

**PARENTS NURTURING PATTERN, SELF-EFFICACY AND LEARNING
MOTIVATION EFFECT TO ACCOUNTING LEARNING
ACHIEVEMENT ON ACCOUNTING DEPARTMENT
SMK MUHAMMADIYAH 2 YOGYAKARTA
ACADEMIC YEAR 2016/2017**

UNDERGRADUATE THESIS

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

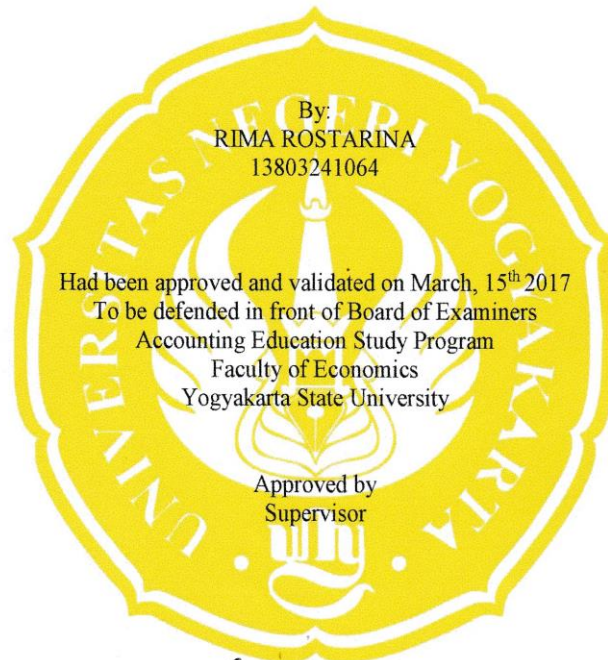


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**ACCOUNTING EDUCATION STUDY PROGRAM
ACCOUNTING EDUCATION DEPARTMENT
ECONOMICS FACULTY
YOGYAKARTA STATE UNIVERSITY
2017**

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Hereby I declare that this undergraduate thesis is my own original work. According to my knowledge, there is no work or opinion written or publish by others. Except as references or citations by following the prevalent the procedure of scientific writing.

Yogyakarta, March 27th, 2017

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MOTTO

“Think, Say and Prove the Dream”

(Author)

They who know will do

They who understand will teach

(Aristoteles)

Never break, myself promise

(Author)

Keep struggling for your beloved people to get much strength to do

(Author)

DEDICATION

In the name of Allah SWT, from the sincere of my heart. I dedicate my undergraduate thesis for

My beloved Mother. My single fighter (Mrs. Sunarmi). Thanks to keeping supporting me, thanks for love, struggle and your pray for my goodness.

My beloved father (Alm. Paimin), for becoming my motivation to keep studying event you do not accompany me anymore. Thanks for ever teach me to learn.

My beloved Alma mater

Accounting Education

Excellent Class

Yogyakarta State University

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ABSTRACT

The objective of this research for knowing: (1) The effect of parents nurturing pattern to accounting learning achievement on accounting department SMK Muhammadiyah 2 Yogyakarta. (2) The effect of self-efficacy on accounting learning achievement on accounting department SMK Muhammadiyah 2 Yogyakarta. (3) The effect of learning motivation to accounting learning achievement on accounting department SMK Muhammadiyah 2 Yogyakarta. (4) The effect of parents nurturing pattern, self-efficacy and learning motivation to accounting learning achievement on accounting department SMK Muhammadiyah 2 Yogyakarta.

This research belongs to ex-post facto and population research. The population is 60 students from accounting department SMK Muhammadiyah 2 Yogyakarta. The Questionnaires has been tested for validity and reliability before research was conducted. The prerequisite test consists of multicollinearity, linearity, heteroscedasticity. This research used simple and multiple regression to tested the hypothesis.

The results of this research are: (1) Most of the parents' parenting style of accounting students SMK Muhammadiyah 2 Yogyakarta is permissive type as 47%. (2) Self-efficacy of accounting student SMK Muhammadiyah 2 Yogyakarta belongs to medium as 48%. (3) Learning motivation of accounting students SMK Muhammadiyah 2 Yogyakarta belongs to low as 45%. (4) There is a positive effect of parents nurturing pattern on accounting learning achievement as 34% with equation $Y = 73.469 + 0.103X_1$. (5) There is not an effect of self-efficacy on accounting learning achievement because the value of r_{count} is smaller than r_{table} ($0.162 < 0.254$). (6) There is a positive effect of learning motivation on accounting learning achievement as 43% with the equation $Y = 73.139 + 0.104X_3$. (7) There is a positive effect of parents nurturing, self-efficacy and learning motivation as simultaneous on accounting learning achievement as 46% with equation $Y = 0.039X_1 + 0.045X_2 + 0.23X_3 + 70.250$.

Keywords: Parents Nurturing Pattern, Self-Efficacy, Learning Motivation, Accounting Learning Achievement

**PENGARUH POLA ASUH ORANG TUA, SELF-EFFICACY DAN
MOTIVASI BELAJAR TERHADAP PRESTASI BELAJAR AKUNTANSI
JURUSAN AKUNTANSI SMK MUHAMMADIYAH 2 YOGYAKARTA
TAHUN PELAJARAN 2016/2017**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui: (1) Pengaruh pola asuh orang tua terhadap prestasi belajar akuntansi jurusan akuntansi SMK Muhammadiyah 2 Yogyakarta. (2) Pengaruh self-efficacy terhadap prestasi belajar akuntansi SMK Muhammadiyah 2 Yogyakarta. (3) Pengaruh motivasi belajar terhadap prestasi belajar akuntansi jurusan akuntansi SMK Muhammadiyah 2 Yogyakarta. (4) Pengaruh pola asuh orang tua, self-efficacy dan motivasi belajar terhadap prestasi belajar akuntansi jurusan akuntansi SMK Muhammadiyah 2 Yogyakarta.

Penelitian ini termasuk ke dalam penelitian ex-post facto dan penelitian populasi. Populasi dari penelitian ini adalah 60 siswa jurusan akuntansi SMK Muhammadiyah 2 Yogyakarta. Kuisisioner telah di uji validitas dan reliabilitasnya sebelum penelitian dilaksanakan. Uji prasyarat terdiri dari uji multikolinieritas, linieritas dan heterosedastisitas. Uji hipotesis menggunakan regresi sederhana dan regresi ganda.

Hasil dari penelitian ini adalah: (1) Gaya pengasuhan orang tua jurusan akuntansi SMK Muhammadiyah 2 Yogyakarta tergolong permisif sebesar 47%. (2) Self-efficacy siswa jurusan SMK Muhammadiyah 2 Yogyakarta tergolong menengah sebesar 48%. (3) Motivasi belajar siswa jurusan akuntansi SMK Muhammadiyah 2 Yogyakarta tergolong rendah sebesar 45%. (4) Terdapat pengaruh yang positif dari pola asuh orang tua terhadap prestasi belajar akuntansi sebesar 34% dengan persamaan $Y = 73,469 + 0,103X_1$. (5) Tidak terdapat pengaruh self-efficacy terhadap prestasi belajar akuntansi karena r_{hitung} lebih kecil dari r_{tabel} ($0,162 < 0,254$). (6) Terdapat pengaruh yang positif dari motivasi belajar terhadap prestasi belajar akuntansi sebesar 43% dengan persamaan $Y = 73,139 + 0,104X_3$. (7) Terdapat pengaruh yang positif dari pola asuh orang tua, self-efficacy dan motivasi belajar terhadap prestasi belajar akuntansi sebesar 46% dengan persamaan $Y = 0,039X_1 + 0,045X_2 + 0,23X_3 + 70,250$.

Kata Kunci : Pola Asuh Orang Tua, Self-Efficacy, Motivasi Belajar, Prestasi Belajar Akuntansi

FOREWARD

First of all, I would like to say thanks for God, because his mercy I can finish the undergraduate thesis entitled " Parents Nurturing Pattern, Self-Efficacy and Learning Motivation Effect to Accounting Learning Achievement on Accounting Department SMK Muhammadiyah 2 Yogyakarta Academic Year 2016/2017. Secondly, I would like to say thank for

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Yogyakarta, March 27th, 2017

Author

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CHAPTER I INTRODUCTION

A. Problem Background

Education is an important part of developing a country. The countries design the best education system to produce the potential human resources. Human resources are expected to develop and build the countries better. Indonesia is one of the countries that has an education objective. According to *Undang- Undang No 20 Tahun 2003 Pasal 1* stated that

Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara.

Indonesia's education objective is developing human resources with raising up the good learning conditions. Indonesia's education can be conducted as formal, nonformal, and informal. Formal education is conducted in school from basic, middle until high education level. Nonformal education conducted in courses, unofficial organizations, and early childhood education. While informal education is education that appears unconsciously in families and environments (Undang-Undang No 20:2003). Those three ways of education are expected to reach the national education goal. Formal education particularly is learning and teaching process in a classroom. Learning and teaching activities have to be effective and efficient. Effective learning indicates the tendency of learning that focus on students development and

empowerment. Learning is not only focused on student ability to mastering the competence but internalizing the competence to practice in daily life (Mulyasa, 2003: 149). While efficient is improving a learning quality, shorten the learning time, decreasing cost without decrease the quality and compare between effort and result (Muhibin Syah, 2016:125)

Generally, education is conducted in a family environment, school, and society. A family is one of an organization that has duty and responsibility in reaching the purposes of general education (Shohib, 2000:2). The family becomes an essential part of forming children behavior. According to (Ormrod, 2008:93), Parents can influence children's personality. The influences can be classified into three, (e.g., attachment, nurturing pattern, and maltreatment).

Family's environment can be called as the first place of someone behavior formation (Udau, 2013:72). The basic value will be socialized in a family environment. In another word, the family becomes one of a factor that influences children behavior. The differentiation of student's behavior will be seen in the classroom in learning and teaching process. It can be shown with attitude and response students (e.g., active, responsive, passive, unresponsive and hyperactive). This condition will raise the difficulty of the teacher to choose appropriate teaching methods.

Based on observation during a practice of teaching on 20th July to 10th September 2016. SMK Muhammdiyah 2 Yogyakarta is located on Tukangan Street number 2, Tegal Panggung, Danurejan, Yogyakarta. It has three departments, there are Accounting, Office Administration, Computer and

Networking Technical. This research focuses on accounting department which contains first, second and third grades. Accounting department contains sixty students. The observation has conducted in accounting department on first and second class. The condition of a student in the classroom especially in first and second grade was not effective and efficient for the learning process. The students did activities that disturb learning process. They talked unrelated topic with accounting subject, slept, focused on a mobile phone. The student also did not do the task and difficult to understand instruction of task that given by the teacher.

