

ABSTRAK

PENGARUH FAKTOR LINGKUNGAN BELAJAR DAN SIKAP BELAJAR TERHADAP PRESTASI BELAJAR MATA PELAJARAN EKONOMI/AKUNTANSI

Studi kasus: SMU BOPKRI II, Jl. Jendral Sudirman No.57 A Yogyakarta

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2004

Tujuan penelitian ini adalah untuk mengetahui: (1) apakah ada pengaruh positif dan signifikan faktor lingkungan belajar terhadap prestasi belajar mata pelajaran ekonomi/akuntansi; (2) apakah ada pengaruh positif dan signifikan sikap belajar terhadap prestasi belajar mata pelajaran ekonomi/akuntansi; (3) apakah ada pengaruh positif dan signifikan faktor lingkungan belajar dan sikap belajar terhadap prestasi belajar mata pelajaran ekonomi/akuntansi.

Penelitian dilaksanakan di SMU BOPKRI II Yogyakarta pada bulan Oktober – Januari 2004. Populasi penelitian ini adalah seluruh siswa yang mendapatkan pelajaran ekonomi/akuntansi yang berjumlah 907 siswa. Jumlah sampel adalah 150 siswa yang diambil secara acak. Teknik pengumpulan data yang digunakan adalah kuesioner dan dokumentasi. Penelitian menggunakan teknik analisis regresi linier sederhana dan analisis regresi linier berganda.

Hasil penelitian menunjukkan: (1) terdapat pengaruh positif dan signifikan faktor lingkungan belajar terhadap prestasi belajar mata pelajaran ekonomi/akuntansi ($t_{hitung} = 3,085 > t_{tabel} = 1,983$). Besarnya kekuatan lingkungan belajar yang secara langsung menentukan perubahan variabel prestasi belajar mata pelajaran ekonomi/akuntansi adalah 7,84% dan melalui variabel sikap belajar mata pelajaran ekonomi/akuntansi adalah 0,728%. Dengan demikian pengaruh secara total lingkungan belajar terhadap prestasi belajar adalah 8,56%; (2) terdapat pengaruh positif dan signifikan sikap belajar terhadap prestasi belajar mata pelajaran ekonomi/akuntansi ($t_{hitung} = 2,844 > t_{tabel} = 1,983$). Besarnya pengaruh total sikap belajar terhadap prestasi belajar adalah 8,56%; (3) terdapat pengaruh positif dan signifikan faktor lingkungan belajar dan sikap belajar terhadap prestasi belajar mata pelajaran ekonomi/akuntansi ($F_{hitung} = 16,015 > F_{tabel} = 3,082$). Besarnya pengaruh lingkungan belajar dan sikap belajar secara bersama-sama terhadap prestasi belajar adalah sebesar 15,7%.

ABSTRACT

THE INFLUENCE OF LEARNING ENVIRONMENT FACTORS AND LEARNING ATTITUDE TOWARD LEARNING ACHIEVEMENT IN ECONOMY/ACCOUNTING SUBJECT

A Case study: "BOPKRI II", Senior High School, Jendral Sudirman Street, No.57A, Yogyakarta

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2004

The purpose of this research was to know whether or not: (1) there was any positive and significant influences of learning environment factors toward learning achievement in economy/accounting subject; (2) there was any positive and significant influences of learning attitude factors toward learning achievement in economy/accounting subject; (3) there was any positive and significant influences of learning environment factors and learning attitude factors taken together toward learning achievement in economy/accounting subject.

The research was conducted at "BOPKRI II" Senior High School, Yogyakarta in October-January 2004. Population number of this research was 907 student, consisted of all students who took the economy/accounting subject. The amount of sample was 150 students and choosed by random method. The techniques of data collecting were questionnaire and documentation. This research also used linier regression analysis method, both simple and multiple.

The results of research showed that: (1) there was a positive and significant influence of learning environment toward learning achievement in economy/accounting subject ($t \text{ count} = 3,085 > t \text{ table} = 1,983$). The influence of learning environment factors that directly determining the changes of learning achievement variable was 7,84 % and 0,728 % was from learning attitude factors. Therefore, the total influence of learning environment for learning achievement was 8,56 %; (2) there was a positive and significant influence of learning attitude toward learning achievement in economy/accounting subject ($t \text{ count} = 2,844 > t \text{ table} = 1,983$). Total influence of learning attitude for learning achievement was 8,56 %; (3) there was a positive and significant influence of learning environment and learning attitude factors taken together toward learning achievement in economy/accounting subject ($F \text{ count} = 16,015 > F \text{ table} = 3,082$). Learning environment and learning attitude taken together influenced learning achievement (15,7 %).