

ABSTRAK
HUBUNGAN ANTARA INTERAKSI BELAJAR MENGAJAR, MOTIVASI
BELAJAR SISWA, DAN LINGKUNGAN BELAJAR DENGAN
PRESTASI BELAJAR EKONOMI AKUNTANSI

Studi Kasus pada siswa-siswi kelas XI IPS SMA Pangudi Luhur Sedayu
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Penelitian ini bertujuan untuk mengetahui: 1) hubungan interaksi belajar mengajar dengan prestasi belajar ekonomi akuntansi, 2) hubungan antara motivasi belajar siswa dengan prestasi belajar ekonomi akuntansi, 3) hubungan antara lingkungan belajar siswa di keluarga dengan prestasi belajar ekonomi akuntansi, 4) hubungan antara lingkungan belajar siswa di sekolah dengan prestasi belajar ekonomi akuntansi, dan 5) hubungan antara interaksi belajar mengajar, motivasi belajar siswa, lingkungan belajar di keluarga, dan lingkungan belajar siswa di sekolah secara bersama-sama dengan prestasi belajar ekonomi akuntansi.

Penelitian ini dilaksanakan di SMA Pangudi Luhur Sedayu Bantul pada bulan Februari sampai dengan bulan Maret 2007. Populasi dalam penelitian ini sebanyak 68 siswa. Teknik pengumpulan data yang digunakan adalah kuesioner dan dokumentasi. Teknik analisis data menggunakan korelasi *product moment* dan korelasi linier ganda.

Hasil penelitian menunjukkan bahwa: 1) tidak ada hubungan yang positif dan signifikan antara interaksi belajar mengajar dengan prestasi belajar ekonomi akuntansi ($r = 0,192$; $\rho = 0,116$), 2) ada hubungan yang positif dan signifikan antara motivasi belajar dengan prestasi belajar ekonomi akuntansi ($r = 0,242$; $\rho = 0,046$), 3) tidak ada hubungan yang positif dan signifikan antara lingkungan belajar di keluarga dengan prestasi belajar ekonomi akuntansi ($r = 0,181$; $\rho = 0,141$), 4) tidak ada hubungan yang positif dan signifikan antara lingkungan belajar di sekolah dengan prestasi belajar ekonomi akuntansi ($r = 0,177$; $\rho = 0,148$), dan 5) tidak ada hubungan yang positif dan signifikan antara interaksi belajar mengajar, motivasi belajar, lingkungan belajar di keluarga, dan lingkungan belajar di sekolah secara bersama-sama dengan prestasi belajar ekonomi akuntansi ($R = 0,260$; $\rho = 0,344$).

ABSTRACT**THE RELATIONSHIP BETWEEN TEACHING LEARNING INTERACTION, STUDENT LEARNING MOTIVATION, LEARNING ENVIRONMENT AND LEARNING ACHIEVEMENT OF STUDYING ACCOUNTING OF ECONOMICS**

A Case Study at 11th grade students of IPS of SMA Pangudi Luhur Sedayu Bantul

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The objectives of this research are to know about: 1) the relationship between teaching learning interaction and learning achievement of studying accounting of economics, 2) the relationship between student's learning motivation and learning achievement of studying accounting of economics, 3) the relationship between student's learning environment in family and learning achievement of studying accounting of economics, 4) the relationship between student's learning environment in school and learning achievement of studying accounting of economics, and 5) the relationship between teaching learning interaction, student's learning motivation, student's learning environment in family, student's learning environment in school and learning achievement of studying accounting of economics.

This research was done in SMA Pangudi Luhur Sedayu Bantul in February and March 2007. The population of this research was 68 students. The data of this research taken by applying questionnaire and documentation. The data analysis techniques were *product moment* correlation and double linier correlation.

The result of this research shows that: 1) there isn't any positive and significant relationship between teaching learning interaction and learning achievement of studying accounting of economics ($r = 0,192$; $\rho = 0,116$), 2) there is relationship between student's learning motivation and learning achievement of studying accounting of economics ($r = 0,242$; $\rho = 0,046$), 3) there isn't any positive and significant relationship between student's learning environment in family and learning achievement of studying accounting of economics ($r = 0,181$; $\rho = 0,141$), 4) there isn't any positive and significant relationship between student's learning environment in school and learning achievement of studying accounting of economics ($r = 0,177$; $\rho = 0,148$), and 5) there isn't any positive and significant relationship between teaching learning interaction, student's learning motivation, student's learning environment in family, student's learning environment in school and learning achievement of studying accounting of economics ($R = 0,260$; $\rho = 0,344$).