Based on observation during teaching practice, 62% students of second grade did not submit the task and about 20% students who did the task but with incorrect instruction. This problem indicated that students who motivation is low. Although, teachers have already used several teaching methods to teach and also give motivation with reward. A child who has motivated to learn something will struggle to learn well and diligent, with the expectation to get the good result (Hamzah B Uno, 2004: 28). It defines that student who has a good motivation will do the best to reach the best goal in learning.

Beside of motivation problem, the student also has the low self-confidence to did the tasks or assignment and examinations. According to student statements, by interviewed 10 students in second grade students said they can't do the task. They often complained when teacher giving assessments and examination. In the other hand, a teacher had been giving easy questions of examinations and simple assignments. They were depended on friends answer

and cheating in an examination. This condition can be called that self-efficacy of students is low. Self-efficacy is a conviction of someone that he can find the ways to reach the goal and belief that the way can deliver him to reach the goal (Ali and Asrori 2014: 204).

According to observation, 82% of students of second and first grade did not reach the Minimum Mastery Criteria (KKM) in the daily examination. It indicated that student' learning achievements were low. They have to reach 75 scores in the examination. It was not difficult for students to reach 75 scores because the questions that have been given by teacher were had explained by teacher

According to Arifin (2016:12), achievement as indicator quality of knowledge that mastering of a student. Achievement of student can be measured with the result of the examination. A score of examination as an indicator of understanding about accounting material that has been taught by a teacher, when the student gets an unsatisfied result in the examination, it can be concluded that most of the competencies haven't reached. It becomes a serious problem for students, school, and generally education. The focus of research is finding the relation between factors which affected low of learning achievement of students and how it can give influence to achievement. Based on the urgency of the problem, this research has entitled parents Nurturing Pattern, Self-Efficacy and Learning Motivation Effect to Accounting Learning Achievement on Accounting Department SMK Muhammadiyah 2 Yogyakarta Academic Year 2016/2017.

B. Problem Identification

Based on problem background that explained, problems identification are:

1. Lack of students learning motivation which are shown in class activities while learning and teaching the process.
2. Lack of learning achievements of students.
3. Self-efficacy of the student is low.
4. The type of parents nurturing pattern of student's parents in accounting department SMK Muhammadiyah 2 Yogyakarta academic year 2016/2017 does not yet know.
5. The effect of parents nurturing pattern, self-efficacy and learning motivation to learning achievement on accounting department SMK Muhammadiyah 2 Yogyakarta academic year 2016/2017 does not yet know.

C. Problem Limitation

Based on problem limitation, this research has limitation to parents Nurturing Pattern, Self-efficacy and Learning Motivation Effect to Accounting Learning Achievement in Accounting Department SMK Muhammadiyah 2 Yogyakarta Academic Year 2016/2017.

D. Problem Formulation

Based on problem limitation, problems formulation are:

1. How is the effect of parents nurturing pattern to accounting learning achievement on accounting department SMK Muhammadiyah 2 Yogyakarta academic year 2016/2017?

2. How is the effect of self-efficacy on accounting learning achievement on accounting department SMK Muhammadiyah 2 Yogyakarta academic year 2016/2017?
3. How is the effect of learning motivation to accounting learning achievement on accounting department SMK Muhammadiyah 2 Yogyakarta academic year 2016/2017?
4. How is the effect of parents nurturing pattern, self-efficacy and learning motivation to accounting learning achievement on accounting department SMK Muhammadiyah 2 Yogyakarta academic year 2016/2017?

E. Research Objective

Based on problem formulation, research objectives are:

1. Knowing the effect of parents nurturing pattern to accounting learning achievement on accounting department SMK Muhammadiyah 2 Yogyakarta academic year 2016/2017.
2. Knowing the effect of self-efficacy on accounting learning achievement on accounting department SMK Muhammadiyah 2 Yogyakarta academic year 2016/2017.
3. Knowing the effect of learning motivation to accounting learning achievement on accounting department SMK Muhammadiyah 2 Yogyakarta academic year 2016/2017.
4. Knowing the effect of parents nurturing pattern, self-efficacy and learning motivation to accounting learning achievement on accounting department SMK Muhammadiyah 2 Yogyakarta academic year 2016/2017?

F. Research Advantage

This research is expected to give benefit result:

1. Theoretical Advantages

This research is expected to increase knowledge and become reference about parents nurturing pattern, self-efficacy, and accounting learning motivation.

2. Practical Advantages

a. For Researcher

- 1) Researcher can improve knowledge
- 2) The researcher can apply the theory which has been given in lecture.
- 3) Increasing experience for becoming a teacher.

b. For School

Understanding the information that can improve quality learning by considering a solution from many problems that can cause decreasing learning achievement.

c. For Teachers

Teacher is expected to give motivation and improve self-efficacy of the student in order to improve learning achievement in accounting subject.

d. For Parents

A parents can give a best nurturing pattern to make the learning of their children become a success.

e. For Students

A student can increase their learning motivation and self-efficacy to reach optimum achievement in accounting learning.

CHAPTER II LITERATURE REVIEW

A. Theory Description

1. Accounting Learning Achievement

a. Definition of Accounting Learning Achievement

Comprehension effort in learning which will be started with explaining some definitions about learning. There are some definitions of learning that can be explained as follow:

- 1) Cronbach defines learning is shown by a change of behavior as a result of experience.
- 2) Harold Spears giving limitation, learning is to observe, to read, to imitate, to trying something themselves, to listen, to follow direction.
- 3) Goach said that learning is a change in performance as a result of practice. (Sardiman, 2014:20)

According to Slameto (1995:2), learning is a process that has done by someone to get a new behavior as a whole, from the result of his experience. Base on that definition can be characterized by behavior changing:

- 1) The alteration changing as consciousness.
- 2) That alteration in learning is functional and continuously.
- 3) Alteration is active and positive.
- 4) Alteration is not a while.
- 5) Alteration in learning have objective or have the certain direction.

6) Alteration is contained of all behavior aspect.

According to Arifin (2016:12), learning achievement different with learning outcomes learning achievement concern to effort result. Accounting is a competence of recognizing, identifying, reported and interpreted the transaction record become the financial report. It can be concluded, accounting learning achievement is the result of student effort to reach competence of accounting with teaching and learning process. According to The American Institute of Certified Public Accountants (AICPA) define accounting as the art of recording , classifying, and summarizing in a significant manner and in terms of money, transaction and events which are, in part at least of financial character, and interpreting the result. So accounting learning achievements is an effort result of students to reach the accounting subject objective.

b. Factors that can Influence Accounting Learning Achievement

According to Muhibin Syah (2016:129), factors can influence learning can be defined into three kinds:

- 1) Internal factors that consist of physic and psychological
- 2) External factors environment condition
- 3) Learning approach factors is effort that does by students to improve learning quality

Thomas F. Staton explained the six psychological factors that can influence learning

- 1) Motivation
- 2) Concentration
- 3) Reaction
- 4) Organization
- 5) Comprehension
- 6) Refrain

(Sardiman, 2014:40)

According to Soemanto (2013), there are some factors that can influence the learning of the student.

- 1) Stimuli Factor

It is the factor that has relation with lesson material, more or less, difficulty, a serious level of the task and external environment condition.

- 2) Learning Method

It influenced with trying the exercises, over learning, resistance while learning, learning result introduction, leaning partly and learning as totally, using the sense of mood, learning counseling and incentive conditions.

- 3) Individual factor

This factor is an effect from differentiation of gender, age, previous experience, mental capacity, physic and psychological aspect (Kompri, 2015:226).

b. Indicator of Accounting Learning Achievement

The result of the study is shown from the alteration of behavior psychologically. However the alteration of behavior is totally difficult to observe because the studying result is intangible, teacher has to take a sample of some alteration of behaviors that important as indicator study result (Syah, 2012: 217).

Table 1. Achievement Indicators of Accounting Learning

Kinds of Achievements	Indicators	Evaluation Ways
Cognitive		
Observation	<ol style="list-style-type: none"> 1. Can shown 2. Can compare 3. Can connect 	<ol style="list-style-type: none"> 1. Verbal Test 2. Written Test 3. Observation
Memory	<ol style="list-style-type: none"> 1. Can mention 2. Chan reshown 	<ol style="list-style-type: none"> 1. Verbal Test 2. Written Test 3. Observation
Comprehension	<ol style="list-style-type: none"> 1. Can explain 2. Can define oral 	<ol style="list-style-type: none"> 1. Verbal Test 2. Written Test
Application/Implementation	<ol style="list-style-type: none"> 1. Can giving example 2. Can use exactly 	<ol style="list-style-type: none"> 1. Written Test 2. Giving Task 1. Observation
Analyzing	<ol style="list-style-type: none"> 1. Can analyze 2. Can classified 	<ol style="list-style-type: none"> 1. Written Tes 2. Giving Tas
Synthetic	<ol style="list-style-type: none"> 1. Can connect material, become one new material 2. Can conclude 3. Can generalize 	<ol style="list-style-type: none"> 1. Written Test 2. Giving Task
Affective		

Kinds of Achievements	Indicators	Evaluation Ways
Acceptance	<ol style="list-style-type: none"> 1. Shown acceptance 2. Shown rejection 	<ol style="list-style-type: none"> 1. Behavior Scale Test 2. Written Test 3. Observation
Responses	<ol style="list-style-type: none"> 1. Participation/involve 2. Forgiveness 	<ol style="list-style-type: none"> 1. Behavior Scale Test 2. Written Test
Appreciation	<ol style="list-style-type: none"> 1. Consider as important and beneficial 2. Consider valuable and harmonic 3. Aware 	<ol style="list-style-type: none"> 1. Behavior Scale Test 2. Expressive Task
Internalizing	<ol style="list-style-type: none"> 1. Recognizing and be convenience 2. Disavow 	<ol style="list-style-type: none"> 1. Expressive Task 2. Observation
Character	<ol style="list-style-type: none"> 1. Organizing or destroy 2. Transformed into daily personal 	<ol style="list-style-type: none"> 1. Expressive Task 2. Observation
Psychomotor		
Capability to Action	Capability to coordinating eyes movement, hand, foot, and another	<ol style="list-style-type: none"> 1. Observation 2. Action Test
Expression capability of verbal and nonverbal	<ol style="list-style-type: none"> 1. Fluent to say 2. Capability to move 	<ol style="list-style-type: none"> 1. Verbal Test 2. Observation 3. Action Test

(Source: Syah, 2012)

According to table of indicator, accounting learning achievement indicator can be measured by students report card, because students

report card contain of cognitive, psychomotor and affective while daily examination just measure cognitive aspect.

