

ABSTRAK

HUBUNGAN ANTARA PERSEPSI SISWA TENTANG HUBUNGAN INTERPERSONAL GURU-SISWA, VARIASI INTERAKSI MENGAJAR GURU, KEDISIPLINAN GURU DALAM MENGAJAR DENGAN PRESTASI BELAJAR SISWA

Studi Kasus pada Siswa Kelas III Bidang Keahlian Akuntansi
SMK Taman Siswa Nanggulan, Kulonprogo, Yogyakarta

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Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara: 1) Persepsi siswa tentang hubungan interpersonal guru-siswa dengan prestasi belajar siswa, 2) Persepsi siswa tentang variasi interaksi mengajar guru dengan prestasi belajar siswa, 3) Persepsi siswa tentang kedisiplinan guru dalam mengajar dengan prestasi belajar siswa, 4) Persepsi siswa tentang hubungan interpersonal guru-siswa, variasi interaksi mengajar guru, kedisiplinan guru dalam mengajar dengan prestasi belajar siswa.

Penelitian ini dilakukan terhadap siswa Kelas III bidang keahlian Akuntansi SMK Taman Siswa Nanggulan, Kulonprogo, Yogyakarta pada bulan Januari-Februari 2004.

Data dikumpulkan dengan menggunakan kuesioner dan dokumentasi. Data yang diperoleh dianalisis dengan menggunakan analisis korelasi product moment dan analisis regresi ganda pada taraf signifikansi 0,05.

Hasil dari analisis data adalah sebagai berikut:

- 1) Ada hubungan positif dan signifikan antara persepsi siswa tentang hubungan interpersonal guru siswa dengan prestasi belajar siswa ($r = 0,420$; $p = 0,000$)
- 2) Ada hubungan positif namun tidak signifikan antara persepsi siswa tentang variasi interaksi mengajar guru dengan prestasi belajar siswa ($r = 0,115$; $p = 0,252$).
- 3) Ada hubungan positif dan signifikan antara persepsi siswa tentang kedisiplinan guru dalam mengajar dengan prestasi belajar siswa ($r = 0,320$; $p = 0,002$).
- 4) Ada hubungan positif dan signifikan antara persepsi siswa tentang hubungan interpersonal guru-siswa, variasi interaksi mengajar guru, kedisiplinan guru dalam mengajar dengan prestasi belajar siswa ($R_{y.1,2,3} = 0,553$).

ABSTRACT

RELATIONS BETWEEN STUDENTS' PERCEPTION ON FACTORS OF STUDENT-TEACHER INTERPERSONAL RELATIONSHIP, VARIATIONS IN TEACHER'S TEACHING INTERACTION, TEACHER'S DISCIPLINE IN TEACHING AND STUDENT'S LEARNING ACHIEVEMENT

A Case Study on the Third Year Students of Accounting Department of Taman Siswa Vocational Senior High School, Nanggulan, Kulon Progo, Yogyakarta

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This research aims to know to discover whether there are any relations between : (1) the students' perception on student-teacher interpersonal relationship and student's learning achievement, (2) student's perception on variation in teacher's teaching interaction and student's learning achievement, (3) the students' perception on teacher's discipline in teaching and student's learning achievement, (4) student's perception on factors of student-teacher interpersonal relationship, variation in teacher's teaching interaction, teacher's discipline in teaching simultaneously, and student's learning achievement.

This research done at the third year students of Accounting Department of Taman Siswa Vocational Senior High School, Nanggulan, Kulon Progo, Yogyakarta from January until February 2005

The data were gathered by using the techniques of questionnaire, and documentation. The acquired data were analyzed by using product moment correlation analysis and double regression analysis at significant degree at 0,05.

The result of data analysis formulated as follows :

1. There is a positive and significant relation between the students' perception on student-teacher interpersonal relationship and student's learning achievement, ($r=0,420$; $p=0,000$).
4. There is positive but not significant relation between student's perception on variation in teacher's teaching interaction and student's learning achievement , ($r=0,115$; $p=0,252$).
5. There is a positive and significant relation between the students' perception on teacher's discipline in teaching and student's learning achievement, ($r=0,320$; $p= 0,002$).
4. There is a positive and significant relation between student's perception on factors of student-teacher interpersonal relationship, variation in teacher's teaching interaction, teacher's discipline in teaching simultaneously, and student's learning, ($R_{y.123} = 0,553$).