

**THE INFLUENCES OF MOVING CLASS IMPLEMENTATION AND
ACCOUNTING CLASSROOMS FACILITIES ON STUDENTS' LEARNING
MOTIVATION IN ACCOUNTING LEARNING ON GRADE XI SOCIAL
SCIENCES PROGRAM SMA NEGERI 1 CILACAP
ACADEMIC YEAR 2013/2014**

UNDERGRADUATE THESIS

This undergraduate thesis is submitted to fulfill of the requirements to obtain the degree of Bachelor of Education in Faculty of Economics
Yogyakarta State University



Written by:

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**ACCOUNTING EDUCATION DEPARTMENT
FACULTY OF ECONOMICS
YOGYAKARTA STATE UNIVERSITY
2014**

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VALIDATION

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Hereby declare that this undergraduate thesis is my own and original work. According to my knowledge, there is no work or opinions written or published by other, except as reference or citation by following the prevalent procedure of scientific writing.

Yogyakarta, 18 June 2014



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MOTTO

“Hai orang-orang yang beriman, jadikanlah sabar dan shalatmu sebagai penolongmu, sesungguhnya Allah beserta orang-orang yang sabar”

(Al Baqarah: 153)

“Always remember that your own resolution to succeed is more important than others.”

(Abraham Lincoln)

“Nothing is as powerful as positive thought. Thinking alone may not achieve, but nothing is achieved without thought”

(Anonymous)

DEDICATION

Thanks to Allah SWT that always blesses my steps until my undergraduate thesis can be finished properly. My best regards to Muhammad SAW. Not a moment in time precious as this moment with all people who love each other because the love is more than a miracle. With the greatest of love, I give this work to beloved people in my life:

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- BEM FISE UNY 2011 and BEM FE UNY 2012. Always do the best!
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**PENGARUH PENERAPAN *MOVING CLASS* DAN FASILITAS KELAS
AKUNTANSI TERHADAP MOTIVASI BELAJAR SISWA PADA
PEMBELAJARAN AKUNTANSI KELAS XI IPS SMA NEGERI 1 CILACAP
TAHUN AJARAN 2013/2014**

oleh
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ABSTRAK

Penelitian ini bertujuan untuk mengetahui: (1) Pengaruh Penerapan *Moving Class* terhadap Motivasi Belajar Siswa pada Pembelajaran Akuntansi Kelas XI IPS SMA Negeri 1 Cilacap pada Tahun Ajaran 2013/2014. (2) Pengaruh Fasilitas Kelas Akuntansi terhadap Motivasi Belajar Siswa pada Pembelajaran Akuntansi Kelas XI IPS SMA Negeri 1 Cilacap pada Tahun Ajaran 2013/2014. (3) Pengaruh Penerapan *Moving Class* dan Fasilitas Kelas Akuntansi terhadap Motivasi Belajar Siswa pada Pembelajaran Akuntansi kelas XI IPS SMA Negeri 1 Cilacap tahun ajaran 2013/2014.

Penelitian ini merupakan penelitian asosiatif kausal. Sampel dalam penelitian ini adalah siswa kelas XI IPS SMA Negeri 1 Cilacap berjumlah 68 siswa. Berdasarkan data merupakan penelitian kuantitatif dengan analisis statistik. Pengumpulan data menggunakan metode kuesioner. Uji coba instrumen dilakukan terhadap 30 siswa kelas XII IPS SMA Negeri 1 Cilacap. Analisis data yang digunakan adalah teknik analisis regresi sederhana untuk hipotesis pertama dan kedua serta analisis regresi ganda untuk hipotesis ketiga. Sebelumnya dilakukan uji prasyarat analisis meliputi uji normalitas, linearitas, multikolinearitas dan heteroskedastisitas.

Hasil penelitian menunjukkan: (1) Terdapat pengaruh positif dan signifikan antara Penerapan *Moving Class* dengan Motivasi Belajar Siswa pada Pembelajaran Akuntansi kelas XI IPS SMA Negeri 1 Cilacap. Hal ini ditunjukkan dengan harga $r_{hitung}(r_{x1y}) 0,325 \geq r_{tabel} 0,239$ dan Koefisien Determinasi R^2_{x1y} sebesar 0.105. $t_{hitung} 2,787 \geq t_{tabel}$ sebesar 1,995 pada taraf signifikansi 5%. Persamaan regresi sederhana yakni $Y = 0,457X_1 + 49,267$. (2) Terdapat pengaruh positif dan signifikan antara Fasilitas Kelas Akuntansi dengan Motivasi Belajar Siswa pada Pembelajaran Akuntansi kelas XI IPS SMA Negeri 1 Cilacap. Hal ini ditunjukkan dengan harga $r_{hitung}(r_{x2y}) 0,319 \geq r_{tabel} 0,239$ dan R^2_{x2y} sebesar 0,102. $t_{hitung} 2,734 \geq t_{tabel} 1,995$ pada taraf signifikansi 5%. Persamaan regresi sederhana yakni $Y = 0,334X_2 + 51,049$. (3) Terdapat pengaruh positif dan signifikan antara Penerapan *Moving Class* dan Fasilitas Kelas Akuntansi secara bersama-sama terhadap Motivasi Belajar Siswa pada Pembelajaran Akuntansi Kelas XI IPS SMA Negeri 1 Cilacap. Hal ini dapat ditunjukkan dengan harga $R_{y(1,2)}$ sebesar 0,387 dan $R^2_{y(1,2)}$ sebesar 0.150, Harga $F_{hitung} 5,718 \geq F_{tabel} (65:2)$ sebesar 3,138. karena $F_{hitung} > F_{tabel}$ dengan nilai signifikansi sebesar 0,005 sehingga $F < 0,05$ dan persamaan regresi sederhana yakni $Y = 0,334X_1 + 0,238 X_2 + 43,879$

Kata kunci: Penerapan *Moving Class*, Fasilitas Kelas Akuntansi, Motivasi Belajar Siswa, SMA Negeri 1 Cilacap

THE INFLUENCES OF MOVING CLASS IMPLEMENTATION AND ACCOUNTING CLASSROOMS FACILITIES ON STUDENTS' LEARNING MOTIVATION IN ACCOUNTING LEARNING ON GRADE XI SOCIAL SCIENCES PROGRAM SMA NEGERI 1 CILACAP ACADEMIC YEAR 2013/2014

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ABSTRACT

The objectives of this research are to find out: (1) The influence of Moving Class Implementation on Students' Learning Motivation in Accounting Learning on grade XI Social Sciences Program, SMA Negeri 1 Cilacap Academic year 2013/2014. (2) The influence of Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning on grade XI Social Science Program, SMA Negeri 1 Cilacap Academic year 2013/2014. (3) The influence of Moving Class Implementation and Accounting Classrooms Facilities on Students' Motivation in Accounting Learning on grade XI Social Science Program, SMA Negeri 1 Cilacap Academic year 2013/2014.

This study is classified into causal associative research. This research is a quantitative research. The amounts of sample were 68 students of XI Social Science Program SMA Negeri 1 Cilacap. The data collection techniques were questionnaires. Instrument testing was conducted on 30 students of XII Social Science Program SMA Negeri 1 Cilacap. Data analysis was simple regression analysis for first and second hypothesis and multiple regression analysis for third hypothesis. Previously, prerequisite analysis testing was confirmed including normality, linearity, multicollinearity dan heteroscedasticity.

The research findings: (1) There is a positive and significant influences of Moving Class Implementation on Students' Learning Motivation in Accounting Learning of Grade XI Social Science Program, SMA Negeri 1 Cilacap. It can be seen from the score of $r_{emp} 0.325 \geq r_{table} 0.239$ and coefficient of determination R^2_{x1y} at 0.105. The $t_{emp} 2.787 \geq t_{table} 1.995$ for at significance level of 5%. The simple regression equation is $Y = 0.457X_1 + 49.267$. (2) There is a positive and significant influence of Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning of Grade XI Social Science Program, SMA Negeri 1 Cilacap. It can be seen from the score of $r_{emp} 0.319 \geq r_{table} 0.239$ and R^2_{x2y} of 0.102. $t_{emp} 2.734 \geq t_{table} 1,995$ for at significance level of 5% and the simple regression equation is $Y = 0.334X_2 + 51.049$. (3) There is a positive and significant influence of Moving Class Implementation and Accounting Classroom's Facilities on Students' Learning Motivation of Grade XI Social Science Program, SMA 1 Cilacap. It can be seen from the score of $R_{y(1,2)}$ that is equal to 0.387 and the coefficient of determination ($R^2_{y(1,2)}$) at the amount of 0.150, the score of $F_{emp} 5.718 \geq F_{table} (65:2) 3.138$ because $F_{emp} > F_{table}$ with a significance level of 5% and the simple regression equation is $Y = 0.334X_1 + 0.238 X_2 + 43.879$

Keywords: Moving Class Implementation, Accounting Classrooms Facilities, Students' Learning Motivation, SMA Negeri 1 Cilacap

FOREWORD

I would like to thank Allah the Almighty that has given me His bless and His mercy So That This Undergraduate Thesis Entitled “**The Influences of Moving Class Implementation and Accounting Classrooms Facilities on Students’ Learning Motivation in Accounting Learning on Grade XI Social Sciences Program SMA Negeri 1 Cilacap Academic Year 2013/2014**” finally finished.

I realize that it would have been not possible without the support of many people. Therefore, I would like to express my deepest gratitude to the following:

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Yogyakarta, 18 June2014
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CHAPTER I INTRODUCTION

A. Background of the Study

Education cannot be discharged in human lives due to the fact that human are born to think and search for knowledge. In addition, education can be one of indicators whether a country is categorized as a developed country. A country can be said to be developed country from the existing education level in the country. The higher education level of a country, more developed countries. In relation to this notion, education has a crucial function that should be noted on *UU Sistem Pendidikan Nasional No.20 Tahun 2003 Bab II, pasal 3*, which reads:

“Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk kemampuan dan membentuk watak serta peradapan bangsa yang bermanfaat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk perkembangan potensi peserta didik agar menjadi manusia yang beriman dan bertaqwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat berilmu, cukup, kreatif, mandiri, dan menjadi warga yang demokratis dan tanggung jawab”

Based on the statement, education serves to develop the human's skills and abilities. To develop students' skills and abilities, as parts of human beings, it is urgently needed appropriate ways or processes of learning which suit to the students' need in order that the goals of education will be successfully achieved. In this context, the main goal of education is changes the students to be someone's mature; someone who is able to think and take actions based on his/ her own choices.

In order to address the *UU Sistem Pendidikan Nasional No.20 Tahun 2003*, the government issued the *Peraturan Pemerintah No. 19 Tahun 2005 mengenai Standar Nasional Pendidikan*. Related to this issue, the Government categorizes schools into two groups. The first group, autonomous schools (*Sekolah Kategori Mandiri*), consists of schools that have met or are about to meet the National Education Standards. Another category, standard schools (*Sekolah Standar*) consists of schools that have met the National Education Standards. Those categories are based on the eight National Education Standards, namely standard of contents, standard of process, competence of graduates standard, educational staff standard, facilities and infrastructures standard, management standard, financing standard and evaluation standard. Learning activities in schools requires good collaboration between students, teachers and the school environment. The effective learning is student-centered learning and a teacher acts as a facilitator. Based on the previously research, the one of problem in learning is students not motivated to learn and it can prevent the goal of learning activity.

Economics-Accounting, is one of subject which learned in Senior High School. Accounting is activity to recording transactions in an enterprise or other economic units and organizing the periodic financial statements. Accounting learning in senior high school learning is different from learning Accounting in Vocational School. Accounting in senior high school is part of

the Economic subject and only learn the accounting cycle in Services and Trade Company while in vocational school learn accounting more specific include the taxation, accounting for manufacture company, etc.

Moving Class Implementation can be set to a more interactive learning process. A learning strategy using moving class system is one of the requirements of the implementation of the autonomous school category with the approach of subject matter classes. Through this system, both of students and teachers can create conducive learning environment. Therefore, when the students enter a certain class, they are able to focus in on the subject that is being pursued. Moving class aims to make students feel comfortable in alive in the learning process that they are not saturated and are responsible for what is being learned.

According *Petunjuk Teknis Pelaksanaan Sistem Belajar Moving Class di di SMA* (2010: 35) states that the advantages of this system is that the students have more time to move, so they supposed to be fresh to follow the learning process. Meanwhile, the teachers can prepare learning materials, and learning media maximally to support the learning activities. Moving class also facilitate the interaction between the teachers and the students in discussing the learning materials because they study in a more supportive classroom. In its implementation, each class must be equipped facilities which relate to the field so that more complete facilities should be provided for each room. In

terms of the application of its concept, moving class must be based on mastery of *MBS (Manajemen Berbasis Sekolah)* that school performance can be audited in a transparent way and created a school vision elegantly. In terms of its pedagogic aspect, moving class requires a track record of the students' learning progress (portfolios) which is neglected in conventional classes. A misunderstanding of teachers is also reflected in the remedial program. In conventional classes, the remedial program is only applied to the students with cognitively low achievement. However, in moving class, the assessment is not just concerning on the students' cognitive aspects, as Plan Evaluation and *PBK (Penilaian Berbasis Kelas)* have benchmarks that reach all aspects of students' ability and personality.

Learning strategies by applying the Moving Class System is one of the requirements *Sekolah Kategori Mandiri (SKM)* implementation with subject class approach. As ex-International Standard School that is now well-known as autonomous school (*Sekolah Kategori Mandiri*), SMA Negeri 1 Cilacap has implemented moving class system. Besides it is a basic requirement to become an autonomous school (*Sekolah Kategori Mandiri*), this policy is taken with an expectation that more students will be excited and motivated in following learning process. According to Sagala (2010: 187) by applying moving class system, it is expected that all parties would ease in running the teaching and learning process; the interaction between the students and the

teachers will be better; the learning media will be easily available; the students will not easily get bored; the students will be more active and motivated to learn, the allocation of the learning time can be optimized, the students' discipline will be better, and the students will be more autonomous.

In SMA Negeri 1 Cilacap, Moving Class System has been applied in 2010 and it was initially welcomed by the students. However, in its implementation, moving class experiences many obstacles because it was complicated and tiring. Many of the students felt tired when moving, especially when they should study in the buildings with two or more stairs. In the afternoon, they were reluctant to move from one to other rooms. Students rushed to bring textbooks for every subject moving to other classes. According to some students, there was no difference between the application of moving class and conventional class. The teachers did not make use the learning media and facilities effectively while actually *moving class* can help them manage the classroom appropriately. By moving class, the teachers could actually more freely use varied and interesting learning methods and models because the teachers were free to plan his/ her own class. On the contrary, there were still many teachers who made use of conventional learning models. The teachers also had not implemented portfolio assessment which was actually formerly expected that by implementing moving class system it would be much easier to be carried out. The initial aims that moving

class will make students more motivated and fresh in climate was not achieved. Despite, it made the students irritated and eventually even moving class became dysfunctional. The teaching and learning time was reduced because of the students' migration. The teacher whose lack of discipline also made learning process with moving class system disrupted. The discipline here was not only in the arrival punctuality of teachers and other personnel, but in their performances on their professional duties.

Accounting Classrooms Facilities is that another way can be taken to improve Students' Motivation Learning. The learning media and equipments are used to achieve the goals optimally. The learning equipments here consist of facilities and infrastructures. According to Ibrahim Bafadal (2004: 2), learning facilities are media, materials and furniture crops which are directly used in the learning process in schools. Meanwhile, infrastructures are the basis of all equipment devices that indirectly support the teaching and learning process. *UU Sistem Pendidikan Nasional No.20 Tahun 2003 Bab III, Pasal 45 tentang Sarana dan Prasarana Pendidikan* reads that "*Setiap satuan pendidikan formal maupun nonformal menyediakan sarana dan prasarana yang memenuhi keperluan pendidikan sesuai dengan pertumbuhan dan perkembangan secara fisik, kecerdasan intelektual sosial, emosional dan kejiwaan setiap peserta didik*". This section means that every school provides learning facilities and infrastructures adequately in order that all students can

utilize it to support their learning activities. To support teaching and learning facilities, the government has set the standard of facilities and infrastructures in *Peraturan Menteri Pendidikan Nasional Republik Indonesia No. 24 Tahun 2007 tentang Standar Sarana dan Prasarana untuk SD/ MI, SMP/ MTS, dan SMA/ MA*.

Generally, the educational facilities and infrastructures provided by SMA Negeri 1 Cilacap, such as furniture, props, media, books and other learning resources, information and communication technology, and other equipment, can be said sufficiently adequate and they almost meet the criteria. However, there are problems that arise such as the use of means which are not suitable to its benefits, as well as the inability of the teachers to use learning tools and media with cutting edge technology into its own constraints. The infrastructures of SMA Negeri 1 Cilacap cover land, classrooms, libraries, laboratories, the headmaster's room, a teachers' room, an administrative room, a mosque and other places of worship, a counseling room, an UKS room, a room for students' organization, canteens, toilets, a sport center, and a hall room. They were available with well-preserved condition and conform to the standards that must be met by an standard of autonomous schools (*Sekolah Berkategori Mandiri*).

The one of differences of schools that implemented moving class system with conventional system was the schools facilities. In conventional schools, the Government/Foundation/ School Committee only provides classrooms, computer lab, three lab science (physics, chemistry and biology). The laboratory for Social Sciences Programs is still rare, and students only learn in the classroom with makeshift facilities. In Schools that have implementing Moving Class system, every class should be equipped with appropriate scientific field of study (Sagala, 2011: 184). While schools that have implementing Moving Class, the class designed by criteria of subject. The class to accounting learning or Economics/Accounting provide more facilities for example books Economics-Accounting, posters or the scheme of Economics-Accounting materials, and a collection of objects related to the material Economic-Accounting. Not only Classroom by subject, but also schools provides Social Sciences laboratory facilities are supporting Students' Learning Motivation.

Although have complete facilities, this condition remains disputed, especially for students because of its location between the target class when class movement (moving class) felt tiring because of the structure of multi-storey buildings which make students tired. Unavailability of lockers for students as storage space their items is also an obstacle because the students have to bring their goods everywhere. In the classroom the teacher is not

maximizing existing facilities. Learning facilities in the Accounting class such as books and modules are still few and rarely used. The utilization of laboratory practice and research activities is not maximized.

Students' Learning Motivation cannot be separated from the various factors that affect it. Mulyasa (2005: 120) suggests that Students' Learning Motivation can be enhanced through the arrangements of physical environment, work atmosphere, disciplines, recognition, and learning resources. The symptoms arising from the Moving Class Implementation and the lack of utilization of Accounting Classrooms' Facilities will have an impact on Students' Learning Motivation. Effort to increase student motivation to learn in order to achieve the learning objectives is not easy, it is because the learning process is a very complex process and involves a lot of elements, includes students, teachers and school environments that support learning.

Through the use of moving class system, students can experience various learning situations. With these various learning atmosphere, students do not simply think and learn, but they are required to do real practice related to the given subject. Moving Class Implementation can provide variously interesting and fun atmospheres that can avoid the students' boredom. Another factor is learning facilities, but in this study only focused in Accounting Classroom Facilities as a prop for the Accounting teaching and

learning process. The expectation in Accounting Classrooms with the good condition, availability and utilization of Facilities has any influence toward Students' Learning Motivation. Accounting students can study better then requires strong motivation in learning activities that run optimally. The one of ways that can be taken to improve Students' Motivation Learning, especially in Accounting Learning by Moving Class Implementation and Accounting Classrooms Facilities.

Based on the background above, the writer is interested in conducting a research entitled "The Influences of Moving Class Implementation and Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning on Grade XI Social Sciences Program SMA Negeri 1 Cilacap Academic Year 2013/2014."

B. Identification of the Problems

Based on the background above, some problems arising can be identified, such as:

1. To eliminate students' boredom when learning process, the school implemented the moving class system. However, the students easily get tired when moving, especially in school -rise buildings as they have to move up and down stairs. In the afternoon, the students are reluctant to move to another class.
2. According to some students, there is no different between the implementation of moving class and conventional classroom.
3. Students' time for learning is reduced because of their migration.
4. Teachers also have not implemented portfolio assessment that is expected by moving class system.
5. In the classroom, teachers do not utilize the available learning facilities optimally while actually moving class can help teachers to manage their classes. Some teachers tend to still use conventional learning models.
6. Facilities that support learning have not been fully met and utilized effectively and efficiently. Learning facilities in the Accounting class such as books and modules are still few and rarely used.
7. Lack of lockers for students as storage space their items and students must carry their items everywhere.

8. The Utilization of Social Sciences Laboratory for practice and research is not maximized.

C. Limitation of the Problems

Based on background of the problem and identification of the problem, not all the problems studied. To support the learning process in order to achieve educational goals one of which is required in self-motivation of students to learn because without motivation the students' not focus to learn. This study focuses on two factors that influence Students' Learning Motivation in Accounting Learning of Grade XI Social Sciences Program SMA Negeri 1 Cilacap Academic Year 2013/2014 are Moving Class Implementation and Accounting Classrooms Facilities.

Moving Class Implementation factors has many advantages in the learning process so that students are expected to improve Students' Learning Motivation in Accounting Learning. Accounting Classrooms Facilities factor have been adequate facilities and appropriate accounting learning criteria can lead to interest students in accounting learning that allegedly increase Students' Motivation Learning in Accounting Learning.

D. Formulation of the Problem

Based on the problems which are already identified above, the research problems can be formulated as follows:

1. Is there any influence of Moving Class Implementation on Students' Learning Motivation in Accounting Learning on grade XI Social Sciences Program, SMA Negeri 1 Cilacap Academic year 2013/2014?
2. Is there any influence of Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning on grade XI Social Sciences Program, SMA Negeri 1 Cilacap Academic year 2013/2014?
3. Is there any influence of Moving Class Implementation and Accounting Classrooms' Facilities on Students' Motivation in Accounting Learning on grade XI Social Sciences Program, SMA Negeri 1 Cilacap Academic year 2013/2014?

E. Objectives of the Research

Based on the problem formulation, the objectives of this research are to find out:

1. The Influence of Moving Class Implementation on Students' Learning Motivation in Accounting Learning on grade XI Social Sciences Program, SMA Negeri 1 Cilacap Academic year 2013/2014.

2. The Influence of Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning on grade XI Social Science Program, SMA Negeri 1 Cilacap Academic year 2013/2014.
3. The Influence of Moving Class Implementation and Accounting Classrooms Facilities on Students' Motivation in Accounting Learning on grade XI Social Science program, SMA Negeri 1 Cilacap Academic year 2013/2014.

F. Significances of the Research

It is expected that the results of this research will be useful and bring some benefits to everybody, including the education community, public and society, whether it is or theoretically and practically. The specifications of the significances of this research as follows:

1. Practical Significance

a. For Researchers

This research is expected to be able to be used to improve the researcher's ability to think scientifically, to gain new invention and experiences.

b. For Teachers.

This contributes to improve teachers' insight and knowledge related to Moving Class Implementation, Accounting Classrooms

Facilities and its relationship with the Students' Learning Motivation until the teachers can take appropriate action when learning process is running.

c. For Students

This serves as a knowledge for students regarding their expected roles in teaching and learning process, especially in the Moving Class Implementation and the utilization of Accounting Classrooms Facilities.

d. For The Decision Maker

The results of this study can be taken into consideration in decision-making at the school, especially on the aspect of school management.

2. Theoretical Significance

a. It can be used as the source of information for the development of knowledge related to the influence of Moving Class Implementation and Accounting Learning Facilities on Students' Motivation in Accounting Learning.

b. It also can be used as a reference for future studies.

CHAPTER II LITERATURE REVIEW

A. Theoretical Description

1. Students' Learning Motivation

a. Definition of Motivation

The word "motive", is defined as efforts that encourage a person to do something. Motives can be regarded as the driving force from and within a subject to perform certain activities in order to achieve a goal. Even, the motives can be interpreted as internal conditions (preparedness). Derived from the word "motive" itself, then motivation can be defined as the driving force that has become active. Motive becomes active at certain times, especially when the need to achieve goals was urgently need (Sardiman, 2012: 73).

According to Ngalim Purwanto (2007: 71) motivation is "driving"—that is a conscious effort to affect a person's behavior in order that he/ she move to action to do something to achieve a particular result or goal. The definition of motivation, according to Oemar Hamalik (2001: 158), is a changing energy within a person which is characterized by the onset of one's feelings and reactions to achieve a certain goal. Motivation can also be said to be a series of efforts to provide certain conditions. Therefore, someone is willing to or wants to do something, and if he does not like, he tends to negate or dislike it (Sardiman, 2011: 75).

According to Mc .Donald (in Sardiman, 2012: 73-74), motivation is the changing energy within someone that is characterized by the emergence of "feeling" and preceded by the response toward the presence of certain goal. Here, Mc. Donald's definition contains three essential elements, namely:

- 1) Motivation leads a changing of energy within every individual.
- 2) Motivation characterized by the appearance of "feeling"—that is one's affection.
- 3) Motivation will be stimulated because of the willingness to achieve certain goal.

Of the three elements above motivation is something complex. Motivation will lead to the changing of energy within individuals, so it will cling to the issue of psychiatric symptoms, feelings and emotions, then to act or do something. All of this is driven because of the goals, needs, or desires.

To motivate others, it will be more successful if the objectives are clear and recognized by the motivated and in accordance with the needs of people who are motivated. The purpose of motivation, according to Ngalim Purwanto (2007: 73), is for someone to move the desire and willingness to do something so as to obtain a certain result or goal.

Based on the definitions can be concluded that Motivation is the driving force for a person to work doing things in different situations. Motivation is not limited only to the learning process but also as a driver to do a job.

b. Definition of Learning

According to Sugihartono (2007: 74), "Learning is a process of change in behavior as a result of the interaction of individuals with their environment to meet their needs". Wina Sanjaya (2008: 110) argues that "Learning is a mental process that occurs within a person, which can cause behavioral changes". Then Hilgard in Yatim Riyanto (2009: 4) reveals that "Learning is the process by which an activity originates or is changed through training procedures (whether in the laboratory or in the natural environment) as distinguished from changes by factors not attributable to training. Another definition of learning is presented by Muhibin Syah (2011: 68), *"Belajar dapat dipahami sebagai tahapan perubahan seluruh tingkah laku individu yang relatif menetap sebagai hasil pengalaman dan interaksi dengan lingkungan yang melibatkan proses kognitif."*

According Dimiyati and Mudjiono (2009: 42). In the learning process, several things are covered, such as:

- 1) The chance of event occurrence that leads to learning response.

- 2) Response of the learners, and
- 3) The consequences reinforcing the response.

From the description above, it can be concluded that learning is a process of interaction with the environment in a person's conscious condition that causes a change in behavior. Changes in behavior as a result of these consciously learning are continuous and functional as well as permanent. The changes of behavior after going through the process of learning are not limited to specific aspects, but those comprehensively affect all aspects of behavior, so that the knowledge the students will be interconnected.

c. Definition of Learning Motivation

A definition of learning motivation is proposed by Iskandar (2009: 181), *“Motivasi belajar adalah daya penggerak dari dalam diri individu untuk melakukan kegiatan belajar untuk menambah pengetahuan.”* Besides, Sardiman (2012: 75) expresses the opinion that *“Motivasi belajar merupakan keseluruhan daya penggerak di dalam diri siswa yang menimbulkan kegiatan belajar, yang menjamin kelangsungan dari kegiatan belajar dan yang memberikan arah pada kegiatan belajar sehingga tujuan yang dikehendaki oleh subjek belajar itu dapat tercapai.”* A definition of learning motivation is also delivered by Hamzah B. Uno (2008: 23), as follows *“Hakikat motivasi belajar adalah*

dorongan internal dan eksternal pada siswa-siswa yang sedang belajar untuk mengadakan perubahan tingkah laku, pada umumnya dengan berbagai indikator-indikator atau unsur yang mendukung.”

From the definitions, it can be concluded that learning motivation is the students' mental boost both internally and externally driven due to the need to interact with the environment through learning activities in order to conduct better behavioral changes and increase the knowledge and understanding to achieve accomplishment.

d. Functions of Motivation

According Sardiman (2012: 85), There are three functions of motivation:

- 1) Encouraging people to do; i.e. a driver or a motor that releases energy.
- 2) Determining the direction of action; i.e. the direction of the goal what will be achieved.
- 3) Selecting actions,

Motivation can serve as a driving force and achievements. A person makes an effort because of the motivation. Good motivation to learn will also reflect in good results. In other words, with serious efforts which mainly based on the motivation, someone will be able to give have a

good achievement. The intensity of a student's motivation will determine the level of their academic achievement. (Sardiman, 2012: 88-89).

From the definitions, to learn requires motivation. Motivation is an essential condition of learning. Learning outcomes will be optimal if there is motivation. The more appropriate the motivation is given, the more successful the lesson is conducted. Therefore, motivation will always determine the intensity of learning efforts for students.

e. The Kinds of Motivation

Motivation can be classified into several types depending on the perspective used. Sardiman (2012: 86-91) mentions various views of motivation from various perspectives, as follows:

1) Motivation viewed from the basis of its formation

a) Innate Motives

What are meant by innate motives here are the motives that are brought since the owner was born, without being first learnt.

b) Learnt Motives

These motives arise because of being learnt. These kinds of motive are more well-known as the motives which are required socially.

2) Physical and Spiritual Motivation.

Physical motivation is related to a person's physical, while spiritual motivation refers to someone's mental. The physical motivation includes reflex, automatic instinct, lust, whereas spiritual motivation includes willingness. This willingness can be formed through four moments. Those are:

- a) Moment of reasons onset
- b) Moment of selection
- c) Moment of decision.
- d) Moment of the formation of the will

3) Intrinsic and Extrinsic Motivation

a) Intrinsic Motivation

The definition of intrinsic motivation is the motivation that will be active in the absence of external stimuli because every individual has no incentive to do something.

b) Extrinsic Motivation

Extrinsic motivation is the motivation that will become active due to the presence of external stimuli.

In line with the above description, it is described Dimiyati and Mudjiono (2009: 91) that Motivation may arise within someone, which is known as the internal motivation, and it may come from

someone's outside, which is known as an external motivation. Intrinsic motivation is a kind of force arising or functioning without the presence of external stimuli. Here, individuals automatically tend to do something. In contrast, extrinsic motivation is an encouragement that arises as a result of external stimuli which are responded to by the individual.

f. The Importance of Motivation in Learning

According to Atkinson in Isjoni and Ismail (2008: 162) "A student who is motivated to learn because of his desire has the need for success and the need to avoid failure in learning". Motivation has an important role in achieving the goals of learning. Iskandar (2009: 192) mentions six role of motivation in learning, namely:

- 1) The role of motivation as a driving force or encouragement for learning activities.
- 2) The role of motivation to clarify learning goals.
- 3) The role of motivation to select the direction of action.
- 4) The role of internal and external motivation in the learning process.
- 5) The role of motivation to determine the persistence in the learning process.
- 6) The role of motivation to deliver achievements.