2. Parents Nurturing Pattern

a. Definition of Parents Nurturing Pattern

According to Baumrind (1997), parenting is a complex activity that works individually or together to make the result of children behavior outcomes. The construct of parenting style is used to capture normal variations in parents' attempts to control and socialize their children. Two points are critical in understanding this definition. First, parenting style is meant to describe normal variations in parenting. Second, Baumrind assumes that normal parenting revolves around issues of control. Although parents may differ in how they try to control or socialize their children and the extent to which they do so, it is assumed that the primary role of all parents is to influence, teach, and control their children (Darling, 1999: 2).

According to Moh Shohib (2000:15) parents nurturing pattern is the effort of the parents to structuring:

- 1) Physic Environment
- 2) Internal and external social environment
- 3) Internal and external education
- 4) Dialog with the children
- 5) Psychological atmosphere
- 6) Sociocultural

- 7) Behavior that shown when meeting with children
- 8) Controlling children behavior
- 9) Determine the basic value example behavior that effort to children.

The conclusion is parents nurturing pattern or parenting style is a parents activities that can be influenced children behavior outcomes that related to every children life aspects included motivation, self-efficacy, and learning achievements

b. Kinds of Parents Nurturing Pattern

According to Baumrind (1997), the types of parents nurturing pattern can be classified into

1) Authoritarian Nurturing Pattern

This pattern concern to limitation and punishment to children. Parents force children to obey all of the direction from parents. The limitation to children with verbal prohibition directly (e.g., say "do not" and another sentence). This nurturing pattern inflict children don't have the social capability, have the lack of communication skill and the parents always compare them with other children.

2) Authoritative Nurturing Pattern

Parents encourage children to independent but the parents still has limitation for controlling children's action. Verbal prohibition is still allowed in this pattern, but parents always gives

warm and soft verbal to give limitation for their children. The parents also uses wise verbal to make children comfortable. This nurturing pattern inflicts the children to independent, have the good social capability and responsible to their self.

3) Neglectful Nurturing Pattern

Type of parents nurturing pattern that does not involve their self in children’s life. They don’t know about activity and habit of their children. It inflicts children feel a lack of attention although children still need attention more. This nurturing pattern makes children feel outside and another life is better than their life with the parents. The effect is children have the lack of socialization, depend on and have bad self-control.

4) Indulgent Nurturing Pattern

This pattern explained that parents involves children's life but they give a minimum limitation to children. Parents give freedom to children for doing activities. This nurturing pattern will improve children’s creativity and have self-confidence, but the bad impact of this nurturing pattern are children often fail to respect another, always hope and get anything that they want and difficult to control their action.

Table 2. Types of Parents Nurturing Pattern

Style	Parents Behavior	Result that often Appears in Children
Authoritarian	Delimitate and punish. The order is	Worried about social comparable, lack of

Style	Parents Behavior	Result that often Appears in Children
	not questionable. Lack of verbal exchange.	initiative, lack of communication ability.
Authoritative	Encourage independence in a certain limit. More of verbal exchange and warm over the environment.	Good in social competence, can independent and have social responsible.
Neglectful	Lack of involving in children's life. Not aware of children action.	Worried about social comparable, lack of initiative, lack of communication ability.
Indulgent	Involve children's life but they don't demand anything. Much conniving.	Worried about social comparable, lack of initiative, lack of communication ability.

(Source: King, 2010: 117).

However, Baumrind on (Yusuf, 2011: 51) just reported three type of parents nurturing pattern that will be explained in the following table.

Table 3. Parenting Style Effect to Children Action

Parenting Style	Parents Behavior	Children Behavior Profile
Authoritarian	<ol style="list-style-type: none"> 1. Low Acceptance but high control 2. Punishing visibly 3. Giving command 4. Restrict 5. Emotional tendency and rejection 	<ol style="list-style-type: none"> 1. Offended 2. Fainthearted 3. Upset and not happy 4. Easy to influenced 5. Unclear future directions 6. Unfriendly
Permissive	<ol style="list-style-type: none"> 1. High acceptance but low control 2. Giving freedom 	<ol style="list-style-type: none"> 1. Impulsive and aggressive. 2. Rebel

Parenting Style	Parents Behavior	Children Behavior Profile
	about their willingness	3. Low self-confidence and self-control 4. More dominate 5. Unclear life destination 6. Low achievements
Authoritative	1. Acceptance and high control 2. Responsive to children needed 3. Encourage children to give opinion or ask something 4. Giving clear explanation about effect of their action whether good or not	1. Friendly 2. Have good self-confidence 3. Have good self-control 4. Polite child 5. Have team work ability 6. High curiosity 7. Have clear life objective 8. Achievement oriented

(Source: Yusuf, 2011:52)

According to Hoffman (1989) in (Ali and Asrori 204:102). There are three type of Parents nurturing pattern:

1) Inducting Nurturing Pattern

Parents always give rational explanation in every children action

2) Power Assertion Nurturing Pattern

This type force children to obey all of the regulation from parents and all parents want.

3) Love Withdrawal Nurturing Pattern

Parents pull a love moment from the children if children didn't want to obey parents and vice versa, the parents will return

for loving children when children can obey the parents regulations. The conclusion from the explanation, the type of parents nurturing pattern according to Bandura is authoritative, authoritarian and permissive. But, Hoffman classified Parents nurturing pattern into inducting, power assertion and love withdrawal. The conclusion is all of type of parents nurturing pattern classified according to attention from parents, the way of communication, and parents regulation

c. The Best Parents Nurturing Pattern

According to Gottman in (King, 2010:176), the best parents nurturing pattern is a positive nurturing pattern. One of an aspect the positive nurturing pattern is concerning about negative emotions of children. Parents can observe and control the emotion by giving suggestion and advice to children to control their negative emotions. One of parents nurturing pattern type is an authoritative nurturing pattern.

According to Hoffman in (Ali and Asrori, 2014:102), the best parents nurturing pattern is inducting parents nurturing pattern. These types give a rational explanation to the children. Children will get the good habit and have rational thinking about their action.

3. Self-Efficacy

a. Definition of Self-Efficacy

Bandura (2010) define self-efficacy as the beliefs of someone in an ability to do a control for functioning his self and occurrence in the environment (Feist, 2010:212). Self-efficacy can influence someone to give high effort in doing something for reach his goal. Friedman and Schustack define self-efficacy is beliefs of expectation or hope of someone to do certain behavior or situation (Jaenudin, 2015:86)

According to Bandura (1997), self-efficacy isn't expectation from action result of us. Bandura divided between efficacy and expectation of result. Efficacy reference to a belief of someone to do something, while the expectation is a consequence of that behavior (Feist, 2010:212). The conclusion from the explanation, self-efficacy is the ability to known self-competence of a person with the expectation that the result from all effort will give high benefit for him.

b. Aspect of Self-Efficacy

According to Bandura (1997) explained about an aspect of self-efficacy are:

1) Level

People who have high self-efficacy will choose the difficult assignment or task to challenge themselves. Conversely, people who have low self-efficacy will choose a moderate and easy task to do. The

conclusion in higher self-efficacy in a person will make them take the more difficult task.

2) Strength

Strength in this topic means to struggle. People who have high of self-efficacy will struggle and diligent to reach their goal. In the other hands, people who have low of self-efficacy will easy to give up.

3) Generality

People who have high of self-efficacy can do different competence because of their self-confidence and people who have low of self-efficacy will take the same competence (Pajares, 2006:313). The conclusion from the explanation, there are three kinds of aspect self-efficacy first is level, second is a strength, third is generality that becomes characteristic of self-efficacy in every individual.

c. Importance Phenomena of Self-Efficacy

According to Bandura (Ryckman, 2013:422) explained that there was some research that has relation with self-efficacy to develop knowledge about self-efficacy. The phenomenon is:

1) Academic Development and Compliment

The self-efficacy has relation and influence of students achievement. According to Pintrich and Groot research (1990) explained that self-efficacy can determine student ways to reach the achievement. Beside that, another research also explained that self-

efficacy also gave relation with Parents, teacher, and environment as factors that influenced.

2) Career Choices and Job Performance

Self-efficacy also has influence in the job and career such as the research from Betz and Hacket (1981) the relation between self-efficacy and gender in choosing the good career between man and women.

3) Physical and Mental Health

Many researchers have reported some results of relation from self-efficacy. That explained people who have high self-efficacy will have low depressed when they do activity while reaching their achievement. The conclusion is self-efficacy become one of an effect that an influence achievements, career, and self-motion.

d. Sources of Self-efficacy

The alteration key of behavior according to Bandura is self-efficacy. It can appear because of performance accomplishment, vicarious experience, social persuasion and emotional physiological states.

1) Performance Accomplishment

An achievement that ever reached in past will influence self-efficacy and vice versa. This subject becomes the strongest effect on a self-efficacy of someone. Reach some achievements will produce different result depend on reaching process, these are concluded as follow:

- a) More difficult the task, self-efficacy will be higher.
- b) Individual work will improve self-efficacy than teamwork.
- c) Failure will reduce self-efficacy if people have been struggling.
- d) People that have low self-efficacy, they will not get the high impact when they get the failure.
- e) People who have strong self-efficacy will have the low impact when the failure happened.
- f) People who often success, when the failure happened it will not give high impact.

2) Vicarious Experience

Efficacy will improve when someone observes another success vice versa it will decrease when he looks at people with the same ability have the failure. The effect is not strong when people that become observation object in the different level of ability with them.

3) Social Persuasion

This source will increase or decrease self-efficacy based on impact from another person in persuasion. That condition is depended on the beliefs to persuasion and realistic of containing that persuaded.

4) Emotional Physiological State

Emotional conditions to do activity have influent to self-efficacy. The negative emotions will reduce self-efficacy whereas that not influence as a strong impact. The strategy of behavioral alteration in self-efficacy can be explained in the following table.

