

ABSTRAK**HUBUNGAN ANTARA PERSEPSI MAHASISWA TENTANG METODE MENGAJAR DOSEN, INTENSITAS BELAJAR, SARANA BELAJAR, DAN LINGKUNGAN BELAJAR DENGAN PRESTASI BELAJAR MAHASISWA**

**Studi Kasus Mahasiswa Program Studi Pendidikan Akuntansi Angkatan 2002-2003
Universitas Sanata Dharma**

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Penelitian ini bertujuan untuk mengetahui apakah ada hubungan positif dan signifikan antara : (1) persepsi mahasiswa tentang metode mengajar dosen dengan prestasi belajar mahasiswa, (2) intensitas belajar dengan prestasi belajar mahasiswa, (3) sarana belajar dengan prestasi belajar mahasiswa, (4) lingkungan belajar dengan prestasi belajar mahasiswa, dan (5) persepsi mahasiswa tentang metode mengajar dosen, intensitas belajar, sarana belajar, dan lingkungan belajar dengan prestasi belajar mahasiswa.

Penelitian studi kasus ini dilaksanakan di Universitas Sanata Dharma, Program Studi Pendidikan Akuntansi angkatan 2002-2003 pada bulan September – Oktober 2006.

Populasi dalam penelitian ini adalah mahasiswa Program Studi Pendidikan Akuntansi angkatan 2002-2003 Universitas Sanata Dharma Yogyakarta yang berjumlah 164 mahasiswa. Jumlah sampel sebanyak 100 mahasiswa diambil dengan teknik *Proportional Random Sampling*. Data diperoleh dengan teknik kuesioner dan dokumentasi. Teknik analisis data yang digunakan adalah analisis korelasi *Product Moment* dan analisis korelasi ganda dengan taraf signifikansi (α) sebesar 0,05.

Hasil penelitian menunjukkan bahwa : (1) ada hubungan positif dan signifikan antara persepsi mahasiswa tentang metode mengajar dosen dengan prestasi belajar mahasiswa ($r_{hitung} = 0,558 > r_{tabel} = 0,135$), (2) ada hubungan positif dan signifikan antara intensitas belajar dengan prestasi belajar mahasiswa ($r_{hitung} = 0,529 > r_{tabel} = 0,135$), (3) ada hubungan positif dan signifikan antara sarana belajar dengan prestasi belajar mahasiswa ($r_{hitung} = 0,504 > r_{tabel} = 0,135$), (4) ada hubungan positif dan signifikan antara lingkungan belajar dengan prestasi belajar mahasiswa ($r_{hitung} = 0,411 > r_{tabel} = 0,135$), dan (5) ada hubungan positif dan signifikan antara persepsi mahasiswa tentang metode mengajar dosen, intensitas belajar, sarana belajar, dan lingkungan belajar dengan prestasi belajar mahasiswa ($R_{hitung} = 0,697 > P_{hitung} = 0,00$ dengan $F_{hitung} = 22,394 > F_{tabel} = 2,467$).

ABSTRACT

THE RELATIONSHIP BETWEEN STUDENTS' PERCEPTION ABOUT THEIR LECTURER'S TEACHING METHOD, LEARNING INTENSITY, LEARNING FACILITY, LEARNING ENVIRONMENT AND STUDENTS' LEARNING ACHIEVEMENT

A Case Study at Student of Accounting Education Study Programme Academic Year of 2002-2003 Sanata Dharma University

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This research was to know whether there was any positive and significant relationship between : (1) students' perception about their lecturer's teaching method and students' learning achievement, (2) learning intensity and students' learning achievement, (3) learning facility and students' learning achievement, (4) learning environment and students' learning achievement, and (5) students' perception about their lecturer's teaching method, learning intensity, learning facility, learning environment and students' learning achievement.

This case study was conducted at Sanata Dharma University, Accounting Education Study Programme academic year of 2002-2003 on September – October 2006.

The population involved was students of accounting education study programme academic year of 2002-2003 Sanata Dharma University Yogyakarta, 164 students. The sample of 100 students was taken by using Proportional Random Sampling technique. The data was gathered by using questionnaire and documentation techniques then was analyzed by using analysis with significance level (α) of 0,05.

The result showed as follows : (1) There was a positive and significant relationship between the students' perception about their lecturer's teaching method and students' learning achievement ($r_{\text{account}} = 0,558 > r_{\text{table}} = 0,135$), (2) There was a positive and significant correlation between learning intensity and students' learning achievement ($r_{\text{account}} = 0,529 > r_{\text{table}} = 0,135$), (3) There was a positive and significant correlation between learning facility and students' learning achievement ($r_{\text{account}} = 0,504 > r_{\text{table}} = 0,135$), (4) There was a positive and significant correlation between learning environment and students' learning achievement ($r_{\text{account}} = 0,411 > r_{\text{table}} = 0,135$), and (5) There was a positive and significant relationship between the students' perception about their lecturer's teaching method, learning intensity, learning facility, learning environment and students' learning achievement ($R_{\text{account}} = 0,697 > P_{\text{hitung}} = 0,00$ with $F_{\text{account}} = 22,394 > F_{\text{table}} = 2,467$).