Motivation determines the success of a learning process. Students who have high motivation to learn will have a passion to always strive to achieve their goals. Students have the motivation to improve themselves.

g. The Characteristics of Learning Motivation

Learning motivation is students' mental boost both internally and externally driven due to the need to undertake learning activities in order to achieve the feat or accomplishment. From the definition above, it can be said that students' learning motivation can be seen from the activities which are undertaken. According to Sardiman (2012: 83), a person who has a high learning motivation has the following characteristics:

- 1) Diligently face the task
- 2) Ductile to face difficulty
- 3) Do not need an external force to achieve accomplishment as good as possible
- 4) Demonstrate an interest in solving various problems for adults
- 5) Tend to work independently
- 6) Quickly get bored with routine tasks.
- 7) Cannot easily relinquish their opinions
- 8) Glad to locate and troubleshoot problems.

If someone has the characteristics as above, it can be said that he/ she has a strong enough motivation. In the teaching and learning activities, it

will work well if students persevere in doing the tasks, as well tenaciously and independently solve any problems and obstacles encountered. Students do not get stuck in a routine and mechanical activity that tends to be monotonous. Students have to be able to maintain their opinions, if they were sure and the opinions are viewed rationally. Students are more responsive to various problems that exist, and they tend to find for solutions. Those things are important to note by the teachers in order to provide the proper and optimal learning motivation (Sardiman, 2012: 8).

h. Indicators of Learning Motivation

According to Hamzah B. Uno (2007: 23), the nature of learning motivation is internal and external encouragement to students who are learning to make changes in behavior, in general, with some indicators or elements that support. Indicators of learning motivation by Hamzah B. Uno (2007: 23) can be classified as follows:

- 1) The presence of a passion and desire to succeed.
- 2) The presence of driving force and needs in learning.
- 3) The presence of hopes and desires in the future.
- 4) The presence of reward in learning.
- 5) The presence of interesting activities in learning.

- 6) The presence of a conducive learning environment to enable learners to learn well.

2. Moving Class Implementation

a. Definition of Moving Class

Moving Class is defined as a learning model created for active and creative learning process, which is characterized by which the students attend or visit their teachers on each class, not vice versa (Sagala, 2009: 183). Through moving class, students will variously have their studying time from one class to another in accordance with the subject areas studied. Therefore, they do not feel bored.

Meanwhile, according to the Directorate of PSMA in the *Petunjuk Teknis Pelaksanaan Sistem Belajar Moving Class di SMA*, it is a system of learning that the students/ group learners are studying through switching rooms every replacement lessons learned based on the subject. Subject teachers as well as learning devices in the room are settled in the predetermined subject rooms.

The concept of moving class refers to the student-centered learning system that provides a dynamic environment in accordance with the field studied. In addition, through the use of moving class, students will learn variously from one class to another in accordance with the subject areas studied. Furthermore, by using moving class, when a certain subject is

switched into other subjects, the students will leave the class to the other classes in accordance with the scheduled subjects. Therefore, students come to the teachers.

b. The Implementation of Moving Class

Moving Class Implementation is learning activities with students moving in accordance with the lessons that follow. Thus it is necessary to subject the class or classes of subjects allied to facilitate the feasibility process and facilitate

in setting teacher teaching activities implemented team teaching.

Team Teaching facilitated the teachers in developing materials, assessment, remedial and enrichment activities. And take decisions in determining the level of achievement of the students on particular materials or subjects. Some implementation with Moving Class System could be implemented well and give a significant improvement on the quality of learning and graduate students then be compiled strategy implementation, and administration of rules that are needed in these activities.

Moving Class Implementation is expected to provide added value to the students in an effort to improve student learning activities in schools. This increased activity is expected to change the way students learn from

passive beactive learning, so it can moreeasily controlorabsorb thematerial thatis taughtby ateacherat schoolorobtainhigh achievement.

According Wilford A. Weber (in James M. Cooper) Moving Class is a complex set of behavior the teacher uses to establish and maintain classroom conditions that will enable students to achieve their instructional objectives efficiently – that will enable them to learn.

The definitions showthat theMoving Class Implementationisa complexset of behaviorswhich teachersusetooorganizethe classmovesthatwillhelpstudents achievethe learning objectivesefficiently. Wilfordsuggests the furtherinsightsregarding thephilosophical andoperationalMoving ClassImplementation:

- 1) AuthoritarianApproach: studentsneed to besupervisedandregulated;
- 2) BullyingApproach: studentsandoverseestudentdisciplineby means ofintimidation;
- 3) PermissiveApproach: givingstudentsthe freedomtodowhat students wants, teachersjustmonitorwhatstudentsdo;
- 4) TeachingApproach:
teachersteachingplanappropriatelytoavoidbehaviorproblemsof studentswhoare notexpected;
- 5) BehaviorModificationapproach:
seekingpositivechangeinstudentbehavior;

- 6) Socio-Emotional Climate Approach: a positive relationship between teachers and students;
- 7) The Group/Group Dynamics Systems Approach: group to greater and maintain effective and productive class.

The approaches that will optimize the Moving Class implementation are Behavior Modification Approach, Socio-emotional Climate Approach, and Group/Group Dynamics Systems Approach.

Based on the study of theory, researchers define the effectiveness of Moving Class Implementation is the level of achievement of the purpose of the Moving Class Implementation. Moving Class Implementation is defined as a series of facts committed by teachers in an effort to create classroom conditions so that the learning process can run in accordance with its purpose. The actions of the teachers in creating classroom conditions move is to make communication and interpersonal relationship between teacher-student reciprocity and effective, in addition to the planning/preparation of teaching

c. **The Reason of Moving Class Implementation**

According *Petunjuk Teknis Pelaksanaan Sistem Belajar Moving Class di SMA* (2010:35) stated that moving class learning system has many advantages for students and teachers. For students, will focus on the

subject matter, the atmosphere classes are fun and interaction of learners by teachers more intensively. For teachers, make it easier to manage learning, more creative and innovative in designing the class, the teacher more leverage in using a variety of media, use of study time more efficient, and easier to manage a classroom atmosphere for a classroom course is designed according to the characteristics of each subject.

According to *Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006 tentang Standar Isi pada lampiran Bab III mengenai Beban Belajar* it is stated that the education unit at all levels and types of education offer educational programs using the package system or *Sistem Kredit Semester*. Those both two systems are chosen based on the level of system and unit categories of the related educational units.

The presence of moving class that becomes one of the options for the use of classrooms as learning centers cannot certainly be separated from the emergence of *Sistem Kredit Semester (SKS)*. *SKS* is a form of continuously advanced systems, or also known as continuous progress which encourages learners to be able to learn in accordance with the time they need. The relationship between continuous progress and the moving class itself is that the class criteria of continuous progress become the basis for moving class criteria. The above criteria are not

much different from classes in schools that have used the moving class today (Suryosubroto, 2002: 133).

From the explanation, it can be concluded that *Sistem Kredit Semester (SKS)*, it is required a learning system which allows students to be more actively engaged as *movingclass* learning system. Moving class is a learning system that characterizes the specified subjects in the classrooms. In a moving class system, subject teachers have a class of its own. This is a benefit for subject teachers to organize classes, according to condition, class learning objectives, and provide a medium for learning as needed.

d. Objectives of Moving Class Implementation

The learning ability of student is affected by genetic and environmental factors. A student will grow well if they are naturally involved in the learning process which is supported by carefully designed environment using the clear concept. To develop students' skills in exploring, creating, thinking, being creative, and developing other abilities, a school needs to implement a variety of learning models that is managed through moving class system. The objectives or purposes of the moving class by Hadi (2008) are:

- 1) Facilitating students who have a wide range of learning styles of visual, auditory, and kinesthetic especially to develop themselves

- 2) Providing learning resources, props, and learning media in accordance with the characteristics of each subject
- 3) Training the students of their self-reliance, cooperation, and social care
- 4) Stimulating all aspects of students' development and intelligence (multiple intelligent)
- 5) Improving the quality of learning process
- 6) Increasing the students and teachers' disciplines
- 7) Improving the teachers' skills in relation to the variety of methods and media that will be applied in student s' everyday life
- 8) Increase the students' courage to ask, answer, express opinions and be open to each subject
- 9) Enhancing students' learning motivation and outcomes.

e. Advantages and Weaknesses of Moving Class

Moving Class Implementation has advantages and weaknesses. The advantages of Moving Class Implementation, according to Sagala (201:189), are:

- 1) The teacher has their own learning space that allows for the classroom arrangement according to the characteristics of subjects,
- 2) The teacher allows the possibility to optimize the learning resources and instructional media,

- 3) The teacher plays an active role in controlling the students' behavior in learning,
- 4) The use of team teaching in learning will be easily done so as to facilitate coordination,
- 5) The assessment of students' learning outcomes will be more objective because the assessment is performed collaboratively.

The weaknesses of moving class system are:

- 1) Tiredness due to the moving or migration,
- 2) Time consuming while walking to migrate.
- 3) When the students have reached the intended class, it turns out that students previously occupying the room are still learning in the classroom and they have to wait.
- 4) The school equipment that students bring, such as books, are very heavy. Supposedly students are provided a locker to store their stuffs.
- 5) It frequently happens that the students' stuffs are left behind in the classroom, and they finally are lost.
- 6) And with regard to the national examination, the students are not optimal in learning. They are physically and mentally exhausted. Comfort becomes the main factor. (Farah: 2009)

From the explanation, it can be concluded that Moving Class Implementation contains positive and negative impacts. The positive impacts are those the students will not easily get bored, they can interact with other students coming from different class. On the contrary, negative impacts can be seen from which the lesson time is reduced to switch classes or waiting for the next class, the students become tired and will not receive subject matter seriously.

3. Accounting Classrooms Facilities

a. Definition of Learning Facilities

In educational field, learning facilities are crucial because they serve to facilitate learning, so that maximum results will be obtained.

Educational facilities are divided into main categories, namely educational tools and infrastructures:

1) Educational Tools

Ibrahim Bafadhal (2004: 2) states "Educational tools are all the maintenance media, materials and furniture that are directly used in the educational process at schools", i.e. tables, chairs, and props. Suharsimi Arikunto and Lia Yuliana (2008: 273) state that "Educational tools are the facilities required in the learning process, whether movable or immovable that the achievement of educational goals can be run smoothly, orderly, effective and efficient".

Based on the two definitions above, it can be concluded that educational tools are all equipment, materials and furniture which are directly used in the learning process. This illustrates that the educational tools are crucial to the learning process.

2) Educational Infrastructure

According to Daryanto(2008: 51)., infrastructure etymologically means tools or equipment that are not directly used to achieve the goal Meanwhile, according to Barnawi and M.Arifin (2012: 48), "Educational infrastructures are all the basic amenities that indirectly support the implementation of the educational process at schools". Another opinion is expressed by Ibrahim Bafadal (2004: 3) that "Educational infrastructures can be classified into two categories which are the ones that can be directly used in the learning process and the ones that are not used for teaching and learning process but directly support the teaching and learning process".

Based on some of the opinions that have been expressed by experts above, it can be said that educational infrastructures are all supporting facilities that indirectly support the teaching and learning process.

b. The kinds of Learning Facilities

According to Nawawi (1987), in relation to the learning process, there are two types of educational facilities, namely: educational facilities that are directly used in the learning process, i.e. chalks, atlases, and other educational facilities used by teachers in teaching; and educational facilities that are not directly related to the teaching and learning process, such as filing cabinet in the school office which is a means of education that is indirectly used by the teacher in the learning process.

In terms of its relationships with the learning process, Barnawi and M. Arifin (2012: 49-50) divide facilities into three categories which are learning tools, teaching aids, and instructional media.

1) Learning Tools

Learning tools are tools that are used directly in the learning process. These tools include books, pictures, stationery, i.e. chalks, boards, practicum tools. All of them belong to the scope of the learning tools.

2) Props

Props are all the supporting tools in the teaching and learning process. They can be either objects or actions from the most concrete level to the most abstract notion that can simplify administration (delivery concept) to the students. In addition, props

are important for teachers to realize or demonstrate teaching materials in order to provide or a clear understanding or picture of the lessons given. These really help students to not become verbalism.

3) Instructional Media

The word “media” is derived from the Latin language and it is the plural form of the word “medium” which literally means intermediaries or mediators. The media are any tools that can be used as a message transferor to achieve the goal of teaching. Media are something that are channeling messages and can stimulate thoughts, feelings, and desires, so that the audience can stimulate the learning process in itself. Creative use of media will allow the audience (students) to learn better and to improve their performance in accordance with the objectives to be achieved.

Hamalik (1986) argues that the use of media in teaching learning process can generate new desires and interests, initiate motivation and stimulation of learning activities, and even bring the psychological effects on students

According Badan Nasional Satuan Pendidikan (BNSP) In Peraturan Pemerintah No 19 Tahun 2005 tentang Standar Nasional

Pendidikan Bab VII Pasal 42 stated that all educational institutions shall have facilities and infrastructure.

In the *undang-undang SISDIKNAS Nomor 20 Tahun 2003 Bab III Pasal 45 tentang sarana dan prasarana pendidikan*, it is read: "Every educational unit either formal and non-formal provides facilities and infrastructure that meet the needs of education in accordance with the growth and development of the physical, social intelligence, emotional, and psychiatric of the learners." This verse means that each school provides learning facilities and adequate infrastructure for educational needs, so that all students can utilize them to support their learning process.

c. Definition of Accounting

According to the American Institute of Certified Accountants (AICPA), "Accounting is the art of recording, classifying and summarizing in a significant manner and in terms of money, transactions and events which are in part at least, of a financial character, and interpreting the results thereof." In Zaki Baridwan (2004:1) "Accounting is a service activity. Its function, primarily financial in nature, about economic entities that is intended to be useful in making economic decision – in making reasoned choices among alternatives course of action." (Statement of the Accounting Principles Board No. 4, p.8)

According to the *American Accounting Association* (AAA), as Accounting is the process of identifying, measuring and communicating economic information to permit informed judgment and decision by users of the information.

In educational institutions such as high schools, Accounting is a subject that is still a part of economic subjects so that is not a stand-alone subject. Accounting is taught in high school as an introduction so that students understand from now on how to create and manage the accounting system, record transactions that occur in the service companies, and prepare financial statements of service companies, so that the students can practice it. Accounting, in high school, is taught every week for 2 time-meetings with 3x 45 minutes time allocation each meeting.

d. Accounting Classrooms

The physical environment where teaching and learning is conducted have an important influence on the achievement of learning objectives, i.e. the theory room or classroom. According to the Rohani and Ahmadi (1991: 120), the space where the process of learning should enable teachers and students to move more freely, not jostle each other and not interfere other students during the teaching and learning process. A similar opinion is also expressed by Rukmana and Suryana (2008: 104)

that the size of the classrooms should be enough to give freedom of movement, good lighting and air circulation, and the arrangement of furniture must be neat for students to move freely. Furthermore, Rohani and Ahmadi (1991: 120-122) argue that the physical environment where the learning process is carried out must meet the minimum requirements to support and enhance the teaching and learning process as well as the intensity of the positive effect in achieving the learning goals. Those minimum requirements include the following:

a) Seating arrangement

In the seating arrangement, the most important thing is that it will allow the students and the teacher face-to-face, so the teacher can directly supervise the behavior of learners.

b) Ventilation and lighting setting

Ventilation should be sufficient to ensure the health of the learners—that is allowing teachers and students to breathe fresh and not stuffy air.

c) Item storage setting

Items should be placed in a convenient place that enables to be instantly achieved when about to be required for teaching and learning.

In the schools that have implemented the *movingclass* system, the classrooms are suited to each field or subject, one of which is the accounting class. Accounting class is a class in which there are facilities arranged in a good way supporting the learning process of Accounting subject. Its facilities are in the form of instructional media and tools and furniture appropriated to the needs of supporting the learning of Accounting. Accounting class should also provide relevant learning resources in the classroom such as Accountings' books, Accountings' journals, and scientific articles related to Accounting. In the classroom walls, it can also be stuck an Accounting cycle chart or schemes that facilitate students in studying Accounting.

B. Relevant Studies

1. *Hubungan antara Kinerja Guru dan Efektivitas Penerapan Moving Class dengan Motivasi Siswa dalam Mengikuti Pembelajaran Pendidikan Kewarganegaraan di SMA Negeri 4 Baturaja Provinsi Sumatera Selatan* by Vovy Septia Rukmala (2011). The results of this research: there is a significant and positive influence of Teacher Performance on Students' Motivation ($t = 5.493$, $sig = 0.000$). There is a significant and positive influence of Moving Class Effectiveness on Students' Motivation ($t = 3.458$, $sig = 0.000$). Based on T test it is concluded that the Teacher

Performance and Moving Class Effectiveness significant effected on Students' Motivation ($F = 29.930$, $\text{sig} = 0.000$). The values of R^2 multiple regression 0.512. This means that the two independent variables were able to explain changes in the dependent variable for 51.2 % while the remaining 49.8% explained by the other factors.

The similarities with research conducted by Vovy Septia Rukmalathat use the same variables, Moving Class Implementation as independent variables and Students' Learning Motivation as the dependent variable. The differences, the other independent variables Vovy Septia Rukmalathat research is Teacher Performance and independent variable in this study is Accounting Classrooms Facilities.

2. *Pengaruh Pemberlakuan Moving Class Dan Motivasi Belajar Terhadap Prestasi Belajar Melakukan Prosedur Administrasi Siswa Kelas X Administrasi Perkantoran di SMK Negeri 1 Bantul* by Kristin Utami (2011). The results of this research: (1) There is a positive and significant influence of Moving Class Implementation on Learning Achievement Administrative Procedure on Grade X Office Administration indicated by the coefficient of determination (R^2) 0,179. (2) There is a positive and significant influence of the Learning Motivation on Learning Achievement Administrative Procedure on Grade X Office Administration indicated by the coefficient of determination (R^2) 0,190. (3)

There is a positive and significant influence of the Moving Class Implementation and Learning Motivation on Learning Achievement Administrative Procedure on Grade X Office Administration are indicated by $F_{emp} 10,856$ and $F_{table} 3,15$ significances 5%. $F_{emp} > F_{table}$, $R 0,512$ with coefficient of determination $R^2 0,262$.

The similarities between the research which conducted by the researchers is these the Moving Class Implementation and Students' Learning Motivation as variable. The difference lies in the role of Students' Learning Motivation variables. In the study variables Kristin Utami, Students' Learning Motivation is the independent variable while the researchers used as the dependent variable.

3. *Pengaruh Penerapan Pembelajaran Sistem Moving Class Terhadap Motivasi Belajar Siswa Kelas X* by Siti Amalia Hidayah (2011). In this study can be found, the purpose of this study was to determine the influence of the Moving Class Implementation toward Students' Motivation on economic subjects grade X Senior High School. The method that used is descriptive quantitative research study forms correlation (correlation studies). The results of the data analysis showed that the Implementation of Moving Class influenced on Students' Motivation in grade X on economic subjects at the Santu Petrus High School Pontianak.

Similarities between the study conducted by the researchers with Amalia Hidayah study is both quantitative research consisted of Moving Class Implementation as the independent variable (X) and Students' Learning Motivation as a dependent variable (Y). The difference lies in the number of independent variables. Researchers added Accounting Classrooms Facilities as the independent variable (X_2). In this study, there are two independent variables, namely Moving Class Implementation (X_1) and the Accounting Classrooms Facilities (X_2) and the dependent variable is the Students' Learning Motivation (Y). Another difference lies in the subject of research. In Siti Hidayah Amalia research subject is a class X on Economic Learning, while the subject of this research is class XI Social Science in Accounting Learning.

4. *Pengaruh Ketersediaan Sarana dan Prasarana Belajar terhadap Motivasi Belajar Siswa SMK Negeri 1 Purwakarta* by Dian Susnandini(2013). The results of Dian Susnandini's research is positive and significant relationship of Facilities and Infrastructure Availability on Students' Learning Motivation. The similarity between the research conducted by the researcher and this research on dependent variable (Y), is Learning Motivation and the one of independent variable is Facilities (X). However, the difference is the independent research the facilities which researcher use only in Accounting Classrooms (Accounting Classrooms Facilities)

and the researcher also using Moving Class Implementation. Thus in this study there are two independent variables, namely Moving Class Implementation (X_1) and the Accounting Classrooms Facilities (X_2)

5. *Pengaruh Sarana dan Prasarana Praktikum terhadap Motivasi Belajar dan Hasil Belajar Kompetensi Keahlian Teknik Komputer dan Jaringan SMK Muhammadiyah Yogyakarta* by Rianti Gustina (2012). The results are Infrastructure Practice against Learning Motivation is very influential with a mean value of 99.56 and a frequency of 40 students. Study Results of Grade X students of high impact category, score $432,26 \leq x < 495,48$ with 27 students. Grade XI high impact category, score $343,68 \leq x < 362,70$ with 14 students. Grade XII high impact category, score $349,83 \leq x < 392,70$ with 11 students.

The Similarities of these studies is to use Learning Facilities as independent variables and Students' Learning Motivation as the dependent variable. The differences, study by Rianti Gustina using Computer Network Engineering Practice Facility while the researcher uses Accounting Classrooms Facilities.

C. Conceptual Framework

In the description of the theory, it has been explained that moving class is characterized by a system of learning that students move from one class to another class in accordance with the schedule. Students' perceptions about

Moving Class Implementation will have an Influence on Students' Learning Motivation. Due to the Moving Class Implementation, the class atmosphere will be various, so that students will not feel bored easily. Moving Class Implementation is expected to provide added value to the students in an effort to increase Students' Learning Motivation at school. The presence of motivation is expected to change the way students learn from passive to active, so the students can more easily control or absorb materials that are taught by the teachers.

In addition to the Moving Class Implementation, learning facilities are also needed to support the teaching and learning process. Accounting Classrooms Facilities in this study are all the equipment and tools used in the Accounting teaching and learning process including classrooms along with the range of facilities that have been adapted to Accounting Learning criteria. Sufficient Accounting Classrooms Facilities will make ease the teachers and students in teaching and learning activities, especially in learning Accounting. Therefore, the Students' Learning Motivation will be improved.

In the teaching and learning process, Moving Class Implementation and the utilization of Accounting Classrooms Facilities are the things that can determine the Students' Learning Motivation. From the description, there is a suspected relation between the Moving Class Implementation and the

Accounting Classrooms Facilities utilization with the Students' Learning Motivation in class XI Social Sciences Program, SMA Negeri 1 Cilacap.

Schematically, the relationship between these variables can be described as follows:

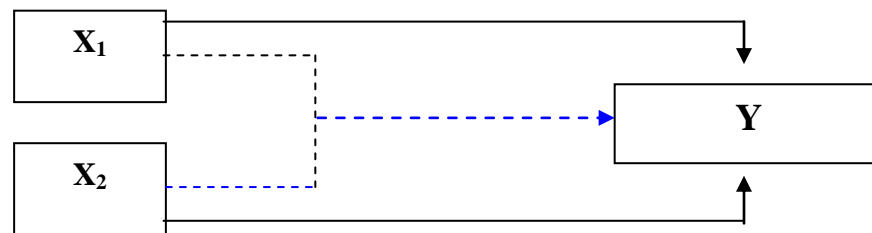


Figure 1 : Schematic framework

Description:

X_1 = the variable of Moving Class Implementation

X_2 =the variable of Accounting Classrooms Facilities

Y =the variable of Students' Learning Motivation

- - - - -> =correlation line of X_1X_2 on Y

—————> =correlation lines of X_1 on Y and X on Y

D. Hypothesis

Based on the background of the problem, theoretical review, and conceptual framework above, the hypotheses of this research are:

1. There is a positive and significant influence of Moving ClassImplementation on Students' Learning Motivation in Accounting Learning on grade XI Social Science Program, SMA Negeri 1 Cilacap Academic Year 2013/2014.

2. There is a positive and significant influence of Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning on grade XI Social Science Program, SMA Negeri 1 Cilacap Academic Year 2013/2014.
3. There is a positive and significant influence of Moving Class Implementation and Accounting Classrooms Facilities on Learning Motivation in Accounting Learning on grade XI Social Science Program, SMA Negeri 1 Cilacap Academic Year 2013/2014.

CHAPTER III RESEARCH METHOD

A. Research Design

This research is categorized as ex-post facto research, i.e research with the independent variables that have occurred and done by observing the dependent variable during the research (Sukardi,2011: 15). Based on the data that have been obtained, this research is quantitative research. It means that all data obtained were presented in numbers. The results that were in the form of quantitative data were analyzed by statistical techniques.

Based on its level of explanation, this study was classified into causal associative research. An associative causal research was research that aims at looking for a relationship or a causal influence—that is the relationship or influence of the independent variable (X) on the dependent variable (Y).

B. Operational Definition of Research Variables

There were three variables used in this study, namely Moving Class Implementation (X_1), Accounting Classrooms Facilities (X_2) and Student's Learning Motivation in Accounting Learning(Y).

1. Independent Variables

a. Moving Class Implementation (X_1)

The implementation of moving class is a condition in which the students have the power of movement in learning. Moving class itself

means displacement class, so every turn of the subjects the students move to the next room in accordance to the subject that has been scheduled; each subject has its own class, and each class has a person in charge or a coordinator which is the subject teacher. In this study, the implementation of moving class is measured by students' perception on the moving class implementation. Indicators of this variable are students' movement to another classroom, the effectiveness and efficiency of time, the interaction among students, the students' interaction with the teachers.

b. Accounting Classroom Facilities (X_2)

Facilities can be defined as something that support the business that is being carried on. Teaching and learning process in the classroom also requires the adequate facilities in order to facilitate the achievement of learning objectives. Accounting Classroom Facilities are all facilities, both facilities and infrastructure that assist the learning process in the Accounting Classroom. The indicators of Accounting Classrooms Facilities in this study include availability, utilization and conditions of the classrooms facilities.

2. Dependent Variable (Y): Students' Learning Motivation in Accounting Learning.

The dependent variable (Y) in this study is the Students' Learning Motivation in Accounting Learning. Students' Learning Motivation Accounting Learning is a mental boost, both internal and external, that is encouraged because of the need to interact with the environment through learning activities in order to conduct the better behavioral changes and increase the knowledge and understanding to achieve the achievement especially in Accounting Learning. In this study, the indicator of Students' Learning Motivation in Accounting Learning is the desire to explore the accounting learning materials, the urge and need to learn, the expectation and aspiration of the future, and the learning appreciation.

C. Place and Time of Research

This research was conducted on February 24 to March 14, 2014. The preparations was held in January 2014 and the organization of research results was in March-April 2014.

While the research place was in SMA Negeri 1 Cilacap which is located at Jl. Jend. M.T Haryono 730 Cilacap, Jawa Tengah.

D. Population and Sample

1. Population

Population is a general area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be learned and then drawn conclusions (Sugiyono, 2010:90). The population in this study were all students of Grade XI Social Science Program or *Ilmu Pengetahuan Sosial (IPS)* at SMA Negeri 1 Cilacap academic year of 2013/2014, which consisted of 85 students that is divided into 4 classes. The number of population can be seen in the following table:

Table 1. Number of Population

No	Grade	Number of Student
1	XI <i>IPS</i> 1	20 students
2	XI <i>IPS</i> 2	22 students
3	XI <i>IPS</i> 3	22 students
4	XI <i>IPS</i> 4	21 students
Total		85 students

Source : Primary Data Processed

2. Sample

A technique used to conduct sampling in this research was non-probability sampling technique. Sugiyono (2010: 66) states that nonprobability sampling is sampling technique that does not provide the equal opportunity for selected members of the population to be sampled. The sample was selected using incidental sampling technique. It was a sampling technique based on coincidence, so anyone who incidentally met the researcher was can be used as a sample, who is appropriate as a source

of data (Sugiyono,2010: 67). The characteristics of the samples in this study were:

1. The students were actively involved in the teaching and learning process at schools that implement the moving class system.
2. Students who use the facilities provided in the Accounting classroom.
3. Students who participate in the Accounting Learning process

Sample is a part of the number and characteristics possessed by the population (Sugiyono,2010: 62). Furthermore, the number of samples is determined based on the for standar level error 1%, 5% and 10%. In the determining number sample table, if the number of population is 85 with standard error level of 5%, so the number of sample is 68. Thus, this study used a sample of 68 respondents.

E. Data Collection Technique

Data collection technique is method used to collect the necessary data. The data collection techniques that is used is by providing questionnaires. Questionnaires are questions used to obtain information from the respondents within the meaning of statements about the things that he/she knows (Arikunto, 2006: 151). The primary data obtained in this research is by providing a questionnaire to a number of respondents who serve as research samples. By the questionnaire, researchers can obtain data from respondents efficiently.

F. Research Instruments

According to Sugiyono (2010: 149), research instrument is a research tool that is used in a research by using several methods. Specifically, all of these phenomena are called research variables.

Type of questionnaire used was a closed questionnaire that will be equipped with alternative answers, so that the respondents would just choose the appropriate answers. In each of these variables measurement, a graduated scale was used. Questionnaire equipped with 4 alternative answers so respondents can give a check mark (√) or a cross (×) on the answers provided. The score of each alternative answer is as follows.

Table 2. The Score of Positive and Negative Statements

Positive Statement		Negative Statement	
Alternative Answers	Score	Alternative Answers	Score
Sangat Setuju (SS)	4	Sangat Setuju (SS)	1
Setuju (S)	3	Setuju (S)	2
Tidak Setuju (TS)	2	Tidak Setuju (TS)	3
Sangat Tidak Setuju (STS)	1	Sangat Tidak Setuju (STS)	4

With the following conditions :

1. Respondents will chose "SS" if they think that their answers are in the percentage points of 76-100 %
2. Respondents will chose "S" if they think that their answers are in the percentage points of 51-75 %
3. Respondents will chose "TS" if they think that their answers are in the percentage points of 26-50 %

4. Respondents will chose “STS” if they think that their answers are in the percentage points of 0-25 %

Here are the details of the instrument’s framework of each variable:

1. Moving Class Implementation

Variables of Moving Class Implementation were described into four indicators that later developed into 15 points question.