Table 4. Alteration of self-efficacy Sources Strategy

Sources	Induction Method	
Performance Accomplishment	Participant modelling	Immitate performance model
	Performance desensitization	Making disappear bad achievement impact
	Performance expose	Show the successful that ever reached
	Self-intrusted performance	Train self to do the best
Vicarious experience	Live modelling	Observing the real model
	Symbolic modeling	Observing the symbolic model like film, novel, comic, and story
Verbal persuasion	Suggestion	Influencing with word as basic of belief
	Exhortation	Counsel that urgent and force
	Self-instruction	Order to self
	Interpretive treatment	New interpretation that repairs or replace the old wrong interpretation
Emotion states	Attribution	Changing attribute, person in charge to emotional
	Reaction biofeedback	Relaxation
	Symbolic desensitization	Disappearing emotional attitude with symbolic model
	Symbolic exposure	Appearing emotion in symbolic.

(Source: Alwisol, 2012)

According to Bandura (1997) self-efficacy can be increased or decreased by one or combine of these sources:

1) Mastery Experience

According to Bandura (1997), the successful of performing will increase self-efficacy and vice versa. This general statement have five impact

- a) The success performs will increase self-efficacy as proportional with difficulty of that task.
- b) The task that finished well by himself will more effective than another finishing.
- c) Failure will reduce self-efficacy when people have done the best task. Failure will not high impact when the effort is not given well.
- d) Failure in high emotional condition, will not have a strong impact to self-disadvantage.
- e) The failure that comes before mastering feeling will have influent to next failure.
- f) Learning failure will have weak impact to self-efficacy

2) Social Modeling

Efficacy will increase while someone sees another successful with the same level of ability with him. Conversely, it will decrease when the people observe the other failure from who have the same level with them. While this impact not stronger when people observed the different level ability with them.

3) Social Persuasion

Verbal persuasion from someone can increase or decrease self-efficacy. This depends on the quality of critics and suggestion. The authority from adviser will have influence with the effectivity of self-efficacy.

4) Physic and Emotional Condition

Strong emotion will decrease perform when someone has strong experience of frightened may have low self-efficacy (Feist, 2010: 213). The conclusion from explanation, the influence factor or source of self-efficacy are mastery experience, social modeling, social persuasion, physic and emotional condition

e. Self-efficacy Influent Behavior

According to Bandura in (Alwisol, 2010:290) control sources of behavior is reciprocally from the environment, behavioral, and self-personal. Rogers explained that every person have self-efficacy that depends on

- 1) Ability in different situation
- 2) Someone presence, (e.g., rival)
- 3) Physiological and emotional conditions
- 4) Low or high efficacy, when combined with environment, can be concluded as the following table

Table 5. Self-efficacy as Behavior Predictor

Efficacy	Environment	Behavior Outcomes Prediction
High	Responsive	Success, doing task according to with his ability
Low	Responsive	Depressed, looking successful of another in his perception of task difficulty
High	Unresponsive	Struggle to change the environment become responsive, doing protest/complaining, social activities, Event force the alteration or revolution
low	Unresponsive	People become apathetic, fate, and feel not capable.

(Source: Alwisol, 2012: 300)

4. Learning Motivation

a. Definition of Learning Motivation

According to (Uno, 2014: 23) motivation and learning are different. Mc. Donald “motivation is energy alteration in someone that marked with "feeling" appearance and started with a response to purpose”. Mc. Donald definition contains three important elements:

- 1) That motivation starts to occur of energy changing in the individual self of human. Motivation development will bring some alterations of energy in system "neurophysiological" in every organism of a human. Because it's related with human energy alteration (although that motivation appears from inside of human), that appearance will be related to the physic exercise of a human.
- 2) Motivation is a market with appearing of "feeling", the affection of someone. In this case, motivation relevant with psychological cases, affection and emotion that can determine the human action.

3) Motivation will be stimulated because of purposes. So motivation in real is a response from an action that called purpose. Motivation appears from inside of a human, but appearing from outside stimulus or encouraged from another factor. Those purposes will be related with needed (Sardiman, 2014: 73).

Another definition of motivation also explained motivation can define as power (energy) of someone that can make persistence level and enthusiasm and doing something, from inside or outside (intrinsic motivation) of the individual self (extrinsic motivation). How strong the motivation of individual will more determine the quality of individual action in every context. In learning, working or another activity (Kompri, 2015:3). The definition of learning as behavior alteration in relative, permanent and potential from the result of experience as purpose basic to reach a certain goal (Uno, 2014:23). Learning motivation is the stimulus that comes from inside or side of someone in behavior alteration to reach his goal.

b. Kinds of Learning Motivations

Fransen classified kinds of motivation become

1) Cognitive Motives

This motive belongs to intrinsic motive that comes from inside of an individual. It always as a mental product of human. This motive is important to develop intellectual development of children.

2) Self Expression

Appearance becomes something important that become a part of human behavior. It can be concluded that human need self-expression as visual imagination to make self-actualization.

3) Self Enhancement

Self-enhancement becomes importance needed for the human. In learning, process of competition become one of the components to create achievement in classroom (Kompri, 2015: 87)

According to Uno (2013:23) divided the kinds of motivations become external and internal motivation, external learning motivations is motivations that come from outside of person while internal learning motivation is motivations that from inside of a person. The conclusion is motivation generally can be divided into two kinds, internal and external motivation.

c. Factors that can Influent Learning Motivation

According to Dimiyati and Mudjiyono (2009) some factors that can influence learning motivation such as

1) Student Aspiring

Aspiring will make intrinsic or extrinsic motivation become stronger because of aspiring can make self-actual to children.

2) Students Ability

Children's willingness should be same with the ability. Having good ability will make the student have high motivation to do their assignments.

3) Students Condition

A condition included physic and psychological. Example student who gets a better condition of them will easy to concern in class that student who not in good condition.

4) Student Environment Condition

Environment condition consists of nature, friendship, and society. This condition should be safe, comfort, and good for children development. (Kompri, 2015:231)

According to Hamzah B Uno (2014: 23) indicator or factors can influence learning motivation are: (1) the presence of desires and willingness to success; (2) presence of encouraging and learning needed; (3) presence of hope and aspire future; (4) presence of learning appreciation; (5) presence of interesting activity in learning; (6) presence of conducive learning environments so make a student can learn well.

It can conclude that the indicators of learning motivation are:

- a. Aspiring
- b. Ability
- c. Conditions
- d. Environment
- e. Learning needed
- f. Interest of learning

g. Learning appreciation

2. Relevant Research

1. Lucky Amelia (2016)

Research from Lucky Amelia (2016) entitled "*Pengaruh Kesiapan Kerja Siswa, Pola Asuh Orang Tua, Prestasi Mata Pelajaran Adaptive, dan Produktif Terhadap Prestasi Belajar Praktik Kerja Industri Siswa Kelas XII Program Keahlian Multimedia SMK Negeri 1 Godean*". The similarities of this research are the same of variable parents nurturing pattern as an independent variable and learning achievement as a variable independent. This result is parents nurturing pattern have the positive effect to *prakerin* as 26%. The similarities with this research are location and time of research and another variable like student's work readiness, adaptive lesson achievement, and the research focus on *prakerin* achievement subject but this research focuses on accounting learning achievement.

2. Aditya Nugroho (2013)

Research from Aditya Nugroho (2013) entitled "*Pengaruh Motivasi Dan Minat Terhadap Prestasi Siswa Pada Mata Diklat Keselamatan dan Kesehatan Kerja Di SMK Negeri 1 Sedayu*". The similarities with this research are the both of them use achievements as the dependent variable and learning motivation as the independent variable. The result is learning motivation has the effect to health and safety work lesson as 12.5%.

Dissimilarities of this research are the location and another variable is like health and safety work lesson but this research focuses on accounting learning achievement and different variable independent such as learning interest.

3. Mulafi Janatin (2015)

Research from Mulafi Janatin (2015) entitles "*Hubungan Antara Self-efficacy Dengan Prestasi Belajar Siswa Kelas IV SD Se-Gugus II Kecamatan Bantul Tahun Ajaran 2014/2015*". The similarities with the result are the same Source: and achievements as the variable. The result of that result is 72.3% have relation with achievement. The similarities are that research focuses on learning achievements, this research focuses on accounting learning achievement. That research also focuses on elementary school as an object of research but this research focus on vocational high school.

3. Conceptual Framework

1. Parents Nurturing Effect to Accounting Learning Achievement

Parents nurturing pattern is parents behavior that usually implemented by parents and it can influence the behavior of children. It can be concluded that parents nurturing pattern become important factors that have the strong impact on children and children's behaviors have an impact on learning achievement.

Accounting learning achievement is one of indicator the successful of education especially that held in the classroom on accounting

department in the vocational school. Students have to understand all accounting lesson because it becomes prepared material for entering job world or entering college, accounting learning achievement can be influenced by many factors. One of them is parents nurturing pattern.

2. Self-efficacy Effect to Accounting Learning Achievements

Self-efficacy is the ability to know self-competence of the individual to reach the goal. From theory that has been explained, self-efficacy has strong relationship and impact to learning achievements. It can show on while someone has high self-efficacy he will do the best for reach the goal depends on the environment and another factor that can influence self-efficacy.

Accounting learning achievement is one of indicator the successful of education as specific that take place in the classroom especially in the accounting department in the vocational school. Students have to understand all accounting lesson because, it becomes matrial preparation for entering job world or entering college, accounting learning achievement can be influenced by many factors. One of them is self-efficacy.

3. Learning Motivation Effect to Accounting Learning Achievement

Learning motivation is something that encouraging someone to do something and the alteration behavior as the result. In the other words, the learning motivation can be one of the factors that have a big impact on learning achievements.

Accounting learning achievement is one of indicator the successful of education as specific that take place in the classroom especially in the accounting department in the vocational school. Students have to understand all the accounting lesson because it becomes prepared material for entering job world or entering college, accounting learning achievement can be influenced by many factors. One of them is learning motivation.

4. Parents Nurturing Pattern, Self-efficacy and Learning Motivation Effect to Accounting Learning Achievement

Parents nurturing pattern is parents behavior that usually implemented by parents and it can influence the behavior of children. From theory that has described, it can be concluded that parents nurturing patterns become important factors that have the strong impact on children. While Children's behaviors have an impact on learning achievement.

Self-efficacy is an ability to know self-competence of an individual to reach the goal. Self-efficacy has strong selection and impact to learning motivation. It can show on while someone has high self-efficacy he will do the best for reach the goal depends on the environment and another factor that can influence self-efficacy.

Learning motivation is to encourage someone to do something and the alteration behavior as the result. Learning motivation belongs to internal factor that can influence accounting achievement. So that the

learning motivation can be one of the factors that have a big impact on learning achievements.

