

ABSTRAK

HUBUNGAN ANTARA PERSEPSI SISWA TENTANG VARIASI GAYA MENGAJAR GURU, DISIPLIN SISWA, DAN MINAT BELAJAR SISWA DENGAN PRESTASI BELAJAR AKUNTANSI

Studi Kasus: Siswa SMK BOPKRI 1 Yogyakarta

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Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara: 1) Persepsi siswa tentang variasi gaya mengajar guru dengan prestasi belajar akuntansi, 2) Disiplin siswa dengan prestasi belajar akuntansi, dan 3) Minat belajar siswa dengan prestasi belajar akuntansi.

Populasi dari penelitian ini yaitu siswa kelas satu dan dua jurusan akuntansi SMK BOPKRI 1 Yogyakarta yang berjumlah 94 siswa, penelitian dilakukan pada bulan Juni-Juli 2006. Sampel yang diambil dari populasi sejumlah 62 siswa dengan menggunakan teknik sampling aksidental. Teknik pengumpulan data yang digunakan adalah kuesioner, dokumentasi, dan wawancara.

Untuk mengetahui hubungan antara persepsi siswa tentang variasi gaya mengajar guru, disiplin siswa, dan minat belajar siswa dengan prestasi belajar akuntansi digunakan teknik analisis regresi ganda tiga variabel bebas.

Hasil penelitian menunjukkan bahwa: 1) Terdapat korelasi yang positif dan signifikan antara persepsi siswa tentang variasi gaya mengajar guru dengan prestasi belajar akuntansi (koefisien korelasi (R) sebesar 0,633, koefisien determinasi (R^2) sebesar 0,400 dan r_{hitung} sebesar $0,447 > r_{tabel}$ 0,05 sebesar 0,165 serta t_{hitung} sebesar $4,075 > t_{tabel}$ 0,05 sebesar 2,0003), 2) Terdapat korelasi yang positif dan signifikan antara disiplin siswa dengan prestasi belajar akuntansi (koefisien korelasi (R) sebesar 0,633, koefisien determinasi (R^2) sebesar 0,400 dan r_{hitung} sebesar $0,309 > r_{tabel}$ 0,05 sebesar 0,165 serta t_{hitung} sebesar $2,903 > t_{tabel}$ 0,05 sebesar 2,0003), 3) Terdapat korelasi yang positif dan signifikan antara minat belajar siswa dengan prestasi belajar akuntansi (koefisien korelasi (R) sebesar 0,633, koefisien determinasi (R^2) sebesar 0,400 dan r_{hitung} sebesar $0,324 > r_{tabel}$ 0,05 sebesar 0,165 serta t_{hitung} sebesar $2,423 > t_{tabel}$ 0,05 sebesar 2,0003).

ABSTRACT

THE RELATIONSHIPS BETWEEN STUDENTS' PERCEPTION OF TEACHER TEACHING STYLE VARIATION, STUDENTS' DISCIPLINE, STUDENTS' LEARNING ATTENTION, AND ACCOUNTING LEARNING ACHIEVEMENT

A Case Study at The Students of "BOPKRI 1" Vocational High School,
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The purpose of this research was to know the relationships between: 1) Students' perception of teacher teaching style variation and accounting learning achievement, 2) Students' discipline and accounting learning achievement, 3) Students' learning attention and accounting learning achievement.

The population in this research was the first and second grade students' of "BOPKRI 1" Vocational High School Yogyakarta majoring in Accounting consisted of 94 students'. It was conducted from June to July 2006. The writer took 62 students' as sample, by using *Accidental Sampling Technique*. The data collecting techniques used were questionnaire, documentary study, and interview.

To know the correlation between students' perception of teacher teaching style variation, students' discipline, students' learning attention, and accounting learning achievement, the writer used multiple regression analysis technique with three variables.

The findings were: 1) There was a positive and significant correlation between students' perception of teacher teaching style variation and accounting learning achievement (Correlation Coefficient (R) = 0,633 and Determination Coefficient (R²) = 0,400 and $r_{observed} = 0,447$ and $r_{table\ 0,05} = 0,165$ and $t_{observed} = 4,075 > t_{table\ 0,05} = 2,0003$), 2) There was a positive and significant correlation between students' discipline and accounting learning achievement (Correlation Coefficient (R) = 0,633 and Determination Coefficient (R²) = 0,400 and $r_{observed} = 0,309 > r_{table\ 0,05} = 0,165$ and $t_{observed} = 2,903 > t_{table\ 0,05} = 2,0003$), 3) There was a positive and significant correlation between students' learning attention and accounting learning achievement (Correlation Coefficient (R) = 0,633 and Determination Coefficient (R²) = 0,400 and $r_{observed} = 0,324 > r_{table\ 0,05} = 0,165$ and $t_{observed} = 2,423 > t_{table\ 0,05} = 2,0003$).