Table 3. Instruments grating on Moving Class Implementation

Variable	Indicators	Item Number	Total
Moving Class Implementation	The students’ movement	1,2*,3,4,5,6	6
	The effectiveness and efficiency of time	7,8,9,10*,11*	5
	The interaction among students	12*,13,	3
	The interaction of students with the teachers	14,15	2
Total			15

Source: Vovy Septia Rukmala (2011:46)

2. Accounting Classrooms Facilities

Variables of Accounting Classrooms Facilities were described into three indicators that later developed into 15 points question.

Table 4. Instruments grating on Accounting Classrooms Facilities

Variable	Indicators	Item Number	Total
Accounting Classrooms Facilities	The availability of the classrooms facilities	1,2*,3,4,5	5
	The condition of the classrooms facilities	6*,7*,8,9,10	5
	The utilization of the classrooms facilities	11,12*,13,14,15	5
Total			15

Source: Dian Susnandini (2013:51)

3. Students' Learning Motivation in Accounting Learning

Variables of Students' Learning Motivation were described into five indicators that later developed into 20 points question.

Table 5. Instruments grating on Students' Learning Motivation in Accounting Learning

Variable	Indicators	Item Number	Total
Students' Learning Motivation	The desire to explore the accounting material	1,2*,3,4,5	5
	The urge and the need to learn	6,7,8*,9*,10	5
	The expectations and aspirations of the future	11,12	2
	The desire for achievement	13,14*,15,16	4
	The appreciation in learning	17*,18,19,20	4
Total			20

Source: Vovy Septia Rukmala (2011:47)

Note: (*) is for negative statements

G. Instruments Testing

The instruments testing is used to know the validity and reliability of the instrument to be used. Validity and reliability of the instrument can be determined by instrument testing first. The instrument testing was conducted on the grade XII IPS SMA Negeri 1 Cilacap which have the same characteristics with grade XI IPS SMA Negeri 1 Cilacap. The similarity of characteristics is both of the grade are implementing the moving class system with the same facilities on the accounting learning.

1. Validity

The validity test is used to get valid instrument to obtain provisions between the actual data happened on the object with the data collected by the researcher. The formula used to test the validity of this research is the Correlation of Product Moment by Pearson.

The formula is as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\}\{N \sum Y^2 - (\sum Y^2)\}}}$$

Notes :

r_{xy}	= Correlation coefficient of the independent variable and The dependent variable
$\sum XY$	= Total multiplication scores of independent variable and The dependent variable
$\sum X$	= Total score of independent variable
$\sum Y$	= Total score of dependent variable
$\sum X^2$	= Total quadratic score of independent variable
$\sum Y^2$	= Total quadratic score of dependent variable
N	= Number of subject or respondent

(Suharsimi Arikunto, 2010:213)

Criteria for submission of an item is valid if r_{emp} correlation coefficient (r_{xy}) is positive and equal to or greater than r_{table} with a significance level of 5%, if r_{emp} less than the score of the r_{table} item, it can be said as an invalid question.

This instrument testing conducted on 30 students of grade XII IPS SMA Negeri 1 Cilacap with a questionnaire sheet of Moving Class

Implementation totaled 15-point of questions, variable of Accounting Classroom's Facility totaling 15 point of questions and the Students' Learning Motivation numbered 20-point of questions was analyzed using SPSS Statistics 17.0 for Windows.

Based on the output obtained from the SPSS Statistics 17.0 for Windows (output in appendices), known the correlation between item scores and total score. This score is then compared with the score of r_{table} at 5% significance level by the number of data (N) = 30 that is equal to 0.361. In Moving Class Implementation questionnaire (X_1), the correlation score for the item number 4, 7, 8, 9, 10, 13 and 15 is less than 0.361. Then, in the questionnaire of Accounting Classroom's Facilities (X_2), the correlation score for the item numbers 6 and 14, is less than 0.361. While on Students' Learning Motivation in Accounting Learning questionnaire (Y), the score of the correlation for item numbers 2, 4, 17, 18, 19 and 20 is less than 0.361. It can be concluded that these items are not correlated with the total score (invalid) and should be removed or improved. Whereas on the other items that the score are more than 0.361, it can be concluded that the item is a valid instrument.

The summary of the validity testing results are as follows:

Table 6. Summary of Instruments Validity Testing Result

Variable	Number of Item Originally	Item numbers that were fall	The number of items that were fall	The number of valid items
X ₁	15	4, 7, 8, 9, 10, 13 and 15	7	8
X ₂	15	6 and 14	2	13
Y	20	2, 4, 17, 18, 19 and 20	6	14

Source: Primary Data Processed

The validity test results show that based on the questionnaire sheet on the variable of Moving Class Implementation (X₁), there are 8 items valid statement with the fall items of 7 points. Then, the questionnaire sheet on the variable of Accounting Classroom's Facility (X₂) shows that the valid statement consists of 13 items with 2 items that were fall. While the questionnaire sheet about Students' Learning Motivation in Accounting Learning variable (Y) shows that there are 14 items valid statement with 6 items that were fall. Most of the items of the statement that is not valid had been replaced and some others were eliminated. While for the valid item, if the researchers feel that it still representing each of the indicators that will be disclosed, the instrument is still feasible for use.

After done the validity testing of the questionnaire, there are several changes to the statement used in the research questionnaire. The Changes Instrument Grating of Research as follows:

Table 7. The Changes Instrument Grating of Research

Variable	Indicators	Items Number	Total	
Moving Class Implementation	Students' Movement	1,2*,3,4,5,6	6	12
	The effectiveness and efficiency of time	7,8,9*	3	
	Interaction among students	10*,11	2	
	Interaction of students with the teachers	12	1	
Accounting Classroom's Facilities	The completeness of Classroom's Facilities	1,2*,3,4,5	5	15
	Condition of Classroom's Facilities	6*,7*,8,9,10	5	
	The use of facilities	11,12*,13,14,15	5	
Students' Learning Motivation in Accounting Learning	The desire to explore the accounting material	1,2*,3,4,5	5	20
	The urge and the need to learn	6,7,8*,9*,10	5	
	The expectations and aspirations of the future	11,12,	2	
	The desire for achievement	13,14*,15,16	4	
	The appreciation in learning	17,18*,19,20	4	

Source: Primary Data Processed

2. Reliability

Instruments is said to be reliable if the instrument well enough to uncover the trusted data (Suharsimi Arikunto, 2010:221). To test the reliability of the instrument used in this research, used the Cronbach's Alpha formula, as follows:

Cronbach's Alpha formula

$$r_{11} \left(\frac{k}{k-1} \right) \left(1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right)$$

Notes :

r_{11} = Instruments of reliability
 k = Number of questions item
 $\sum \sigma_b^2$ = Total variance items
 σ_t^2 = Total variance

(Suharsimi Arikunto, 2010: 239).

The empulation results of r_{11} that have been obtained are interpreted with a degree of reliability of the coefficient correlation. Here is a guideline to make interpretations of the coefficient correlation:

Table 8. The Guideline of Reliability Coefficient Levels

Coefficient Intervals	Levels of Correlation
0.00 – 0.199	Very Low
0.20 – 0.399	Low
0.40 – 0.599	Fair
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

Source : Sugiyono (2010:231)

The instrument in this research is can be said as reliable if the reliability level is equal to or greater than 0.600. The result of reliability testing on the instruments using SPSS Statistics 17.0 for Windows can be seen in the following table:

Table 9. Summary of Instruments' Reliability Testing Result

Variable	r_{11}	Interpretation
X ₁	0.624	Strong
X ₂	0.821	Very Strong
Y	0.801	Very Strong

Source: Primary Data Processed

From the output results of Cronbach's Alpha, obtained the score of 0.624 for the variable of Moving Class Implementation (X_1), 0.821 for the variable of Accounting Classrooms Facilities (X_2) and 0.801 for Students' Learning Motivation in Accounting Learning (Y). The Cronbach's Alpha scores for the three variables are above 0.60. So, it can be concluded that the measuring instruments in this study are reliable.

H. Data Analysis Technique

1. Description of the Data

Data obtained from the field, then presented in the form of data description of each variable. The data description analysis shall include the presentation of the Mean (M), Median (Me), Mode (Mo), Standard Deviation (SD), Frequency Distribution Table, Histogram, Diagrams (Pie Chart) and Table of Variable Tendency.

a. Mean (M)

Mean is the arithmetic average of the data or a typical value that can represent a set of data. The formula to calculate mean is:

$$Me = \frac{\sum f_i X_i}{\sum f_i}$$

Notes:

Me = Mean

$\sum f_i$ = Total Data

$f_i x_i$ = Product multiplication of f_i at each interval data with the class (x_i). The class mark x_i is the average of the lower limit and the limit on each interval of data.

(Sugiyono, 2010 : 54)

b. Median (Me)

The median is the middle value when the data values from the data arranged in order according to the magnitude of the data. The formula is:

$$Md = b + p \left[\frac{\frac{1}{2} - F}{f} \right]$$

Notes:

- Md = Median
- B = Lower Limit
- N = Number of Data
- p = Length of the Class Interval
- F = Sum of All Frequency Before the Median Class
- f = Frequency of the Median Class

(Sugiyono, 2010: 54)

c. Mode (Mo)

Mode is the most frequent data values or data values appear with the greatest frequency. The formula is:

$$Mo = b + p \left[\frac{b1}{b1 + b2} \right]$$

Notes:

- Mo = Mode
- b = Limit of the class interval with the highest frequency
- p = Length of the class interval with the highest frequency
- b1 = Frequency of the modus class minus the previous closest interval class
- b2 = Frequency of the modus class minus the next closest interval class

(Sugiyono, 2010: 52)

d. Standard Deviation (SD)

Standard deviation is a measure of the spread of data because it has the same unit with the data unit and middle value. The formula is:

$$\sigma = \sqrt{\frac{\sum (xi - \bar{x})^2}{(n - 1)}}$$

Notes:

σ = Standard deviation

n = Total data

$xi - \bar{x}$ = Deviation

(Sugiyono, 2010: 58)

e. Table of Frequency Distribution

- 1) Determine the number of class intervals

To determine the length of the interval, use the following formula:

$$k = 1 + 3,3 \log n$$

Notes:

K = The number of data classes

N = The number of observation data

\log = Logarithm

(Sugiyono, 2010: 36)

- 2) Empulate the class range

To empulate the range of the data used the following formula:

$$\textit{Class range} = \textit{maximum score} - \textit{minimum score}$$

- 3) Determine the length of the class

To determine the length of the class used the following formula:

$$\textit{Length of the class} = \frac{\textit{Class range}}{\textit{number of class intervals}}$$

f. Histogram

Histograms are made based on the frequency data which has been shown in the frequency distribution table.

g. Table of Variable Tendency

The next description is to determine the categorization scores that were obtained by each variable. These scores then divided into 3 categories. Categorizing was implemented based on the Mean and SDi obtained.

The data of research variables needs to be categorized with the rules as follows:

- 1) Highest Group
All respondents that have a score as many as the mean score plus one standard deviation above ($> M + 1SD$).
- 2) Middle Group
All respondents who had the mean score minus 1 standard deviation and mean score plus one standard deviation (between $M-1SD$ to $M+1SD$).
- 3) Lowest Group
All respondents who had scores lower than the mean score minus 1 standard deviation above ($<M + 1SD$)

(Suharsimi,2006: 264)

h. Pie charts

Pie charts are used based on data tendency that have shown in the table of variable tendency.

2. Prerequisites Test Analysis

a. Normality

Normality test is used to test the correctness of the data whether it is normally distributed or not. For the purposes of normality testing, this research used Kolmogrov-Smirnov formula. The formula is:

$$D_{max} = | F_a(x) - F_e(x) |$$

Notes :

D_{max} = Maximum value of the difference of two cumulative frequency distribution

$F_a(x)$ = Cumulative relative frequency

$F_e(x)$ = Cumulative frequency theories

(Djarwanto, 2003: 50)

Normality test is used to check whether the data of the investigated population is normally distributed or not. Data considered as normal if the significance value shows the number count of more than 5% or 0.05, or the results of the empulation is less than the score of Kormogrov-Smirnov table.

b. Linearity

Linearity test is intended to determine whether the independent variables and the dependent variable have a linear relationship or not.

The formula used in the linearity test in this research as follows:

$$F \frac{RK_{reg}}{RK_{res}}$$

Notes:

F : Score of F number for the regression line
 RK_{reg} : The quadratic mean of the regression line
 RK_{res} : The quadratic mean of residual line

(Sutrisno Hadi, 2004: 13)

If obtained the F_{emp} score that is smaller than F_{table} at significance level of 5%, the correlation between independent variables and dependent variable is linear. Otherwise, if F_{emp} score is greater than F_{table} , the data is non-linear with a significance level of 5%.

c. Multicollinearity

According to Gunawan (2005: 36), multicollinearity testing was intended to prove or test the linear relationship between the independent variable with the other independent variables. To determine whether there is multicollinearity or not in the variables, can use the following formula:

$$VIF = \frac{1}{tolerance}$$

Notes:

VIF = standard deviation of inflation factor quadratic
 Tolerance = the magnitude of the error rate that is given statistically

(Danang, 2007:89)

The limit of tolerance score is 0.1 and the VIF limit is 10. It shows that if the tolerance score is below 0.1 or VIF is above 10, there is a multicollinearity disruption.

d. Heteroscedasticity

Heteroscedasticity test is intended to determine whether there are variations in the absolute residuals equal or not for all observations. Heteroscedasticity test is done with Park-Test. Heteroscedasticity test using the park method is done by regressing the absolute error value for all independent variables. If there is a significant effect of independent variables on the residual absolute value, so there is the problem of heteroscedasticity in these model.

The heteroscedasticity symptoms are indicated by the regression coefficients of each independent variable on the absolute residuals value and its significance. If significant value is more than 0.05 there is no heteroscedasticity symptoms, otherwise if significant value is less than 0.05 there is a symptoms of heteroscedasticity.

3. Hypothesis Testing

a. Simple Regression Analysis

This analysis is used to determine the effect of Moving Class Implementation on Students' Learning Motivation in Accounting Learning (Hypothesis 1), and the Accounting Classrooms Facilities to the Students' Learning Motivation in Accounting Learning (Hypothesis 2).

The steps are as follows:

- 1) Empulate the Regression Line Equation with One Predictor

Formula:

$$Y = aX + K$$

Notes:

Y = Criterion

X = Predictor

a = Coefficient Predictor Numbers

K = Constant Numbers

(Sutrisno Hadi, 2004: 1-2)

- 2) Empulate simple correlation between X_1 and X_2 with Y

Formula:

$$r_{xy} = \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}}$$

Notes:

r_{xy} = The correlation coefficient between x and y

$\sum xy$ = Number of products between x and variable y

$\sum x$ = Total score of predictor x

$\sum y$ = Total score of predictor y

(Sutrisno Hadi, 2004:4)

- 3) Empulate the coefficient determinant (R^2) between predictor of X_1 with Y and X_2 with Y

Formula:

$$r_{x_1y^2} = \frac{(a_1 \sum x_1 y)}{\sum y^2}$$

$$r_{x_2y} = \frac{(a_2 \sum x_2 y)}{\sum y^2}$$

Notes:

$r_{x_1y}^2$	= Determinant coefficient between y with x_1
$r_{x_2y}^2$	= Determinant coefficient between y with x_2
a_1	= Coefficient predictor of x_1
a_2	= Coefficient predictor of x_2
$\sum x_1 y$	= Total score of questions x_1 with y
$\sum x_2 y$	= Total score of questions x_2 with y
$\sum y^2$	= Sum of squares criterion y

(Sutrisno Hadi, 2004:4)

4) Significance Testing using T-test

T-test conducted to test the constants significance of each independent variable that will affect the dependent variable. The formula is:

$$t = \frac{r\sqrt{(n-2)}}{(\sqrt{1-r^2})}$$

Notes:

t	= t_{emp}
r	= Correlation coefficient
n	= Number of samples
r^2	= The square of correlation coefficient

(Sugiyono, 2010:230)

The conclusions making is to compare the t_{emp} score with t_{table} . If t_{emp} is greater than or equal to the t_{table} with a significance level of 5%, the variable is significant. Otherwise, if the score of t_{emp} is smaller than t_{table} , the variable is not significant.

b. Multiple Regression Analysis

Multiple regression used to determine the influences of Moving Class Implementation and Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning (Hypothesis 3).

The steps in Regression Analysis are:

- 1) Make a two-predictor regression equation

Formula:

$$Y = a_1X_1 + a_2X_2 + K$$

Notes:

Y = Criterion

X_1X_2 = Predictor 1 and 2

a_1a_2 = Coefficient Predictors 1 and 2

K = Constant Numbers

(Sutrisno Hadi, 2004:18)

- 2) Empulate the determinant coefficient between the criterion Y with predictors X_1 and X_2 .

Formula:

$$R_{y(1,2)} = \sqrt{\frac{a_1 \sum X_1Y + a_2 \sum X_2Y}{\sum Y^2}}$$

Notes:

$R_{y(1,2)}$ = correlation coefficient between X_1 and X_2 with Y

a_1 = predictor coefficients of X_1

a_2 = predictor coefficients of X_2

$\sum x_1y$ = number of products between X_1 with Y

$\sum x_2y$ = number of products between X_2 with Y

$\sum y^2$ = sum of squares criterion Y

(Sutrisno Hadi, 2004: 22)

3) F-test

Formula:

$$F_{reg} = \frac{R^2(N-m-1)}{m(1-R^2)}$$

Notes:

F_{reg} = F score of regression line

N = Cases count

m = Predictor count

R = Correlation coefficient between the criterion with predictors

(Sutrisno Hadi, 2004: 23)

After obtaining the empulation, then the F_{emp} score compared with F_{table} at significance level of 5%. If the F_{emp} is greater than or equal to F_{table} at significance level of 5%, the hypothesis is accepted. Otherwise, if F_{emp} is smaller than F_{table} at significance level of 5%, the hypothesis is rejected.

4) Relative Contribution and Effective Contribution

a) Relative Contribution

Relative contribution is a percentage ratio given by the independent variables to the dependent variable and the other independent variables. Relative contribution shows the magnitude of relative contribution of each predictor to the criterion for prediction purposes.

Formula:

$$\text{Predictor } X_1 = SR\% = \frac{a_1 \sum x_1 y}{JK_{reg}} \times 100\%$$

$$\text{Predictor } X_2 = SR\% = \frac{a_2 \sum x_2 y}{JK_{reg}} \times 100\%$$

Notes:

SR = Relative Contribution Predictors

*a*₁ = Coefficient Predictors X₁

*a*₂ = Coefficient Predictors X₂

$\sum x_1 y$ = Number of Products between X₁ with Y

$\sum x_2 y$ = Number of Products between X₂ with Y

(Sutrisno Hadi, 2004:37)

b) Effective Contribution

Effective contribution is a predictor contribution that is emulated from overall regression effectiveness to be an effective contribution regression. Effective contribution is used to determine the magnitude of contribution effectively of each predictor to the criterion by also considering the other independent variables that were not examined.

Formula:

$$\text{Predictor } X_1 = SE \% X_1 = SR \% X_1$$

$$\text{Predictor } X_2 = SE \% X_2 = SR \% X_2$$

Note:

SE % X₁ = Effective Contribution X₁

SE % X₂ = Effective Contribution X₂

SR % X₁ = Relative Contribution X₁

SR % X₂ = Relative Contribution X₂

R² = Coefficient of Determination

(Sutrisno Hadi, 2004:39)

CHAPTER IV RESEARCH RESULT AND DISCUSSION

This chapter will discussed the results of research that has been conducted, include a description of the data, a prerequisite analysis test, the testing of hypotheses, a discussion of the research results and research weaknesses.

A. Description of Research Data

1. Description of General Data

A school that is used in this research is SMA Negeri 1 Cilacap which is located at Jl. Jend. M.T Haryono 730 Cilacap. Originally, this school is only Private high school A and C, which stood in 1958. By SK Ministry of Education and Culture dated June 11, 1959 No. 27/SK/B.II, private high school A and C is changing the status of a State High School Sections A, B, C Cilacap which later became SMA Negeri 1 Cilacap. SMA Negeri 1 Cilacap has the vision and mission, the vision and mission are:

The Vision of SMA Negeri 1 Cilacap

"Superior in Achievement, Competitiveness, National Spirit, Global Perspective Based on Faith and Devotion"

The Mission of SMA Negeri 1 Cilacap

- 1) Embodies an intelligent and competitive graduates,
- 2) Embodies the achievements in the National Science Olympiad,
- 3) Embodies the achievement in International Science Olympiad,

- 4) Embodies the achievement in Higher Education Selection,
- 5) Embodies the achievement in Art Contest,
- 6) Embodies the achievement in Sports Contest,
- 7) Embodies the achievements in Scientific Writing Competition,
- 8) Embodies the religious values in school life,
- 9) Embodies the school community with a national paradigm,
- 10) Embodies the development of adaptive and proactive curriculum.

The information obtained from observation through direct observation and explanation that provided by the school are:

a) Physical Condition of The School

Based on the observation, obtained the information about SMA Negeri

1 Cilacap, namely:

Name of School	: SMA Negeri 1 Cilacap
School Address	: Jalan Jend M.T Haryono 730 Cilacap 53214
Phone	: (0282) 533765
Website	: sman1clp.com

Since implementing the Moving Class system, the classrooms in SMA Negeri 1 Cilacap named according to subjects. The total of classrooms at SMA Negeri 1 Cilacap about 30 classes.

b) The Potential of Students

SMA Negeri 1 Cilacap has implemented the curriculum of 2013, so the majors began in grade X. This school have 3 courses, namely Natural Science, Social Science and Language. Each grade consists of 12 classes. The Natural Science program consists of 7 classes, Social Science program consists of 4 classes, and Language program has 1 class. The average number of students in each class is about 22 students.

For each subject, the minimum standard that must be achieved by the students is about 75 to 80. SMA Negeri 1 Cilacap is one of the favorite school that have a lot of students who have the achievements from the district level to the International level. In addition, there are a lot of students or graduates who obtained a scholarship both within and outside the country. About 70% - 80% graduates of SMA Negeri 1 Cilacap were accepted at the State Universities.

SMA Negeri 1 Cilacap has a Leader Class program which featured classes for the best students representing all districts in Cilacap. The program initiated by the Regent of Cilacap for scoring leaders through education. Program Leader Class stationed at the high school level in SMA Negeri 1 Cilacap while in junior high school SMP Negeri 1 Cilacap.

Not only in academic but the non-academic potential of students were also developed, about 24 extracurriculars held to support the interest and talent of students. From the extracurricular activities, there are a lot of students who obtains achievement in various championship.

c) The Potential of Teachers

The whole teacher in SMA Negeri 1 Cilacap has a minimum education level of S1. The number of teachers in SMA Negeri 1 Cilacap is about 65 teachers. Teachers in SMA Negeri 1 Cilacap are constantly improving their competence through various programs such as Training, Seminar and Workshop. Teachers are also actively developing a proposal of Classroom Action Research (CAR) to improve their pedagogic and professionalism competence.

d) The Potential of Employees

To support the learning activities in schools that goes well, then required the employees who work professionally. Employees at SMA Negeri 1 Cilacap consist of 24 people who work at the Administration, Library, Laboratory, Cooperative, Cleanliness and Security.

e) Facilities

SMA Negeri 1 Cilacap have the adequate facilities that supporting the learning activities in school. The school has 30 classrooms adapted

to the learning subject. There are also the laboratory consisting of Physics, Chemistry, Biology, English, Computers, and IPS (Social Sciences).

Besides classroom and laboratory, there are also libraries, halls, mosques, broadcasting room, field, sports and arts facilities, canteen, parking lots and garden. Everything prepared to maximize the academic and non-academic guidance of the students.

2. Description of Special Data

To test the influence of independent variables on the dependent variable, the descriptions in this section are presented the data of each variable based on data obtained in the field. The following details are the results of data management that have been carried out with SPSS for Windows Version 17.00.

a. Variable of Moving Class Implementation (X_1)

Instrument of the Moving Class Implementation Variables (X_1) is a questionnaire consisting of 12 items using a Likert scale questions consisting of 4 alternative answers, the highest score was 4 and the lowest score is 1. Highest score that can be obtained is 48 (4×12) and lowest score is 12 (1×12). For variables X_1 , the minimum score was 24.00 and the maximum score was 42.00. The mean was 32.74, the middle value

(median) at the amount of 33, the value that is often appears (mode) is 30 and a standard deviation is 4.276.

To construct the frequency distribution of Moving Class Implementation Variable, done the steps as follows:

1) Determine the Number of Class Intervals

To determine the number of class intervals, used the Sturges Rule formula that the number of class intervals = $1 + 3.3 \log n$, where n is the number of research subjects at the amount of 68 respondents.

$$\begin{aligned} \text{The number of class intervals} &= 1 + 3.3 \text{ Log } n \\ &= 1 + 3.3 \log 68 \\ &= 1 + 3.3 (1.832508913) \\ &= 1 + 6.047279412 \\ &= 7.047279412 \text{ rounded to } 7. \end{aligned}$$

2) Determine the Range

$$\begin{aligned} \text{Range} &= \text{maximum score} - \text{minimum score} \\ &= 42 - 24 = 18 \end{aligned}$$

3) Determine the length of class interval

$$\text{Length of class interval} = \frac{\text{range}}{\text{number of class interval}} = \frac{18}{7} = 2,57 \text{ rounded to } 3$$

The frequency distribution of the score of moving class implementation can be seen in the following table :

Table 10. Frequency Distribution on Moving Class Implementation

No.	Class Interval	Frequency (F)	F (%)	Cumulative Frequency
1	24 – 26	6	8.82%	15
2	27 – 29	9	13.24%	24
3	30 – 32	18	26.47%	33
4	33 – 35	18	26.47%	51
5	36 – 38	8	11.76%	59
6	39 – 41	8	11.76%	67
7	42 – 44	1	1.47%	68
Total		68	100%	

Source : Primary Data Processed

Based on the table of frequency distribution of Moving Class Implementation Variable, can be described in a histogram as follows:

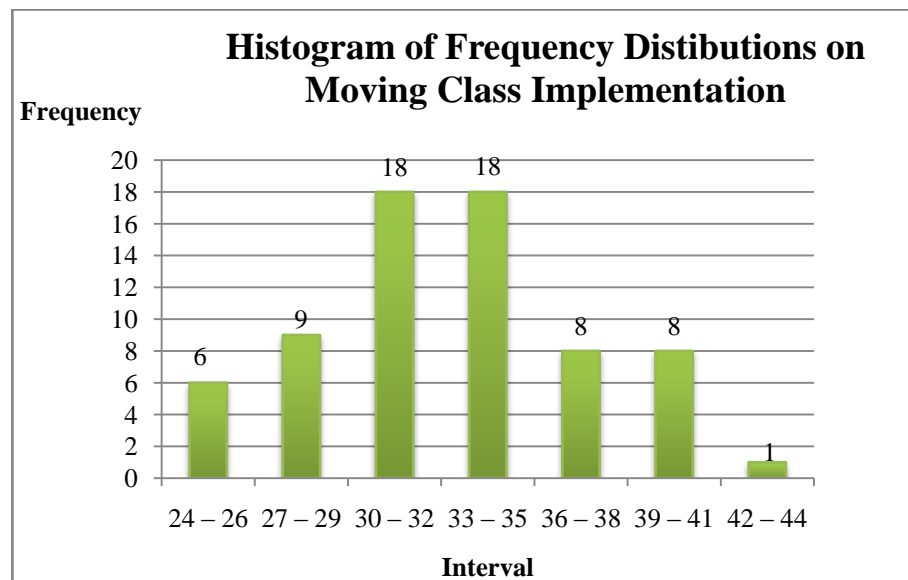


Figure 2. Histogram of Frequency Distributions on Moving Class Implementation

The data of research variables needs to be categorized with the rules as follows:

a) Highest Group

All respondents that have a score as many as the mean score plus one standard deviation above ($> M + 1SD$).

b) Middle Group

All respondents who had the mean score minus 1 standard deviation and mean score plus one standard deviation (between $M-1SD$ to $M+1SD$).

c) Lowest Group

All respondents who had scores lower than the mean score minus 1 standard deviation above ($<M + 1SD$)

(Suharsimi, 2006:264)

Mean ideal (M_i) and Standard Deviation ideal (SDI) is obtained by

the following formula:

$$\text{Mean ideal} = \frac{1}{2} (\text{highest score} + \text{lowest score})$$

$$= \frac{1}{2} (48 + 12)$$

$$= \frac{1}{2} (60) = 30$$

$$\text{Standard Deviation ideal} = \frac{1}{6} (\text{highest score} + \text{lowest score})$$

$$= \frac{1}{6} (48 - 12)$$

$$= \frac{1}{6} (36) = 6$$

$$\text{Highest Group} = > (M + 1SD)$$

$$= >(30 + 6)$$

$$= >36$$

$$\text{Middle Group} = (M - 1SD) \text{ up to } (M + 1SD)$$

$$= (30 - 6) \text{ up to } (30 + 6)$$

$$= 24 \text{ up to } 36$$

$$\begin{aligned} \text{Lowest Group} &= < (M - 1SD) \\ &= < (30 - 6) \\ &= < 24 \end{aligned}$$

Based on these empulations, it can be made frequency distribution tendency of moving class implementation as follows:

Table 11. Tendency Distribution on Moving Class Implementation (X₁)

No	Class Interval	Frequency (F)	Frequency (%)	Category
1	> 36	11	16.2	High
2	24 – 36	57	83.8	Fair
3	< 24	0	0	Low
Total		68	100%	

Source: Primary Data Processed

From the table above can be seen that in the tendency of moving class Implementation (X₁) there are 11 students (16.2%) in the high category, 57 students (83.8%) in the fair category, and no students (0%) in the low category.