Accounting learning achievement is one of indicator the successful of education as specific that take place in the classroom especially in the accounting department in the vocational school. Students have to understand all the accounting lesson because it becomes prepared material for entering job and college, accounting learning achievement can be influenced by many factors. One of them is self-efficacy, this research giving some prediction of children who have the best parents nurturing pattern, high self-efficacy, and high learning motivation will have high accounting learning achievement.

4. Research Paradigm

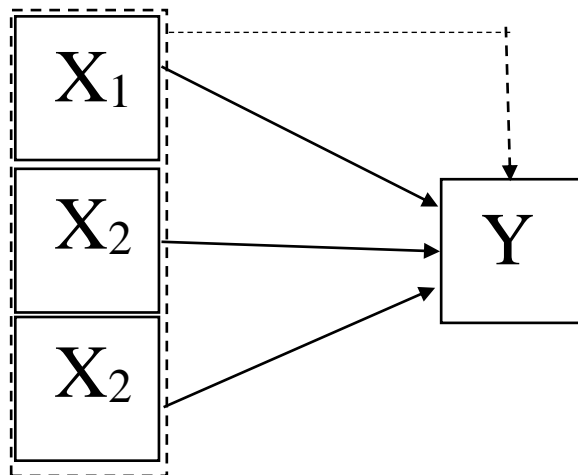


Figure 1. Research Paradigm

Explanation

- X₁ : Parents Nurturing Pattern Variable
- X₂ : Self-efficacy Variable
- X₃ : Learning Motivation Variable
- Y : Accounting Learning Achievement Variable

- : Parents Nurturing, Self-efficacy and Learning Motivation Effect to Accounting Learning Achievement as partial Variable
- - - : Parents Nurturing, Self-efficacy and Learning Motivation Effect to Accounting Learning Achievement as Simultaneous Variable

5. Research Hypothesis

Based on theory description, relevant research and research paradigm can be formulated the hypothesis of this research are:

1. Parents nurturing pattern has positive effect on accounting learning achievement
2. Self-efficacy has positive effect on accounting learning achievement
3. Learning motivation has positive effect on accounting learning achievement
4. Parents nurturing pattern, self-efficacy, and learning motivation have positive effect on accounting learning achievement.

CHAPTER III RESEARCH METHOD

A. Research Design

Based on variable appearance this research belongs to ex-post facto research (i.e., research which have variables happened before research). However according to, how the research do, this research belong to coloration research or relationship research which is to know the level of relationship between two variables or more without doing some manipulation and changing the data (Arikunto, 2013:17).

B. Research Variable

According to F.N Kerlinger in (Arikunto, 2013:159) define that variable is a concept like a gender, there is two kind of variable. The fist is variable independent which is become effect and it isn't influenced. Conversely second is the dependent variable which is influenced. Based on entitle "Parents Nurturing Pattern, Self-efficacy and Learning Motivation Effect to Accounting Learning Achievement in Accounting Department Academic Year 2016/2017" can be explained as:

1. Independent Variables

Independent variables in this research are parents nurturing pattern (X_1), self-efficacy (X_2) and learning motivation (X_3).

2. Dependent Variable

The dependent variable in this research is Accounting learning motivation (Y).

C. Location and Time of Research

This research was conducted in SMK Muhammadiyah 2 Yogyakarta which is located in Tukangan Street number 2 on January, 20th 2017.

D. Population of Research

This research belongs to population research that takes data of 65 students and parents of accounting department SMK Muhammadiyah 2 Yogyakarta academic year 2016/2017 with detail description 24 students from X class, 24 Students from XII class and 17 students from XII class.

E. Variable Operational Definition of Research

1. Accounting Learning Achievement

Accounting learning achievement is an effort result of students to reach the accounting subject objective. The successful of reaching in accounting subject objective can be known by looking at the result from students report card on the first semester.

2. Parents Nurturing Pattern

Parents nurturing pattern is parents effort that influence children behaviour outcomes. The information can be known with giving some question that has relation with an indicator of parents nurturing pattern such as, the way of communication, parents' attention and parent regulation.

3. Self-Efficacy

Self-efficacy is comprehensive ability to know self-capability. it can measure or define by giving the question to respondents about their self-

confidence to do a task whether difficult or easy, generality and students' strength to do something.

4. Learning Motivation

Learning motivation is something that encourages from inside or outside of individual to do something that can reach their goal as outcomes from behavior changing. The respondents have to answer the question about the presence of desires and willingness to success, presence of encouraging and learning needed, presence of hope and aspire future, presence of learning appreciation, presence of interesting activity in learning, presence of conducive learning environments so make a student can learn well.

F. Collecting Data Technique

1. Questionnaire

The questionnaire consists of some question that related with aspects or indicators of parents nurturing pattern, self-efficacy and learning motivation that must be answered by students and parents of the accounting department in SMK Muhammadiyah 2 Yogyakarta, academic year 2016/2017.

2. Documentation

Documentation need for collecting data about student achievement by collecting all administration for the accounting department, for example, achievement data. In this research used student report card on first semester as accounting learning achievement indicator.

G. Research Instrument

1. Questionnaire

Questioner consists of question that from following table of indicator which is become lattice of the question. In qualitative research, data have to change in to the score. It has tested on SMK Muhammadiyah 1 Yogyakarta, accounting department as 32 students on 10 January 2017. This research use Linkert scale to change qualitative become quantitative with explanation as the following table

Table 6. Instrument Scoring of Linkert Scale

Answer Alternative	(Positive Statement/Question)	(Negative Statement/Question)
Very Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

(Source: Sugiyono, 2010: 134)

Table 7. Parents Nurturing Pattern Indicator

Number	Indicators	Parenting Style	Number	Total
1	Attention from Parents	Authoritarian	1, 2, 3, 4,	19
		Permissive	5, 6, 7, 8,	
		Authoritative	15*, 16*, 22, 29, 31, 34*, 35*, 38*, 39, 40, 41	
2	Way of communications	Authoritarian	9, 11, 12,	9
		Permissive	13*, 32,	
		Authoritative	33*, 36, 45*, 46*	
3	Parents Regulation	Authoritarian	10, 14*,	18
		Permissive	17*, 18,	
		Authoritative	19,20, 21,	

Number	Indicators	Parenting Style	Number	Total
			23,24, 25, 26, 27, 28, 30, 37*, 42, 43*,44*	
Total				46

*Negative Question/Statement
(Source: Darling, 199: 2)

Table 8. Indicator of Self-Efficacy

Number	Aspect	Sub Indicator	Number	Total
1	Level	Choose the difficult task or assignment or questions	1, 2, 3, 4*, 6, 7, 10, 21*, 23*, 30	10
2	Strength	Diligent, effort, and struggle	5, 8*, 9, 16, 17, 18, 19*, 20*,24, 28, 29*, 32*, 33*,	13
3	Generality	Have another capability and get motivation from environments	11*, 12, 13, 14, 15, 22, 25, 26, 27, 31*	10
Total				33

*Negative Question/Statement
(Source: Pajares, 2006: 313)

Table 9. Indicators of Learning Motivation

Number	Indicator	Number	Total
1	The presence of desires and willingness to success	1, 2, 3, 4, 5, 6, 7, 8,	8
2	Presence of encouraging and learning needed	14, 15*, 16*, 17, 18, 19,	6
3	Presence of hope and aspire future	9, 10,	2
4	Presence of hope and Learning appreciation	20, 21, 30,	3
5	Presence of interesting activity in learning	23*, 24*, 25, 26, 27,	6

Number	Indicator	Number	Total
		28,	
6	Presence of conducive learning environments so make a student can learn well	11, 12, 13, 22, 29, 31, 32*	7
Total			32

*Negative Question/Statement

(Source: Uno, 2014: 23 with Modification)

2. Documentation

Documentation is needed for achievement variable that measures the cognitive, affective and physic motoric that can be reported on student report card. The score of accounting was taken on the first semester.

H. Validity and Reliability of Instrument

1. Validity Test

According to Arikunto, the good instrument is the instrument that can measure the indicator variable. This research uses product moment formula to test the validity of instrument with is comparing r table and r count with r significantly as 5% with 31 students to become tested off the instrument. The formula is

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

Explanation :

r_{xy} : coefficient relation product moment
N : students
 $\sum xy$: crossing between x and y
 $\sum x$: score

Σy : score
 $\Sigma(x^2)$: total score square
 $\Sigma(y^2)$: total score square

(Arikunto, 2013: 72)

Parents nurturing patterns, self-efficacy and learning motivation variable validity test use statistic tools with Product Moment Correlation Technique. Validity tested on 32 students with r value 0.349 on 5% significant. The result of validity will be described in the following table.

Tabel 10. Validity Result of Parents Nurturing Pattern

Number	Indicators	Number	Invalid Number	Total Invalid Number	Total Valid Number
1	Attention from Parents	1, 2, 3, 4, 5, 6, 7, 8, 15*, 16*, 22, 29, 31, 34*, 35*, 38*, 39, 40, 41	15*, 16*, 22, 29, 31, 34*, 35*, 36*, 39*, 40, 41,	11	8
2	Way of communications	9, 11, 12, 13*, 32, 33*, 36, 45*, 46*	11, 12,	2	7
3	Parents Regulation	10, 14*, 17*, 18, 19, 20, 21, 23, 24, 25, 26, 27, 28, 30, 37*, 42, 43*, 44*	10, 18, 19, 20, 21, 23, 24, 26, 28, 30, 42	11	7
Total		46	24	24	22

(Source: Primer Data)

Table 10. Validity Result of Self-Efficacy

Number	Aspect	Number	Unvalid Number	Total Unvalid Number	Total Valid Number
1	Level	1, 2, 3, 4*, 6, 7, 10, 21*, 23*, 30	23, 30*	2	8
2	Strength	5, 8*, 9, 16, 17, 18, 19*, 20*, 24, 28, 29*, 32*, 33*,	16,21*, 28, 29*, 32*,33*	6	7
3	Generality	11*, 12, 13, 14, 15, 22, 25, 26, 27, 31*	13,14,15, 22, 25, 27, 31*	7	3
		33	15	15	18

(Source: Primer Data)

Table 11. Validity Result of Learning Motivation

Number	Indicator	Number	Invalid Number	Total Invalid Number	Total Valid Number
1	the presence of desires and willingness to success	1, 2, 3, 4, 5, 6, 7, 8,		0	8
2	the presence of encouraging and learning needed	14, 15*, 16*, 17, 18, 19,		0	6
3	the presence of hope and aspire future	9, 10,		0	2
4	Presence of hope and Learning appreciation	20, 21, 30,	30	1	3
5	the presence of interesting activity in	23*, 24*, 25, 26, 27, 28,	23*	1	5

