

ABSTRAK

**PENGARUH PRIORITAS MEMILIH PROGRAM STUDI PENDIDIKAN
AKUNTANSI TERHADAP HUBUNGAN MOTIVASI DENGAN PRESTASI
BELAJAR AKUNTANSI KEUANGAN**

Studi kasus: Mahasiswa Program Studi Pendidikan Akuntansi
Universitas Sanata Dharma Yogyakarta

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2008

Tujuan penelitian ini untuk mengetahui pengaruh prioritas memilih program studi pendidikan akuntansi terhadap hubungan motivasi dengan prestasi belajar akuntansi keuangan.

Penelitian ini dilaksanakan di Program Studi Pendidikan Akuntansi Universitas Sanata Dharma Yogyakarta pada bulan September – Oktober 2007. Teknik pengumpulan data menggunakan kuesioner dan dokumentasi. Dengan menggunakan teknik *simple random sampling*, peneliti mendapatkan 127 mahasiswa sebagai sampel. Teknik analisis data menggunakan model persamaan regresi yang dikembangkan oleh Chow.

Hasil penelitian ini menunjukkan bahwa tidak ada pengaruh prioritas memilih program studi pendidikan akuntansi terhadap hubungan motivasi dengan prestasi belajar akuntansi keuangan ($r = 0,585$ & $0,516 > a = 0,050$).

ABSTRACT

**THE INFLUENCE OF PRIORITY IN SELECTING ACCOUNTING
EDUCATION STUDY PROGRAM TOWARD THE RELATIONSHIP
BETWEEN MOTIVATION AND FINANCIAL ACCOUNTING
LEARNING PERFORMANCE**

A case study: University Student of Accounting Education Study Program
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The aim of this study was to know the influence of priority in selecting accounting education study program toward the relationship between motivation and financial accounting learning performance.

This research was conducted at Accounting Education Study Program Sanata Dharma University Yogyakarta on September 2007 – Oktober 2007. The data collection technique used in this study were questionnaire and documentation. By using the simple random sampling technique, the researcher involted 127 university students to be the samples. The technique of analyzing the data was regression model developed by Chow.

The result showed that there was not any influence of priority in selecting accounting education study program toward the relationship between motivation and financial accounting learning performance ($r = 0,585$ & $0,516 > a = 0,050$).