

ABSTRAK

PENGARUH PERSEPSI SISWA TENTANG METODE PENGAJARAN, MEDIA PENGAJARAN, DAN PENGELOLAAN KELAS TERHADAP PRESTASI BELAJAR EKONOMI SISWA Studi kasus pada Siswa kelas XI IPS SMA Negeri 1 Ngaglik

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Penelitian ini bertujuan untuk mengetahui apakah: (1) ada pengaruh yang signifikan persepsi siswa tentang metode pengajaran terhadap prestasi belajar ekonomi, (2) ada pengaruh yang signifikan persepsi siswa tentang media pengajaran terhadap prestasi belajar ekonomi, (3) ada pengaruh yang signifikan persepsi siswa tentang pengelolaan kelas terhadap prestasi belajar ekonomi, (4) ada pengaruh yang signifikan persepsi siswa tentang metode pengajaran, media pengajaran, dan pengelolaan kelas secara bersama-sama terhadap prestasi belajar ekonomi.

Penelitian ini merupakan penelitian studi kasus di SMA Negeri 1 Ngaglik, tahun ajaran 2009/2010. Populasi adalah siswa-siswi SMA Negeri 1 Ngaglik yang mengikuti mata pelajaran ekonomi. Sampel penelitian adalah siswa-siswi kelas XI SMA Negeri 1 Ngaglik yang berjumlah 113 siswa. Penelitian ini dilakukan pada bulan November sampai dengan Desember 2009. Penarikan sampel penelitian dilakukan dengan menggunakan metode *purposive sampling*. Teknik analisis data penelitian menggunakan regresi sederhana dan regresi ganda.

Hasil penelitian menunjukkan bahwa: (1) tidak ada pengaruh yang signifikan persepsi siswa tentang metode pengajaran terhadap prestasi belajar ekonomi ($r_{x_1y} = 0,108$ dengan $t_{hitung} = 1,083 < t_{tabel} = 1,984$), (2) tidak ada pengaruh yang signifikan persepsi siswa tentang media pengajaran terhadap prestasi belajar ekonomi ($r_{x_2y} = 0,097$ dengan $t_{hitung} = 0,968 < t_{tabel} = 1,984$), (3) ada pengaruh yang signifikan persepsi siswa tentang pengelolaan kelas terhadap prestasi belajar ekonomi ($r_{x_3y} = 0,254$ dengan $t_{hitung} = 2,615 < t_{tabel} = 1,984$), (4) tidak ada pengaruh yang signifikan persepsi siswa tentang metode pengajaran, media pengajaran dan pengelolaan kelas secara bersama-sama terhadap prestasi belajar ekonomi ($(R_{x1,2,3})_y = 0,260$ dengan $F_{hitung} = 2,350 < F_{tabel} = 2,700$).

ABSTRACT**THE INFLUENCE OF STUDENTS' PERCEPTION OF
LEARNING METHOD, LEARNING MEDIA, AND CLASS
MANAGEMENT TOWARDS STUDENTS' ECONOMICS
LEARNING ACHIEVEMENT****A Case Study on the Eleventh Grade of Social Department of Ngaglik
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The research aims to find out whether: (1) there is significant influence of students' perception of learning method towards learning achievement in studying economics, (2) there is significant influence of students' perception of learning media towards learning achievement in studying economics, (3) there is significant influence of students' perception of class management towards learning achievement in studying economics, (4) there is significant influence of students' perception of learning method, learning media, class management simultaneously towards learning achievement in studying economics.

It is a case study at Ngaglik 1 Senior High School, in 2009/2010 period. The population was students of Ngaglik 1 Senior High School who took economics. The samples were 113 students of the eleventh grade of Ngaglik 1 Senior High School. This research was done from November to December 2009. Samples of the research were draw by using purposive sampling technique. Techniques of data analysis were simple regression analysis and double regression analysis.

The result shows that: (1) there is no significant influence of students' perception of learning method towards learning achievement in studying economics ($r_{x1y} = 0,108$ $t_{count} = 1,083 < t_{table} = 1,984$), (2) there is no significant influence of students' perception of learning media towards learning achievement in studying economics ($r_{x2y} = 0,097$ $t_{count} = 0,968 < t_{table} = 1,984$), (3) there is significant influence of students' perception of class management towards learning achievement in studying economics ($r_{x3y} = 0,254$ $t_{count} = 2,615 > t_{table} = 1,984$), (4) there is no significant influence of students' perception of learning method, learning media, and class management simultaneously towards learning achievement in studying economics ($(R_{x1,2,3})y = 0,260$ $F_{count} = 2,350 < F_{table} = 2,700$).