Number	Indicator	Number	Invalid Number	Total Invalid Number	Total Valid Number
	learning				
6	the presence of conducive learning environments so make a student can learn well	11, 12, 13, 22, 29, 31, 32*	13, 29, 31, 32*	4	3
Total		32	6	6	27

(Source: Primer Data)

2. Reliability Test

This research use Alpha Cronbach as test of reliability with formula will be explained as following

$$r_{11} = \left(\frac{n}{n-1} \right) \left(1 - \frac{\sum \acute{o}_i^2}{\acute{o}_t^2} \right)$$

Explanation :

r_{11} = reliability of instrument

N = total variance

$\sum \acute{o}_i^2$ = variants per item

$\sum \acute{o}_t^2$ = total variance

(Arikunto, 2013: 109)

The result from valid test is explained in the following table

Table 12.Result of Variables Reliability Test

Variables	Reliability Result
Parrent Nurturing Pattern	0.655
Self-Efficacy	0.624
Learning Motivation	0.923

(Source: Data Processing)

According to Sugiyono (2010: 257), categorize of reliability can be measured by the following table

Table 13. The Interpretation of Reliability Test

Interval Coefficient	Interpretation
0.00- 0.199	Very low
0.20- 0.399	Low
0.40- 0.599	Medium
0.60- 0.799	High
0.80- 1.000	Very high

I. Data Analysis

1. Descriptive Analysis

Data analysis uses mean, median, maximum score, minimum score, maximum score, deviation standard and distribution frequency table. SPSS version 20 becomes software to compute this analysis. This data will be analyzed based on the explanation below:

a. Mean, Median and Modus

Mean is a description of data according to the result of total data divided by the amount of kinds of data. Median is a description of data in a series from small to big and conversely divided into two. Modus is data that has the highest frequency.

b. Distribution Frequency Table

1) Calculating distance of data

$$R = \text{Maximum Score} - \text{Minimum Score}$$

2) Define interval class

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

3) Define the length of class

$$L = R/I$$

c. Standard of Deviation

Variance is a technique to explain group homogeneity. Variance is the result of all individual deviations to mean of the group. So the root of variance can be called standard deviations.

d. Tendency Table

Tendency table uses for categorizing the score into ideal term by using mean ideal and standard deviation ideal. It can be defined by following steps:

- 1) Define maximum score
- 2) Define minimum score
- 3) Calculating M_i (Mean ideal)

$$M_i = 1/2(\text{Max Score} + \text{Min Score})$$

- 4) Calculating S_{di} (Standard Deviation Ideal)

$$S_{di} = 1/6 (\text{Max Score} - \text{Min Score})$$

Table 14. Ideal Categorize of Self-Efficacy and Learning Motivation

High	$X > M_i + 1.SD_i$
Medium	$M_i - 1.SD_i \leq X \leq M_i + 1.SD_i$
Low	$X < M_i - 1.SD_i$

(Arikunto, 2013: 264)

Table 15. Ideal Categorize of Parent Nurturing Pattern

Permissive	$X > M_i + 1.SD_i$
Authoritative	$M_i - 1.SD_i \leq X \leq M_i + 1.SD_i$
Authoritarian	$X < M_i - 1.SD_i$

(Arikunto, 2013: 264 with modification)

2. Prerequisite Analysis Test

The requirement analysis uses SPSS verse 22 consist of linearity, multicollinearity and heteroscedasticity. The prerequisite analysis is needed to

calculate before hypothesis analysis. The explanations will be explained as following:

a. Linearity Test

Linearity use for knowing the relationship between variables make a straight line or not. I can be known with the comparison of F_{table} and F_{count} . If F_{table} is bigger than F_{count} the variables relationship is linear and vice versa.

b. Multicollinearity Test

Multicollinearity is the requirement to double linear analyzed. This research testing multicollinearity between variables of independence with knowing intercorrelation between independent variables. The data can use double regression if there is not have multicollinearity between variable.

c. Heteroskedasticity

This test to know regression wich has a similarities of various from one observation to another observation. The good regression model should has heteroskedasticity or homoscedasticity.

3. Hypothesis Test

According to Sugiyono (2010:97) on population research, there is not hypothesis statistic, after normality, linearity, multicollinearity and heteroscedasticity have been tested. Hypothesis test can be done. Criteria H_a is accepted if r_{count} is bigger than r_{tabl} (Sugiyono, 2013:264). Manual interpretation of correlation coefficient can be shown in the following table

Table 16. Interpretation of Coefficient Correlation

Coefficient Interval	Intrepetation
0.00- 0.1999	Very Low
0.20- 0.399	Low
0.40- 0.599	Medium
0.60- 0.799	Strong
0.80- 1.00	Very Strong

(Source: Sugiyono, 2013: 257)

a. Hypothesis 1, 2, and 3 Test

Hypothesis 1, 2, and 3 will be tested with simple regression to know the effect of variable dependent to variable independent. The variable will be tested as partial. The steps will be described as following

1) Making A Simple Regression Equation

$$Y = a + bX$$

Explanation:

- Y : Dependent Variable (Accounting Learning Achievement)
- a : Constant
- b : Coefficient of Regression
- X : Independent Variables (Parents Nurturing Pattern, Self-Efficacy and Learning Motivation)

(Sugiyono, 2013: 261)

2) Define Correlation Coefficient

3) Define The Determinants Coefficient

b. Hypothesis 4 Test

Hypothesis 4 will be tested all variables independent (e.g., X1, X2, X3) to variable dependent by using multiple regression analysis. The test of the variable will be done as together. The step will be explained as following

1) Making A Multiple Regression Equation

$$Y = a_1X_1 + a_2X_2 + a_3X_3 + K$$

Explanation

Y	:	Dependent Variable (Accounting Learning Achievement)
K	:	Constant
a ₁	:	Coefficient of X ₁ (Parents Nurturing Pattern)
a ₂	:	Coefficient of X ₂ (Self-Efficacy)
a ₃	:	Coefficient of X ₃ (Learning Motivation)
X ₁	:	Independent Variable (Parents Nurturing Pattern)
X ₂	:	Independent Variable (Self-Efficacy)
X ₃	:	Independent Variable (Parents Nurturing Pattern)

(Sutrisno Hadi,2004: 28)

2) Define Correlation Coefficient

3) Define The Determinan Coeficient

4) Calulating Efective and Relative Contribution

c. Effective and Relative Contribution

1) Calculating Relative Contribution

Relative contribution show the contribution of each variable as relatively and it can be calculated with following formula

$$RC = \frac{a \cdot \sum xy}{R^2} \times 100\%$$

Explanation

RC : Relative Contribution
a : Coefficient of Regression
 $\sum xy$: Total Correlation x,y
 R^2 : R Square of Regression

(Source: Sutrisno Hadi, 2004: 37)

2) Effective Contribution

Effective contribution show the contribution as effectively each variable which can be calculated with this following formula

$$EC = RC \% \times R^2$$

Explanation:

EC : Effective Contribution
RC : Relative Contribution
 R^2 : R Square Corelation

(Sutrisno Hadi, 2004: 40)

CHAPTER IV RESEACH RESULT AND DISCUSSION

A. Research Result

This research was conducted in SMK Muhammadiyah 2 Yogyakarta which is addressed on Tukangan Street number 2, Tegal Pangung, Danurejan, Yogyakarta. This reseach was conducted on 20 March 2017. This research objective is understanding the effect of parents nurturing pattern, self-efficacy, and learning motivation to learning achievement on SMK Muhammadiyah 2 Yogyakarta academic years 2016/2017. This research explains four variables, three of them are the independent variables and one another is the dependent variable. The independent variables are learning motivation, self-efficacy, and parents nurturing pattern and the dependent variable is learning achievements. Information of resources is accounting department that consists of the first, second and third grade. Information resources were collected with questionnaire and documentation (students report card). This research used population research because a whole of the population has been taken. The population was accounting department with 65 students but the data only can be collected as 60 students, 22 students from first grade, 22 students from second grade, and 16 students from third grade.

1. Data Description

a. Accounting Learning Achievement

Learning achievement variable data, collected by documentation.

Using students semester report, data can be described as following

Table 17. Description Analysis Result of Learning Achievement

Description	Calculation Result
Mean	80.27
Std. Error of Mean	0.240
Median	80.00
Mode	79
Std. Deviation	1.858
Variance	3.453
Range	8
Minimum	77
Maximum	85
Sum	4816

(Source: Data Processing)

According to the table above, mean of learning achievement is 80.27. The standard error of mean is 0.240. Median of learning achievement is 80. Mode of student achievement is 80. The standard deviation of data is 1.858. Variance is 3.453. The maximum score is 85 and the minimum score is 77 so, the range of data is 8.

Table 18. Table of Learning Achievement Frequency

Score	Frequency	Percent	Cumulative percent
77	1	1.7	1.7
78	3	5.0	6.7
79	21	35.0	41.7
80	18	30.0	71.7
81	4	6.7	78.3
82	7	11.7	90.0
83	1	1.7	91.7
85	5	8.3	100.0
Total	60	100.0	

(Source: Data Processing)

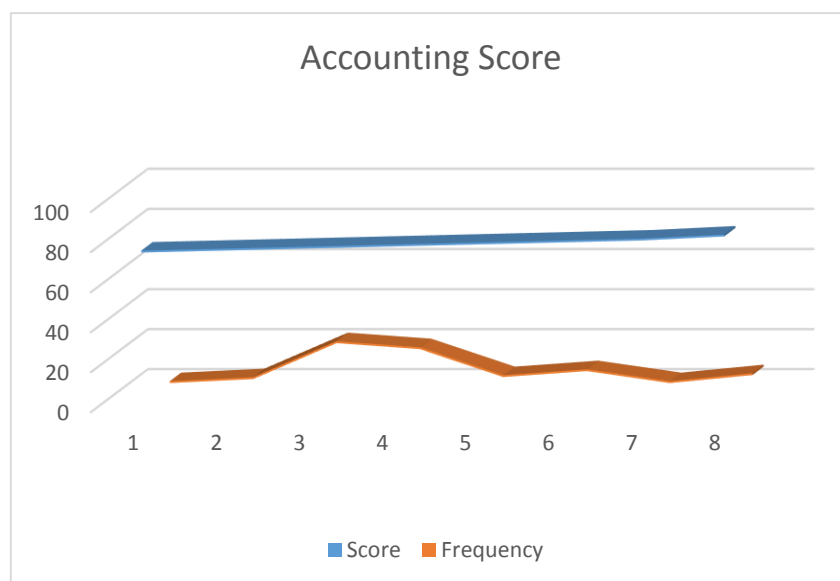


Figure 2. Line Chart of Accounting Achievement

The table shows the highest score is 85 and the minimum score is 77. The score mostly have gotten by the student is 79. The 83 and 77 are the lowest number of frequency. The category of students learning achievements are

