

ABSTRAK

HUBUNGAN EFEKTIVITAS PENGAJARAN DARING DOSEN DENGAN KEMANDIRIAN BELAJAR DAN MOTIVASI BELAJAR MAHASISWA PROGRAM STUDI PENDIDIKAN AKUNTANSI UNIVERSITAS SANATA DHARMA

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Tujuan penelitian ini untuk mengetahui hubungan: 1) efektivitas pengajaran daring dosen dengan kemandirian belajar; 2) efektivitas pengajaran daring dosen dengan motivasi belajar. Penelitian ini merupakan penelitian korelasional yang dilaksanakan pada bulan November 2021. Populasi peneliti ini adalah mahasiswa Program Studi Pendidikan Akuntansi FKIP Universitas Sanata Dharma angkatan 2018 sampai 2021 yang berjumlah 169. Sampel penelitian berjumlah 119 diambil dengan teknik *sampling accidental*. Data penelitian dikumpulkan dengan kuesioner dan analisis menggunakan korelasi *spearman rank*.

Hasil penelitian ini menunjukkan bahwa: 1) ada hubungan positif efektivitas pengajaran daring dosen dengan kemandirian belajar yang ditunjukan dengan (*Correlation Coefficient* sebesar 0,263 dan nilai *Sig. (2-tailed)* sebesar 0,004); 2) ada hubungan positif efektivitas pengajaran daring dosen dengan motivasi belajar yang ditunjukan dengan (*Correlation Coefficient* sebesar 0,279 dan nilai *Sig. (2-tailed)* sebesar 0,002).

Kata Kunci: efektivitas pengajaran daring dosen, kemandirian belajar, motivasi belajar

ABSTRACT

THE CORRELATION OF LECTURER'S ONLINE TEACHING EFFECTIVENESS WITH LEARNING INDEPENDENCE AND LEARNING MOTIVATION OF ACCOUNTING EDUCATION STUDY PROGRAM STUDENTS OF SANATA DHARMA UNIVERSITY

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The purpose of this study was to determine the correlation between: 1) the effectiveness of online teaching by lecturers and learning independence; and 2) the effectiveness of online teaching by lecturers and learning motivation. This research was a correlational study that was conducted in November 2021. The research population were 169 students of the Accounting Education Study Program of FKIP Sanata Dharma University batches from 2018 to 2021. The research samples were 119 students selected by accidental sampling technique. The research data were collected by questionnaire and analyzed using Spearman rank correlation.

The results of this study indicated that: 1) there was a positive relationship between the effectiveness of online teaching by lecturers and independent learning (as indicated by Correlation Coefficient of 0.263 and Sig. (2-tailed) value of 0.004); and 2) there was a positive correlation between the effectiveness of online teaching by lecturers and learning motivation (as indicated by Correlation Coefficient of 0.279 and the value of Sig. (2-tailed) of 0.002).

Keywords: effectiveness of online teaching lecturers, learning independence, learning motivation,