The tendency of Moving Class Implementation Variable presented in Pie Chart as follows:

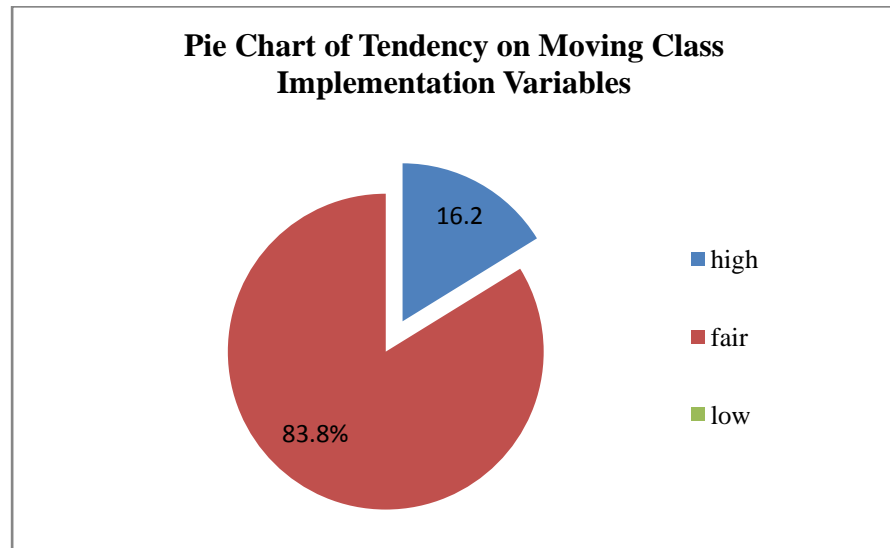


Figure 3. Pie Chart of Tendency on Moving Class Implementation Variables

b. Variable of Accounting Classrooms Facilities (X_2)

Instrument of Accounting Classrooms Facilities variables (X_2) is used the questionnaire consisting of 15 items using a Likert scale questions consisting of 4 alternative answers, the highest score was 4 and the lowest score is 1. The highest score that can be obtained is 60 (4×15) and the lowest score is 15 (1×15). In this study, the variable X_2 obtained the minimum score of 29.00 and the maximum score was 56.00. The mean at the amount of 39.53, the middle value (median) is 40, the value that is often appeared (mode) is 40 and the standard deviation is 5.76.

To construct the frequency distribution of Accounting Classrooms Facilities Variable, done the following steps:

1) Determine the Number of Class Intervals

To determine the number of class intervals, used the Sturges Rule formula that the number of class intervals = $1 + 3.3 \log n$, where n is the number of research subjects at the amount of 68 respondents.

$$\begin{aligned} \text{The number of class intervals} &= 1 + 3.3 \log 68 \\ &= 1 + 3.3 (1.832508913) \\ &= 7.047279412 \text{ rounded to } 7. \end{aligned}$$

2) Determine the Range

$$\begin{aligned} \text{Range} &= \text{maximum score} - \text{minimum score} \\ &= 56 - 29 = 27 \end{aligned}$$

3) Determine the length of class interval

$$\text{Length of class interval} = \frac{\text{range}}{\text{number of class interval}} = \frac{27}{7} = 3.857 \text{ rounded to } 4.$$

Frequency distribution of Accounting Classrooms Facilities value can be seen in the following table:

Table 12. Frequency Distribution on Accounting Classrooms Facilities

No.	Class Interval	Frequency(F)	F (%)	Cumulative Frequency
1	29 – 32	6	8.82	6
2	33 – 37	20	29.41	26
3	37 – 40	13	19.12	39
4	41 – 44	16	23.53	55
5	45 – 48	9	13.24	64
6	49 – 52	1	1.47	65
7	53 – 56	3	4.41	68
Total		68	100	

Source: Primary Data Processed

Based on the table of frequency distribution of Accounting Classrooms Facilities Variable, can be described in a histogram as follows:

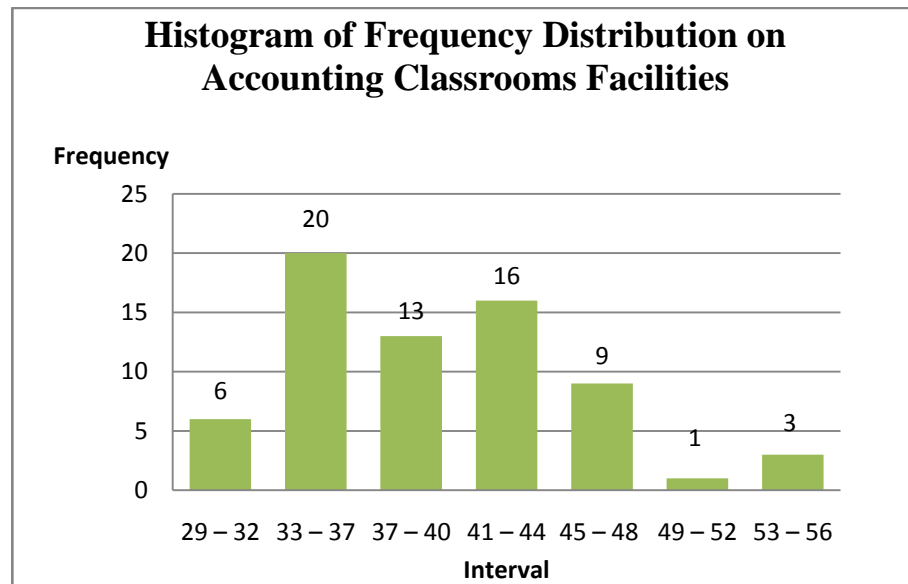


Figure 4. Histogram of Frequency Distribution on Accounting Classrooms Facilities

Mean ideal (Mi) and Standard Deviation ideal (SDI) is obtained by the following formula:

$$\text{Mean ideal} = \frac{1}{2} (\text{highest score} + \text{lowest score})$$

$$= \frac{1}{2} (60 + 15)$$

$$= \frac{1}{2} (75) = 37.5$$

$$\text{Standard Deviation ideal} = \frac{1}{6} (\text{highest score} + \text{lowest score})$$

$$= \frac{1}{6} (60 - 15)$$

$$= \frac{1}{6} (45) = 7.5$$

$$\begin{aligned} \text{Highest Group} &= > (M + 1SD) \\ &= > (37.5 + 7.5) \\ &= > 45 \end{aligned}$$

$$\begin{aligned} \text{Middle Group} &= (M - 1SD) \text{ up to } (M + 1SD) \\ &= (37.5 - 7.5) \text{ up to } (37.5 + 7.5) \\ &= 30 \text{ up to } 45 \end{aligned}$$

$$\begin{aligned} \text{Lowest Group} &= < (M - 1SD) \\ &= < (37.5 - 7.5) \\ &= < 30 \end{aligned}$$

Based on these empulations, it can be made frequency distribution tendency of Accounting Classrooms Facilities as follows:

Table 13. Tendency Distribution on Accounting Classrooms Facilities (X₂)

No	Class Interval	Frequency (F)	Frequency (%)	Category
1	> 45	7	10.29	High
2	30 – 45	60	88.24	Fair
3	< 30	1	1.47	Low
Jumlah		68	100%	

Source: Primary Data Processed

From the table above can be seen that in the tendency of Accounting Classrooms Facilities (X₂) there are 7 students (10.29%) in the high category, 60 students (88.24%) in the fair category, and 1 students (1.47%) in the low category.

The tendency of Accounting Classrooms Facilities Variable presented in Pie Chart as follows:

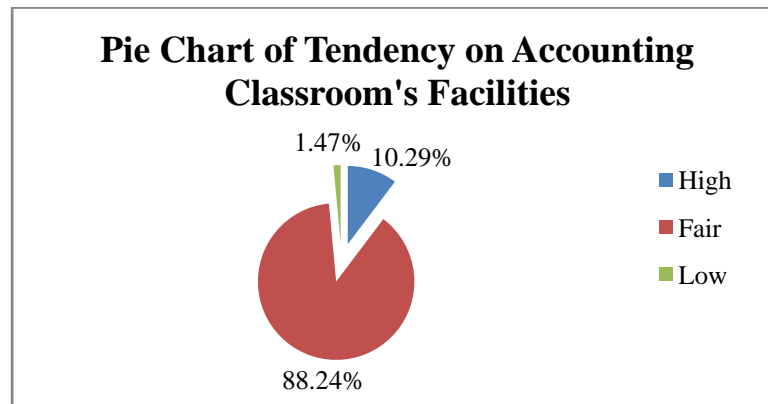


Figure 5. Pie Chart of Tendency on Accounting Classrooms Facilities Variables

c. Variable of Students' Learning Motivation in Accounting Learning (Y)

Instrument of Students' Learning Motivation in Accounting Learning variables (Y) is used the questionnaire consisting of 20 items, the highest score was 4 and the lowest score is 1. The highest score that can be obtained is 80 (4×20) and the lowest score is 20 (1×20). In this study, the variable Y obtained the minimum score of 46.00 and the maximum score was 75.00. The mean at the amount of 64.24, the middle value (median) is 65, the value that is often appeared (mode) is 58 and the standard deviation is 6,025.

To construct the frequency distribution of Students' Learning Motivation in Accounting Learning variable, done the following steps:

1) Determine the Number of Class Intervals

To determine the number of class intervals, used the Sturges Rule formula that the number of class intervals = $1 + 3.3 \log n$, where n is the number of research subjects at the amount of 68 respondents.

$$\begin{aligned} \text{The number of class intervals} &= 1 + 3.3 \log 68 \\ &= 1 + 6.047279412 \\ &= 7.047279412 \text{ rounded to } 7. \end{aligned}$$

2) Determine the Range

$$\begin{aligned} \text{Range} &= \text{maximum score} - \text{minimum score} \\ &= 75 - 46 = 29 \end{aligned}$$

3) Determine the length of class interval

$$\text{Length of class interval} = \frac{\text{range}}{\text{number of class interval}} = \frac{29}{7} = 4.142 \text{ rounded to } 4.$$

Frequency distribution of Students' Learning Motivation in Accounting Learning value can be seen in the following table:

Table14. Frequency distribution of Students' Learning Motivation in Accounting Learning

No.	Class Interval	Frequency(F)	F (%)	Cumulative Frequency
1	46 – 50	1	1.47	1
2	51 – 54	4	5.88	5
3	55 – 58	8	11.76	13
4	59 – 62	11	16.18	24
5	63 – 66	16	23.53	40
6	67 – 70	18	26.47	58
7	71 – 75	10	14.71	68
Total		68	100	

Source: Primary Data Processed

Based on the table of frequency distribution of Students' Learning Motivation in Accounting Learning Variable, can be described in a histogram as follows:

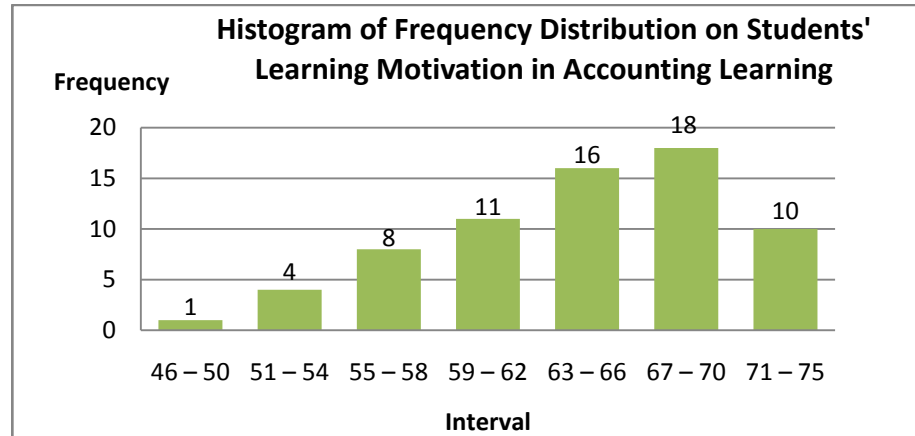


Figure 6. Histogram of Frequency Distribution on Students' Learning Motivation in Accounting Learning

Mean ideal (Mi) and Standard Deviation ideal (SDI) is obtained by the following formula:

$$\begin{aligned}
 \text{Mean ideal} &= \frac{1}{2} (\text{highest score} + \text{lowest score}) \\
 &= \frac{1}{2} (80 + 20) \\
 &= \frac{1}{2} (100) = 50
 \end{aligned}$$

$$\begin{aligned}
 \text{Standard Deviation ideal} &= \frac{1}{6} (\text{highest score} + \text{lowest score}) \\
 &= \frac{1}{6} (80 - 20) \\
 &= \frac{1}{6} (60) = 10
 \end{aligned}$$

$$\begin{aligned}
 \text{Highest Group} &= > (M + 1SD) \\
 &= > (50 + 10)
 \end{aligned}$$

	= >60
Middle Group	= (M - 1SD) up to (M + 1SD)
	= (50 - 10) up to (50 + 10)
	= 40 up to 60
Lowest Group	= < (M - 1SD)
	= < (50 - 10)
	= < 40

Based on these empulations, it can be made frequency distribution tendency of Students' Learning Motivation in Accounting Learning as follows:

Table 15. Tendency Distribution on Students' Learning Motivation in Accounting Learning (Y)

No	Class Interval	Frequency (F)	Tendency (%)	Category
1	> 60	49	72.1	High
2	40 - 60	19	27.9	Fair
3	< 40	0	0	Low
Total		68	100%	

Source : Primary Data Processed

From the table above can be seen that in the tendency of Students' Learning Motivation in Accounting Learning (Y) there are 49 students (72.1%) in the high category, 19 students (27.9%) in the fair category, and no students (0%) in the low category.

The tendency of Students' Learning Motivation in Accounting Learning variable presented in Pie Chart as follows:

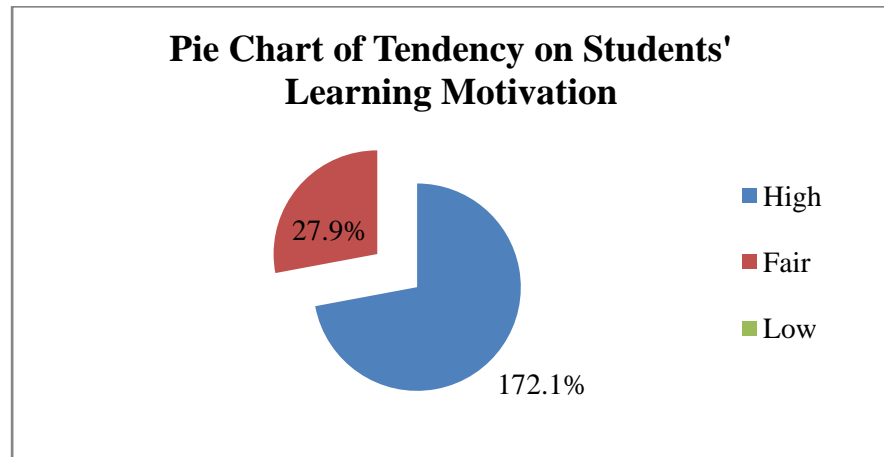


Figure 7. Pie Chart of Tendency on Students' Learning Motivation Variables

B. Prerequisites Test Analysis

1. Normality

Normality test is used to test the correctness of the data whether it is normally distributed or not. The results of normality testing are as follows:

Table 16. The Result of Normality Test

Variable	Z Score K-S	Asymp. Sig. (2-tailed)	Notes	Conclusion
Moving Class Implementation	0.502	0.963	$p > 0.05$	Normal
Accounting Classrooms Facilities	0.926	0.357	$p > 0.05$	Normal
Students' Learning Motivation in Accounting Learning	0.780	0.577	$p > 0.05$	Normal

Source : Primary Data Processed

Based on the table above, is obtained Kolmogorov-Smirnov Z score for Moving Class Implementation variable is 0.502 with asymp sig 0.963. While the Kolmogorov-Smirnov Z score for the variable of Accounting Classrooms Facilities is 0.926 with asymp sig 0.357. Kolmogorov-Smirnov Z score for Students' Learning Motivation in Accounting Learning is 0.780 with asymp sig 0.577. Therefore, the score of these three variables asymp sig greater than 0.05, it can be concluded that the data of Moving Class Implementation Variable, Accounting Classrooms Facilities and Students' Learning Motivation in Accounting Learning were distributed normally.

2. Linearity

Linearity test is intended to determine whether the independent variables and the dependent variable have a linear relationship or not. To confirm the linear characteristics between these two types of variables can be achieved by using regression line. Linearity test in this research used F-test. The independent variable and dependent variable is linear if $F_{emp} \leq F_{table}$ with the significance level 5%. Based on the data analysis using Deviation From Linearity on ANOVA table from the output of SPSS Statistics 17.0 for Windows, the coefficient $F_{emp} \leq F_{table}$ for X_1 with Y variable is $1.121 \leq 2.04$; and then X_2 with Y variabel is $1.915 \leq 2.01$.

Based on the analysis, it can be concluded that the relation between X_1 with Y variable and X_2 with Y variable are linear. The result of linearity testing as follows:

Table 17. The Result of Linearity Test

No	Variable		DF	F_{emp}	F_{table}	Sig.	Conclusion
1	X1	Y	50 : 16	1.121	2.124	0.362	Linear
2	X2	Y	47 : 19	0.915	2.006	0.569	Linear

Source : Primary Data Processed

Conclusion:

1. Test for linearity to the variable of Moving Class Implementation (X_1) on Students' Motivation Learning (Y). The result shows that the coefficient of F_{emp} 1.121 is less than F_{table} (48:18) 2.124 and the significance value is 0.365 greater than 0.05. Therefore, the relationship between Moving Class Implementation (X_1) variable with Students' Motivation Learning in Accounting Learning (Y) is linear.
2. Test for linearity to the variable of Accounting Classrooms Facilities (X_2) on Students' Motivation Learning (Y). The result shows that the coefficient F_{emp} 0.915 is less than F_{table} (47:19) 2.006 and the significance value is 0.569 greater than 0.05. Therefore, the relationship between Accounting Classrooms Facilities (X_2) variable with Students' Motivation Learning in Accounting Learning (Y) is linear.

3. Multicollinearity

Multicollinearity was intended to test the linear relationship between the independent variable with the other independent variables. Based on the analysis of the data obtained the following results:

Table 18. The Result of Multicollinearity Test

No	Variable	Tolerance	VIF	Conclusion
1	Moving Class Implementation	0.853	1.173	There is no multicollinearity
2	Accounting Classrooms Facilities	0.853	1.173	

Source : Primary Data Processed

Tolerance limit score is 0.1 and the VIF limit is 10. It shows that if the tolerance score is below 0.1 or VIF is above 10, there is a multicollinearity disruption. The VIF score of Moving Class Implementation and Accounting Classrooms Facilities is 1.173, so it can be concluded that there is no multicollinearity.

4. Heteroscedasticity

Heteroscedasticity is intended to determine whether there are variations in the residual absolute, equal or not for all observations. Heteroscedasticity testing is done with Park Test. Based on the analysis of the data obtained the following results:

Table 19. The Result of Heteroscedasticity Test

No	Variable	Sig.	Conclusion
1	Moving Class Implementation	0.082	There is no heteroscedasticity
2	Accounting Classrooms Facilities	0.770	

Source : Primary Data Processed

The significances of Moving Class Implementation variables is 0.082 and significances of Accounting Classrooms Facilities variable is 0.770. F_{emp} were found to be 1.645 with 0.201 significances, each variable has significances more than 0.05, it can be concluded that there is no heteroscedasticity.

C. Hypothesis Testing

The analysis technique used to test the first and second hypothesis in this study is an analysis one predictors, while the third hypothesis is by two predictor multiple regression analysis. Both of these analysis techniques using SPSS Statistics 17.0 for windows. The results of these two analyzes were elaborate the influence of each independent variable, such as Moving Class Implementation (X_1) and the Accounting Classrooms Facilities (X_2) on Students' Learning Motivation in Accounting Learning (Y) that is presented in the following table:

Table 20. The Results of Simple Regression Analysis

Variable	r score			t score		Coef.	Const.	Notes
	R _{emp}	r _{table}	R ²	T _{emp}	t _{table}			
X ₁ – Y	0,325	0,239	0,105	2,787	1,995	0,457	49,267	Positive and Significant
X ₂ – Y	0,319	0,239	0,102	2,734	1,995	0,334	51,049	Positive and Significant

Source : Primary Data Processed

1. First Hypothesis

The first hypothesis states that there is a positive influence of Moving Class Implementation on Students' Learning Motivation of Grade XI Social Sciences Program SMA Negeri 1 Cilacap Academic Year of 2013/2014. After emulate the simple linear correlation analysis with SPSS Statistics 17.0 for Windows, obtained the test results with a simple regression of the one predictor (r_{x_1y}) of 0.325. To determine whether these influence or not is by compare the r_{emp} score with r_{table} at significance level of 5% and $n = 68$ is equal to 0.239. The correlation coefficient results (r_{x_1y}) showed that r_{emp} is greater than r_{table} ($0.325 > 0.239$), so there is an influence of Moving Class Implementation on Students' Learning Motivation in Accounting Learning of Grade XI Social Sciences Program SMA Negeri 1 Cilacap academic year of 2013/2014.

To determine the Influence significances, then used the T-test. After the T-test were done, obtained the T_{emp} of 2.787. It was greater than T_{table} at significance level of 5% and $n = 68$ at the amount of 1.995; so the t_{emp} is

greater than T_{table} ($2.787 > 1.995$). It shows that there is an influence of Moving Class Implementation on Students' Learning Motivation in Accounting Learning of Grade XI Social Sciences SMA Negeri 1 Cilacap academic year of 2013/2014. The results of the correlation coefficient (r_{xly}) at the amount of 0.325 is greater than the r_{table} of 0.239; it can be said the first hypothesis is accepted. So the the results of this study are the Moving Class Implementation has a positive influence to the Students' Learning Motivation in Accounting Learning of Grade XI Social Sciences SMA Negeri 1 Cilacap academic year of 2013/2014.

The coefficient of determination (r^2_{xly}) amounted to 0.105; means that the Moving Class Implementation is able to influence 10.5% change in Students' Learning Motivation in Accounting Learning. It shows that there is still 89.5% factor or other variable that influence Students' Learning Motivation in Accounting Learning beside the Moving Class Implementation. Regression model obtained by using SPSS Statistics 17.0 For Windows that is formed from the influence of Moving Class Implementation to the Students' Learning Motivation in Accounting is :

$$Y = 0.457X_1 + 49.267$$

The meaning of the equation $Y = 0.457 + 49.267 X_1$ is the regression coefficient of Moving Class Implementation variable (X_1) at the amount of 0.457; it means that if the Moving Class Implementation is increases by 1, the

Students' Learning Motivation in Accounting Learning (Y) will be increased at 0.457. The coefficient is positive, it means that there is a positive relationship between the Moving Class implementation with Students' Learning Motivation in Accounting Learning. The higher or the better Moving Class Implementation will increasing Students' Learning Motivation in Accounting Learning

2. Second Hypothesis

The second hypothesis states that there is a positive influence of the Accounting Classrooms Facilities to the Students' Learning Motivation in Accounting Learning of Grade XI Social Sciences SMA Negeri 1 Cilacap Academic Year of 2013/2014. After empuated the simple linear correlation analysis with SPSS Statistics 17.0 for Windows, obtained the test results with a simple regression of the one predictor (r_{x2y}) of 0.319. To determine whether these influences or not is by compare the r_{emp} score with r_{table} at significance level of 5% and $n=68$ is equal to 0.239. The correlation coefficient results (r_{x2y}) showed that r_{emp} is greater than r_{table} ($0.319 > 0.239$), so there is a significant influence of Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning of Grade XI Social Sciences SMA Negeri 1 Cilacap academic year of 2013/2014.

To determine the influences' significances, then used the T-test. After the T-test were done, obtained the T_{emp} of 2.734. It was greater than T_{table} at

significance level of 5% and $n = 68$ at the amount of 1.995; so the t_{emp} is greater than T_{table} ($2.734 > 1.995$). It shows that there is a significant influence of the Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning of Grade XI Social Sciences at SMA Negeri 1 Cilacap academic year of 2013/2014. The results of the correlation coefficient (r_{x_2y}) at the amount of 0.319 is greater than the r_{table} of 0.239; it can be said the second hypothesis is accepted. So the the results of this study are the Accounting Classroom Facilities has a positive influence on Students' Learning Motivation in Accounting Learning of Grade XI Social Sciences at SMA Negeri 1 Cilacap academic year of 2013/2014.

The coefficient of determination ($r^2_{x_2y}$) amounted to 0.102; means that the Accounting Classrooms Facilities is able to influence 10.2% change in Students' Learning Motivation. It shows that there is still 89.8% factor or other variable that influence Students' Learning Motivation beside the Accounting Classroom Facilities. Regression model obtained by using SPSS Statistics 17.0 For Windows that is formed from the influence of Accounting Classrooms Facilities to the Students' Learning Motivation in Accounting Learning is :

$$Y = 0.334 X_2 + 51.049$$

The meaning of the equation $Y = 0.334 X_2 + 51.049$ is the regression coefficient of Accounting Classrooms Facilities variable (X_2) at the amount of

0.334; it means that if the Accounting Classrooms Facilities is increases by 1, the Students' Learning Motivation in Accounting Learning (Y) will be increased at 0.334. The coefficient is positive, it means that there is a positive relationship between the Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning. The higher or the better Accounting Classroom's Facilities will increasing Students' Learning Motivation in Accounting Learning.

3. Third Hypothesis

The third hypothesis states that there is a positive influence of Moving Class Implementation and Accounting Classroom's Facilities on Students' Learning Motivation in Accounting Learning of Grade XI Social Sciences at SMA Negeri 1 Cilacap Academic Year of 2013/2014. This hypothesis testing was performed by multiple regression analysis. Summary of multiple regression analysis can be seen in the following table:

Table 21. The Results of Multiple Regression Anlaysia

Variable		Score of R and R ²		F Score		Coef.	Const.	Notes
		R _{y(1,2)}	R ² _{y(1,2)}	F _{emp}	F _{table}			
X ₁	Y	0.387	0.150	5.718	3.138	0.334	43.879	Positive and Significant
X ₂						0.238		

Source : Primary Data Processed

Based on empulations using SPSS 17.0 for windows obtained the results of R_{y(1,2)} at the amount of 0.387; it means that Moving Class Implementation and Accounting Classrooms Facilities have a positive influence on Students'

Learning Motivation in Accounting Learning. Furthermore, to determine the significance of the influence, it was done the F-test. After did the F test, obtained the score of F_{emp} at the amount of 5.718 it was greater than the score of F_{table} (2:65) that has the amount of 3.138. The significance level of 5% at 0.05; because the $F_{emp} > F_{table}$ with sig $F < 0.05$. It shows that there is a significant influence of Moving Class Implementation and Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning. The results of $R_{y(1,2)}$ correlation coefficient is 0.387 which is greater than R_{table} at the amount of 0.239. It can be said that the third hypothesis is accepted. So the result of this study is Moving Class Implementation and Accounting Classrooms Facilities, have a positive Influence on Students' Learning Motivation in Accounting Learning of Grade XI Social Sciences SMA Negeri 1 Cilacap Academic Year of 2013/2014.

The coefficient of determination (R^2) amounted to 0.150; means that the Moving Class Implementation and Accounting Classrooms Facilities of is able to influence 15% change in Students' Learning Motivation in Accounting Learning. It shows that there is still 85% factor or other variable that influence Students' Learning Motivation beside the Moving Class Implementation and Accounting Classrooms Facilities. Regression model obtained by using SPSS Statistics 17.0 For Windows that is formed from the influence of Moving

Class Implementation and Accounting Classrooms Facilities to the Students' Learning Motivation in Accounting Learning is

$$Y = 0.334 X_1 + 0.238 X_2 + 43.879$$

The meaning of these equation is:

- 1) The score of the coefficient X_1 is 0.334. It means that if the Moving Class Implementation (X_1) increased by 1 point, the score of Accounting Classrooms Facilities (X_2) is stay at the same point, the Students' Learning Motivation in Accounting Learning (Y) will be increased by 0.334 points,
- 2) The score of the coefficient X_2 is 0.238. It means that if the Accounting Classrooms Facilities (X_2) increased by 1 point, the score of Moving Class Implementation (X_1) is stay at the same point, the Students' Learning Motivation in Accounting Learning (Y) will be increased by 0.238 points.

4. Relative Contribution and Effective Contribution

Based on the results of multiple regression analysis can be known the amount of Relative Contribution and Effective Contribution of each independent variable on the dependent variable. The amount of the relative contribution and Effective contribution can be seen in the following table:

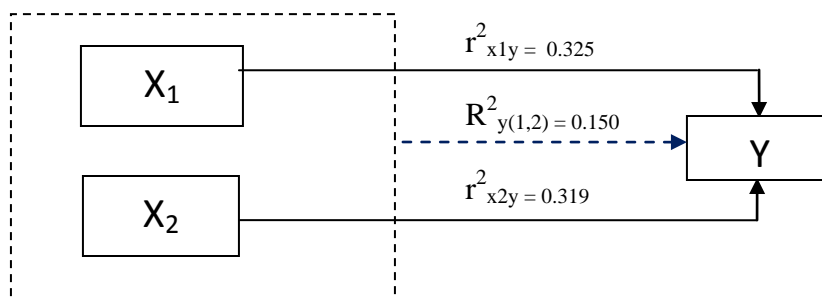
Table 22: Relative Contribution and Effective Contribution

No.	Name of Variable	Contribution	
		Relative	Effective
1.	Moving Class Implementation (X_1)	43.49%	6.52%
2.	Accounting Classrooms Facilities (X_2)	56.51%	8.48%
Total		100%	15%

Source : Primary Data Processed

Based on the results of the analysis listed in the table, it is known that the variables of Accounting Classrooms Facilities and Moving Class Implementation, together, give the Effective Contribution at the amount of 15% to the Students' Learning Motivation in Accounting Learning, and 85% is given by the other variables that are not discussed in this study.

The research results about the influence of Moving Class Implementation and Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning of Grade XI Social Sciences Program SMA Negeri 1 Cilacap Academic Year of 2013/2014 can be seen in the following figure:

**Figure 8. Research Paradigm by the Score Determination**

Notes:

X_1 = Variable of Moving Class Implementation

X_2 = Variable of Accounting Classrooms Facilities

Y = Variable of Students' Learning Motivation in Accounting Learning

→ = The Influence of Moving Class Implementation on Students' Learning Motivation in Accounting Learning

- = The Influence of Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning
- = The Influence of Moving Class Implementation and Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning

D. Discussion of Research Result

1. The Influence of Moving Class Implementation on Students' Learning Motivation in Accounting Learning

These results indicate that there is a positive and significant influence of Moving Class Implementation on Students' Learning Motivation in Accounting Learning. From the analysis using simple regression (one predictor) obtained a correlation coefficient (r_{x1y}) at the amount of 0.325. To determine whether these influence are significant or not is by compare the score of r_{emp} with r_{table} with a significance score of 0.05 (5%) for $n = 68$ at the amount of 0.239. After did the T-test, obtained the score of t_{emp} at the amount of 2.787 and regression coefficient of 0.007. t_{table} significant score is at the rate of 0,05 (5%) for $n = 68$. It is equal to 1.995 for $\text{sig } t < 0.05$, $t_{emp} > t_{table}$ and regression coefficient has a positive score, then the first hypothesis which states that "There is an influence of Moving Class Implementation on Students' Learning Motivation in Accounting Learning " is accepted. This implies that the variables of Moving Class Implementation was influence the Students' Learning Motivation on Grade XI Social Sciences Program SMA Negeri 1 Cilacap Academic Year of 2013/2014.

