

ABSTRAK

**PENGARUH MINAT BACA, DISIPLIN BELAJAR DAN
MOTIVASI BELAJAR TERHADAP PRESTASI BELAJAR
AKUNTANSI KEUANGAN LANJUTAN I**

Studi Kasus: Mahasiswa Tahun Akademik 2009/2010
Prodi Pendidikan Akuntansi, FKIP, Universitas Sanata Dharma

Monica Ria Kurniawati
Universitas Sanata Dharma
Yogyakarta
2012

Penelitian ini bertujuan untuk mengetahui apakah: (1) ada pengaruh minat baca terhadap prestasi belajar Akuntansi Keuangan Lanjutan I; (2) ada pengaruh disiplin belajar terhadap prestasi belajar Akuntansi Keuangan Lanjutan I; (3) ada pengaruh motivasi belajar terhadap prestasi belajar Akuntansi Keuangan Lanjutan I; (4) ada pengaruh minat baca, disiplin belajar dan motivasi belajar terhadap prestasi belajar Akuntansi Keuangan Lanjutan I.

Penelitian ini dilaksanakan di Universitas Sanata Dharma Yogyakarta pada bulan Februari 2012. Populasi penelitian ini adalah seluruh mahasiswa yang mengambil mata kuliah Akuntansi Keuangan Lanjutan I, tahun akademik 2009/2010 Program Pendidikan Akuntansi, FKIP. Teknik pengumpulan data yang digunakan adalah kuesioner dan dokumentasi. Teknik analisis data untuk menjawab permasalahan pertama, kedua, dan ketiga adalah analisa regresi sederhana, sedangkan untuk menjawab masalah keempat digunakan analisa regresi linier ganda.

Hasil penelitian menunjukkan bahwa: (1) ada pengaruh negatif minat baca terhadap prestasi belajar Akuntansi Keuangan Lanjutan I ($t_{hitung} = -0.735 < t_{tabel} = 1.664$); (2) ada pengaruh positif disiplin belajar terhadap prestasi belajar Akuntansi Keuangan Lanjutan I ($t_{hitung} = 1.574 < t_{tabel} = 1.664$); (3) ada pengaruh positif motivasi belajar terhadap prestasi belajar Akuntansi Keuangan Lanjutan I ($t_{hitung} = 2.053 > t_{tabel} = 1.664$); (4) ada pengaruh positif minat baca, disiplin belajar dan motivasi belajar terhadap prestasi belajar Akuntansi Keuangan Lanjutan I ($t_{hitung} = 8.917 > t_{tabel} = 2.722$).

ABSTRACT

**THE IMPACTS OF READING INTEREST, LEARNING DISCIPLINE,
AND LEARNING MOTIVATION TOWARD LEARNING
ACHIEVEMENT IN STUDYING ADVANCED
FINANCING ACCOUNTING I**

A Case Study: University Students of 2009/2010 Batch The Department of
Accounting Faculty of Education, Sanata Dharma University Yogyakarta

Monica Ria Kurniawati
Sanata Dharma University
Yogyakarta
2012

This research aims to observe whether there is: (1) the impact of reading interest toward learning achievement in studying Advanced Financial Accounting I; (2) the impact of learning discipline toward learning achievement of studying Advanced Finance Accounting I; (3) the impact of learning motivation toward learning achievement in studying Advanced Finance Accounting I; (4) the impact of reading interest, learning discipline, and learning motivation toward learning achievement in studying Advanced Finance Accounting I.

This research was conducted in Sanata Dharma University in February 2012. The population of this research were the students who took Advanced Finance Accounting I 2009/2010 academic year of accounting Education Study Program, the Faculty of a Teacher Training Education. Questionnaire and documentary study were used to collect the data. Data analysis technique to answer the first, second, and third questions was simple regression analysis, while for answering the fourth question, double linear regression was applied.

The results show that: (1) there is a negative impact of reading interest toward learning achievement in studying Advanced Finance Accounting I ($t_{\text{count}} = -0,735 < t_{\text{table}} = 1,664$); (2) there is a positive learning discipline toward learning achievement in studying Advanced Finance Accounting I ($t_{\text{count}} = 1,574 < t_{\text{table}} = 1,664$); (3) there is a positive learning motivation toward learning achievement in studying Advanced Finance Accounting I ($t_{\text{count}} = 2,053 > t_{\text{table}} = 1,664$); (4) there is a positive reading interest, learning discipline and learning motivation toward learning achievement in studying Advanced Finance Accounting I ($t_{\text{count}} = 8,917 > t_{\text{table}} = 2,722$).