Table 19. Category of Learning Achievement

Score	Category	Level Conversion
90-100	Very Competence	A
75-89	Competence	B
60-74	Quite Competence	C
0-59	Lack of Competence	D

(Score: Secnder Data)

According to table 28, all of the student score of accounting learning achievement belongs to competence on B rank level.

b. Parrent Nurturing Pattern

Parents nurturing pattern variable was collected with the questionnaire. The data from the parent is not analyzed because of the

negative response from respondent. Students data about Parents nurturing pattern variable is described in the following table

Table 20. Descriptive Analysis of Parents Nurturing Pattern Variable

Description	Calculation Result
Mean	65.68
Std. Error of Mean	1.344
Median	63.50
Mode	52
Std. Deviation	10.413
Variance	108.423
Range	34
Minimum	51
Maximum	85
Sum	3941

(Source: Data Processing)

According to table 17, parents nurturing pattern variable has meant as 65.68, median as 1.344, mode as 52, indicate the most score of total scale from respondents is 52. Standard deviation is 10.413, the variance is 108.423, the maximum score is 85 and minimum scale total is 51, so the range is 47. According to calculation result, distribution frequency table can be arranged as follow:

Table 21. Distribution Frequency of Parents Nurturing Pattern

Class	Frequency	Percent	Cumulative Percent
51-56	14	23.3	23.3
57-62	15	25	48.3
63-68	6	10	58.3
69-74	11	18.3	76.7
75-80	5	8.3	85
81-86	9	15	100
Total	60	100	

(Source: Data Processing)

According to distribution frequency table of Parents nurturing pattern, a high frequency of 57-62 class which has 15. The lowest frequency on 75-80 which has 5 frequency. The highest percentage is 25%, with cumulative percent 48.3%. The lowest score has the percentage as 8.3% with cumulative percent 85%. The more explanation can be shown with the following histogram.

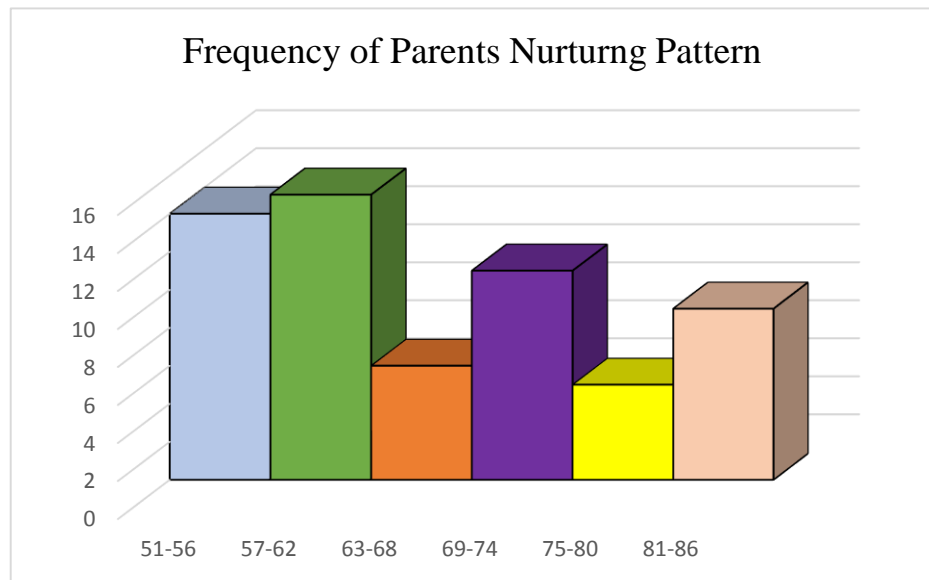


Figure 3. Histogram of Parents Nurturing Pattern Frequency

According to data, the type of parents nurturing pattern of the student in SMK Muhammadiyah 2 Yogyakarta, accounting department's mostly is permissive type as 47% student have parenting style permissive. This can be explained in following pie chart and table

Table 22. Categori of Parents Nurturing Pattern Type

Category	Frequency	Percent	Cumulative Percent
Permissive	28	46.7	46.7
Authoritarian	18	30.0	76.7

Authoritative	14	23.30	100.0
Total	60	100.0	

(Source: Data Processing)

According to Table 18, the highest frequency of category permissive type as 28. The lowest score is on authoritative as 14 frequency. The authoritarian type has the frequency as 18.

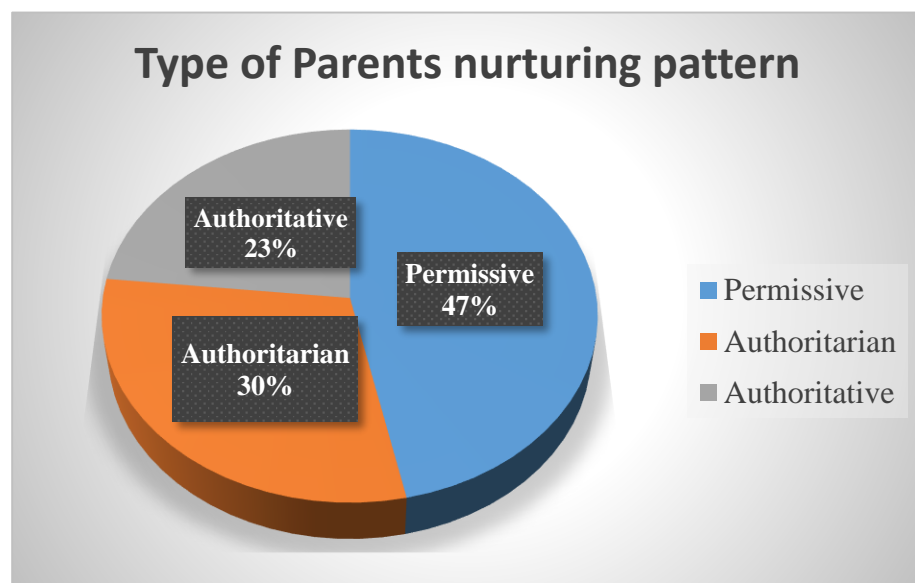


Figure 4. Pie Chart of Parents Nurturing Pattern Type

Based on pie chart above. It is concluded that the most parents has parenting style permissive as 47%. The authoritarian type has 30%. The lowest is authoritative that have the percentage as 23%. So the conclusion, type of parents nurturing pattern in accounting department SMK Muhammadiyah 2 Yogyakarta is mostly permissive.

c. Self-Efficacy

Self-efficacy of student data was collected with the questionnaire and analyzed with statistic tool (SPSS verse 23). It will be described in the following table

Table 23. Descriptive Analysis of Self- Efficacy Variable

Description	Calculation Result
Mean	48.97
Std. Error of Mean	0.514
Median	49
Mode	46
Std. Deviation	3.979
Variance	15.829
Range	16
Minimum	41
Maximum	57
Sum	2938

(Source: Data Processing)

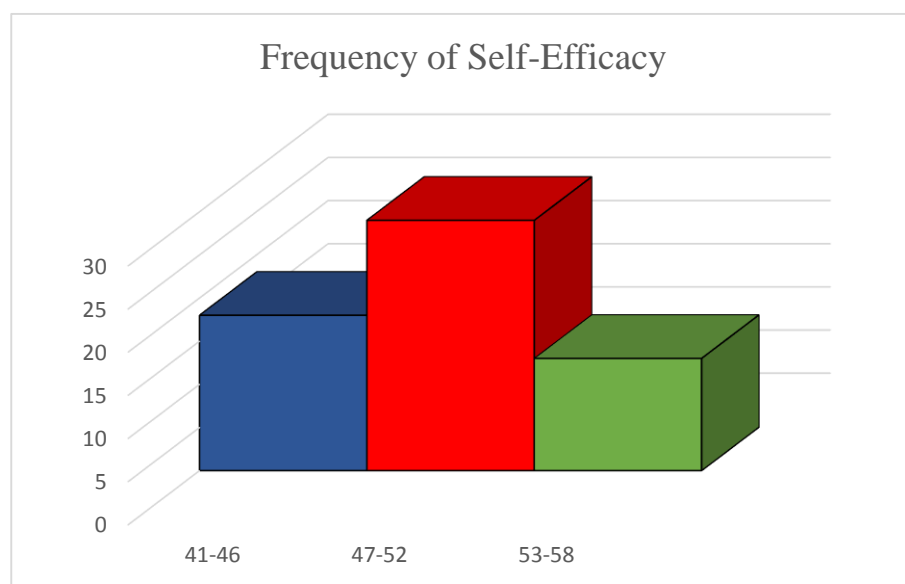
According to table 19, mean of self- efficacy is 49.97. The standard deviation error is 0.514. Median of data is 49. Mode of data is 46 and the variance is 15.829. The maximum score is 57 and the minimum score is 41. So the range of data is 16. Distribution frequency table can be explained, in this following table

Table 24. Distribution Table of Self-Efficacy

Class	Frequency	Percent	Cumulative percent
41-46	18	30	30
47-52	29	48	78
53-58	13	21.7	100
Total	60	100.0	

(Source: Data Processing)

According to distribution frequency table of parents nurturing pattern, a high frequency of 47-52 class which have 29 frequency, 30% with cumulative percent 30%. The lowest score on 53-58 class which has 13 frequency. The more explanation can be shown with the



following histogram

Figure 5. Histogram of Self-Efficacy

According to data, the student of accounting department mostly has high self-efficacy. It can be explained in following table and pie chart

Table 25. Category of Self-Efficacy Variable

Category	Frequency	Percent	Cumulative Percent
low	18	30	30
medium	29	48.3	78.3
high	13	21.7	100.0
Total	60	100.0	

(Source: Data Processing)