The Moving Class Implementation is a condition in which the student has momentum in learning. Moving Class itself has a meaning of displacement class, so every turn of the subjects the students move to the next room in accordance with the specified schedule, each subject has its own class, and each class has a teacher in charge of the room that in the field of study that is appropriate to the class.

This research shows that there is an influence of Moving Class Implementation on Students' Learning Motivation in Accounting Learning in which individuals or students are directly involved in the process of Moving Class Implementation on Accounting learning. This is consistent with research conducted by Vovy Septia Rukmala entitled "*Hubungan antara Kinerja Guru dan Efektivitas Penerapan Moving Class dengan Motivasi Siswa dalam Mengikuti Pembelajaran Pendidikan Kewarganegaraan di SMA Negeri 4 Baturaja Provinsi Sumatera Selatan*". In the research known that the Influenceiveness of Moving Class has a positive influence and significant to the Students' Learning Motivation ($t = 3.458$, $sig = 0.000$).

The most dominant influence of the variable of Moving Class Implementation is the students' movement because the core of the Moving Class Implementation itself is a process of transfer of students when the change of subject hours. After students' movement, eventually the effectiveness and efficiency of the time is influential enough because when

switching classes there are a lot of time wasted, so can disrupts the learning process can be affected to the Students' Learning Motivation. Interaction among students and students with the teachers during the Moving Class Implementation, became one of the considerations that influence the Students' Learning Motivation to follow the accounting learning process. During the movement, the students will interact with fellow students and his teachers, when students first upset this will influence the Students' Learning Motivation in Accounting Learning, but if the interaction is woven well this will make students eager to learn.

The evidence of the first hypothesis also provides information that the Moving Class Implementation needs to be improved in order to increase Students' Learning Motivation in Accounting Learning as well. Based on the empulation results of the questionnaire that have been distributed, the lowest scores are in the students' interaction with the teacher. The method that can be done to improve the Moving Class Implementation are through the role of the teacher to organize classes so the students are comfortable and did not feel bored in class so can forget about feeling tired when move to another classes, in addition the teacher can be a facilitator who is always ready to discuss the learning material with students.

Furthermore, that requires attention is the effectiveness and efficiency of the time, a lot of students who felt the time allocated to move still less

influenceive and efficient. The solutions that can be taken to overcome this problem is set the timetable that corresponds to the class so the students are not bothered with the distance of the classes each other. Provide a sufficient time for the students to move to another class so the students are given the opportunity to move and does not rush to the next class and do not interfere with school hours that are followed.

In general, Moving Class Implementation can help students to relieve saturated with the lesson so it can improve the Students' Learning Motivation in Accounting Learning.

2. The Influence of Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning

These results indicate that there is a positive and significant influence of Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning. From the analysis using simple regression (one predictor) obtained a correlation coefficient (r_{x2y}) is equal to 0.319. To determine whether these influence are significant or not is by compare the score of r_{emp} with r_{table} with a significance score of 0.05 (5%) for $n = 68$ that is amounted to 0.239. After did the T-test, obtained the score of t_{emp} of 2.734 and regression coefficient score of 0.008. The score of t_{table} at significant rates of 0.05 (5%) for $n = 68$ is equal to 1.995 for $sig\ t < 0.05$, $t_{emp} > t_{table}$ and regression coefficients have a positive score, then the second hypothesis

which states that "There is an influence of Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning " is accepted. It was implies that the variable of Accounting Classrooms facilities is influence on Students' Learning Motivation in Accounting Learning of Grade XI Social Sciences Program SMA Negeri 1 Cilacap Academic Year of 2013/2014.

Facilities can be defined as something that support the business that is being carried on. Teaching and learning process in the classroom also requires the adequate facilities in order to facilitate the achievement of learning objectives. Accounting Classrooms Facilities are all facilities, both facilities and infrastructure that assist the learning process in the Accounting classroom.

This study shows that there is an influence of Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning, which individuals or students directly used these facilities in the Accounting learning. This is consistent with research conducted by Dian Susnandini entitled "*Pengaruh Ketersediaan Sarana dan Prasarana Belajar terhadap Motivasi Belajar Siswa SMK Negeri 1 Purwakarta Tahun 2013*" in this study stated that "There is a positive and significant influence with strong values between Availability Infrastructure and Facilities with Students' Learning Motivation at SMK N 1 Purwakarta ".

The most dominant influence on the variable of Accounting Classroom's Facilities is the utilization of the classrooms facilities, because the complete

and good conditions facilities will not optimally useful if the students and teachers can not use them properly so it just be a display in the classroom.

Beside the utilization of the classrooms facilities, another important consideration is the condition of the classrooms facilities itself, whether it is in good condition or not. The good conditions of the classrooms facilities will certainly make it easier for students and teachers in the accounting learning process. The next thing to consider is the availability of the classrooms facilities, because without a sufficient facilities such as the media and learning tools as well as learning resources will prevent the implementation of the learning process. If the Accounting Classrooms Facilities are complete, in good condition and used properly for the accounting learning, the Students' Learning Motivation in Accounting Learning is expected to increase.

The evidence of the second hypothesis also provides information that the Accounting Classrooms facilities need to be improved in order to increase Students' Learning Motivation in Accounting Learning as well. From the empulation of scores on the questionnaire, indicators of Accounting Classrooms Facilities that obtain the lowest score is the availability of the classrooms facility. Students feel that the facility in the classroom is still not complete. Then, the solution that can be taken is augmenting the existing facilities, such as a collection of books, modules etc.

The next thing is the condition of the facility followed by the utilization of the Classrooms Facilities, the method that can be done for example is by providing relevant regulatory procedures for the use of the facilities, so the students and teachers can use the facilities in the classroom well and appropriate to the accounting procedures.

3. The Influence of Moving Class Implementation and Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning

These results indicate that there is a positive and significant influence of Moving Class Implementation and Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning of Grade XI Social Sciences Program at SMA 1 Cilacap. From the results of multiple regression analysis (two predictors) obtained correlation coefficient $R_{y(1,2)}$ that is equal to 0.387 and the coefficient of determination ($R^2_{y(1,2)}$) at the amount of 0.150. After the F test, obtained the score of F_{emp} at the amount of 5.718 that is greater than the score of F_{table} (65:2) at the amount of 3.138 with a significance value of 0.005. Because $F_{emp} > F_{table}$ with sig. $F < 0,05$ the third hypothesis which states that "There is an influence of Moving Class Implementation and Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning " is accepted. It means that the variable of Moving Class Implementation and Accounting Classrooms Facilities have an

influence to the Students' Learning Motivation of Grade XI Social Sciences Program SMA Negeri 1 Cilacap.

Thus, the data obtained shows a positive and significant value. Students' Learning Motivation is affected by many factors. Some of the factors that influence Students' Learning Motivation in Accounting Learning are Moving Class Implementation and Accounting Classrooms Facilities. The Moving Class Implementation will affect Students' Learning Motivation in Accounting Learning, because with Moving Class Implementation, students can avoid over saturation in the classroom and get some fresh air when switching classes, this will refresh their mind to raise the Students' Learning Motivation in Accounting Learning again.

Accounting Classrooms Facilities is inseparable from the learning process. If there are any facilities in the classrooms that support learning in the form of accounting tools and instructional media as well as learning resources that is sufficient, the students would be more eager to learn. If the Moving Class Implementation supported with good Accounting Classrooms Facilities, it will encourage students to study harder and motivated to achieve a good learning outcomes.

E. Restrictiveness of Research

This research has been conducted in accordance with scientific procedure, but in this study still has some weaknesses, such as:

1. The samples were taken from one grade level ie grade XI only, so the generalization of the study only applies to grade XI only.
2. In this study, Moving Class Implementation and Accounting Classrooms Facilities only give a total influenceive contribution of 15%. The details of total influenceive contribution of each variable is at the amount of 6.52% for Moving Class Implementation and 8.48% for Accounting Classrooms Facilities. It shows that there are 85% of the other factors that are not included in this study.
3. To get the data of Moving Class Implementation and Accounting Classrooms Facilities, the instrument that is used was a questionnaire, so can not control the respondents' answer to be in accordance with reality.
4. For Students' Learning Motivation in Accounting Learning is too general, not specific in Accounting Learning

CHAPTER V RESEARCH CONCLUSION AND SUGGESTION

A. Conclusions

Based on the data obtained from the analysis and discussion, it can be concluded that:

1. There is a positive and significant influence of Moving Class Implementation on Students' Learning Motivation in Accounting Learning of Grade XI Social Sciences Program at SMA Negeri 1 Cilacap. It can be seen from the score of r_{emp} (r_{x1y}) at the amount of 0.325. It is greater than r_{table} at the amount of 0.239 and coefficient of determination R^2_{x1y} at 0.105. The t_{emp} of 2.787 is greater than t_{table} of 1.995 for at significance level of 5% and the simple regression equation is $Y=0.457 X_1 + 49.267$
2. There is a positive and significant influence of Accounting Classrooms Facilities on Students' Learning Motivation in Accounting Learning of Grade XI Social Sciences Program at SMA Negeri 1 Cilacap. It can be seen from the score of r_{emp} (r_{x2y}) at the amount of 0.319. It is greater than r_{table} at the amount of 0.239 and R^2_{x2y} of 0.102, t_{emp} of 2.734 greater than t_{table} at the amount of 1.995 for at significance level of 5% and the simple regression equation is $Y = 0.334 X_2 + 51,049$
3. There is a positive and significant influence of Moving Class Implementation and Accounting Classrooms Facilities on Students' Learning Motivation of Grade XI Social Sciences Program at SMA 1

Cilacap. It can be seen from the score of $R_{y(1,2)}$ that is equal to 0.387 and the coefficient of determination ($R^2_{y(1,2)}$) at the amount of 0.150, the score of F_{emp} at the amount of 5.718 that is greater than the score of F_{table} (65:2) at the amount of 3.138 because $F_{emp} > F_{table}$ with a significance value of 0005 and the simple regression equation is $Y = 0.334 X_1 + 0.238 X_2 + 43.879$

B. Implication

Based on the discussion of the research and conclusion above, the implications are follows:

1. There is a positive and significant influence of Moving Class Implementation towards Students' Learning Motivation in Accounting Learning of Grade XI Social Sciences Program at SMA Negeri 1 Cilacap. In this result shows that the better Moving Class Implementation are the higher Students' Learning Motivation.
2. The research finding there is a positive and significant influence of Accounting Classrooms Facilities towards Students' Learning Motivation in Accounting Learning of Grade XI Social Sciences Program at SMA Negeri 1 Cilacap. In this result shows that the higher or the better Accounting Classrooms Facilities are the higher Students' Learning Motivation.

3. The research finding there is a positive and significant influence of Moving Class Implementation and Accounting Classrooms Facilities towards Students' Learning Motivation in Accounting Learning of Grade XI Social Sciences Program at SMA Negeri 1 Cilacap. In this result shows that the better Moving Class Implementation and Accounting Classrooms Facilities are higher Students' Learning Motivation.

C. Suggestions

Based on the conclusions above, suggestions can be given as follows:

1. For the Institutions

For institutions, the results of this study are expected as a source of information or reference in Moving Class Implementation and Accounting classrooms Facilities in Accounting Learning of Grade XI Social Science Program at SMA Negeri 1 Cilacap.

In this study, the lowest scores based on the questionnaire result of Moving Class Implementation are in the students' interaction with the teacher. The teacher must be can organize the classes to make students more comfortable and more motivating students to learn, in addition the teacher can be a facilitator who is always ready to discuss the accounting learning material with students.

Furthermore, set the timetable that corresponds to the class so the students are not bothered with the distance of the classes each other. For the interaction of students in order to avoid conflicts when move to another class is by adjust the seating position fairly and orderly so the students do not fight each other when entering the classroom.

2. For the Students

The students of Grade XI Social Science Program should be aware that the learning process is affected by a lot of factors. The factor in this case is Moving Class Implementation and Accounting Classrooms Facilities that have a big hand in an effort to increase Students' Learning Motivation.

For the Accounting Classrooms Facilities, students are expected to be able to set the time when the process of moving, more disciplined and did not interfere with the next lesson. For the use of Accounting Classrooms Facilities, it is also expected that students can use these facilities optimally. For example, searching for relevant information independently about the accounting learning material through the books that are available in accounting classroom. Students also have to use the facilities in the accounting classes as well as they can, with no doodle desk chair, using the LCD just for the learning process, and also maintaining the cleanliness of the classroom.

3. For Another Researcher

This research used the Students' Learning Motivation as a dependent variable involving two independent variables, such as Moving Class Implementation and Accounting Classrooms Facilities. Both of these are only able to explain the variance of Students' Learning Motivation at the amount of 15%. It shows that there is still 85% of other factors that can explain the variance of Students' Learning Motivation. Therefore, it is possible to conduct another research using other factors that can be used as variables related to the Students' Learning Motivation.

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APPENDICES

APPENDICES 1

The Instrument of Research

- a. **The Instrument of Research Testing**
- b. **The Instrument of Research**

The Instrument of Research Testing

SURAT PERMOHONAN MENGGISI ANGKET

Hal : Permohonan Pengisian Angket

Kepada,

Siswa kelas XII IPS

SMA Negeri 1 Cilacap

Dengan hormat,

Dalam rangka penyusunan Tugas Akhir Skripsi (TAS), saya bermaksud melakukan penelitian yang berjudul

“Pengaruh Penerapan *Moving Class* dan Fasilitas Kelas Akuntansi Terhadap Motivasi Belajar Siswa Pada Pembelajaran Akuntansi Kelas XI IPS SMA Negeri 1 Cilacap Tahun Ajaran 2013/2014

Berkenaan dengan hal tersebut, saya mohon kesediaan anda untuk memberikan jawaban atas pernyataan yang terdapat dalam angket uji coba instrumen ini dengan baik dan sesuai keadaan yang sebenarnya. Jawaban yang anda berikan dalam angket ini tidak akan mempengaruhi nilai maupun status anda, tetapi justru merupakan sumbangan yang sangat besar terhadap penelitian ini. Semoga dapat menjadi masukan dalam pendidikan untuk lebih baik.

Demikian permohonan ini saya sampaikan. Atas kesediaan saudara saya ucapkan terimakasih

Peneliti,

Septiningdyah Arianisari

KUESIONER UJI COBA INSTRUMEN

PENGARUH PENERAPAN *MOVING CLASS* DAN FASILITAS KELAS AKUNTANSI TERHADAP MOTIVASI BELAJAR SISWA PADA PEMBELAJARAN AKUNTANSI SMA NEGERI 1 CILACAP TAHUN AJARAN 2013/2014

I. Identitas Responden

Nama :
No Absen :
Kelas :

II. Petunjuk Pengisian Angket

1. Tulislah identitas anda dengan benar
2. Perhatikan dengan seksama setiap pertanyaan yang ada
3. Jawablah dengan memilih salah satu dari 4 alternatif jawaban kemudian berilah tanda cek (√) atau silang (X) pada kolom jawaban.
4. Alternatif Jawaban :
 - SS : Sangat Setuju
 - S : Setuju
 - TS : Tidak Setuju
 - STS : Sangat Tidak Setuju
5. Kriteria Pengisian
 - a. Bila responden memilih “SS” jika merasakan pada point jawaban dengan persentase 76-100 %
 - b. Bila responden memilih “S” jika merasakan pada point jawaban dengan persentase 51-75 %
 - c. Bila responden memilih “TS” jika merasakan pada point jawaban dengan persentase 26-50 %
 - d. Bila responden memilih “STS” jika merasakan pada point jawaban dengan persentase 0-25 %

-Selamat Mengerjakan-

I. ANGKET PENERAPAN *MOVING CLASS*

No.	Pernyataan	SS	S	TS	STS
1.	Saya merasa senang suasana kelas bervariasi sesuai kriteria pelajaran				
2.	Saya merasa lelah harus berpindah kelas tiap pelajaran berganti				
3.	Saya tidak kesulitan menemukan ruang kelas				
4.	Jarak antar kelas berdekatan memudahkan saya untuk berpindah kelas				
5.	Dengan berpindah kelas saya dapat membuang rasa penat karena pelajaran				
6.	Menurut saya <i>moving class</i> lebih menyenangkan dibandingkan kelas konvensional				
7.	Waktu yang dialokasikan cukup untuk berpindah kelas				
8.	Jadwal pelajaran yang dibuat telah disesuaikan agar waktu untuk berpindah lebih efektif dan efisien.				
9.	Saya selalu datang tepat waktu di kelas berikutnya.				
10.	Proses pembelajaran tidak sesuai dengan waktu yang dialokasikan				
11.	<i>Moving class</i> hanya membuang waktu untuk berpindah kelas				
12.	Saya kesal tiap berpindah kelas harus berebut tempat duduk dengan teman saya				
13.	Saya senang ketika berpindah kelas saya bertemu teman dari kelas lain				
14.	Saya mudah menemukan guru untuk mendiskusikan materi pelajaran				
15.	Guru selalu siap mendiskusikan materi pelajaran dengan siswa				

II. ANGGKET FASILITAS KELAS AKUNTANSI

No.	Pernyataan	SS	S	TS	STS
1.	Fasilitas didalam kelas akuntansi sudah tersedia lengkap				
2.	Pelajaran sering terganggu karena tidak adanya fasilitas yang diperlukan				
3.	Menurut saya didalam kelas sudah tersedia sumber belajar yang cukup				
4.	Media dan alat pembelajaran di dalam kelas Akuntansi mendukung untuk proses belajar mengajar				
5.	Saya merasa puas dengan fasilitas yang terdapat dikelas				
6.	Selama pembelajaran saya tidak nyaman karena suasana didalam kelas sumpek dan panas				
7.	Banyak fasilitas di kelas yang sudah dalam kondisi rusak.				
8.	Media dan alat pembelajaran selalu dalam kondisi terawatt				
9.	Saya senang kelas selalu dalam kondisi bersih dan tertata rapi				
10.	Menurut saya penataan meja dan kursi dan perabot lainnya mendukung proses pembelajaran akuntansi				
11.	Saya merasa senang karena mudah memperoleh sumber belajar akuntansi di kelas				
12.	Menurut saya guru kurang memaksimalkan fasilitas yang ada				
13.	Media dan alat pembelajaran telah digunakan sesuai fungsinya				
14.	Saya selalu menggunakan fasilitas dikelas dengan baik				
15.	Menurut saya kelas Akuntansi telah sesuai dengan kriteria pembelajaran akuntansi				

III. ANGKET MOTIVASI BELAJAR

No.	Pernyataan	SS	S	TS	STS
1.	Sepulang sekolah saya mengulang materi pelajaran yang sudah disampaikan oleh guru				
2.	Bila ada pelajaran yang tidak saya sukai saya akan mengobrol dengan teman				
3.	Saya akan bertanya pada guru mengenai materi yang tidak saya pahami				
4.	Saya membaca materi terlebih dahulu sebelum proses belajar mengajar berlangsung				
5.	Saya berusaha mengerjakan tugas dari guru dengan rasa penuh tanggung jawab				
6.	Saya ingin meningkatkan pengetahuan saya di bidang akuntansi				
7.	Saya harus menguasai materi akuntansi				
8.	Saya sering bolos pelajaran akuntansi				
9.	Menurut saya pelajaran akuntansi itu tidak penting				
10.	Saya selalu siap menghadapi saat ujian/ulangan				
11.	Saya ingin bekerja di bidang akuntansi				
12.	Saya ingin dapat menerapkan ilmu akuntansi di masyarakat				
13.	Saya ingin mendapatkan prestasi di bidang ekonomi akuntansi				
14.	Saya tidak merasa sedih jika mendapat nilai jelek				
15.	Saya ingin menjadi juara kelas				
16.	Saya ingin memperoleh nilai sempurna di pelajaran ekonomi akuntansi				
17.	Saya tidak senang mendapat hadiah jika berprestasi				
18.	Teman-teman menyukai siswa yang nilainya baik				
19.	Saya senang apabila saya memperoleh nilai di atas rata-rata				
20.	Orang tua saya mepedulikan prestasi saya				

The Instrument of Research

SURAT PERMOHONAN MENGGISI ANGKET

Hal : Permohonan Pengisian Angket

Kepada,

Siswa kelas XI IPS

SMA Negeri 1 Cilacap

Dengan hormat,

Dalam rangka penyusunan Tugas Akhir Skripsi (TAS), saya bermaksud melakukan penelitian yang berjudul **“Pengaruh Penerapan *Moving Class* dan Fasilitas Kelas Akuntansi Terhadap Motivasi Belajar Siswa Pada Pembelajaran Akuntansi Kelas XI IPS SMA Negeri 1 Cilacap Tahun Ajaran 2013/2014”** untuk itu diperlukan suatu data yang valid dan reliabel.

Berkenaan dengan hal tersebut, saya mohon kesediaan anda untuk memberikan jawaban atas pernyataan yang terdapat dalam angket ini dengan baik dan sesuai keadaan yang sebenarnya. Jawaban yang anda berikan dalam angket ini tidak akan mempengaruhi nilai maupun status anda, tetapi justru merupakan sumbangan yang sangat besar terhadap penelitian ini. Semoga dapat menjadi masukan dalam pendidikan untuk lebih baik.

Demikian permohonan ini saya sampaikan. Atas kesediaan saudara saya ucapkan terimakasih

Peneliti,

Septiningdyah Arianisari

KUESIONER PENELITIAN

PENGARUH PENERAPAN *MOVING CLASS* DAN FASILITAS KELAS AKUNTANSI TERHADAP MOTIVASI BELAJAR SISWA PADA PEMBELAJARAN AKUNTANSI SMA NEGERI 1 CILACAP TAHUN AJARAN 2013/2014

III. Identitas Responden

Nama :
No Absen :
Kelas :

IV. Petunjuk Pengisian Angket

1. Tulislah identitas anda dengan benar
2. Perhatikan dengan seksama setiap pertanyaan yang ada
3. Jawablah dengan memilih salah satu dari 4 alternatif jawaban kemudian berilah tanda cek (√) atau silang (X) pada kolom jawaban.
4. Alternatif Jawaban :
 - SS : Sangat Setuju
 - S : Setuju
 - TS : Tidak Setuju
 - STS : Sangat Tidak Setuju
5. Kriteria Pengisian
 - e. Bila responden memilih “SS” jika merasakan pada point jawaban dengan persentase 76-100 %
 - f. Bila responden memilih “S” jika merasakan pada point jawaban dengan persentase 51-75 %
 - g. Bila responden memilih “TS” jika merasakan pada point jawaban dengan persentase 26-50 %
 - h. Bila responden memilih “STS” jika merasakan pada point jawaban dengan persentase 0-25 %

-Selamat Mengerjakan-

IV. ANGGKET PENERAPAN *MOVING CLASS*

NO.	PERNYATAAN	SS	S	TS	STS
1.	Saya merasa senang suasana kelas bervariasi sesuai kriteria pelajaran				
2.	Saya merasa lelah harus berpindah kelas tiap pelajaran berganti				
3.	Saya tidak kesulitan menemukan ruang kelas				
4.	Jarak dari kelas yang satu menuju kelas berikutnya berdekatan				
5.	Dengan berpindah kelas saya dapat membuang rasa penat karena pelajaran				
6.	Menurut saya <i>moving class</i> lebih menyenangkan dibandingkan kelas konvensional				
7.	Waktu yang dialokasikan cukup untuk berpindah kelas				
8.	Dengan <i>moving class</i> tidak mengurangi waktu untuk proses belajar mengajar				
9.	<i>Moving class</i> hanya membuang waktu untuk berpindah kelas				
10.	Saya kesal tiap berpindah kelas harus berebut tempat duduk dengan teman saya				
11.	Saya senang ketika berpindah kelas saya bertemu teman dari kelas lain				
12.	Saya mudah menemukan guru untuk mendiskusikan materi pelajaran				

V. ANGKET FASILITAS KELAS AKUNTANSI

NO.	PERNYATAAN	SS	S	TS	STS
1.	Fasilitas didalam Kelas Akuntansi sudah tersedia lengkap				
2.	Pelajaran sering terganggu karena tidak adanya fasilitas yang diperlukan				
3.	Menurut saya didalam kelas sudah tersedia sumber belajar yang cukup				
4.	Fasilitas di dalam Kelas Akuntansi sudah mendukung proses belajar mengajar				
5.	Saya merasa puas dengan fasilitas yang terdapat dikelas				
6.	Selama pembelajaran saya tidak merasa nyaman dengan kondisi didalam kelas				
7.	Banyak fasilitas di kelas yang sudah dalam kondisi rusak.				
8.	Media dan alat pembelajaran selalu dalam kondisi terawatt				
9.	Saya senang kelas selalu dalam kondisi bersih dan tertata rapi				
10.	Menurut saya penataan meja kursi dan perabot lainnya mendukung proses pembelajaran akuntansi				
11.	Saya merasa senang karena mudah memperoleh sumber belajar akuntansi di kelas				
12.	Guru tidak menggunakan fasilitas yang ada secara baik				
13.	Media dan alat pembelajaran telah digunakan sesuai fungsinya				
14.	Saya menggunakan dengan baik fasilitas di kelas Akuntansi				
15.	Menurut saya kelas Akuntansi telah sesuai dengan kriteria pembelajaran akuntansi				

VI. ANGKET MOTIVASI BELAJAR

NO.	PERNYATAAN	SS	S	TS	STS
1.	Sepulang sekolah saya selalu mengulang materi pelajaran yang sudah disampaikan oleh guru				
2.	Jika merasa bosan dengan pelajaran saya akan mengobrol dengan teman				
3.	Saya selalu bertanya pada guru mengenai materi yang tidak saya pahami				
4.	Sebelum pelajaran dimulai saya selalu mempelajari materi terlebih dahulu				
5.	Saya selalu berusaha mengerjakan tugas dari guru dengan rasa penuh tanggungjawab				
6.	Saya ingin meningkatkan pengetahuan saya di bidang Akuntansi				
7.	Saya harus menguasai materi Akuntansi				
8.	Saya pernah meninggalkan pelajaran Akuntansi tanpa ijin(membolos)				
9.	Menurut saya pelajaran akuntansi itu tidak penting				
10.	Saya selalu siap menghadapi ujian/ulangan				
11.	Saya ingin bekerja di bidang Akuntansi				
12.	Saya ingin dapat menerapkan Ilmu Akuntansi di masyarakat				
13.	Saya ingin mendapatkan prestasi di bidang ekonomi akuntansi				
14.	Saya tidak merasa sedih jika mendapat nilai jelek				
15.	Saya ingin menjadi juara kelas				
16.	Saya ingin memperoleh nilai sempurna di pelajaran Ekonomi Akuntansi				
17.	Saya senang mendapat hadiah jika berprestasi				
18.	Saya tidak peduli dengan prestasi saya				
19.	Saya ingin lebih unggul dibandingkan teman-teman saya				
20.	Dengan nilai yang baik saya dapat membanggakan orangtua saya				

APPENDICES 2

The Instrument Testing of Research Analysis

- a. The Table of Research Instrument Testing Data**
- b. The SPSS Output of Validity and Reliability Testing**

The Table of Research Instrument Testing Data

A. TABEL DATA HASIL UJI COBA INSTRUMEN

1. Tabel Uji Coba Instrumen Penelitian Variabel Penerapan *Moving Class*

No	Nama	Nomor Item															Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	Demicha Chandra Dewi S	2	1	2	3	2	1	2	3	3	1	1	1	3	2	3	30
2	Rizka Putri Alviani	2	2	2	2	2	2	3	2	1	3	2	1	2	2	2	30
3	Melani Dewi	1	1	2	3	2	2	2	1	3	3	1	1	3	2	3	30
4	Dwi Laras Adiningasih	3	3	3	2	4	4	2	2	2	2	2	1	3	2	3	38
5	Patra R	3	1	2	1	3	3	1	2	1	2	2	1	3	1	3	29
6	Novita Ayuningtyas	4	2	4	3	4	3	2	1	2	2	3	1	4	2	2	39
7	Salwa Atika Rahma	3	2	2	2	3	3	2	3	3	1	1	1	4	2	3	35
8	Ervina Dyah Pratikaningrum	3	1	2	4	3	2	2	1	3	2	2	2	3	2	3	35
9	Nur Laily F.J	4	1	3	4	4	4	2	2	2	3	3	1	4	3	3	43
10	Rosita Dyah	3	2	2	3	3	3	2	2	2	2	3	3	4	2	2	38
11	Edwin Aziz Fathoni	3	1	3	2	2	1	3	3	3	2	1	1	3	3	3	34
12	Aji Pengestu	3	2	3	2	3	3	3	3	3	2	2	2	3	3	2	39
13	Latif Aprianto	4	2	3	2	3	3	1	2	4	2	3	3	4	1	2	39
14	Hafiz Qutb	3	1	2	3	2	2	3	1	2	2	2	1	2	2	2	30
15	Taufik Laksana R	3	2	2	2	3	3	3	2	2	3	3	1	3	2	2	36
16	Prasetyo Arif N	4	3	1	1	4	4	1	1	2	2	2	3	4	1	3	36
17	Anugrah Ilyas N. P	4	2	3	4	4	4	3	2	3	2	3	3	3	3	3	46
18	Annisa Nur R	2	1	2	2	3	2	2	2	2	2	2	1	3	2	2	30
19	Nindiya Windiasri	4	2	3	3	2	2	3	2	2	3	2	2	3	2	3	38
20	Andev Maharani	3	2	3	2	3	3	3	2	3	3	3	1	3	2	2	38

21	Luthfi Ikhtiari	3	2	2	3	4	3	2	2	2	2	2	2	3	2	2	36
22	Laela Ismaya	3	3	3	4	4	3	3	1	2	2	3	1	3	2	2	39
23	Nicko Ilham	3	2	3	2	4	3	3	2	2	2	3	2	3	3	2	39
24	Nur Anita Fadhila	3	1	2	2	4	4	2	2	2	2	3	1	3	2	3	36
25	Bennita Asriningati	3	1	2	3	3	4	1	1	2	2	1	1	4	2	2	32
26	Nur Fajriyah	3	1	2	3	3	3	2	2	2	2	2	1	3	2	1	32
27	Novika Nur Setyandini	3	3	3	2	3	3	3	2	3	3	3	1	3	2	2	39
28	Hammam Ridho Haqqy	2	1	3	3	3	2	2	2	2	3	2	1	1	3	4	34
29	Naoval M. H	3	2	2	2	3	3	2	3	2	3	2	2	3	2	3	37
30	Brian Fadhli Hilmawan I	3	2	1	2	3	3	2	2	1	3	2	1	3	2	3	33
Jumlah		90	52	72	76	93	85	67	58	68	68	66	44	93	63	75	1070

