyakarta, tahun ajaran 2009/2010. Populasi adalah siswa-siswi SMA BOPKRI 2 Yogyakarta yang mengikuti mata pelajaran ekonomi. Sampel penelitian adalah siswa-siswi kelas XI SMA BOPKRI 2 Yogyakarta yang berjumlah 103 siswa. Penelitian dilakukan pada bulan November sampai dengan Desember 2009. Penarikan sampel penelitian dilakukan dengan menggunakan metode *purposive sampling*. Teknik analisis data penelitian menggunakan korelasi *product moment* dan korelasi linier ganda.

Hasil penelitian menunjukkan bahwa: (1) tidak ada pengaruh yang signifikan motivasi berprestasi terhadap prestasi belajar ekonomi ($r_{x1y} = 0,094$ dengan $t_{hitung} = 0,950 < t_{tabel} = 1,984$), (2) tidak ada pengaruh yang signifikan peran guru dalam proses pembelajaran terhadap prestasi belajar ekonomi ($r_{x2y} = 0,004$ dengan $t_{hitung} = 0,043 < t_{tabel} = 1,984$), (3) tidak ada pengaruh yang signifikan lingkungan belajar terhadap prestasi belajar ekonomi ($r_{x3y} = 0,109$ dengan $t_{hitung} = 1,908 < t_{tabel} = 1,984$), (4) tidak ada pengaruh yang signifikan motivasi berprestasi, peran guru dalam proses pembelajaran, dan lingkungan belajar terhadap prestasi belajar ekonomi ($(r_{x1,2,3})y = 0,142$ dengan $F_{hitung} = 0,684 < F_{tabel} = 2,700$).

ABSTRACT

**THE INFLUENCE OF ACHIEVEMENT MOTIVATION, TEACHER'S ROLE IN
LEARNING PROCESS, AND LEARNING ENVIRONMENT TOWARDS
LEARNING ACHIEVEMENT IN STUDYING ECONOMICS**

A Case Study at BOPKRI 2 Senior High School Yogyakarta

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This study aims to know: (1) whether the achievement motivation influences learning achievement in studying economics; 2) whether the role of teacher in learning process influences the achievement in studying economics; (3) whether the learning environment influences the achievement in studying economics; (4) whether the achievement motivation, the role of the teacher in learning process and learning environment influence the achievement in studying economics.

It is a case study at BOPKRI 2 Senior High School Yogyakarta, 2009/ 2010 period. The population was students of BOPKRI 2 Senior High School Yogyakarta who took economics. The samples were 103 students of the eleventh grade of BOPKRI 2 Senior High School Yogyakarta. This research was done from November to December 2009. Samples of the research were drawn by using purposive sampling technique. Techniques of data analysis were product-moment correlation and multiple linier correlation.

The result of the study indicates that: (1) There is no significant influence of achievement motivation in learning achievement in studying economics ($r_{x1y} = 0,094$ with $t_{count} = 0,950 < t_{table} = 1,984$); (2) there is no significant influence of teacher's role in learning process in learning achievement in studying economics ($r_{x2y} = 0,04$ with $t_{count} = 0,043 < t_{table} = 1,984$); (3) there is no significant influence of learning environment in learning achievement in studying economics ($r_{x3y} = 0,109$ with $t_{count} = 1,098 < t_{table} = 1,984$), (4) there is no significant influence of achievement motivation, teacher's role in learning process and learning environment in learning achievement in studying economics ($(R_{x1,2,3})_y = 0,142$ with $F_{count} = 0,684 < F_{table} = 2,700$).