

ABSTRAK

**KONTRIBUSI PERSEPSI MAHASISWA TENTANG METODE
MENGAJAR DOSEN, INTENSITAS BELAJAR, FASILITAS BELAJAR
DAN LINGKUNGAN SOSIAL TERHADAP PRESTASI BELAJAR MATA
KULIAH DASAR-DASAR AKUNTANSI II MAHASISWA PENDIDIKAN
EKONOMI ANGKATAN 2009-2010**

WIDIA WANTI
Universitas Sanata Dharma
2013

Penelitian ini bertujuan untuk mengetahui kontribusi persepsi mahasiswa tentang metode mengajar dosen, intensitas belajar, fasilitas belajar dan lingkungan sosial terhadap prestasi belajar mahasiswa.

Penelitian ini adalah penelitian eksplanatif yang dilaksanakan di Program Studi Pendidikan Ekonomi Universitas Sanata Dharma bulan Mei 2013. Populasi dari penelitian ini adalah mahasiswa Pendidikan Ekonomi Angkatan 2009-2010 yang berjumlah 70 orang. Sampel diambil dengan teknik sampel acak atau random, jumlah sampel sebanyak 42 mahasiswa. Data dikumpulkan menggunakan kuesioner. Uji instrumen berupa uji validitas dan reliabelitas yang digunakan pada variabel metode mengajar dosen, intensitas belajar, fasilitas belajar, dan lingkungan sosial. Analisis data menggunakan analisis regresi linier berganda.

Hasil penelitian ini menunjukkan bahwa: (1) persepsi mahasiswa tentang metode mengajar dosen berkontribusi secara signifikan terhadap prestasi belajar mahasiswa (nilai sig. $0,032 < \alpha = 0,05$). (2) intensitas belajar berkontribusi secara signifikan terhadap prestasi belajar mahasiswa (nilai sig. $0,011 < \alpha = 0,05$). (3) fasilitas belajar berkontribusi secara signifikan terhadap prestasi belajar mahasiswa (nilai sig. $0,047 < \alpha = 0,05$). (4) lingkungan sosial tidak berkontribusi secara signifikan terhadap prestasi belajar mahasiswa (nilai sig. $0,229 > \alpha = 0,05$). (5) persepsi mahasiswa tentang metode mengajar dosen, intensitas belajar, fasilitas belajar dan lingkungan sosial dapat menjelaskan variabel prestasi belajar sebesar 39% ($R_{\text{square}} = 0,390$).

ABSTRACT

**THE CONTRIBUTION OF STUDENTS PERCEPTION ON LECTURER
TEACHING METHOD, LEARNING INTENSITY, LEARNING
FACILITIES AND SOCIAL ENVIRONMENT TOWARDS LEARNING
ACHIEVEMENT OF INTRODUCTORY ACCOUNTING COURSE II OF
THE STUDENTS OF ECONOMICS THE DEPARTMENT OF
EDUCATION STUDENT EDUCATION 2009-2010 BATCH**

WIDIA WANTI

Sanata Dharma University

2013

This study aims to determine the contribution of students' perceptions on methods of lecturer's teaching method, the intensity of learning, learning facilities and social environment toward student learning achievement.

This research is an explanatory research conducted in the Economic Study Program of the Departement of Education Sanata Dharma University in May 2013. The Population of this study were 70 students of Economics Education, 2009-2010 batch. Samples were taken by applying or random sampling techniques, the samples were 42 students. Data were collected by using questionnaires. Validity and reliability were test instrument used to analyze variables of the teaching method, the intensity of studying, learning facilities, and social environments. Data were analyzed by multiple linear regression analysis.

The results show that: (1) students' perceptions on lecturer's teaching methods contributes significantly to the achievement of students lerning achievement (grades sig. 0.032 $<\alpha = 0.05$). (2) the intensity of learning contributes significantly to the achievement of students learning achievement (grades sig . 0.011 $<\alpha = 0.05$). (3) learning facilities contribute significantly to the achievement of students learning achievement (grades sig. 0.047 $<\alpha = 0.05$). (4) the social environment does not contribute significantly to the achievement of students (grades sig. 0.229 $> \alpha = 0,05$). (5) student perceptions on lecturer's teaching methods, intensity of learning, learning facilities and social environment variables can explain the learning achievement of 39% (Rsquare = 0.390).