

## ABSTRAK

**HUBUNGAN ANTARA LINGKUNGAN BELAJAR, MOTIVASI BELAJAR DAN PRESTASI BELAJAR MAHASISWA DALAM PEMBELAJARAN DARING MAHASISWA PENDIDIKAN AKUNTANSI UNIVERSITAS SANATA DHARMA**

**Christina Anita Febriyana**  
**Universitas Sanata Dharma**  
**2022**

Penelitian ini bertujuan untuk mengetahui: (1) hubungan antara lingkungan belajar dalam pembelajaran daring dan prestasi belajar, (2) hubungan antara motivasi belajar dalam pembelajaran daring dan prestasi belajar.

Penelitian ini merupakan penelitian *ex-post facto* yang dilaksanakan pada bulan Mei sampai Juni 2021. Subjek penelitian ini adalah mahasiswa di Program Studi Pendidikan Ekonomi BKK Pendidikan Akuntansi Universitas Sanata Dharma angkatan 2018 dan 2019 yang berjumlah 102 mahasiswa. Sampel penelitian ini sebanyak 81 mahasiswa yang diambil menggunakan teknik *proportional sampling*. Teknik pengumpulan data menggunakan kuesioner dan dokumentasi. Pengujian validitas butir instrumen menggunakan rumus korelasi *product moment* dan pengujian reliabilitas menggunakan rumus *Alpha Cronbach's*. Teknik analisis data yang digunakan ialah korelasi *Spearman Rank*.

Hasil penelitian menunjukkan bahwa: (1) tidak ada hubungan antara lingkungan belajar dalam pembelajaran daring dan prestasi belajar (nilai *correlation coefficient* sebesar -0,085 dan nilai probabilitas *sig. (2-tailed)* sebesar 0,450), (2) tidak ada hubungan antara motivasi belajar dan prestasi belajar dalam pembelajaran daring (nilai *correlation coefficient* sebesar -0,063 dan nilai probabilitas *sig. (2-tailed)* sebesar 0,576).

**Kata Kunci:** Lingkungan Belajar, Motivasi Belajar, dan Prestasi Belajar

**ABSTRACT**

***THE RELATIONSHIP AMONG LEARNING ENVIRONMENT, LEARNING MOTIVATION AND STUDENT'S LEARNING ACHIEVEMENT IN ONLINE LEARNING AT ACCOUNTING EDUCATION SANATA DHARMA UNIVERSITY***

**Christina Anita Febriyana**  
**Sanata Dharma University**  
**2022**

*This study aimed to determine: (1) the relationship between learning environment in online learning and learning achievement, (2) the relationship between learning motivation in online learning and learning achievement.*

*This research was an ex-post facto research conducted from May to June 2021. The research subjects were students at the Economics Education Study Program specializing in Accounting Education of Sanata Dharma University batches 2018 and 2019 with the total numbers of 102 students. The sample of the study was 81 students who were taken using proportional sampling technique. The data were collected by employing questionnaires and documentation. The validity testing of the instrument items was established using the product moment correlation formula, while the reliability testing was conducted using Cronbach's Alpha formula. The data analysis technique used was Spearman Rank correlation.*

*The results of the study showed that: (1) there was no relationship between the learning environment in online learning and learning achievement (the correlation coefficient value was -0.085 and the probability value was sig. (2-tailed) of 0.450), (2) there was no relationship between learning motivation and learning achievement in online learning (the correlation coefficient value was -0.063 and the probability value was sig. (2-tailed) of 0.576).*

**Keywords:** *learning environment, learning motivation, learning achievement*