2. Tabel Uji Coba Instrumen Penelitian Variabel Fasilitas Kelas Akuntansi

No.	Nama	Nomor Item															Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	Demicha Chandra Dewi S	2	3	2	3	2	3	3	3	2	3	3	3	3	3	2	40
2	Rizka Putri Alviani	2	3	3	3	2	2	2	2	3	2	3	3	3	3	2	38
3	Melani Dewi	2	2	2	2	2	1	2	2	2	2	2	2	2	3	2	30
4	Dwi Laras Adiningasih	2	3	3	2	2	2	2	2	2	3	2	2	2	3	3	35
5	Patra R	2	2	2	2	2	2	3	3	1	2	2	3	3	3	2	34
6	Novita Ayuningtyas	2	2	2	2	2	3	3	3	3	3	2	3	1	2	2	35
7	Salwa Atika Rahma	2	2	3	3	2	2	3	3	3	4	4	2	3	4	4	44
8	Ervina Dyah Pratkaningrum	3	3	4	3	3	3	3	2	3	3	3	3	3	3	3	45
9	Nur Laily F.J	3	2	3	3	3	2	2	2	2	3	3	3	2	3	2	38

10	Rosita Dyah	2	2	2	2	2	2	3	3	2	3	3	3	2	2	2	35
11	Edwin Aziz Fathoni	3	3	3	3	3	1	3	3	3	3	3	3	3	3	3	43
12	Aji Pengestu	2	2	3	3	2	2	2	2	3	3	2	2	3	3	3	37
13	Latif Aprianto	2	2	3	3	2	2	2	2	3	3	3	1	3	3	3	37
14	Hafiz Qutb	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	35
15	Taufik Laksana R	2	1	2	2	2	3	2	2	1	2	2	1	2	2	2	28
16	Prasetyo Arif N	3	3	3	3	3	2	2	2	2	3	2	3	2	4	3	40
17	Anugrah Ilyas N. P	2	3	3	3	3	1	2	2	3	2	3	3	3	3	3	39
18	Annisa Nur R	2	1	2	2	2	2	1	2	3	2	2	2	2	3	2	30
19	Nindiya Windiasri	3	2	3	3	3	2	3	3	3	3	3	3	3	3	2	42
20	Andev Maharani	2	2	2	3	2	2	2	2	2	2	3	2	3	3	2	34
21	Luthfi Ikhtiari	2	2	3	3	2	1	2	2	4	2	2	2	2	3	2	34
22	Laela Ismaya	3	3	3	2	2	1	3	3	3	3	3	2	3	4	3	41
23	Nicko Ilham	2	3	3	3	3	1	2	2	2	3	3	3	3	3	3	39
24	Nur Anita Fadhila	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	43
25	Bennita Asriningati	2	2	3	2	2	2	2	2	3	3	3	2	3	3	2	36
26	Nur Fajriyah	2	2	2	2	2	2	1	1	3	2	3	2	2	2	2	30
27	Novika Nur Setyandini	2	2	3	3	2	2	2	2	3	3	2	3	3	3	3	38
28	Hammam Ridho Haqqy	2	2	3	2	2	1	1	2	4	3	3	2	2	3	3	35
29	Naoval M. H	1	1	1	1	2	1	1	1	1	2	3	3	2	3	2	25
30	Brian Fadhli Hilmawan I	1	3	3	3	1	1	1	1	1	3	2	2	3	3	3	31
Jumlah		66	69	80	77	68	56	65	66	75	80	79	73	76	87	74	1091

3. Tabel Uji Coba Instrumen Penelitian Variabel Motivasi Belajar Siswa

No.	Nama	Nomor Item																				Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	Demicha Chandra Dewi S	2	2	3	2	3	2	1	3	3	1	1	1	1	4	3	3	4	2	4	2	47
2	Rizka Putri Alviani	2	2	3	2	2	3	3	3	3	2	2	2	3	3	3	3	3	3	3	3	53
3	Melani Dewi	2	1	2	2	2	2	2	3	4	2	1	2	1	2	4	4	4	2	4	4	50
4	Dwi Laras Adiningasih	2	2	4	3	3	3	4	3	3	2	2	3	3	3	4	4	3	3	4	3	61
5	Patra R	1	2	2	4	2	1	4	4	4	2	2	2	2	3	4	4	3	4	4	3	57
6	Novita Ayuningtyas	2	2	3	2	3	2	3	3	3	1	1	1	3	3	3	3	3	3	4	4	52
7	Salwa Atika Rahma	3	2	3	2	3	4	4	4	4	2	4	4	4	3	4	4	4	4	4	4	70
8	Ervina Dyah Pratikaningrum	2	1	3	2	3	3	3	4	3	2	4	3	3	3	4	4	4	2	4	4	61
9	Nur Laily F.J	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3	4	3	4	4	4	62
10	Rosita Dyah	2	2	3	2	3	3	4	4	4	3	4	4	4	4	4	4	3	3	4	4	68
11	Edwin Aziz Fathoni	2	3	3	3	3	3	3	4	4	2	1	4	3	3	4	4	3	3	4	4	63
12	Aji Pengestu	2	2	3	2	3	3	4	4	4	3	4	3	4	3	3	3	3	3	4	2	62
13	Latif Aprianto	4	1	4	4	4	3	3	4	2	3	1	3	3	2	4	4	4	2	4	4	63
14	Hafiz Qutb	2	2	3	2	3	3	2	3	3	1	2	3	2	4	4	3	3	4	3	3	55
15	Taufik Laksana R	1	1	2	2	2	2	2	3	2	1	2	2	2	1	3	3	4	2	3	2	42
16	Prasetyo Arif N	2	3	3	2	3	3	3	3	4	2	3	2	2	1	2	3	1	2	3	4	51
17	Anugrah Ilyas N. P	2	2	3	2	3	3	3	4	4	2	3	3	4	4	4	4	4	1	4	4	63
18	Annisa Nur R	2	1	3	2	3	3	3	2	4	2	3	3	4	4	4	4	4	2	4	2	59
19	Nindiya Windiasri	2	2	3	3	3	3	3	4	4	3	3	3	3	3	4	4	4	3	4	4	65
20	Andev Maharani	2	2	3	3	3	3	3	3	3	2	3	3	3	3	3	4	4	3	4	3	60

21	Luthfi Ikhtiari	2	1	3	2	3	3	3	3	3	2	4	3	4	4	4	4	4	3	4	3	62
22	Laela Ismaya	2	2	3	2	3	4	4	4	4	2	3	3	4	4	4	4	3	3	4	3	65
23	Nicko Ilham	2	2	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	56
24	Nur Anita Fadhila	2	2	3	3	3	3	3	4	4	2	3	3	3	3	4	3	3	3	4	3	61
25	Bennita Asriningati	2	2	3	3	3	3	3	3	3	4	4	3	3	4	4	4	4	3	4	3	65
26	Nur Fajriyah	2	1	3	3	3	4	3	4	3	2	4	3	3	2	1	3	4	2	4	4	58
27	Novika Nur Setyandini	2	1	3	3	2	4	4	3	3	2	4	4	3	1	4	4	3	3	4	3	60
28	Hammam Ridho Haqqy	2	2	2	2	2	3	2	4	4	3	3	3	4	4	4	4	4	3	4	3	62
29	Naoval M. H	3	2	3	3	3	3	3	4	4	3	2	3	3	4	4	4	4	2	2	4	63
30	Brian Fadhli Hilmawan I	1	1	1	1	1	3	3	3	3	1	2	2	4	1	4	4	4	3	4	4	50
Jumlah		6	5	8	7	8	8	9	10	10	64	81	84	91	89	10	11	10	82	11	10	1766
		2	3	6	3	3	8	1	3	2						7	0	4		3	0	

TABULASI DATA INDUK

No .	Nama	Variabel		
		Penerapan Moving Class (X1)	Fasilitas Kelas Akuntansi (X2)	Motivasi Belajar Siswa (Y)
1	Demicha Chandra Dewi S	30	40	47
2	Rizka Putri Alviani	30	38	53
3	Melani Dewi	30	30	50
4	Dwi Laras Adiningasih	38	35	61
5	Patra R	29	34	57
6	Novita Ayuningtyas	39	35	52
7	Salwa Atika Rahma	35	44	70
8	Ervina Dyah Pratikaningrum	35	45	61
9	Nur Laily F.J	43	38	62
10	Rosita Dyah	38	35	68
11	Edwin Aziz Fathoni	34	43	63
12	Aji Pengestu	39	37	62
13	Latif Aprianto	39	37	63
14	Hafiz Qutb	30	35	55
15	Taufik Laksana R	36	28	42
16	Prasetyo Arif N	36	40	51
17	Anugrah Ilyas N. P	46	39	63
18	Annisa Nur R	30	30	59
19	Nindiya Windiasri	38	42	65
20	Andev Maharani	38	34	60
21	Luthfi Ikhtiari	36	34	62
22	Laela Ismaya	39	41	65
23	Nicko Ilham	39	39	56
24	Nur Anita Fadhila	36	43	61
25	Bennita Asriningati	32	36	65
26	Nur Fajriyah	32	30	58
27	Novika Nur Setyandini	39	38	60
28	Hammam Ridho Haqqy	34	35	62
29	Naoval M. H	37	25	63
30	Brian Fadhli Hilmawan I	33	31	50
Jumlah		1070	1091	1766

The SPSS Output of Validity and Reliability Testing

Test for Validity

A. Moving Class Implementation

Correlations

		MC1	MC2	MC3	MC4	MC5	MC6	MC7	MC8	MC9	MC10	MC11	MC12	MC13	MC14	MC15	TOTAL
MC1	Pearson Correlation	1	.359	.294	.061	.488**	.536**	-.073	-.078	.072	-.085	.486**	.476**	.525**	-.091	-.079	.684**
	Sig. (2-tailed)		.051	.114	.751	.006	.002	.701	.684	.706	.655	.006	.008	.003	.634	.679	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MC2	Pearson Correlation	.359	1	.163	-.227	.406*	.399*	.211	-.042	.010	.097	.391*	.323	.211	-.200	-.158	.510**
	Sig. (2-tailed)	.051		.391	.227	.026	.029	.264	.827	.960	.611	.033	.081	.263	.289	.403	.004
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MC3	Pearson Correlation	.294	.163	1	.287	.201	.000	.391*	.064	.355	.070	.401*	-.042	-.015	.448*	-.081	.580**
	Sig. (2-tailed)	.114	.391		.124	.287	1.000	.032	.737	.054	.713	.028	.826	.935	.013	.670	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MC4	Pearson Correlation	.061	-.227	.287	1	.083	-.067	.203	-.325	.166	-.019	.106	.031	-.038	.415*	.000	.298

	Sig. (2-tailed)	.751	.227	.124		.664	.724	.283	.080	.380	.920	.577	.872	.841	.023	1.000	.109
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MC5	Pearson Correlation	.488**	.406*	.201	.083	1	.784**	-.193	-.212	-.126	-.149	.569**	.239	.344	.062	-.038	.620**
	Sig. (2-tailed)	.006	.026	.287	.664		.000	.308	.261	.507	.431	.001	.204	.063	.745	.840	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MC6	Pearson Correlation	.536**	.399*	.000	-.067	.784**	1	-.294	-.215	-.159	.024	.463**	.245	.469**	-.113	-.098	.543**
	Sig. (2-tailed)	.002	.029	1.000	.724	.000		.114	.253	.400	.901	.010	.191	.009	.551	.605	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MC7	Pearson Correlation	-.073	.211	.391*	.203	-.193	-.294	1	.196	.083	.273	.256	-.158	-.437*	.584**	-.202	.274
	Sig. (2-tailed)	.701	.264	.032	.283	.308	.114		.300	.662	.145	.172	.405	.016	.001	.285	.143
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MC8	Pearson Correlation	-.078	-.042	.064	-.325	-.212	-.215	.196	1	.197	-.136	-.196	-.005	-.065	.315	.171	.069
	Sig. (2-tailed)	.684	.827	.737	.080	.261	.253	.300		.296	.475	.299	.979	.732	.090	.366	.715

MC13	Pearson Correlation	.525**	.211	-.015	-.038	.344	.469**	-.437*	-.065	.241	-.339	.102	.328	1	-.314	-.207	.340
	Sig. (2-tailed)	.003	.263	.935	.841	.063	.009	.016	.732	.199	.066	.591	.077		.091	.273	.066
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MC14	Pearson Correlation	-.091	-.200	.448*	.415*	.062	-.113	.584**	.315	.109	.130	.035	-.121	-.314	1	.150	.365*
	Sig. (2-tailed)	.634	.289	.013	.023	.745	.551	.001	.090	.565	.495	.853	.525	.091		.429	.047
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
MC15	Pearson Correlation	-.079	-.158	-.081	.000	-.038	-.098	-.202	.171	.000	.094	-.307	.000	-.207	.150	1	.013
	Sig. (2-tailed)	.679	.403	.670	1.000	.840	.605	.285	.366	1.000	.622	.099	1.000	.273	.429		.945
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
TOTAL	Pearson Correlation	.684**	.510**	.580**	.298	.620**	.543**	.274	.069	.321	.110	.665**	.487**	.340	.365*	.013	1
	Sig. (2-tailed)	.000	.004	.001	.109	.000	.002	.143	.715	.083	.565	.000	.006	.066	.047	.945	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

	Sig. (2-tailed)	.030	.002	.000		.027	.553	.142	.401	.167	.112	.478	.403	.003	.319	.079	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
CF5	Pearson Correlation	.769**	.366*	.400*	.404*	1	.104	.347	.260	.161	.081	.230	.479**	.085	-.024	.031	.567**
	Sig. (2-tailed)	.000	.047	.028	.027		.586	.060	.165	.394	.671	.221	.007	.655	.899	.871	.001
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
CF6	Pearson Correlation	.257	-.062	-.028	.113	.104	1	.410*	.315	-.062	.154	-.042	.059	-.077	-.407*	-.278	.201
	Sig. (2-tailed)	.170	.744	.884	.553	.586		.024	.090	.746	.416	.824	.756	.687	.026	.138	.288
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
CF7	Pearson Correlation	.537**	.341	.217	.275	.347	.410*	1	.889**	.090	.421*	.251	.381*	.288	.045	.058	.695**
	Sig. (2-tailed)	.002	.065	.250	.142	.060	.024		.000	.635	.020	.180	.038	.123	.813	.763	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
CF8	Pearson Correlation	.492**	.191	.093	.159	.260	.315	.889**	1	.207	.413*	.224	.307	.178	.062	.020	.608**
	Sig. (2-tailed)	.006	.312	.624	.401	.165	.090	.000		.273	.023	.235	.099	.347	.745	.917	.000

CF13	Pearson Correlation	.088	.389*	.431*	.524**	.085	-.077	.288	.178	.074	.258	.420*	.103	1	.397*	.373*	.543**
	Sig. (2-tailed)	.645	.034	.017	.003	.655	.687	.123	.347	.699	.169	.021	.589		.030	.042	.002
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
CF14	Pearson Correlation	.069	.184	.311	.188	-.024	-.407*	.045	.062	.115	.345	.215	.030	.397*	1	.595**	.360
	Sig. (2-tailed)	.719	.331	.094	.319	.899	.026	.813	.745	.545	.061	.254	.874	.030		.001	.050
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
CF15	Pearson Correlation	.022	.352	.564**	.326	.031	-.278	.058	.020	.221	.626**	.232	-.103	.373*	.595**	1	.478**
	Sig. (2-tailed)	.908	.056	.001	.079	.871	.138	.763	.917	.241	.000	.218	.589	.042	.001		.008
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
TOTAL	Pearson Correlation	.673**	.633**	.726**	.664**	.567**	.201	.695**	.608**	.450*	.651**	.468**	.407*	.543**	.360	.478**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.001	.288	.000	.000	.013	.000	.009	.026	.002	.050	.008	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

	Sig. (2-tailed)	.065	.802	.072	.201	.124	.000	.003	.046	.187	.007	.001		.002	.363	.069	.008	.780	.269	.448	.312	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
LM13	Pearson Correlation	.134	-.055	.080	-.205	.088	.575**	.563**	.255	.235	.326	.550**	.543**	1	.285	.247	.367*	.151	.124	.260	.095	.651**
	Sig. (2-tailed)	.479	.774	.673	.277	.644	.001	.001	.175	.211	.079	.002	.002		.126	.188	.046	.426	.513	.165	.617	.000
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
LM14	Pearson Correlation	.181	.289	.294	-.029	.411*	-.004	-.046	.148	.355	.290	.121	.172	.285	1	.359	.192	.226	.127	.052	-.178	.488**
	Sig. (2-tailed)	.337	.121	.115	.880	.024	.985	.808	.436	.054	.120	.524	.363	.126		.052	.310	.229	.502	.783	.347	.006
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
LM15	Pearson Correlation	.070	-.086	-.061	.044	-.086	-.064	.160	.136	.244	.177	-.085	.336	.247	.359	1	.659**	.283	.226	.185	.022	.407*
	Sig. (2-tailed)	.712	.651	.750	.817	.651	.736	.397	.473	.194	.349	.654	.069	.188	.052		.000	.130	.229	.328	.907	.025
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30
LM16	Pearson Correlation	.205	-.169	-.042	.247	-.042	.150	.334	.169	.231	.328	.136	.472**	.367*	.192	.659**	1	.387*	.130	.381*	.337	.578**
	Sig. (2-tailed)	.276	.373	.826	.188	.825	.429	.072	.373	.218	.077	.473	.008	.046	.310	.000		.035	.495	.038	.069	.001

TO-	Pearson	.499**	.199	.455*	.338	.482**	.551**	.606**	.536**	.411*	.643**	.533**	.798**	.651**	.488**	.407*	.578**	.109	.282	.309	.304	1
TAL	Correlation																					
	Sig. (2-tailed)	.005	.292	.011	.068	.007	.002	.000	.002	.024	.000	.002	.000	.000	.006	.025	.001	.566	.130	.096	.102	
	N	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

HASIL UJI VALIDITAS PENERAPAN MOVING CLASS

NO.	PERNYATAAN	KOEFISIEN KORELASI	KETERANGAN
1	Saya merasa senang suasana kelas bervariasi sesuai kriteria pelajaran	.684**	Valid
2	Saya merasa lelah harus berpindah kelas tiap pelajaran berganti	.510**	Valid
3	Saya tidak kesulitan menemukan ruang kelas	.580**	Valid
4	Jarak antar kelas berdekatan memudahkan saya untuk berpindah kelas	0.298	Tidak Valid
5	Dengan berpindah kelas saya dapat membuang rasa penat karena pelajaran	.620**	Valid
6	Menurut saya <i>moving class</i> lebih menyenangkan dibandingkan kelas konvensional	.543**	Valid
7	Waktu yang dialokasikan cukup untuk berpindah kelas	0.274	Tidak Valid
8	Jadwal pelajaran yang dibuat telah disesuaikan agar waktu untuk berpindah lebih efektif dan efisien.	0.069	Tidak Valid
9	Saya selalu datang tepat waktu di kelas berikutnya.	0.321	Tidak Valid
10	Proses pembelajaran tidak sesuai dengan waktu yang dialokasikan	0.11	Tidak Valid
11	<i>Moving class</i> hanya membuang waktu untuk berpindah kelas	.665**	Valid
12	Saya kesal tiap berpindah kelas harus berebut tempat duduk dengan teman saya	.487**	Valid
13	Saya senang ketika berpindah kelas saya bertemu teman dari kelas lain	0.34	Tidak Valid
14	Saya mudah menemukan guru untuk mendiskusikan materi pelajaran	.365*	Valid
15	Guru selalu siap mendiskusikan materi pelajaran dengan siswa	0.013	Tidak Valid

HASIL UJI VALIDITAS FASILITAS KELAS AKUNTANSI

NO.	PERNYATAAN	KOEFISIEN KORELASI	KETERANGAN
1	Fasilitas didalam kelas akuntansi sudah tersedia lengkap	.673 ^{**}	Valid
2	Pelajaran sering terganggu karena tidak adanya fasilitas yang diperlukan	.633 ^{**}	Valid
3	Menurut saya didalam kelas sudah tersedia sumber belajar yang cukup	.726 ^{**}	Valid
4	Media dan alat pembelajaran di dalam kelas Akuntansi mendukung untuk proses belajar mengajar	.664 ^{**}	Valid
5	Saya merasa puas dengan fasilitas yang terdapat dikelas	.567 ^{**}	Valid
6	Selama pembelajaran saya tidak nyaman karena suasana didalam kelas sumpek dan panas	0.201	Tidak Valid
7	Banyak fasilitas di kelas yang sudah dalam kondisi rusak.	.695 ^{**}	Valid
8	Media dan alat pembelajaran selalu dalam kondisi terawatt	.608 ^{**}	Valid
9	Saya senang kelas selalu dalam kondisi bersih dan tertata rapi	.450 [*]	Valid
10	Menurut saya penataan meja dan kursi dan perabot lainnya mendukung proses pembelajaran akuntansi	.651 ^{**}	Valid
11	Saya merasa senang karena mudah memperoleh sumber belajar akuntansi di kelas	.468 ^{**}	Valid
12	Menurut saya guru kurang memaksimalkan fasilitas yang ada	.407 [*]	Valid
13	Media dan alat pembelajaran telah digunakan sesuai fungsinya	.543 ^{**}	Valid
14	Saya selalu menggunakan fasilitas dikelas dengan baik	0.36	Tidak Valid

15	Menurut saya kelas Akuntansi telah sesuai dengan kriteria pembelajaran akuntansi	.478**	Valid
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** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

HASIL UJI VALIDITAS MOTIVASI BELAJAR AKUNTANSI

NO.	PERNYATAAN	KOEFISIEN KORELASI	KETERANGAN
1	Sepulang sekolah saya mengulang materi pelajaran yang sudah disampaikan oleh guru	.499**	Valid
2	Bila ada pelajaran yang tidak saya sukai saya akan mengobrol dengan teman	0.199	Tidak Valid
3	Saya akan bertanya pada guru mengenai materi yang tidak saya pahami	.455*	Valid
4	Saya membaca materi terlebih dahulu sebelum proses belajar mengajar berlangsung	0.338	Tidak Valid
5	Saya berusaha mengerjakan tugas dari guru dengan rasa penuh tanggung jawab	.482**	Valid
6	Saya ingin meningkatkan pengetahuan saya di bidang Akuntansi	.551**	Valid
7	Saya harus menguasai materi Akuntansi	.606**	Valid
8	Saya sering bolos pelajaran Akuntansi	.536**	Valid
9	Menurut saya pelajaran akuntansi itu tidak penting	.411*	Valid
10	Saya selalu siap menghadapi saat ujian/ulangan	.643**	Valid
11	Saya ingin bekerja di bidang Akuntansi	.533**	Valid
12	Saya ingin dapat menerapkan Ilmu Akuntansi di masyarakat	.798**	Valid

13	Saya ingin mendapatkan prestasi di bidang ekonomi akuntansi	.651 ^{**}	Valid
14	Saya tidak merasa sedih jika mendapat nilai jelek	.488 ^{**}	Valid
15	Saya ingin menjadi juara kelas	.407 [*]	Valid
16	Saya ingin memperoleh nilai sempurna di pelajaran Ekonomi Akuntansi	.578 ^{**}	Valid
17	Saya tidak senang mendapat hadiah jika berprestasi	0.109	Tidak Valid
18	Teman-teman menyukai siswa yang nilainya baik	0.282	Tidak Valid
19	Saya senang apabila saya memperoleh nilai di atas rata-rata	0.309	Tidak Valid
20	Orang tua saya mempedulikan prestasi saya	0.304	Tidak Valid

^{**}. Correlation is significant at the 0.01 level (2-tailed).

^{*}. Correlation is significant at the 0.05 level (2-tailed).

MOVING CLASS IMPLEMENTATION

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.624	15

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
MC1	32.6667	13.678	.577	.551
MC2	33.9333	14.685	.370	.587
MC3	33.2667	14.340	.456	.574
MC4	33.1333	15.775	.105	.634
MC5	32.5667	13.978	.496	.565
MC6	32.8333	14.075	.377	.583
MC7	33.4333	16.047	.114	.628
MC8	33.7333	17.168	-.085	.654
MC9	33.4000	15.766	.161	.621
MC10	33.4000	16.938	-.032	.644
MC11	33.4667	13.706	.550	.555
MC12	34.2000	14.717	.335	.592
MC13	32.5667	15.702	.188	.616
MC14	33.5667	15.771	.243	.609
MC15	33.1667	17.454	-.138	.660

ACCOUNTING CLASSROOMS FACILITIES

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.821	15

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
CF1	34.1667	20.764	.604	.800
CF2	34.0667	20.478	.543	.803
CF3	33.7000	20.148	.659	.795
CF4	33.8000	20.717	.592	.801
CF5	34.1000	21.472	.489	.808
CF6	34.5000	23.224	.063	.837
CF7	34.2000	19.821	.609	.797
CF8	34.1667	20.833	.520	.805
CF9	33.8667	21.154	.302	.824
CF10	33.7000	20.907	.579	.802
CF11	33.7333	21.857	.372	.814
CF12	33.9333	21.995	.292	.820
CF13	33.8333	21.385	.452	.809
CF14	33.4667	22.464	.258	.821
CF15	33.9000	21.748	.380	.814

STUDENTS' LEARNING MOTIVATION

Reliability

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100.0
	Excluded ^a	0	.0
	Total	30	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.801	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
LM1	56.8000	37.890	.426	.790
LM2	57.1000	40.162	.112	.804
LM3	56.0000	38.276	.380	.792
LM4	56.4333	38.806	.239	.799
LM5	56.1000	38.093	.410	.791
LM6	55.9333	37.168	.476	.786
LM7	55.8333	36.213	.528	.782
LM8	55.4333	37.702	.468	.788

LM9	55.4667	38.395	.326	.794
LM10	56.7333	35.789	.569	.780
LM11	56.1667	35.178	.399	.792
LM12	56.0667	34.064	.748	.767
LM13	55.8333	34.902	.564	.778
LM14	55.9000	36.024	.356	.795
LM15	55.3000	38.010	.307	.796
LM16	55.2000	37.959	.525	.787
LM17	55.4000	40.800	.003	.812
LM18	56.1333	39.154	.172	.804
LM19	55.1000	39.541	.236	.798
LM20	55.5333	39.016	.199	.802

APPENDICES 3

The Data of Research

- a. The Table of Research Instrument Data**
- b. The Data Tabulation**
- c. The SPSS Output of Research Data**
- d. Relative Contribution and Effective Contribution**
- e. Tables**

The Table of Research Instrument Data

23	Nisa Anggun Prawita	3	2	3	2	3	3	2	2	2	2	3	3	30
24	Rizqy Ade K.	3	2	4	3	4	4	3	3	3	3	4	4	40
25	Andina Winandita	3	2	3	2	4	3	3	3	3	1	4	3	34
26	Khusnul K.M	4	2	3	2	3	3	3	3	3	1	4	4	35
27	Anita Dwi Nastiti	3	2	3	2	4	3	3	3	3	3	3	2	34
28	Octarina Nur A	4	2	3	2	4	4	3	3	3	3	3	3	37
29	Warimah	3	2	3	2	3	3	3	2	3	2	3	2	31
30	Yulia Tri Octaviani	3	2	3	2	3	3	2	2	2	2	3	2	29
31	Luthfan Ilham Davika	3	1	2	2	3	3	2	2	2	2	3	3	28
32	Jodibrata Wisnumurti	4	4	2	3	4	4	2	4	4	4	4	2	41
33	Amelia Wahyu Ariana	4	3	4	2	3	4	4	4	4	3	3	4	42
34	Chyntia Ladyana Susandy	4	3	3	3	3	3	3	2	3	2	3	3	35
35	Muhammad Rintana	4	1	2	4	3	1	3	4	4	3	2	1	32
36	Faiz Cesar I	3	2	3	2	2	2	3	3	3	2	3	3	31
37	Hanif Abdurrahman	3	3	3	2	4	4	3	4	4	3	4	4	41
38	Audy Monetaria K.N	3	3	4	3	4	4	3	3	3	2	4	3	39
39	Mafaza R.D	3	3	3	2	4	4	3	3	3	2	3	3	36
40	Caecilia Yemima E	4	1	2	2	3	2	2	2	1	1	3	2	25
41	Laila Fatharani	3	4	3	2	4	4	3	4	4	3	3	2	39
42	Dian Syahfitri	3	2	2	2	3	4	2	2	3	2	3	3	31
43	Ambarwati Syahda	3	2	3	2	4	4	2	3	4	2	3	2	34
44	Cintria Jukarti. P	3	2	3	2	3	3	2	2	2	2	3	2	29
45	Anisa Nurochmah	2	1	2	2	3	3	1	1	2	3	3	2	25
46	Dewi Puspitasari	4	2	1	2	4	3	2	3	3	3	4	4	35
47	Dini Fajri R	3	3	3	3	4	3	2	3	3	3	3	2	35
48	Jordan Muhammad Yusuf	3	2	1	1	4	4	1	4	4	3	1	1	29

49	Nyatabaya Noer. M	4	2	2	3	3	2	3	3	2	3	3	2	32
50	Muhammad Sabar Rinaldi	4	3	3	2	3	3	2	3	3	3	3	2	34
51	Rejendra Rafat C	3	3	3	2	4	3	1	3	2	3	3	3	33
52	Harrianto Diaz Zarkasi	3	1	2	2	4	3	2	3	3	1	4	2	30
53	Ade Mokhtar P	4	2	3	3	2	3	2	2	2	2	3	3	31
54	Fauzan Primantaka	3	3	3	2	3	2	2	2	3	3	3	3	32
55	Ryan Sarwidyanto	4	4	3	2	2	3	3	3	3	3	4	3	37
56	Ghulam Kamal Firdausi	2	3	2	3	3	3	3	2	4	3	3	2	33
57	Faiq Alfalis	3	3	3	3	3	4	3	3	3	2	3	3	36
58	Oktalina Dwi Abriyani	4	3	3	2	3	3	3	2	3	3	3	3	35
59	Nurmia Afiatun R.	4	3	3	2	3	3	2	3	2	3	3	3	34
60	Temmy Valentina	3	2	4	2	3	3	3	2	3	2	3	2	32
61	Kurnia Putri A. T.R	2	2	3	2	3	2	2	2	3	3	2	3	29
62	Mufti Amri Nugroho	3	3	3	3	3	3	3	2	2	1	3	3	32
63	Andre Rizal Ibrahim	3	1	2	2	3	2	3	1	3	2	3	3	28
64	Alya Miranti P.P	4	3	2	3	2	2	3	2	3	2	3	2	31
65	Nur Aulia Kintani	4	2	3	2	4	4	3	3	3	1	4	3	36
66	Chamad Zakki Bisyr	3	2	2	2	4	4	4	4	4	3	4	3	39
67	Handoko Satria Pradana	4	3	2	2	4	3	2	2	3	2	3	2	32
68	Elsafan Kukuh Aditya	3	3	3	3	3	4	3	2	3	3	3	3	36
Total		225	153	187	157	210	208	172	175	193	158	216	172	2226

