

# PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

## ABSTRAK

### PENGARUH DISIPLIN BELAJAR, SIKAP PENDIDIK, DAN MINAT BELAJAR SISWA TERHADAP PRESTASI BELAJAR EKONOMI

Studi Kasus : Siswa Kelas XII SMA BOPKRI 2 Yogyakarta  
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2012

Penelitian ini bertujuan untuk mengetahui adanya pengaruh positif antara : (1) disiplin belajar terhadap prestasi belajar ekonomi; (2) sikap pendidik terhadap prestasi belajar ekonomi; (3) minat belajar siswa terhadap prestasi belajar ekonomi.

Populasi dari penelitian ini yaitu siswa siswi kelas XII IPS SMA BOPKRI 2 Yogyakarta yang berjumlah 425 anak. Jumlah sampel penelitian adalah 80 anak. Teknik penarikan sampel adalah *convenience sampling*. Teknik pengumpulan data menggunakan kuesioner dan dokumentasi. Teknik analisis data menggunakan model analisis kolerasi ranking spearman.

Hasil penelitian menunjukkan bahwa: (1) ada pengaruh positif disiplin belajar terhadap prestasi belajar ekonomi ( $t_{hitung} = 3,407 < t_{tabel} = 1,991$ ), (2) ada pengaruh positif sikap pendidik terhadap prestasi belajar ekonomi ( $t_{hitung} = 2,866 < t_{tabel} = 1,991$ ), (3) ada pengaruh positif minat belajar siswa terhadap prestasi belajar ekonomi ( $t_{hitung} = 2,760 < t_{tabel} = 1,991$ ).

ABSTRACT

THE POSITIVE INFLUENCE OF DISCIPLINE, EDUCATOR'S  
ATTITUDE AND INTEREST IN LEARNING TOWARDS THE  
ACHIEVEMENT OF STUDYING ECONOMICS

A Case Study : BOPKRI 2 Senior High School  
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This research aims to find out a positive influence between: (1) discipline and the achievement of studying economics; (2) educator's attitude and the achievement of studying economics; (3) interest in learning and the achievement of studying economics.

The population of this research are 425 students at the social science students of XII class BOPKRI 2 senior high school Yogyakarta. Samples are 80 students. Technique of taking samples is *convenience sampling*. The data collection techniques are questionnaire and documentation. The data analysis technique is *spearman rank* correlation.

The result shows that: (1) there is a positive influence between discipline and the achievement of studying economics ( $t_{hitung} = 3,407 < t_{tabel} = 1,991$ ); (2) there is a positive influence between educator's attitude and the achievement of studying economics ( $t_{hitung} = 2,866 < t_{tabel} = 1,991$ ); (3) there is a positive influence between interest in learning and the achievement of studying economics ( $t_{hitung} = 2,760 < t_{tabel} = 1,991$ ).