

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRAK

HUBUNGAN BIMBINGAN GURU DI KELAS, MINAT BELAJAR DAN MOTIVASI BELAJAR DENGAN PRESTASI BELAJAR AKUNTANSI SISWA

Studi Kasus: Siswi kelas XI SMA STELLA DUCE 2

Program Studi Pendidikan Akuntansi
Fakultas Keguruan Dan Ilmu Pendidikan
Universitas Sanata Dharma

Fransiskus Ardhi Eka Siwi
061334001

Penelitian ini bertujuan untuk mengetahui: (1) hubungan antara bimbingan guru di kelas dengan prestasi belajar akuntansi siswa; (2) hubungan antara minat belajar siswa dengan prestasi belajar akuntansi siswa; (3)hubungan antara motivasi belajar siswa dengan prestasi belajar akuntansi siswa.

Penelitian dilaksanakan pada bulan April-Juli 2010. Populasi dalam penelitian ini adalah siswi kelas XI SMA STELLA DUCE 2 berjumlah 84 siswa dengan menggunakan teknik *random sampling*, diambil sampel 54 siswa. Data dikumpulkan dengan menggunakan kuesioner dan dokumentasi serta dianalisis dengan korelasi *product moment pearson*.

Hasil penelitian menunjukkan bahwa: (1) tidak ada hubungan antara bimbingan guru di kelas dengan prestasi belajar akuntansi siswa ($\rho = 0.446$); (2) tidak ada hubungan antara minat belajar siswa dengan prestasi belajar akuntansi siswa ($\rho = 0.269$); (3) tidak ada hubungan antara motivasi belajar siswa dengan pretasi belajar akuntansi siswa ($\rho = 0.100$)

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

ABSTRACT

THE RELATIONSHIP OF TEACHERS' GUIDANCE AT CLASSROOM, STUDENTS' LEARNING INTEREST, AND STUDENTS' LEARNING MOTIVATION AND STUDENTS' ACHIEVEMENT ON LEARNING ACCOUNTING

A Case Study on the Eleventh Grade Students of STELLA DUCE 2 SENIOR HIGH SCHOOL
Accounting Department
Teachers Training and Education Faculty
Sanata Dharma University

Fransiskus Ardhi Eka Siwi
061334001

This research aims to know: (1) the relationship between teachers' guidance at classroom and students' achievement on learning accounting; (2) the relationship between students' learning interest and students' achievement on learning accounting; (3) the relationship between students' learning motivation and students' achievement on learning accounting.

The research was carried out from April to July 2010. The population of this research was 84 eleventh grade students of STELLA DUCE 2 Senior High School. Random sampling technique as the samples was applied to take 54 students. Data were collected by applying a questionnaire and documentation and analyzed by *product moment pearson* analysis.

The result of the research shows that: (1) there is no relationship between teachers' guidance at classroom and students' achievement on learning accounting ($\rho = 0.446$); (2) there is no relationship between students' learning interest and students' achievement on learning accounting ($\rho = 0.269$); (3) there is no relationship between students' learning motivation and students' achievement on learning accounting ($\rho = 0.100$)