B. TABEL DATA FASILITAS KELAS AKUNTANSI KELAS XI IPS SMA NEGERI 1 CILACAP

No.	Nama	Nomor Item															Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	Rizkiana Nur Khasanah	2	3	3	3	3	2	3	3	4	4	3	3	3	3	3	45
2	Maria Agustina Defi R	3	3	2	3	2	2	3	2	2	2	4	3	2	3	2	38
3	Nanda Navly	2	2	2	2	2	3	3	2	2	3	2	2	2	2	2	33
4	Endah Safitri	2	2	2	2	2	3	3	2	3	3	2	2	2	3	2	35
5	Ardanariswasi Adinda Nastiti	2	3	2	2	2	2	2	2	3	3	2	3	2	2	3	35
6	Margaretha Kinasih Prasetiani	2	2	3	3	3	3	3	3	4	3	3	3	3	3	3	44
7	Dwiki Rahmanda Basuki	2	3	3	3	2	3	3	3	3	3	3	3	3	2	3	42
8	Amas Fadhilla H.P	2	2	2	2	2	3	2	2	2	2	3	3	3	2	2	34
9	Yulia W	2	2	2	3	2	3	2	1	4	3	2	2	2	3	2	35
10	Imelda Vania	4	3	3	3	3	3	3	3	4	3	3	3	3	3	3	47
11	Qotrunnada Rahma F	3	2	3	3	3	3	3	3	2	3	3	2	3	3	3	42
12	Kusumaningrum Wafa	3	2	3	3	3	3	3	3	3	3	3	2	3	3	3	43
13	Bella Karina Putri	3	3	3	3	3	3	2	2	4	3	4	3	3	3	3	45
14	Reivanandha B.A	2	2	2	2	2	2	3	2	2	2	2	2	3	3	3	34
15	Annisa Nabila Putri	3	3	3	3	3	4	2	2	3	3	3	3	2	3	2	42
16	Agung Satriyo Prayogo	2	2	2	2	2	3	2	2	2	3	2	2	3	3	3	35
17	Masrur Dwianto	2	1	3	1	2	3	2	1	3	2	3	3	2	2	3	33
18	Tegar Ario Yudhanto	2	1	2	2	1	1	1	1	2	2	3	3	2	3	3	29
19	Agung Wicaksana A	2	2	2	2	1	2	1	2	1	2	3	3	2	4	2	31
20	Fatkul Muflih	2	3	3	3	2	3	2	2	2	4	3	3	3	3	3	41

21	Reza Surya L.T	3	2	2	3	3	2	2	2	2	2	3	3	2	3	2	36
22	Amar Alfat Firdaus	3	3	3	3	3	3	2	2	3	3	3	3	3	3	3	43
23	Nisa Anggun Prawita	3	2	2	3	2	3	2	2	2	3	2	3	3	3	3	38
24	Rizqy Ade K.	3	3	3	3	3	2	2	2	3	3	3	2	3	3	2	40
25	Andina Winandita	1	1	2	3	2	2	2	2	4	3	3	2	3	3	2	35
26	Khusnul K.M	1	1	2	2	2	2	2	3	3	3	3	3	3	3	2	35
27	Anita Dwi Nastiti	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	44
28	Octarina Nur A	3	3	3	3	3	3	2	2	2	3	3	3	2	3	3	41
29	Warimah	2	2	2	2	2	3	3	3	2	3	2	2	2	2	2	34
30	Yulia Tri Octaviani	3	3	3	3	3	3	3	3	2	3	2	2	3	3	3	42
31	Luthfan Ilham Davika	2	2	2	3	2	2	2	2	3	3	3	3	3	2	2	36
32	Jodibrata Wisnumurti	1	1	3	2	2	3	2	2	2	3	3	3	3	3	2	35
33	Amelia Wahyu Ariana	4	4	4	4	4	4	4	4	3	3	3	3	4	4	4	56
34	Chyntia Ladyana Susandy	3	3	4	4	4	3	3	3	4	4	4	3	3	4	4	53
35	Muhammad Rintana	2	2	2	2	2	3	3	2	2	2	3	1	1	2	2	31
36	Faiz Cesar I	3	3	3	2	3	3	2	2	2	4	3	2	3	3	2	40
37	Hanif Abdurrahman	3	4	3	3	4	3	2	2	3	4	4	3	4	4	4	50
38	Audy Monetaria K.N	2	1	2	2	1	2	2	2	3	3	2	2	2	3	2	31
39	Mafaza R.D	2	2	2	2	1	3	3	3	4	4	3	3	3	3	2	40
40	Caecilia Yemima E	3	3	4	3	2	3	1	2	2	2	3	3	3	3	3	40
41	Laila Fatharani	2	3	3	2	2	4	3	2	3	3	3	3	3	2	4	42
42	Dian Syahfitri	3	3	3	3	2	2	3	3	3	3	3	3	3	3	3	43
43	Ambarwati Syahda	3	4	3	3	2	4	3	3	3	3	3	4	3	3	3	47
44	Cintria Jukarti. P	2	2	2	2	2	3	2	2	2	3	3	3	2	2	2	34
45	Anisa Nurochmah	2	2	2	3	2	2	2	2	1	2	2	3	3	3	3	34

46	Dewi Puspitasari	4	3	3	3	3	2	3	3	3	3	3	3	3	3	3	45
47	Dini Fajri R	3	3	3	3	3	3	3	3	2	3	3	3	3	4	3	45
48	Jordan Muhammad Yusuf	3	3	3	2	2	3	2	2	3	2	3	2	3	1	2	36
49	Nyatabaya Noer. M	3	2	3	3	3	2	2	3	2	3	3	3	3	3	3	41
50	Muhammad Sabar Rinaldi	2	3	2	3	2	2	2	2	2	2	2	2	2	4	4	36
51	Rejendra Rafat C	2	2	2	2	2	2	3	2	2	3	2	2	3	3	2	34
52	Harrianto Diaz Zarkasi	2	2	2	2	2	1	2	2	1	2	3	3	3	2	2	31
53	Ade Mokhtar P	3	3	3	3	3	3	2	3	2	3	3	3	3	3	3	43
54	Fauzan Primantaka	2	3	3	2	2	3	3	3	3	3	3	3	2	2	3	40
55	Ryan Sarwidyanto	2	3	2	2	2	2	2	3	3	3	3	2	2	3	2	36
56	Ghulam Kamal Firdausi	3	3	3	3	3	3	2	2	3	2	2	4	2	2	3	40
57	Faiq Alfalis	2	2	3	3	3	3	3	3	3	3	2	3	3	3	3	42
58	Oktalina Dwi Abriyani	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
59	Nurmia Afiatun R.	3	3	3	3	3	3	3	2	3	3	3	3	3	4	3	45
60	Temmy Valentina	2	2	3	2	3	3	3	3	4	3	3	3	3	2	2	41
61	Kurnia Putri A. T.R	2	1	2	3	2	2	3	3	3	4	3	3	3	3	3	40
62	Mufti Amri Nugroho	2	2	3	2	2	2	2	3	2	2	3	3	3	3	3	37
63	Andre Rizal Ibrahim	2	3	3	2	2	2	3	2	2	3	3	2	3	3	3	38
64	Alya Miranti P.P	2	2	2	2	2	2	3	2	3	3	3	2	3	3	3	37
65	Nur Aulia Kintani	2	2	2	2	2	4	3	2	3	3	4	3	3	2	3	40
66	Chamad Zakki Bisyr	4	3	3	4	4	4	4	3	3	4	3	4	4	4	4	55
67	Handoko Satria Pradana	2	2	2	2	2	2	3	2	3	2	2	2	2	2	2	32
68	Elsafan Kukuh Aditya	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	46
Total		167	166	178	177	164	183	170	162	181	196	194	185	186	194	185	2688

C. TABEL DATA MOTIVASI BELAJAR SISWA KELAS XI IPS SMA NEGERI 1 CILACAP

No.	Nama	Nomor Item																				TOTAL
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	Rizkiana Nur Khasanah	3	3	4	3	4	4	4	4	4	3	4	4	3	3	4	3	3	4	3	4	71
2	Maria Agustina Defi R	2	2	4	2	4	4	4	4	4	4	3	4	4	4	4	4	4	4	3	4	72
3	Nanda Navly	2	2	3	2	3	3	3	4	3	2	2	3	4	3	4	4	4	4	3	4	62
4	Endah Safitri	3	2	3	2	3	3	3	3	3	3	3	2	2	2	3	3	3	3	3	3	55
5	Ardanariswasi Adinda Nastiti	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	58
6	Margaretha Kinasih Prasetiani	2	1	3	2	3	3	3	4	3	3	3	3	3	3	3	3	3	3	4	4	59
7	Dwiki Rahmanda Basuki	2	1	3	3	3	2	3	3	3	2	1	2	2	3	4	3	3	3	3	4	53
8	Amas Fadhillah H.P	3	2	3	2	2	3	3	4	3	2	3	2	3	2	4	3	3	3	4	3	57
9	Yulia W	1	3	3	2	3	3	4	4	4	2	3	4	3	4	4	4	4	4	3	4	66
10	Imelda Vania	2	2	3	2	3	4	4	4	4	3	4	3	4	4	4	4	4	4	4	4	70
11	Qotrunnada Rahma F	3	1	3	2	3	3	3	3	3	3	2	2	3	2	4	3	4	4	4	4	59
12	Kusumaningrum Wafa	3	2	3	2	3	3	3	3	3	2	2	3	2	3	3	2	3	3	3	3	54
13	Bella Karina Putri	2	1	3	2	4	4	4	4	4	3	4	4	4	3	4	4	3	4	4	4	69
14	Reivanandha B.A	3	2	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	58
15	Annisa Nabila Putri	3	1	3	3	3	4	4	4	4	3	3	4	4	4	4	4	3	4	4	4	70
16	Agung Satriyo Prayogo	3	2	3	2	4	4	3	4	4	4	4	3	3	3	4	3	3	3	4	4	67
17	Masrur Dwianto	2	2	4	3	3	3	4	4	4	2	3	3	4	4	4	4	3	3	3	4	66
18	Tegar Ario Yudhanto	3	2	3	2	4	3	3	4	4	3	1	3	3	4	4	3	3	4	4	4	64
19	Agung Wicaksana A	2	4	3	2	3	4	4	4	4	3	3	3	3	3	4	4	4	4	3	4	67
20	Fatkul Muflih	3	2	3	2	4	3	3	4	4	3	2	4	3	3	3	3	4	3	3	4	63
21	Reza Surya L.T	2	2	3	2	3	4	4	4	4	2	4	4	4	4	4	4	3	4	3	4	68

22	Amar Alfat Firdaus	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	59
23	Nisa Anggun Prawita	2	1	3	2	3	4	4	4	4	4	4	3	4	4	4	4	3	4	4	4	69
24	Rizqy Ade K.	2	1	3	2	3	4	4	3	4	3	4	3	4	4	4	4	4	4	4	4	68
25	Andina Winandita	2	1	3	2	3	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	69
26	Khusnul K.M	2	1	4	2	3	4	4	4	4	2	1	3	3	4	4	4	4	4	4	4	65
27	Anita Dwi Nastiti	3	3	3	2	3	3	3	4	4	2	3	3	3	4	3	3	3	4	3	4	63
28	Octarina Nur A	3	3	3	2	3	4	4	3	4	2	3	3	3	4	4	4	4	4	4	4	68
29	Warimah	2	2	3	2	3	3	3	4	3	2	3	3	3	2	4	3	4	4	4	4	61
30	Yulia Tri Octaviani	2	2	3	2	3	3	3	4	4	2	4	3	3	3	4	4	3	4	1	1	58
31	Luthfan Ilham Davika	2	2	3	3	3	3	4	4	3	3	2	3	3	3	4	4	3	4	4	4	64
32	Jodibrata Wisnumurti	2	1	2	2	3	4	4	4	4	2	4	4	4	2	4	4	4	4	3	4	65
33	Amelia Wahyu Ariana	3	2	4	3	4	4	4	4	4	4	3	3	4	3	4	4	3	4	4	4	72
34	Chyntia Ladyana Susandy	3	3	4	3	4	4	4	4	4	4	3	3	3	4	3	4	4	4	4	4	73
35	Muhammad Rintana	2	2	3	2	4	1	2	2	3	3	3	1	1	3	4	3	4	2	4	4	53
36	Faiz Cesar I	2	3	3	2	3	1	2	4	3	3	2	3	3	2	4	4	3	4	3	4	58
37	Hanif Abdurrahman	3	2	4	3	4	4	3	4	4	4	4	4	4	3	4	4	3	3	4	4	72
38	Audy Monetaria K.N	2	1	3	3	3	4	4	3	4	3	3	3	3	4	4	4	4	4	3	4	66
39	Mafaza R.D	2	1	3	3	3	4	4	4	4	3	3	3	3	4	4	4	4	4	3	4	67
40	Caecilia Yemima E	3	2	3	2	3	4	4	4	4	3	2	2	3	2	4	4	4	4	4	4	65
41	Laila Fatharani	2	3	3	2	4	4	4	4	4	3	4	4	4	3	4	4	4	4	4	4	72
42	Dian Syahfitri	3	3	3	3	3	3	4	4	4	4	3	3	4	4	4	4	3	4	3	4	70
43	Ambarwati Syahda	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	3	4	75
44	Cintria Jukarti. P	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	59
45	Anisa Nurochmah	3	2	3	2	3	4	4	4	4	3	4	4	4	4	4	4	3	4	4	4	71
46	Dewi Puspitasari	2	2	2	2	3	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	69
47	Dini Fajri R	3	1	3	2	3	3	3	4	4	3	2	4	3	3	4	4	3	4	4	4	64

48	Jordan Muhammad Yusuf	1	3	3	1	3	3	3	3	4	2	3	3	3	1	2	4	2	2	3	4	53
49	Nyatabaya Noer. M	2	2	3	2	3	3	3	3	3	3	3	3	3	2	4	4	3	3	3	3	58
50	Muhammad Sabar Rinaldi	3	1	4	2	3	4	4	3	3	2	3	4	4	2	4	3	3	3	4	4	63
51	Rejendra Rafat C	1	2	3	1	3	2	2	4	4	2	2	3	1	1	2	2	4	3	2	2	46
52	Harrianto Diaz Zarkasi	2	1	4	3	3	4	4	3	4	2	1	4	4	4	4	4	4	4	4	4	67
53	Ade Mokhtar P	2	2	3	2	3	3	3	4	4	3	2	3	3	2	3	4	4	3	3	4	60
54	Fauzan Primantaka	4	2	3	3	3	4	3	4	4	4	3	3	3	4	3	3	3	4	3	4	67
55	Ryan Sarwidyanto	2	2	3	3	3	3	3	3	3	3	2	3	3	3	4	4	4	3	4	4	62
56	Ghulam Kamal Firdausi	2	2	3	2	3	4	4	4	4	3	1	3	3	1	2	3	3	3	3	3	56
57	Faiq Alfalis	3	2	3	2	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	59
58	Oktalina Dwi Abriyani	3	2	3	2	3	3	3	4	4	4	3	4	4	3	4	4	4	4	4	4	69
59	Nurmia Afiatun R.	3	2	4	3	4	3	3	4	4	3	2	3	4	3	3	3	3	4	3	4	65
60	Temmy Valentina	3	2	3	2	4	3	3	4	4	3	3	3	3	4	4	4	3	4	3	4	66
61	Kurnia Putri A. T.R	3	3	4	4	4	4	4	4	2	4	4	4	4	4	4	4	4	4	4	3	75
62	Mufti Amri Nugroho	2	1	2	2	3	4	3	4	4	2	3	3	2	4	4	4	4	4	3	4	62
63	Andre Rizal Ibrahim	2	2	3	2	3	3	3	4	4	2	2	3	4	4	4	4	4	4	4	4	65
64	Alya Miranti P.P	2	1	3	2	3	4	4	4	4	2	3	4	4	4	4	4	4	4	4	4	68
65	Nur Aulia Kintani	1	2	4	2	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	4	71
66	Chamad Zakki Bisyr	2	2	4	2	4	4	4	4	4	2	2	3	3	2	4	4	4	4	1	4	63
67	Handoko Satria Pradana	2	2	2	2	3	3	3	4	4	3	4	3	3	2	4	4	4	4	3	3	62
68	Elsafan Kukuh Aditya	4	3	4	3	4	4	4	3	3	3	3	3	4	3	4	4	2	3	3	4	68
Total		165	135	214	155	221	232	235	252	251	192	197	218	223	214	251	247	233	246	232	255	4368

The Data Tabulation

TABULASI DATA INDUK

No	Nama	Penerapan Moving Class	Fasilitas Kelas Akuntansi	Motivasi Belajar Siswa
1	Rizkiana Nur Khasanah	36	45	71
2	Maria Agustina Defi R	40	38	72
3	Nanda Navly	30	33	62
4	Endah Safitri	31	35	55
5	Ardanariswasi Adinda Nastiti	26	35	58
6	Margaretha Kinasih Prasetiani	24	44	59
7	Dwiki Rahmanda Basuki	26	42	53
8	Amas Fadhilla H.P	30	34	57
9	Yulia W	33	35	66
10	Imelda Vania	39	47	70
11	Qotrunnada Rahma F	34	42	59
12	Kusumaningrum Wafa	33	43	54
13	Bella Karina Putri	30	45	69
14	Reivanandha B.A	33	34	58
15	Annisa Nabila Putri	33	42	70
16	Agung Satriyo Prayogo	30	35	67
17	Masrur Dwianto	28	33	66
18	Tegar Ario Yudhanto	27	29	64
19	Agung Wicaksana A	35	31	67
20	Fatkul Muflih	24	41	63
21	Reza Surya L.T	29	36	68
22	Amar Alfat Firdaus	36	43	59
23	Nisa Anggun Prawita	30	38	69
24	Rizqy Ade K.	40	40	68
25	Andina Winandita	34	35	69
26	Khusnul K.M	35	35	65
27	Anita Dwi Nastiti	34	44	63
28	Octarina Nur A	37	41	68
29	Warimah	31	34	61
30	Yulia Tri Octaviani	29	42	58
31	Luthfan Ilham Davika	28	36	64
32	Jodibrata Wisnumurti	41	35	65
33	Amelia Wahyu Ariana	42	56	72
34	Chyntia Ladyana Susandy	35	53	73

35	Muhammad Rintana	32	31	53
36	Faiz Cesar I	31	40	58
37	Hanif Abdurrahman	41	50	72
38	Audy Monetaria K.N	39	31	66
39	Mafaza R.D	36	40	67
40	Caecilia Yemima E	25	40	65
41	Laila Fatharani	39	42	72
42	Dian Syahfitri	31	43	70
43	Ambarwati Syahda	34	47	75
44	Cintria Jukarti. P	29	34	59
45	Anisa Nurochmah	25	34	71
46	Dewi Puspitasari	35	45	69
47	Dini Fajri R	35	45	64
48	Jordan Muhammad Yusuf	29	36	53
49	Nyatabaya Noer. M	32	41	58
50	Muhammad Sabar Rinaldi	34	36	63
51	Rejendra Rafat C	33	34	46
52	Harrianto Diaz Zarkasi	30	31	67
53	Ade Mokhtar P	31	43	60
54	Fauzan Primantaka	32	40	67
55	Ryan Sarwidyanto	37	36	62
56	Ghulam Kamal Firdausi	33	40	56
57	Faiq Alfalis	36	42	59
58	Oktalina Dwi Abriyani	35	45	69
59	Nurmia Afiatun R.	34	45	65
60	Temmy Valentina	32	41	66
61	Kurnia Putri A. T.R	29	40	75
62	Mufti Amri Nugroho	32	37	62
63	Andre Rizal Ibrahim	28	38	65
64	Alya Miranti P.P	31	37	68
65	Nur Aulia Kintani	36	40	71
66	Chamad Zakki Bisyr	39	55	63
67	Handoko Satria Pradana	32	32	62
68	Elsafan Kukuh Aditya	36	46	68
Total		2226	2688	4368

The SPSS Output of Research Data

DATA DESCRIPTION

Frequencies

Statistics

		Moving Class Implementation	Accounting Classrooms Facilities	Students' Learning Motivation
N	Valid	68	68	68
	Missing	0	0	0
Mean		32.7353	39.5294	64.2353
Std. Error of Mean		.51858	.69851	.73065
Median		33.0000	40.0000	65.0000
Mode		30.00 ^a	40.00	58.00 ^a
Std. Deviation		4.27634	5.76005	6.02512
Variance		18.287	33.178	36.302
Range		18.00	27.00	29.00
Minimum		24.00	29.00	46.00
Maximum		42.00	56.00	75.00
Sum		2226.00	2688.00	4368.00

a. Multiple modes exist. The smallest value is shown

Frequency Table

Moving Class Implementation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24.00	2	2.9	2.9	2.9
	25.00	2	2.9	2.9	5.9
	26.00	2	2.9	2.9	8.8
	27.00	1	1.5	1.5	10.3
	28.00	3	4.4	4.4	14.7
	29.00	5	7.4	7.4	22.1
	30.00	6	8.8	8.8	30.9
	31.00	6	8.8	8.8	39.7
	32.00	6	8.8	8.8	48.5
	33.00	6	8.8	8.8	57.4
	34.00	6	8.8	8.8	66.2
	35.00	6	8.8	8.8	75.0
	36.00	6	8.8	8.8	83.8
	37.00	2	2.9	2.9	86.8
	39.00	4	5.9	5.9	92.6
	40.00	2	2.9	2.9	95.6
	41.00	2	2.9	2.9	98.5
	42.00	1	1.5	1.5	100.0
	Total	68	100.0	100.0	

Accounting Classrooms Facilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	29.00	1	1.5	1.5	1.5
	31.00	4	5.9	5.9	7.4
	32.00	1	1.5	1.5	8.8
	33.00	2	2.9	2.9	11.8
	34.00	6	8.8	8.8	20.6
	35.00	7	10.3	10.3	30.9
	36.00	5	7.4	7.4	38.2
	37.00	2	2.9	2.9	41.2
	38.00	3	4.4	4.4	45.6
	40.00	8	11.8	11.8	57.4
	41.00	4	5.9	5.9	63.2
	42.00	6	8.8	8.8	72.1
	43.00	4	5.9	5.9	77.9
	44.00	2	2.9	2.9	80.9
	45.00	6	8.8	8.8	89.7
	46.00	1	1.5	1.5	91.2
	47.00	2	2.9	2.9	94.1
	50.00	1	1.5	1.5	95.6
	53.00	1	1.5	1.5	97.1
	55.00	1	1.5	1.5	98.5
	56.00	1	1.5	1.5	100.0
	Total	68	100.0	100.0	

Students' Learning Motivation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46.00	1	1.5	1.5	1.5
	53.00	3	4.4	4.4	5.9
	54.00	1	1.5	1.5	7.4
	55.00	1	1.5	1.5	8.8
	56.00	1	1.5	1.5	10.3
	57.00	1	1.5	1.5	11.8
	58.00	5	7.4	7.4	19.1
	59.00	5	7.4	7.4	26.5
	60.00	1	1.5	1.5	27.9
	61.00	1	1.5	1.5	29.4
	62.00	4	5.9	5.9	35.3
	63.00	4	5.9	5.9	41.2
	64.00	3	4.4	4.4	45.6
	65.00	5	7.4	7.4	52.9
	66.00	4	5.9	5.9	58.8
	67.00	5	7.4	7.4	66.2
	68.00	5	7.4	7.4	73.5
	69.00	5	7.4	7.4	80.9
	70.00	3	4.4	4.4	85.3
	71.00	3	4.4	4.4	89.7
	72.00	4	5.9	5.9	95.6
	73.00	1	1.5	1.5	97.1
	75.00	2	2.9	2.9	100.0
Total		68	100.0	100.0	

PREREQUISITES TEST ANALYSIS

A. Normality

One-Sample Kolmogorov-Smirnov Test

		Moving Class Implementation	Accounting Classrooms Facilities	Students' Learning Motivation
N		68	68	68
Normal Parameters ^{a,b}	Mean	32.7353	39.5294	64.2353
	Std. Deviation	4.27634	5.76005	6.02512
Most Extreme Differences	Absolute	.061	.112	.095
	Positive	.061	.112	.072
	Negative	-.061	-.077	-.095
Kolmogorov-Smirnov Z		.502	.926	.780
Asymp. Sig. (2-tailed)		.963	.357	.577

a. Test distribution is Normal.

b. Calculated from data.

B. Linearity

Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Learning Motivation * Moving Class	68	100.0%	0	.0%	68	100.0%
Learning Motivation * Class Facilities	68	100.0%	0	.0%	68	100.0%

Learning Motivation * Moving Class

Report

Learning Motivation

Moving Class	Mean	N	Std. Deviation
24.00	61.0000	2	2.82843
25.00	68.0000	2	4.24264
26.00	55.5000	2	3.53553
27.00	64.0000	1	.
28.00	65.0000	3	1.00000
29.00	62.6000	5	8.79204
30.00	65.1667	6	4.75044
31.00	62.0000	6	5.83095
32.00	61.3333	6	5.20256
33.00	58.3333	6	8.61781
34.00	65.6667	6	5.60952
35.00	67.8333	6	3.25064
36.00	65.8333	6	5.52871
37.00	65.0000	2	4.24264
39.00	67.7500	4	4.03113
40.00	70.0000	2	2.82843
41.00	68.5000	2	4.94975
42.00	72.0000	1	.
Total	64.2353	68	6.02512

ANOVA Table

	Sum of Squares	df	Mean Square	F	Sig.
Learning Motivation Between (Combined) * Moving Class Groups	830.785	17	48.870	1.526	.124
Linearity	256.166	1	256.166	7.998	.007
Deviation from Linearity	574.619	16	35.914	1.121	.362
Within Groups	1601.450	50	32.029		
Total	2432.235	67			

Measures of Association

	R	R Squared	Eta	Eta Squared
Learning Motivation * Moving Class	.325	.105	.584	.342

Learning Motivation * Class Facilities

Report

Learning Motivation

Class Facilities	Mean	N	Std. Deviation
29.00	64.0000	1	.
31.00	63.2500	4	6.84957
32.00	62.0000	1	.
33.00	64.0000	2	2.82843
34.00	58.6667	6	8.01665
35.00	63.5714	7	5.09435
36.00	62.0000	5	5.52268
37.00	65.0000	2	4.24264
38.00	68.6667	3	3.51188
40.00	65.8750	8	6.28916
41.00	63.7500	4	4.34933
42.00	61.8333	6	7.46771
43.00	60.7500	4	6.70199
44.00	61.0000	2	2.82843
45.00	67.8333	6	2.71416
46.00	68.0000	1	.
47.00	72.5000	2	3.53553
50.00	72.0000	1	.
53.00	73.0000	1	.
55.00	63.0000	1	.
56.00	72.0000	1	.
Total	64.2353	68	6.02512

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Learning Motivation * Class Facilities	Between (Combined Groups)	837.229	20	41.861	1.234	.271
	Linearity	247.360	1	247.360	7.289	.010
	Deviation from Linearity	589.870	19	31.046	.915	.569
	Within Groups	1595.006	47	33.936		
Total		2432.235	67			

Measures of Association

	R	R Squared	Eta	Eta Squared
Learning Motivation * Class Facilities	.319	.102	.587	.344

C. Multicollinearity

Regression

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Class Facilities, Moving Class ^a		Enter

a. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.387 ^a	.150	.123	5.64099

a. Predictors: (Constant), Class Facilities, Moving Class

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	363.886	2	181.943	5.718	.005 ^a
	Residual	2068.349	65	31.821		
	Total	2432.235	67			

a. Predictors: (Constant), Class Facilities, Moving Class

b. Dependent Variable: Learning Motivation

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	43.879	6.073		7.226	.000		
	Moving Class	.334	.175	.237	1.914	.060	.853	1.173
	Class Facilities	.238	.130	.228	1.840	.070	.853	1.173

a. Dependent Variable: Learning Motivation

Collinearity Diagnostics^a

Model	Dimen sion	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Moving Class	Class Facilities
1	1	2.980	1.000	.00	.00	.00
	2	.012	15.854	.08	.34	.95
	3	.008	19.089	.92	.66	.05

a. Dependent Variable: Learning Motivation

D. Heteroscedasticity

Regression**Variables Entered/Removed**

Model	Variables Entered	Variables Removed	Method
1	Class Facilities, Moving Class ^a		Enter

a. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.387 ^a	.150	.123	5.64099

a. Predictors: (Constant), Class Facilities, Moving Class

b. Dependent Variable: Learning Motivation

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	363.886	2	181.943	5.718	.005 ^a
	Residual	2068.349	65	31.821		
	Total	2432.235	67			

a. Predictors: (Constant), Class Facilities, Moving Class

b. Dependent Variable: Learning Motivation

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	43.879	6.073		7.226	.000		
	Moving Class	.334	.175	.237	1.914	.060	.853	1.173
	Class Facilities	.238	.130	.228	1.840	.070	.853	1.173

a. Dependent Variable: Learning Motivation

Collinearity Diagnostics^a

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Moving Class	Class Facilities
1	1	2.980	1.000	.00	.00	.00
	2	.012	15.854	.08	.34	.95
	3	.008	19.089	.92	.66	.05

a. Dependent Variable: Learning Motivation

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	59.8096	71.2561	64.2353	2.33048	68
Residual	-17.00550	11.90003	.00000	5.55616	68
Std. Predicted Value	-1.899	3.013	.000	1.000	68
Std. Residual	-3.015	2.110	.000	.985	68

a. Dependent Variable: Learning Motivation

Variables Entered/Removed

Model	Variables Entered	Variables Removed	Method
1	Class Facilities, Moving Class ^a		. Enter

a. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.219 ^a	.048	.019	3.14997

a. Predictors: (Constant), Class Facilities, Moving Class

b. Dependent Variable: absolut residu

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	32.636	2	16.318	1.645	.201 ^a
	Residual	644.949	65	9.922		
	Total	677.585	67			

a. Predictors: (Constant), Class Facilities, Moving Class

b. Dependent Variable: absolut residu

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	9.316	3.391		2.747	.008		
	Moving Class	-.172	.097	-.231	-1.765	.082	.853	1.173
	Class Facilities	.021	.072	.038	.293	.770	.853	1.173

a. Dependent Variable: absolut residu

Collinearity Diagnostics^a

Model	Dimen sion	Eigenvalue	Condition Index	Variance Proportions		
				(Constant)	Moving Class	Class Facilities
1	1	2.980	1.000	.00	.00	.00
	2	.012	15.854	.08	.34	.95
	3	.008	19.089	.92	.66	.05

a. Dependent Variable: absolut residu

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.0047	6.1199	4.5224	.69793	68
Residual	-4.72477	12.64583	.00000	3.10260	68
Std. Predicted Value	-2.175	2.289	.000	1.000	68
Std. Residual	-1.500	4.015	.000	.985	68

a. Dependent Variable: absolut residu

HYPOTHESIS TESTING

A. 1st Hypothesis ($X_1 * Y$)

Variables Entered/Removed^b

Model	Variables Entered	Variables Removed	Method
1	Moving Class ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: Learning Motivation

