

ABSTRAK

Hubungan antara Persepsi Siswa tentang Variasi Gaya Mengajar Guru Akuntansi, Minat Belajar Akuntansi, dan Fasilitas Belajar Siswa dengan Prestasi Belajar Akuntansi

Studi Kasus pada Siswa Kelas III SMK YPKK I Sleman

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Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan yang positif dan signifikan antara: 1) persepsi siswa tentang variasi gaya mengajar guru akuntansi dengan prestasi belajar akuntansi, 2) minat belajar akuntansi dengan prestasi belajar akuntansi, 3) fasilitas belajar siswa dengan prestasi belajar akuntansi, 4) persepsi siswa tentang variasi gaya mengajar guru akuntansi, minat belajar akuntansi, dan fasilitas belajar siswa secara bersama-sama dengan prestasi belajar akuntansi.

Penelitian studi kasus ini dilaksanakan di SMK YPKK I Sleman pada bulan Desember 2005. Jumlah populasi penelitian adalah sebanyak 179 siswa kelas III, jumlah sampel 60 siswa. Sampel diambil dengan teknik proporsional random sampel. Teknik pengumpulan data yang digunakan adalah kuesioner yang dilengkapi dengan observasi dan dokumentasi.

Untuk mengetahui masing-masing hubungan antara persepsi siswa tentang variasi gaya mengajar guru akuntansi, minat belajar akuntansi, dan fasilitas belajar siswa dengan prestasi belajar akuntansi digunakan teknik analisis korelasi product moment. Sedangkan untuk mengetahui hubungan antara persepsi siswa tentang variasi gaya mengajar guru akuntansi, minat belajar akuntansi, dan fasilitas belajar siswa secara bersama-sama dengan prestasi belajar akuntansi digunakan teknik analisis korelasi ganda.

Hasil penelitian menunjukkan bahwa: (1) ada hubungan antara persepsi siswa tentang variasi gaya mengajar guru akuntansi dengan prestasi belajar akuntansi ($r_{x_1y} = 0,401$ dengan $t_{hitung} = 3,333 > t_{tabel} = 1,672$), (2) ada hubungan antara minat belajar akuntansi dengan prestasi belajar akuntansi, ($r_{x_2y} = 0,426$ dengan $t_{hitung} = 3,585 > t_{tabel} = 1,672$), (3) ada hubungan antara fasilitas belajar siswa dengan prestasi belajar siswa ($r_{x_3y} = 0,351$ dengan $t_{hitung} = 2,562 > t_{tabel} = 1,672$), (4) ada hubungan antara persepsi siswa tentang variasi gaya mengajar guru akuntansi, minat belajar akuntansi, dan fasilitas belajar siswa secara bersama-sama dengan prestasi belajar akuntansi ($R_{y(1,2,3)} = 0,401$ dengan $F_{hitung} = 12,471 > F_{tabel} = 2,769$)

ABSTRACT

The Relationship between Students' Perception of Accounting Teachers' Teaching Style Variations, Interest in Learning Accounting, Students' Facility of Learning and Learning Achievement in Accounting A Case Study at Third Graders of "SMK YPKK I" Sleman

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The aims of research were to know whether or not there were any positive and significant relationships between: 1) students' perception of accounting teachers' teaching style variations and students' learning achievement in accounting, 2) students' interest in learning accounting and students' learning achievement in accounting, 3) students' facility of learning and students' learning achievement in accounting, 4) students' perception of accounting teachers' teaching style variations, interest in learning accounting, facility of learning taken together and students' learning achievement in accounting.

This research was a case study conducted at "SMK YPKK I" Sleman on December 2005. The total population of the research was 179 students at the second grade. The samples were 60 students. The sample taken technique used was proportional random sampling. The data collecting techniques used were questionnaire then completed with observation and documentary.

To know the relationship between students' perception of accounting teachers' teaching style variations, interest in learning accounting, students' facility of learning and students' learning achievement in accounting, this research used product moment correlation analysis techniques. Whereas to know the relationship between students' perception of accounting teachers' teaching style variations, interest in learning accounting, students' facility of learning and learning achievement in accounting, taken together the research used multiple correlation analysis technique.

The findings showed that: (1) there was a relationship between the students' perception of accounting teachers' teaching style variations and students' learning accounting achievement ($r_{x_1y} = 0,401$ with $t_{\text{account}} = 3,333 > t_{\text{table}} = 1,672$), (2) there was a relationship between the interest in learning accounting and students' learning accounting achievement ($r_{x_2y} = 0,426$ with $t_{\text{account}} = 3,585 < t_{\text{table}} = 1,672$), (3) there was a relationship between students' facility of learning and students' learning achievement in accounting, ($r_{x_3y} = 0,351$ with $t_{\text{account}} = 2,562 > t_{\text{table}} = 1,672$), (4) there was a relationship between students' perception of accounting teacher teaching style variations, interest in learning accounting, students' facility of learning taken together and students' learning achievement in accounting ($R_{y(1,2,3)} = 0,401$ with $F_{\text{account}} = 12,471 > F_{\text{table}} = 2,769$).