

## **ABSTRAK**

### **HUBUNGAN ANTARA SIKAP, KEMAMPUAN INTERAKSI DAN NILAI MATA KULIAH PRASYARAT PPL TERHADAP KOMPETENSI KEGURUAN PADA GURU PRAKTIKAN**

**(Studi Kasus pada Guru Praktikan PPL Program Studi Pendidikan Akuntansi  
Universitas Sanata Dharma Yogyakarta)**

**Winuling Shodiq Harsanto  
Universitas Sanata Dharma  
Yogyakarta  
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Tujuan penelitian ini adalah untuk mengetahui hubungan antara sikap, kemampuan interaksi dan nilai mata kuliah prasyarat PPL terhadap kompetensi keguruan guru praktikan.

Penelitian studi kasus ini dilaksanakan di Universitas Sanata Dharma, Yogyakarta pada bulan Desember 2003 – Januari 2004. penelitian ini dilakukan terhadap guru praktikan PPL periode Juli – November 2003 Program Studi Pendidikan Akuntansi, Jurusan Pendidikan Ilmu Pengetahuan Sosial, Fakultas Keguruan dan Ilmu Pendidikan yang berjumlah 45 responden. Teknik pengumpulan data yang digunakan adalah kuesioner yang dilengkapi dengan wawancara langsung dengan responden.

Untuk mengetahui hubungan antara sikap, kemampuan interaksi dan nilai mata kuliah dengan kompetensi keguruan guru praktikan PPL digunakan teknik analisis Korelasi *Product Moment* sedangkan untuk mengetahui hubungan antara sikap, kemampuan interaksi dan nilai mata kuliah prasyarat PPL secara bersama-sama dengan kompetensi keguruan pada guru praktikan digunakan teknik analisis Regresi Ganda.

Hasil penelitian menunjukkan bahwa ada hubungan yang positif dan signifikan (1) antara kemampuan interaksi dengan kompetensi keguruan pada guru praktikan PPL dengan koefisien korelasi ( $r_{X_2Y}$ ) sebesar 0,767 dengan  $p = 0,000$ , (2) nilai mata kuliah prasyarat PPL dengan kompetensi keguruan pada guru praktikan PPL dengan koefisien korelasi ( $r_{X_3Y}$ ) sebesar 0,280 dengan  $p = 0,031$

Penelitian ini menunjukkan pengaruh yang bervariasi antara kemampuan interaksi dan nilai mata kuliah prasyarat PPL. Variabel kemampuan interaksi guru praktikan ternyata merupakan variabel yang paling berpengaruh terhadap kompetensi keguruan guru praktikan dengan nilai 0,741 sedangkan nilai mata kuliah prasyarat PPL guru praktikan dengan nilai 0,115.

## ABSTRACT

### **THE RELATIONSHIP BETWEEN ATTITUDE, INTERACTION ABILITY, THE GRADES OF PRE-REQUISITE SUBJECTS FOR PRACTICE TEACHING TOWARD TEACHER COMPETENCE OF PRACTICE TEACHERS**

**(A Case Study of Practice Teachers in Accounting Study Programme of Sanata  
Dharma University)**

Winuling Shodiq Harsanto  
Sanata Dharma University  
Yogyakarta  
2004

The aim of this research is to know the relationship between attitude, interaction ability, the grades of pre-requisite subjects for practice teaching toward teacher competence of practice teachers.

This research was a case study conducted at Sanata Dharma University, Yogyakarta from December 2003 until January 2004. This research was held to practice teachers period July 2003 to November 2003 of Accounting Study Programme, Social Science Education Department, Faculty of Teacher Training and Education that consisted of 45 respondents. The data collection techniques used were questionnaire and direct interviews.

To know the correlation between attitude, interaction ability, the grades of pre-requisite subjects for practice teaching toward teacher competence in practice teacher, *Product Moment Correlation* was used. Meanwhile to know the relationship between attitude, interaction ability, the grades of pre-requisite subjects for practice teaching with teacher competence of practice teacher, *Multiple Regression Analysis Technique* was used with three variables.

The results of the study show that: (1) there is a positive and significant correlation between interaction ability and teacher competence in practice teachers ( $r_{X_2Y} = 0,767$ ;  $p = 0,000$ ) and (2) there is a positive and significant correlation between the grades of pre-requisite subjects for practice teaching and teacher competence in practice teachers ( $r_{X_3Y} = 0,280$ ;  $p = 0,031$ ).

The result of this research shows that there are various variables of the interaction ability and the grades of pre-requisite subjects for practice teaching. Interaction ability of practice teachers gives the greatest impact towards the teacher competence of practice teachers ( $B = 0,741$ ) while the grades of pre-requisite subjects of practice teachers ( $B = 0,115$ ).