

ABSTRAK

PENGARUH MOTIVASI BELAJAR, SARANA BELAJAR DAN LINGKUNGAN BELAJAR TERHADAP PRESTASI BELAJAR MAHASISWA

Studi Kasus : Mahasiswa FKIP Program Studi Pendidikan Akuntansi Tahun Ajaran 2002-2004 Universitas Sanata Dharma Yogyakarta

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Penelitian ini bertujuan untuk mengetahui apakah: (1) ada pengaruh positif motivasi belajar terhadap prestasi belajar mahasiswa; (2) ada pengaruh positif sarana belajar terhadap prestasi belajar mahasiswa; (3) ada pengaruh positif lingkungan belajar terhadap prestasi belajar mahasiswa; (4) ada pengaruh positif motivasi belajar, sarana belajar dan lingkungan belajar terhadap prestasi belajar mahasiswa.

Penelitian studi kasus ini dilakukan di Universitas Sanata Dharma Yogyakarta pada bulan Maret-April 2006. Populasi penelitian ini adalah mahasiswa FKIP Program Studi Pendidikan Akuntansi tahun ajaran 2002-2004 Universitas Sanata Dharma Yogyakarta yang berjumlah 266 mahasiswa. Sampel penelitian ini berjumlah 120 mahasiswa dan ditentukan berdasarkan metode *purposive random sampling*. Teknik pengumpulan data dengan menggunakan kuesioner dan dokumentasi. Teknik analisis data dilakukan dengan korelasi *product moment* dan analisis regresi ganda.

Hasil penelitian menunjukkan bahwa: (1) motivasi belajar berpengaruh positif terhadap prestasi belajar mahasiswa ($r_{hitung} = 0,383$; $p = 0,000$); sarana belajar berpengaruh positif terhadap prestasi belajar mahasiswa ($r_{hitung} = 0,379$; $p = 0,000$); (3) lingkungan belajar berpengaruh positif terhadap prestasi belajar mahasiswa ($r_{hitung} = 0,296$; $p = 0,000$); (4) motivasi belajar, sarana belajar dan lingkungan belajar berpengaruh positif terhadap prestasi belajar mahasiswa ($R_{y123} = 0,577$; $p = 0,000$).

ABSTRACT

**The Influence of Learning Motivation, Learning Facilities and Learning Environment To The Student's Learning Achievement
A Case Study On The Students of Accounting Education Study Program,
The Faculty of Education Teacher Training Academic Year 2002-2004,
Sanata Dharma University, Yogyakarta**

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This research aimed to knowing wheter or not: (1) there was any positive influence of learning motivation to the student's learning achievement; (2) there was any positive influence of learning facilities to the student's learning achievement; (3) there was any positive influence of learning environment to the student's learning achievement; (4) there was any positive influence of learning motivation, learning facilities and learning environment to the student's learning achievement.

This research was conducted in Sanata Dharma university, Yogyakarta in March-April 2006. The population of the research was all the students of Accounting Education, the Faculty of Education Teacher Training Academic Year of 2002-2004, Sanata Dharma university, Yogyakarta numbers 266 students. Total samples of the research were 120 students and based on purposive random sampling method. The datas were collected by the use of questionnaire and documentation. The data analysis technique performed were product moment correlation and multiple regresion analysis.

The result of the research suggested that: (1) the learning motivation had positive influence to the student's learning achievement ($r_{\text{test}} = 0,383$; $p = 0,000$); (2) the learning facilities had positive influence to the student's learning achievement ($r_{\text{test}} = 0,379$; $p = 0,000$); (3) the learning environment had positive influence to the student's learning achievement ($r_{\text{test}} = 0,296$; $p = 0,001$); (4) the learning motivation, learning facilities and learning environment had positive influence to the student's learning achievement ($R_{y_{123}} = 0,577$; $p = 0,000$).

