

**ABSTRAK**

**PENGARUH PERSEPSI SISWA TENTANG VARIASI GAYA MENGAJAR GURU, MOTIVASI BELAJAR, DISIPLIN BELAJAR TERHADAP PRESTASI BELAJAR EKONOMI**

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Tujuan penelitian ini adalah untuk mendeskripsikan (1) pengaruh persepsi siswa tentang variasi gaya mengajar guru terhadap prestasi belajar ekonomi (2) pengaruh motivasi belajar terhadap prestasi belajar ekonomi (3) pengaruh disiplin belajar siswa terhadap prestasi belajar ekonomi (4) pengaruh persepsi siswa tentang variasi gaya mengajar guru, motivasi belajar, disiplin belajar terhadap prestasi belajar ekonomi.

Populasi dalam penelitian ini adalah seluruh siswa SMA N 1 Sleman yang berjumlah 720 siswa. Dalam penelitian ini yang menjadi sampel adalah siswa kelas XII IPS sejumlah 51 responden. Penarikan sampel dilakukan berdasarkan teknik *purposive sampling*. Teknik analisis data yang digunakan adalah analisis regresi sederhana dan regresi ganda..

Hasil penelitian menunjukkan: (1) ada pengaruh positif persepsi siswa tentang variasi gaya mengajar guru terhadap prestasi belajar ekonomi ( $t_{hitung} = 2,105 > t_{tabel} = 2,021$  dengan probabilitas  $0,040 < 0,05$ ); (2) ada pengaruh positif motivasi belajar terhadap prestasi belajar ekonomi ( $t_{hitung} = 2,136 > t_{tabel} = 2,021$  dengan probabilitas  $0,038 < 0,05$ ); (3) ada pengaruh positif disiplin belajar terhadap prestasi belajar ekonomi ( $t_{hitung} = 4,209 > t_{tabel} = 2,021$  dengan probabilitas  $0,000 < 0,05$ ); (4) ada pengaruh persepsi siswa tentang variasi gaya mengajar guru, motivasi belajar, disiplin belajar terhadap prestasi belajar ekonomi ( $F_{hitung} = 13,909 > F_{tabel} = 2,803$  dengan probabilitas  $0,000 < 0,05$ ).

**ABSTRACT**

**THE INFLUENCE OF STUDENDTS' PERSEPTION ABOUT THE STYLE OF  
TEACHERS' TEACHING, LEARNING MOTIVATION, LEARNING  
DISCIPLINE TOWARDS THE ACHIEVEMENT OF STUDYING  
ECONOMICS**

A Case Study on the Students of the Eleventh Grades of Social Science Departement  
of State 1 Sleman Senior High School

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The purpose of this study is to describe: (1) the influence of students' perceptions about the style of teachers' teaching towards the learning achievement of studying economics; (2) the influence of learning motivation towards the learning achievement of studying economics; (3) influence of the discipline of students' learning towards the achievement of studying economics; (4) the influence of students' perceptions about the style of teachers' teaching, learning motivation, learning discipline towards the learning achievement of studying economics.

The population of this study is 720 high school students of State 1 Sleman Senior High School. The samples are 51 students of the eleventh grades of Social Science Departement. The samples were drawn by applying purposive sampling technique. The data were analysed by the techniques of simple regression analysis and double regression.

The results shows that: (1) there influence of students' perception of teachers' teaching style variation on the achievement of learning economics ( $t_{count} = 2.105 > 2.021 t_{table}$  with probability  $0,040 < 0,05$ ); (2) there influence on learning motivation towards learning economics ( $t_{count} = 2.136 > t_{table} = 2.021$  with probability  $0,038 < 0,05$ ); (3) there influence on the learning achievement of discipline towards learning economics ( $t_{count} = 4.209 > t_{table} = 2.021$  with probability  $0,000 < 0,05$ ); (4) there influence of students' perception of teachers' teaching style variation, learning motivation, learning discipline on the achievement of learning economics ( $F_{count} = 13,909 > F_{tabel} = 2,803$  with probability  $0,000 < 0,05$ ).