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.325 ^a	.105	.092	5.74202

a. Predictors: (Constant), Moving Class

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	256.166	1	256.166	7.769	.007 ^a
	Residual	2176.069	66	32.971		
	Total	2432.235	67			

a. Predictors: (Constant), Moving Class

b. Dependent Variable: Learning Motivation

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	49.267	5.415		9.098	.000
	Moving Class	.457	.164	.325	2.787	.007

a. Dependent Variable: Learning Motivation

B. 2nd Hypothesis ($X_2 * Y$)**Variables Entered/Removed^b**

Model	Variables Entered	Variables Removed	Method
1	Class Facilities ^a		. Enter

a. All requested variables entered.

b. Dependent Variable: Learning Motivation

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.319 ^a	.102	.088	5.75362

a. Predictors: (Constant), Class Facilities

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	247.360	1	247.360	7.472	.008 ^a
	Residual	2184.876	66	33.104		
	Total	2432.235	67			

a. Predictors: (Constant), Class Facilities

b. Dependent Variable: Learning Motivation

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	51.049	4.874		10.474	.000
	Class Facilities	.334	.122	.319	2.734	.008

a. Dependent Variable: Learning Motivation

C. 3rd Hypothesis ($X_1 * Y$)**Variables Entered/Removed**

Model	Variables Entered	Variables Removed	Method
1	Class Facilities, Moving Class ^a		Enter

a. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.387 ^a	.150	.123	5.64099

a. Predictors: (Constant), Class Facilities, Moving Class

ANOVA^b

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	363.886	2	181.943	5.718	.005 ^a
	Residual	2068.349	65	31.821		
	Total	2432.235	67			

a. Predictors: (Constant), Class Facilities, Moving Class

b. Dependent Variable: Learning Motivation

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	43.879	6.073		7.226	.000
	Moving Class	.334	.175	.237	1.914	.060
	Class Facilities	.238	.130	.228	1.840	.070

a. Dependent Variable: Learning Motivation

Relative Contribution and Effective Contribution

SUMBANGAN RELATIF (SR) DAN SUMBANGAN EFEKTIF (SE)

No	Penerapan Moving Class	Fasilitas Kelas Akuntansi	Motivasi Belajar Siswa	X1.Y	X2.Y
1	36	45	71	2556	3195
2	40	38	72	2880	2736
3	30	33	62	1860	2046
4	31	35	55	1705	1925
5	26	35	58	1508	2030
6	24	44	59	1416	2596
7	26	42	53	1378	2226
8	30	34	57	1710	1938
9	33	35	66	2178	2310
10	39	47	70	2730	3290
11	34	42	59	2006	2478
12	33	43	54	1782	2322
13	30	45	69	2070	3105
14	33	34	58	1914	1972
15	33	42	70	2310	2940
16	30	35	67	2010	2345
17	28	33	66	1848	2178
18	27	29	64	1728	1856
19	35	31	67	2345	2077
20	24	41	63	1512	2583
21	29	36	68	1972	2448
22	36	43	59	2124	2537
23	30	38	69	2070	2622
24	40	40	68	2720	2720
25	34	35	69	2346	2415
26	35	35	65	2275	2275
27	34	44	63	2142	2772
28	37	41	68	2516	2788
29	31	34	61	1891	2074
30	29	42	58	1682	2436
31	28	36	64	1792	2304
32	41	35	65	2665	2275
33	42	56	72	3024	4032
34	35	53	73	2555	3869

No	Penerapan Moving Class	Fasilitas Kelas Akuntansi	Motivasi Belajar Siswa	X1.Y	X2.Y
35	32	31	53	1696	1643
36	31	40	58	1798	2320
37	41	50	72	2952	3600
38	39	31	66	2574	2046
39	36	40	67	2412	2680
40	25	40	65	1625	2600
41	39	42	72	2808	3024
42	31	43	70	2170	3010
43	34	47	75	2550	3525
44	29	34	59	1711	2006
45	25	34	71	1775	2414
46	35	45	69	2415	3105
47	35	45	64	2240	2880
48	29	36	53	1537	1908
49	32	41	58	1856	2378
50	34	36	63	2142	2268
51	33	34	46	1518	1564
52	30	31	67	2010	2077
53	31	43	60	1860	2580
54	32	40	67	2144	2680
55	37	36	62	2294	2232
56	33	40	56	1848	2240
57	36	42	59	2124	2478
58	35	45	69	2415	3105
59	34	45	65	2210	2925
60	32	41	66	2112	2706
61	29	40	75	2175	3000
62	32	37	62	1984	2294
63	28	38	65	1820	2470
64	31	37	68	2108	2516
65	36	40	71	2556	2840
66	39	55	63	2457	3465
67	32	32	62	1984	1984
68	36	46	68	2448	3128
Total	2226	2688	4368	143548	173406

Diketahui:

$$\sum X_1 = 2.226$$

$$\sum X_2 = 2.688$$

$$\sum Y = 4.368$$

$$\sum X_1 Y = 143.548$$

$$\sum X_2 Y = 173.406$$

a. Sumbangan Relatif (SR)

Prediktor X_1

$$\sum x_1 y = \sum X_1 Y - \frac{(\sum X_1)(\sum Y)}{n}$$

$$\sum x_1 y = 141.384 - \frac{2.226 \times 4.368}{68}$$

$$\sum x_1 y = 143.548 - 142.987,76$$

$$\sum x_1 y = 560,24$$

Prediktor X_2

$$\sum x_2 y = \sum X_2 Y - \frac{(\sum X_2)(\sum Y)}{n}$$

$$\sum x_2 y = 173.406 - \frac{2.688 \times 4.368}{68}$$

$$\sum x_2 y = 173.406 - 172.664,47$$

$$\sum x_2 y = 741,53$$

$$JK_{reg} = a_1 \sum x_1 y + a_2 \sum x_2 y$$

$$JK_{reg} = 0,325 (560,24) + 0,319 (741,53)$$

$$JK_{reg} = 182,078 + 236,548$$

$$JK_{reg} = 418,626$$

Sumbangan Relatif X₁

$$SR \% = \frac{a_1 \sum x_1 y}{JK_{reg}} \times 100\%$$

$$SR \% = \frac{0,325 \times 560,24}{418,626} \times 100\%$$

$$SR \% = 43,49 \%$$

Sumbangan Relatif X₂

$$SR \% = \frac{a_2 \sum x_2 y}{JK_{reg}} \times 100\%$$

$$SR \% = \frac{0,319 \times 741,53}{418,626} \times 100\%$$

$$SR \% = 56,51 \%$$

b. Sumbangan Efektif (SE)**Sumbangan Efektif X₁**

$$SE = SR\% \times R^2$$

$$SE = 43,49\% \times 0,150$$

$$SE = 6,52\%$$

Sumbangan Efektif X₂

$$SE = SR\% \times R^2$$

$$SE = 56,51\% \times 0,150$$

$$SE = 8,48\%$$

Tables

TABEL 3.1
PENENTUAN JUMLAH SAMPEL DARI POPULASI TERTENTU
DENGAN TARAF KESALAHAN 1%, 5%, DAN 10%

N	s			N	s			N	s		
	1%	5%	10%		1%	5%	10%		1%	5%	10%
10	10	10	10	280	197	155	138	2800	537	310	247
15	15	14	14	290	202	158	140	3000	543	312	248
20	19	19	19	300	207	161	143	3500	558	317	251
25	24	23	23	320	216	167	147	4000	569	320	254
30	29	28	27	340	225	172	151	4500	578	323	255
35	33	32	31	360	234	177	155	5000	586	326	257
40	38	36	35	380	242	182	158	6000	598	329	259
45	42	40	39	400	250	186	162	7000	606	332	261
50	47	44	42	420	257	191	165	8000	613	334	263
55	51	48	46	440	265	195	168	9000	618	335	263
60	55	51	49	460	272	198	171	10000	622	336	263
65	59	55	53	480	279	202	173	15000	635	340	266
70	63	58	56	500	285	205	176	20000	642	342	267
75	67	62	59	550	301	213	182	30000	649	344	268
80	71	65	62	600	315	221	187	40000	653	345	269
85	75	68	65	650	329	227	191	50000	655	346	269
90	79	72	68	700	341	233	195	75000	658	346	270
95	83	75	71	750	352	238	199	100000	659	347	270
100	87	78	73	800	363	243	202	150000	661	347	270
110	94	84	78	850	373	247	205	200000	661	347	270
120	102	89	83	900	382	251	208	250000	662	348	270
130	109	95	88	950	391	255	211	300000	662	348	270
140	116	100	92	1000	399	258	213	350000	662	348	270
150	122	105	97	1100	414	265	217	400000	662	348	270
160	129	110	101	1200	427	270	221	450000	663	348	270
170	135	114	105	1300	440	275	224	500000	663	348	270
180	142	119	108	1400	450	279	227	550000	663	348	270
190	148	123	112	1500	460	283	229	600000	663	348	270
200	154	127	115	1600	469	286	232	650000	663	348	270
210	160	131	118	1700	477	289	234	700000	663	348	270
220	165	135	122	1800	485	292	235	750000	663	348	270
230	171	139	125	1900	492	294	237	800000	663	348	271
240	176	142	127	2000	498	297	238	850000	663	348	271
250	182	146	130	2200	510	301	241	900000	663	348	271
260	187	149	133	2400	520	304	243	950000	663	348	271
270	192	152	135	2600	529	307	245	1000000	663	348	271
								∞	664	349	272

Tabel nilai kritis untuk r Pearson Product Moment								
dk=n-2	Probabilitas 1 ekor							
	0,10	0,05	0,025	0,01	0,005	0,0025	0,001	0,0005
	Probabilitas 2 ekor							
	0,20	0,10	0,05	0,02	0,01	0,01	0,002	0,001
1	0,951	0,988	0,997	1,000	1,000	1,000	1,000	1,000
2	0,800	0,900	0,950	0,980	0,990	0,995	0,998	0,999
3	0,687	0,805	0,878	0,934	0,959	0,974	0,986	0,991
4	0,608	0,729	0,811	0,882	0,917	0,942	0,963	0,974
5	0,551	0,669	0,754	0,833	0,875	0,906	0,935	0,951
6	0,507	0,621	0,707	0,789	0,834	0,870	0,905	0,925
7	0,472	0,582	0,666	0,750	0,798	0,836	0,875	0,898
8	0,443	0,549	0,632	0,715	0,765	0,805	0,847	0,872
9	0,419	0,521	0,602	0,685	0,735	0,776	0,820	0,847
10	0,398	0,497	0,576	0,658	0,708	0,750	0,795	0,823
11	0,380	0,476	0,553	0,634	0,684	0,726	0,772	0,801
12	0,365	0,458	0,532	0,612	0,661	0,703	0,750	0,780
13	0,351	0,441	0,514	0,592	0,641	0,683	0,730	0,760
14	0,338	0,426	0,497	0,574	0,623	0,664	0,711	0,742
15	0,327	0,412	0,482	0,558	0,606	0,647	0,694	0,725
16	0,317	0,400	0,468	0,543	0,590	0,631	0,678	0,708
17	0,308	0,389	0,456	0,529	0,575	0,616	0,662	0,693
18	0,299	0,378	0,444	0,516	0,561	0,602	0,648	0,679
19	0,291	0,369	0,433	0,503	0,549	0,589	0,635	0,665
20	0,284	0,360	0,423	0,492	0,537	0,576	0,622	0,652
21	0,277	0,352	0,413	0,482	0,526	0,565	0,610	0,640
22	0,271	0,344	0,404	0,472	0,515	0,554	0,599	0,629
23	0,265	0,337	0,396	0,462	0,505	0,543	0,588	0,618
24	0,260	0,330	0,388	0,453	0,496	0,534	0,578	0,607
25	0,255	0,323	0,381	0,445	0,487	0,524	0,568	0,597
26	0,250	0,317	0,374	0,437	0,479	0,515	0,559	0,588
27	0,245	0,311	0,367	0,430	0,471	0,507	0,550	0,579
28	0,241	0,306	0,361	0,423	0,463	0,499	0,541	0,570
29	0,237	0,301	0,355	0,416	0,456	0,491	0,533	0,562
30	0,233	0,296	0,349	0,409	0,449	0,484	0,526	0,554
35	0,216	0,275	0,325	0,381	0,418	0,452	0,492	0,519
40	0,202	0,257	0,304	0,358	0,393	0,425	0,463	0,490
45	0,190	0,243	0,288	0,338	0,372	0,403	0,439	0,465
50	0,181	0,231	0,273	0,322	0,354	0,384	0,419	0,443
60	0,165	0,211	0,250	0,295	0,325	0,352	0,385	0,408
70	0,153	0,195	0,232	0,274	0,302	0,327	0,358	0,380

80	0,143	0,183	0,217	0,257	0,283	0,307	0,336	0,357
90	0,135	0,173	0,205	0,242	0,267	0,290	0,318	0,338
100	0,128	0,164	0,195	0,230	0,254	0,276	0,303	0,321
150	0,105	0,134	0,159	0,189	0,208	0,227	0,249	0,264
200	0,091	0,116	0,138	0,164	0,181	0,197	0,216	0,230
300	0,074	0,095	0,113	0,134	0,148	0,161	0,177	0,188
400	0,064	0,082	0,098	0,116	0,128	0,140	0,154	0,164
500	0,057	0,073	0,088	0,104	0,115	0,125	0,138	0,146
1000	0,041	0,052	0,062	0,073	0,081	0,089	0,098	0,104

TABEL T

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.00000	3.07768	6.31375	12.70620	31.82052	63.65674	318.30884
2	0.81650	1.88562	2.91999	4.30265	6.96456	9.92484	22.32712
3	0.76489	1.63774	2.35336	3.18245	4.54070	5.84091	10.21453
4	0.74070	1.53321	2.13185	2.77645	3.74695	4.60409	7.17318
5	0.72669	1.47588	2.01505	2.57058	3.36493	4.03214	5.89343
6	0.71756	1.43976	1.94318	2.44691	3.14267	3.70743	5.20763
7	0.71114	1.41492	1.89458	2.36462	2.99795	3.49948	4.78529
8	0.70639	1.39682	1.85955	2.30600	2.89646	3.35539	4.50079
9	0.70272	1.38303	1.83311	2.26216	2.82144	3.24984	4.29681
10	0.69981	1.37218	1.81246	2.22814	2.76377	3.16927	4.14370
11	0.69745	1.36343	1.79588	2.20099	2.71808	3.10581	4.02470
12	0.69548	1.35622	1.78229	2.17881	2.68100	3.05454	3.92963
13	0.69383	1.35017	1.77093	2.16037	2.65031	3.01228	3.85198
14	0.69242	1.34503	1.76131	2.14479	2.62449	2.97684	3.78739
15	0.69120	1.34061	1.75305	2.13145	2.60248	2.94671	3.73283
16	0.69013	1.33676	1.74588	2.11991	2.58349	2.92078	3.68615
17	0.68920	1.33338	1.73961	2.10982	2.56693	2.89823	3.64577
18	0.68836	1.33039	1.73406	2.10092	2.55238	2.87844	3.61048
19	0.68762	1.32773	1.72913	2.09302	2.53948	2.86093	3.57940
20	0.68695	1.32534	1.72472	2.08596	2.52798	2.84534	3.55181
21	0.68635	1.32319	1.72074	2.07961	2.51765	2.83136	3.52715
22	0.68581	1.32124	1.71714	2.07387	2.50832	2.81876	3.50499
23	0.68531	1.31946	1.71387	2.06866	2.49987	2.80734	3.48496
24	0.68485	1.31784	1.71088	2.06390	2.49216	2.79694	3.46678
25	0.68443	1.31635	1.70814	2.05954	2.48511	2.78744	3.45019
26	0.68404	1.31497	1.70562	2.05553	2.47863	2.77871	3.43500
27	0.68368	1.31370	1.70329	2.05183	2.47266	2.77068	3.42103
28	0.68335	1.31253	1.70113	2.04841	2.46714	2.76326	3.40816
29	0.68304	1.31143	1.69913	2.04523	2.46202	2.75639	3.39624
30	0.68276	1.31042	1.69726	2.04227	2.45726	2.75000	3.38518
31	0.68249	1.30946	1.69552	2.03951	2.45282	2.74404	3.37490
32	0.68223	1.30857	1.69389	2.03693	2.44868	2.73848	3.36531
33	0.68200	1.30774	1.69236	2.03452	2.44479	2.73328	3.35634
34	0.68177	1.30695	1.69092	2.03224	2.44115	2.72839	3.34793
35	0.68156	1.30621	1.68957	2.03011	2.43772	2.72381	3.34005
36	0.68137	1.30551	1.68830	2.02809	2.43449	2.71948	3.33262
37	0.68118	1.30485	1.68709	2.02619	2.43145	2.71541	3.32563
38	0.68100	1.30423	1.68595	2.02439	2.42857	2.71156	3.31903
39	0.68083	1.30364	1.68488	2.02269	2.42584	2.70791	3.31279
40	0.68067	1.30308	1.68385	2.02108	2.42326	2.70446	3.30688

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
81	0.67753	1.29209	1.66388	1.98969	2.37327	2.63790	3.19392
82	0.67749	1.29196	1.66365	1.98932	2.37269	2.63712	3.19262
83	0.67746	1.29183	1.66342	1.98896	2.37212	2.63637	3.19135
84	0.67742	1.29171	1.66320	1.98861	2.37156	2.63563	3.19011
85	0.67739	1.29159	1.66298	1.98827	2.37102	2.63491	3.18890
86	0.67735	1.29147	1.66277	1.98793	2.37049	2.63421	3.18772
87	0.67732	1.29136	1.66256	1.98761	2.36998	2.63353	3.18657
88	0.67729	1.29125	1.66235	1.98729	2.36947	2.63286	3.18544
89	0.67726	1.29114	1.66216	1.98698	2.36898	2.63220	3.18434
90	0.67723	1.29103	1.66196	1.98667	2.36850	2.63157	3.18327
91	0.67720	1.29092	1.66177	1.98638	2.36803	2.63094	3.18222
92	0.67717	1.29082	1.66159	1.98609	2.36757	2.63033	3.18119
93	0.67714	1.29072	1.66140	1.98580	2.36712	2.62973	3.18019
94	0.67711	1.29062	1.66123	1.98552	2.36667	2.62915	3.17921
95	0.67708	1.29053	1.66105	1.98525	2.36624	2.62858	3.17825
96	0.67705	1.29043	1.66088	1.98498	2.36582	2.62802	3.17731
97	0.67703	1.29034	1.66071	1.98472	2.36541	2.62747	3.17639
98	0.67700	1.29025	1.66055	1.98447	2.36500	2.62693	3.17549
99	0.67698	1.29016	1.66039	1.98422	2.36461	2.62641	3.17460
100	0.67695	1.29007	1.66023	1.98397	2.36422	2.62589	3.17374
101	0.67693	1.28999	1.66008	1.98373	2.36384	2.62539	3.17289
102	0.67690	1.28991	1.65993	1.98350	2.36346	2.62489	3.17206
103	0.67688	1.28982	1.65978	1.98326	2.36310	2.62441	3.17125
104	0.67686	1.28974	1.65964	1.98304	2.36274	2.62393	3.17045
105	0.67683	1.28967	1.65950	1.98282	2.36239	2.62347	3.16967
106	0.67681	1.28959	1.65936	1.98260	2.36204	2.62301	3.16890
107	0.67679	1.28951	1.65922	1.98238	2.36170	2.62256	3.16815
108	0.67677	1.28944	1.65909	1.98217	2.36137	2.62212	3.16741
109	0.67675	1.28937	1.65895	1.98197	2.36105	2.62169	3.16669
110	0.67673	1.28930	1.65882	1.98177	2.36073	2.62126	3.16598
111	0.67671	1.28922	1.65870	1.98157	2.36041	2.62085	3.16528
112	0.67669	1.28916	1.65857	1.98137	2.36010	2.62044	3.16460
113	0.67667	1.28909	1.65845	1.98118	2.35980	2.62004	3.16392
114	0.67665	1.28902	1.65833	1.98099	2.35950	2.61964	3.16326
115	0.67663	1.28896	1.65821	1.98081	2.35921	2.61926	3.16262
116	0.67661	1.28889	1.65810	1.98063	2.35892	2.61888	3.16198
117	0.67659	1.28883	1.65798	1.98045	2.35864	2.61850	3.16135
118	0.67657	1.28877	1.65787	1.98027	2.35837	2.61814	3.16074
119	0.67656	1.28871	1.65776	1.98010	2.35809	2.61778	3.16013
120	0.67654	1.28865	1.65765	1.97993	2.35782	2.61742	3.15954

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
121	0.67652	1.28859	1.65754	1.97976	2.35756	2.61707	3.15895
122	0.67651	1.28853	1.65744	1.97960	2.35730	2.61673	3.15838
123	0.67649	1.28847	1.65734	1.97944	2.35705	2.61639	3.15781
124	0.67647	1.28842	1.65723	1.97928	2.35680	2.61606	3.15726
125	0.67646	1.28836	1.65714	1.97912	2.35655	2.61573	3.15671
126	0.67644	1.28831	1.65704	1.97897	2.35631	2.61541	3.15617
127	0.67643	1.28825	1.65694	1.97882	2.35607	2.61510	3.15565
128	0.67641	1.28820	1.65685	1.97867	2.35583	2.61478	3.15512
129	0.67640	1.28815	1.65675	1.97852	2.35560	2.61448	3.15461
130	0.67638	1.28810	1.65666	1.97838	2.35537	2.61418	3.15411
131	0.67637	1.28805	1.65657	1.97824	2.35515	2.61388	3.15361
132	0.67635	1.28800	1.65648	1.97810	2.35493	2.61359	3.15312
133	0.67634	1.28795	1.65639	1.97796	2.35471	2.61330	3.15264
134	0.67633	1.28790	1.65630	1.97783	2.35450	2.61302	3.15217
135	0.67631	1.28785	1.65622	1.97769	2.35429	2.61274	3.15170
136	0.67630	1.28781	1.65613	1.97756	2.35408	2.61246	3.15124
137	0.67628	1.28776	1.65605	1.97743	2.35387	2.61219	3.15079
138	0.67627	1.28772	1.65597	1.97730	2.35367	2.61193	3.15034
139	0.67626	1.28767	1.65589	1.97718	2.35347	2.61166	3.14990
140	0.67625	1.28763	1.65581	1.97705	2.35328	2.61140	3.14947
141	0.67623	1.28758	1.65573	1.97693	2.35309	2.61115	3.14904
142	0.67622	1.28754	1.65566	1.97681	2.35289	2.61090	3.14862
143	0.67621	1.28750	1.65558	1.97669	2.35271	2.61065	3.14820
144	0.67620	1.28746	1.65550	1.97658	2.35252	2.61040	3.14779
145	0.67619	1.28742	1.65543	1.97646	2.35234	2.61016	3.14739
146	0.67617	1.28738	1.65536	1.97635	2.35216	2.60992	3.14699
147	0.67616	1.28734	1.65529	1.97623	2.35198	2.60969	3.14660
148	0.67615	1.28730	1.65521	1.97612	2.35181	2.60946	3.14621
149	0.67614	1.28726	1.65514	1.97601	2.35163	2.60923	3.14583
150	0.67613	1.28722	1.65508	1.97591	2.35146	2.60900	3.14545
151	0.67612	1.28718	1.65501	1.97580	2.35130	2.60878	3.14508
152	0.67611	1.28715	1.65494	1.97569	2.35113	2.60856	3.14471
153	0.67610	1.28711	1.65487	1.97559	2.35097	2.60834	3.14435
154	0.67609	1.28707	1.65481	1.97549	2.35081	2.60813	3.14400
155	0.67608	1.28704	1.65474	1.97539	2.35065	2.60792	3.14364
156	0.67607	1.28700	1.65468	1.97529	2.35049	2.60771	3.14330
157	0.67606	1.28697	1.65462	1.97519	2.35033	2.60751	3.14295
158	0.67605	1.28693	1.65455	1.97509	2.35018	2.60730	3.14261
159	0.67604	1.28690	1.65449	1.97500	2.35003	2.60710	3.14228
160	0.67603	1.28687	1.65443	1.97490	2.34988	2.60691	3.14195

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
161	0.67602	1.28683	1.65437	1.97481	2.34973	2.60671	3.14162
162	0.67601	1.28680	1.65431	1.97472	2.34959	2.60652	3.14130
163	0.67600	1.28677	1.65426	1.97462	2.34944	2.60633	3.14098
164	0.67599	1.28673	1.65420	1.97453	2.34930	2.60614	3.14067
165	0.67598	1.28670	1.65414	1.97445	2.34916	2.60595	3.14036
166	0.67597	1.28667	1.65408	1.97436	2.34902	2.60577	3.14005
167	0.67596	1.28664	1.65403	1.97427	2.34888	2.60559	3.13975
168	0.67595	1.28661	1.65397	1.97419	2.34875	2.60541	3.13945
169	0.67594	1.28658	1.65392	1.97410	2.34862	2.60523	3.13915
170	0.67594	1.28655	1.65387	1.97402	2.34848	2.60506	3.13886
171	0.67593	1.28652	1.65381	1.97393	2.34835	2.60489	3.13857
172	0.67592	1.28649	1.65376	1.97385	2.34822	2.60471	3.13829
173	0.67591	1.28646	1.65371	1.97377	2.34810	2.60455	3.13801
174	0.67590	1.28644	1.65366	1.97369	2.34797	2.60438	3.13773
175	0.67589	1.28641	1.65361	1.97361	2.34784	2.60421	3.13745
176	0.67589	1.28638	1.65356	1.97353	2.34772	2.60405	3.13718
177	0.67588	1.28635	1.65351	1.97346	2.34760	2.60389	3.13691
178	0.67587	1.28633	1.65346	1.97338	2.34748	2.60373	3.13665
179	0.67586	1.28630	1.65341	1.97331	2.34736	2.60357	3.13638
180	0.67586	1.28627	1.65336	1.97323	2.34724	2.60342	3.13612
181	0.67585	1.28625	1.65332	1.97316	2.34713	2.60326	3.13587
182	0.67584	1.28622	1.65327	1.97308	2.34701	2.60311	3.13561
183	0.67583	1.28619	1.65322	1.97301	2.34690	2.60296	3.13536
184	0.67583	1.28617	1.65318	1.97294	2.34678	2.60281	3.13511
185	0.67582	1.28614	1.65313	1.97287	2.34667	2.60267	3.13487
186	0.67581	1.28612	1.65309	1.97280	2.34656	2.60252	3.13463
187	0.67580	1.28610	1.65304	1.97273	2.34645	2.60238	3.13438
188	0.67580	1.28607	1.65300	1.97266	2.34635	2.60223	3.13415
189	0.67579	1.28605	1.65296	1.97260	2.34624	2.60209	3.13391
190	0.67578	1.28602	1.65291	1.97253	2.34613	2.60195	3.13368
191	0.67578	1.28600	1.65287	1.97246	2.34603	2.60181	3.13345
192	0.67577	1.28598	1.65283	1.97240	2.34593	2.60168	3.13322
193	0.67576	1.28595	1.65279	1.97233	2.34582	2.60154	3.13299
194	0.67576	1.28593	1.65275	1.97227	2.34572	2.60141	3.13277
195	0.67575	1.28591	1.65271	1.97220	2.34562	2.60128	3.13255
196	0.67574	1.28589	1.65267	1.97214	2.34552	2.60115	3.13233
197	0.67574	1.28586	1.65263	1.97208	2.34543	2.60102	3.13212
198	0.67573	1.28584	1.65259	1.97202	2.34533	2.60089	3.13190
199	0.67572	1.28582	1.65255	1.97196	2.34523	2.60076	3.13169
200	0.67572	1.28580	1.65251	1.97190	2.34514	2.60063	3.13148

APPENDICES 4

Research Permission

The Letter of Research Permission

The Letter of Research Permission



PEMERINTAH KABUPATEN CILACAP
 DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA
SMA NEGERI 1 CILACAP
 Jl. Jend. M.T. Haryono No. 730 Telp. 533765 Fax (0282) 535863
CILACAP



Kode Pos 53214

SURAT KETERANGAN

Nomor : 000 / 118 / 14.

Kepala SMA Negeri 1 Cilacap menerangkan bahwa :

Nama : Septiningdyah A.
 NIM : 10418244005
 Perguruan Tinggi : Universitas Negeri Yogyakarta
 Jurusan : Pendidikan Akuntansi (Internasional)

Telah mengadakan penelitian di SMA Negeri 1 Cilacap pada tanggal 24 Februari s.d. 13 Maret 2014, guna menyusun Skripsi tugas dengan judul *The Influences of Moving Class System Implementation and Accounting Class Facilities Against the Student's Motivation in Accounting Learning on Grade XI Social Science Program SMAN 1 Cilacap Academic Year 2013/2014.*

Demikian surat keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Cilacap, 13 Maret 2014

Kepala Sekolah,



Drs. SARTO, M.M.

Pembina

NIP 19620228 199003 1 008