

**PENGARUH MINAT, MOTIVASI, DAN KEBIASAAN BELAJAR
TERHADAP PRESTASI BELAJAR SISWA PADA MATA PELAJARAN
AKUNTANSI SISWA KELAS XI IPS SMA NEGERI 5 CIMAH**

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ABSTRAK

Tujuan penelitian ini untuk mengetahui pengaruh minat, motivasi, dan kebiasaan belajar terhadap prestasi belajar siswa pada mata pelajaran akuntansi siswa kelas XI IPS SMAN 5 Cimahi. Metode penelitian yang digunakan adalah metode dekskriptif verifikatif. Data diolah dengan menggunakan teknik analisis korelasi sederhana, sedangkan pengujian hipotesis dengan menguji keberartian koefisien korelasi melalui uji t.

Hasil pengujian hipotesis pertama melalui uji t mengenai pengaruh minat belajar terhadap kebiasaan belajar menunjukkan t_{hitung} sebesar 2,3948 sedangkan t_{tabel} dengan α 0,05 menunjukkan angka 1,6602. Karena $t_{hitung} > t_{tabel}$ maka minat belajar berpengaruh terhadap kebiasaan belajar pada mata pelajaran akuntansi. Pengujian hipotesis kedua melalui uji t mengenai pengaruh motivasi belajar terhadap kebiasaan belajar menunjukkan t_{hitung} sebesar 12,9844 sedangkan t_{tabel} dengan α 0,05 menunjukkan angka 1,6602. Karena $t_{hitung} > t_{tabel}$ maka motivasi belajar berpengaruh terhadap kebiasaan belajar pada mata pelajaran akuntansi. Pengujian hipotesis ketiga melalui uji t mengenai pengaruh kebiasaan belajar terhadap prestasi belajar menunjukkan t_{hitung} sebesar 13,6461 sedangkan t_{tabel} dengan α 0,05 menunjukkan angka 1,6602. Karena $t_{hitung} > t_{tabel}$ maka kebiasaan belajar berpengaruh terhadap prestasi belajar pada mata pelajaran akuntansi.

Kata kunci: Minat, Motivasi, Kebiasaan Belajar, Prestasi Belajar

**THE INFLUENCES OF LEARNING INTEREST, MOTIVATION, AND
HABIT ON LEARNING ACHIEVEMENT IN THE SUBJECT OF
ACCOUNTING AMONG THE TWELFTH GRADE SOCIAL SCIENCE
STUDENTS OF STATE SENIOR SECONDARY SCHOOL 5 CIMAH**

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ABSTRACT

The research aimed to find the influences of learning interest, motivation, and habit on learning achievement in the subject of accounting among the twelfth grade social science students of State Senior Secondary School 5 Cimahi. The method employed was descriptive verificative. Data were processed using simple correlational analysis, while the hypotheses were tested using correlation coefficient's significance through t-test.

The result of first hypothesis testing through t-test on the influence of learning interest on learning habit showed that t_{count} was 2.3948, whereas t_{table} with α 0.05 was 1.6602. Because $t_{count} > t_{table}$ then learning interest had an influence on learning habit in the subject of accounting. The second hypothesis tested through t-test on the influence of learning motivation on learning habit demonstrated that t_{count} was 12.9844, while t_{table} with α 0.05 revealed the number of 1.6602. Because $t_{count} > t_{table}$ then learning motivation had an influence on learning habit in the subject of accounting. The third hypothesis test through t-test on the influence of learning habit on learning achievement revealed that t_{count} was 13.6461, whereas t_{table} with α 0.05 was 1.6602. Since $t_{count} > t_{table}$ it means that learning habit had an influence on learning achievement in the subject of accounting.

Keywords: *Interest, Motivation, Learning Habit, Learning Achievement*