

ABSTRAK

HUBUNGAN KEBIASAAN BELAJAR, MOTIVASI BELAJAR, DAN LINGKUNGAN KELUARGA DENGAN INDEKS PRESTASI KUMULATIF (IPK)

Studi Kasus pada Mahasiswa Program Studi Pendidikan Ekonomi, Bidang Keahlian Khusus Pendidikan Akuntansi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta

Lusia Nrimaningsih
Universitas Sanata Dharma
Yogyakarta
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Penelitian ini bertujuan untuk mengetahui apakah: (1) ada hubungan positif dan signifikan kebiasaan belajar dengan indeks prestasi kumulatif (IPK); (2) ada hubungan positif dan signifikan motivasi belajar dengan indeks prestasi kumulatif (IPK); (3) ada hubungan positif dan signifikan lingkungan keluarga dengan indeks prestasi kumulatif (IPK).

Jenis penelitian ini adalah penelitian studi kasus yang dilaksanakan di Program Studi Pendidikan Ekonomi, Bidang Keahlian Khusus Pendidikan Akuntansi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma, Yogyakarta pada bulan Juli 2014 sampai dengan September 2014. Populasi dalam penelitian ini berjumlah 400 mahasiswa. Sampel penelitian ini berjumlah 58 mahasiswa. Teknik penentuan sampel yaitu *purposive sampling* dan *accidental sampling*. Teknik pengumpulan data yang digunakan adalah kuesioner dan dokumentasi. Teknik analisis data adalah *product moment*.

Hasil penelitian menunjukkan bahwa: (1) tidak ada hubungan positif dan signifikan kebiasaan belajar dengan indeks prestasi kumulatif (IPK) ($r_{hitung} = 0,006 < r_{tabel} = 0,2181; \rho = 0,482 > \alpha = 0,05; t_{hitung} = 0,04490 < t_{tabel} = 1,67252$); (2) tidak ada hubungan positif dan signifikan motivasi belajar dengan indeks prestasi kumulatif (IPK) ($r_{hitung} = -0,014 < r_{tabel} = 0,2181; \rho = 0,458 > \alpha = 0,05; t_{hitung} = -0,10475 < t_{tabel} = 1,67252$); (3) tidak ada hubungan positif dan signifikan lingkungan keluarga dengan indeks prestasi kumulatif (IPK) ($r_{hitung} = 0,202 < r_{tabel} = 0,2181; \rho = 0,064 > \alpha = 0,05; t_{hitung} = 1,57593 < t_{tabel} = 1,67252$).

ABSTRACT

THE CORRELATION BETWEEN LEARNING HABITS, LEARNING MOTIVATION, AND FAMILY ENVIRONMENT AND A GRADE POINT AVERAGE (GPA)

A Case Study on Students of Economics of Education Study Program, Accounting Education Department, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta

Lusia Nrimaningsih
Sanata Dharma University
Yogyakarta
2014

This study aims to find out whether: (1) there is a positive and significant relationship between learning habits and a grade point average (GPA); (2) there is a positive and significant relationship between learning motivation and grade point average (GPA); (3) there is a positive relationship and significant correlation between family environment and a grade point average (GPA).

This research is a case study conducted at the Economics Education Study Program, Accounting Education Department, Faculty of Teacher Training and Education, Sanata Dharma University, Yogyakarta from July 2014 to September 2014. The research population were 400 students. The research samples were 58 students. Sampling techniques were purposive sampling and accidental sampling. Data collection techniques were questionnaires and documentation. Data analysis techniques was the product moment.

The results of this study show that: (1) there isn't any significant and positive relationship between learning habits and the grade point average (GPA) ($r_{calculate} = 0.006 < r_{table} = 0.2181$; $p = 0.482 > \alpha = 0.05$; $t_{calculate} = 0.04490 < t_{table} = 1.67252$); (2) there isn't any significant and positive relationship between learning motivation and grade point average (GPA) ($r_{calculate} = -0.014 < r_{table} = 0.2181$; $p = 0.458 > \alpha = 0.05$; $t_{calculate} = -0.10475 < t_{table} = 1.67252$); (3) there isn't any significant and positive relationship between family environment and a grade point average (GPA) ($r_{calculate} = 0.202 < r_{table} = 0.2181$; $p = 0.064 > \alpha = 0.05$; $t_{calculate} = 1.57593 < t_{table} = 1.67252$).