

ABSTRAK

HUBUNGAN INTERAKSI BELAJAR MENGAJAR, MOTIVASI BELAJAR DAN GAYA MENGAJAR DENGAN PRESTASI BELAJAR SISWA

Studi Kasus pada SMU Pangudi Luhur Yogyakarta

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Tujuan penelitian ini adalah mencari hubungan antara interaksi belajar mengajar, motivasi belajar dan gaya mengajar dengan prestasi belajar

Penelitian ini dilaksanakan di SMU Pangudi Luhur Yogyakarta, pada bulan Nopember 2002 sampai dengan Januari 2003. Teknik pengumpulan data yang digunakan adalah kuesioner dan dilengkapi dengan teknik dokumentasi.

Untuk mengetahui hubungan antara interaksi belajar mengajar, motivasi belajar dan gaya mengajar dengan prestasi belajar, digunakan teknik analisis korelasi product moment. Sedangkan untuk mengetahui hubungan antara interaksi belajar mengajar, motivasi belajar dan gaya mengajar secara bersama-sama dengan prestasi belajar, maka digunakan teknik analisis regresi ganda tiga variabel.

Hasil penelitian menunjukkan bahwa ada hubungan yang positif dan signifikan antara : 1) interaksi belajar mengajar dengan prestasi belajar ($r_{1y} = 0,426$; $\rho = 0,002$), 2) motivasi belajar dengan prestasi belajar ($r_{2y} = 0,417$; $\rho = 0,003$), 3) gaya mengajar dengan prestasi belajar ($r_{3y} = 0,421$; $\rho = 0,003$), serta ada hubungan yang positif dan signifikan antara interaksi belajar mengajar, motivasi belajar dan gaya mengajar secara bersama-sama terhadap prestasi belajar ($R_{y123} = 0,376$; $\rho = 0,000$).

ABSTRACT

THE RELATIONSHIP BETWEEN TEACHING-LEARNING INTERACTION, STUDENTS' LEARNING MOTIVATION AND TEACHING STYLES WITH STUDENTS' LEARNING ACHIEVEMENT.

A Case Study at "Pangudi Luhur" Senior High School Yogyakarta

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The Aims of this research was to know the relationship between teaching-learning interaction, students' learning motivation and teaching styles with students' learning achievement.

This research was conducted at "Pangudi Luhur" senior high school Yogyakarta from November 2002 to January 2003. The data collecting techniques used were questionnaire and documentary study.

To know the relationship between teaching-learning interaction, students' learning motivation and teaching styles with students' learning achievement, this research used product-moment correlation analysis technique. Whereas to know the correlation between teaching-learning interaction, students' learning motivation and teaching styles taken together with students' learning achievement, this research used multiple regression analysis technique.

The findings showed, that there were positive and significant correlation between : 1) teaching-learning interaction and students' learning achievement ($r_{y1} = 0.426$; $\rho = 0.002$), 2) students' learning motivation and students' learning achievement ($r_{y2} = 0.417$; $\rho = 0.003$), 3) teaching styles and students' learning achievement ($r_{y3} = 0.421$; $\rho = 0.003$), 4) teaching-learning interaction, students' learning motivation and teaching styles taken together with students' learning achievement ($R_{y123} = 0.376$; $\rho = 0.000$).