

## ABSTRAK

### HUBUNGAN ANTARA BIMBINGAN GURU AKUNTANSI, MOTIVASI BELAJAR AKUNTANSI, DUKUNGAN TEMAN SEKELAS DAN PRESTASI BELAJAR AKUNTANSI

Studi kasus siswa-siswi kelas II SMU Katolik Sang Timur Yogyakarta

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Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan antara : 1) bimbingan guru akuntansi dan prestasi belajar akuntansi, 2) motivasi belajar akuntansi dan prestasi belajar akuntansi, 3) dukungan teman sekelas dan prestasi belajar akuntansi, 4) bimbingan guru akuntansi, motivasi belajar akuntansi, dukungan teman sekelas secara bersama-sama dan prestasi belajar akuntansi.

Penelitian studi kasus ini dilaksanakan di SMU Katolik Sang Timur Yogyakarta pada bulan Desember 2003. Dalam penelitian ini yang menjadi populasi adalah siswa-siswi kelas II semester I SMU Katolik Sang Timur yang berjumlah 90 siswa dan diambil semua sebagai subyek penelitian. Teknik pengumpulan data yang digunakan adalah kuesioner yang dilengkapi dengan wawancara dan dokumentasi.

Untuk mengetahui hubungan antara bimbingan guru akuntansi, motivasi belajar akuntansi, dukungan teman sekelas dan prestasi belajar akuntansi digunakan teknik analisis korelasi product moment. Sedangkan untuk mengetahui hubungan antara bimbingan guru akuntansi, motivasi belajar akuntansi, dukungan teman sekelas secara bersama-sama dan prestasi belajar akuntansi digunakan teknik analisis korelasi ganda.

Hasil penelitian menunjukkan bahwa terdapat hubungan yang positif dan signifikan antara : (1) bimbingan guru akuntansi dan prestasi belajar akuntansi ( $r_{xy1} = 0,377$  dengan  $t_{hitung} = 3,818 > t_{tabel} = 1,662$ ), (2) motivasi belajar akuntansi dan prestasi belajar akuntansi ( $r_{xy2} = 0,419$  dengan  $t_{hitung} = 4,328 > t_{tabel} = 1,662$ ), (3) dukungan teman sekelas dan prestasi belajar akuntansi ( $r_{xy3} = 0,401$  dengan  $t_{hitung} = 4,106 > t_{tabel} = 1,662$ ), (4) bimbingan guru akuntansi, motivasi belajar akuntansi, dukungan teman sekelas secara bersama-sama dan prestasi belajar akuntansi ( $R_{xy123} = 0,568$  dengan  $F_{hitung} = 13,638 > F_{tabel} = 2,711$ ).

## ABSTRACT

### **THE RELATIONSHIP BETWEEN ACCOUNTING TEACHERS' GUIDANCE, STUDENTS' LEARNING MOTIVATION IN ACCOUNTING, CLASSMATES' SUPPORT AND STUDENTS' ACCOUNTING LEARNING ACHIEVEMENT**

A Case Study of the Second Grade of "SMU Katolik Sang Timur" Yogyakarta

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This research was aimed to know the relationships between : 1) accounting teacher' guidance and students' accounting learning achievement, 2) students' accounting learning motivation and their accounting learning achievement, 3) classmates' support and students' accounting learning achievement, 4) accounting teachers' guidance, students' accounting learning motivation, classmates' support taken together and students' accounting learning achievement.

This research was a case study conducted at "SMU Katolik Sang Timur" Yogyakarta on December 2004. In this research the population was of the students at the second grade of "SMU Katolik Sang Timur" as many as 90 students and all of them were research subjects. The data collecting techniques used were questionnaire then completed with interviews and documentary.

To know the relationship between accounting teachers' guidance and students' accounting learning achievement, students' accounting learning motivation and students' accounting learning achievement, classmates' support and students' accounting learning achievement, this research used product moment correlation analysis technique. Whereas to know the correlation between accounting teachers' guidance, students' accounting learning motivation, classmates' support taken together and students' accounting learning achievement, the research used multiple correlation analysis technique.

The findings showed that : (1) there was a positive and significant correlation between accounting teacher' guidance and students' accounting learning achievement ( $r_{xy1} = 0,377$  with  $t_{observed} = 3,818 > t_{table} = 1,662$ ), (2) there was a positive and significant correlation between students' accounting learning motivation and students' accounting learning achievement ( $r_{xy2} = 0,419$  with  $t_{observed} = 4,328 > t_{table} = 1,662$ ), (3) there was a positive and significant correlation between classmates' support and students' accounting learning achievement ( $r_{xy3} = 0,401$  with  $t_{observed} = 4,106 > t_{table} = 1,662$ ), (4) there was a positive and significant correlation between accounting teacher' guidance, students' accounting learning motivation, classmates' support taken together and students' accounting learning achievement ( $R_{xy123} = 0,568$  with  $F_{observed} = 13,638 > F_{table} = 2,711$ ).