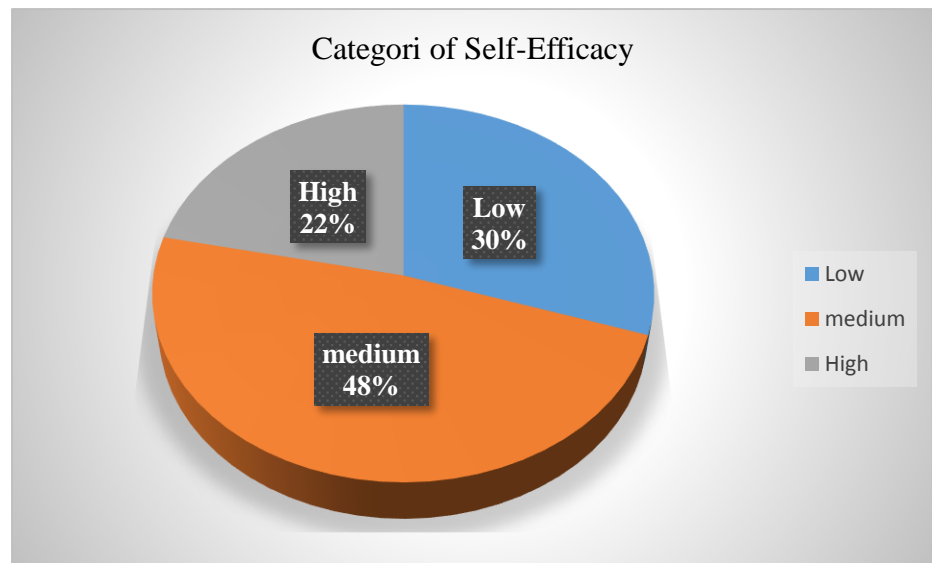


Figure 6. Category of Self-Efficacy

According to table category and pie chart, 22% of student's self-efficacy is high. 30% belongs to low and 48% belong to medium. The conclusion is self-efficacy of accounting student belongs to medium level.

d. Learning Motivation

Learning Motivation variable was collected with the questionnaire and analyzed with statistic tool. It describes in the following table

Table 26. Description Analysis Result of Learning Motivation

Description	Calculation Result
Mean	68.28
Std. Error of Mean	1.502
Median	65
Mode	56
Std. Deviation	11633
Variance	135.325
Range	37
Minimum	50
Maximum	87

Description	Calculation Result
Sum	4097

(Source: Data Processing)

Based on the table, means of data is 68.28. The standard error of the mean is 1.403. Median of data is 68.28. Mode of data is 56. Standard deviation is 11.633. Variance is 15.829. The maximum score is 87 and the minimum score is 50. So the range is 37. The frequency distribution table can be made according to the data above

Table 27. Distribution frequency of Learning Motivation

Class	Frequency	Percent	Cumulative percent
50-55	8	13.3	13.3
56-61	13	21.7	35
62-67	13	21.7	56.7
68-73	3	5	61.7
74-79	4	6.7	68.3
80-85	18	30.0	98.3
86-91	1	1.7	100
Total	60	100.0	

(Source: Data Processing)

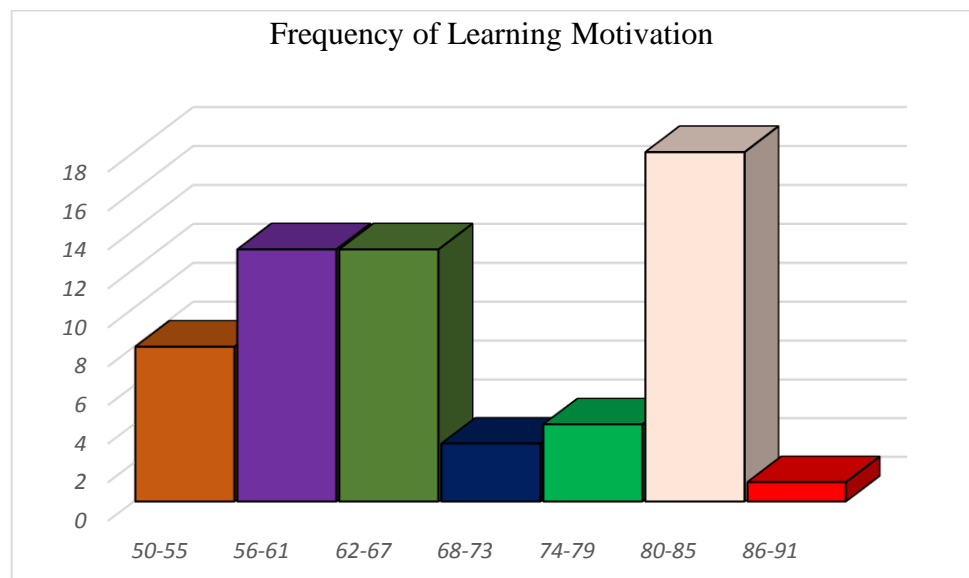


Figure 7. Histogram of Learning Motivation Distribution

According to table 24, the highest frequency is on 80-85. It has percentage 30% and cumulative percent as 98.3%. The lowest frequency is on the 68-73 which has 5% percentage. The data can be categorized use mean ideal with the result

Table 28. Category of Learning Motivation

Category	Frequency	Percent	Valid Percent	Cumulative Percent
low	27	45	45	45
Medium	9	15	15	60
High	24	40	40	100.0
Total	60	100.0	100.0	

(Source: Data Processing)

According to category table, learning motivation of accounting department student belongs to low as 45%. The 15 % of accounting students belong to the middle. The 40 % of student have high motivation. More explanation will be described with following and pie

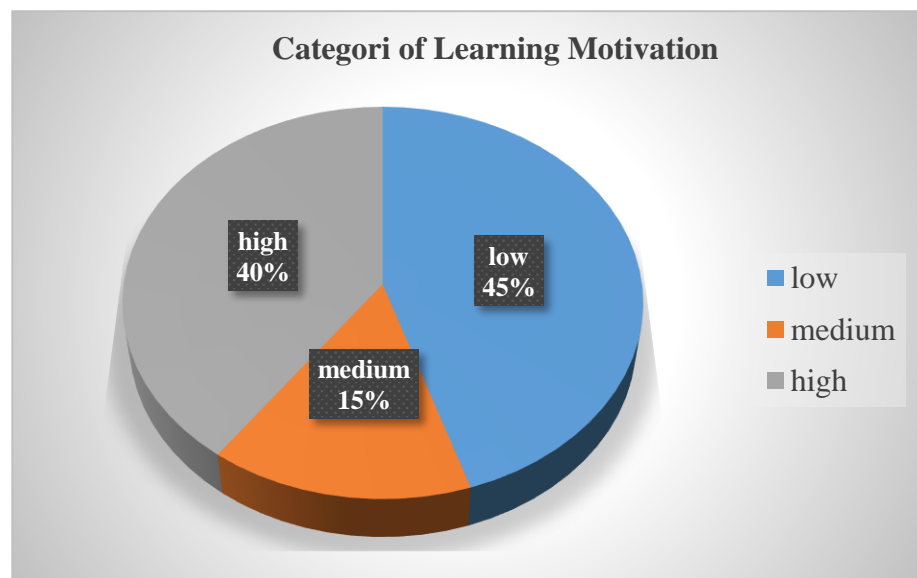


chart.

Figure 8. Pie Chart of Learning Motivation

2. Prerequisite Analysis Test

A hypothesis test is done by using linear regression, so the prerequisite test has to do. There are linearity, multicollinearity, and heteroscedasticity. The prerequisite analysis will be described as following

a. Linearity Test

Linearity test function is to knowing the linear relation between variable independent and dependent. There are two required, to recognize the relation. The first one is comparing F_{ount} and F_{table} , F_{ount} has to smaller than F_{table} . The another requirement is significance has to more than 5%. The result of linearity test by using statistic tools will be shown in the following table

Table 29. Linearity Test of Variables Result

Variables	df	variable	F_{count}	Significance
(X_1) to Y	26:32	1,860	1,254	0,825
(X_2) to Y	14:44	1,834	1,210	0,603
(X_3) to Y	25:33	1,849	0,751	0,768

(Source: Data Processing)

The result is shown that the F_{able} is bigger than F_{count} . The significance also more than 5% (0,05). It can be concluded that all variables of independent (Parents nurturing pattern, Self-Efficacy and Learning Motivation Effect) have a linear relation with the dependent variable (Accounting Learning Achievement).

b. Multicollinearity Test

Multicollinearity test has done by using statistic tool. Multicollinearity test is to know the relation or multicollinearity between variable. There are two requirements, tolerance has to smaller than 0,10 and VIF value has to smaller than 10.

Table 30. Multicollinearity Test of Variable Result

Variables	Result	
	Tolerance	VIF
Parrent Nurturing Pattern (X_1)	0.524	1.908
Self-efficacy (X_2)	0.423	2.312
Learning Motivation (X_3)	0.585	1.710

(Source: Data Processing)

According to the table, the value of tolerance all of the variables is smaller than 0.10 and value of VIF is smaller than 10. It can be concluded that it does not have multicollinearity between variable.

c. Heteroscedasticity

The result of multicollinearity can be shown in the following table

Table 31. Heteroscedasticity Test of Variables Result

Variable	Coefficient	significant
Parrent Nurturing Pattern (X_1)	-0.008	0.365
Self-efficacy (X_2)	0.024	0.571
Learning Motivation (X_3)	0.019	0.418

(Source: Data Processing)

According to the table, the value of coefficient is smaller than 0.05. The significant value also bigger than 0.05 for all variables. The conclusion, there is no heteroscedasticity in the regression.

3. Hypothesis Test Result

- a. Hypothesis 1 (Parents nurturing pattern effect to accounting learning achievement)

Ha : Parents nurturing pattern have positive effect on accounting learning achievement

Ho : Parents nurturing pattern have not positive effect on accounting learning achievement

Hypothesis 1 calculated to test the variable with statistic tool with this following table

Table 32. Hypotesis 1 Result of Parents Nurturing Pattern Variable

Variables	Coefficient
Parents nurturing pattern (X_1)	0.103
Constant	73.469
r_{count}	0.580
R^2	0.336

(Source: Data Processing)

According to the result of calculation, the steps for formulating hypothesis are:

1) Making An Equation

According to calculation, a and b value can be defined so the equation is

$$Y = a + bX_1$$

$$Y = 73.469 + 0.103X_1$$

the equation means, when parents nurturing pattern increased 1, the accounting achievement will increase as 0.103. Another statement, when the value of parents nurturing pattern is 0, the value of learning achievement is 73.469

2) Defining Coefficient Correlation

The value of r is 0.580. According to classified it belong to high correlation. The value of r_{count} is bigger than r_{table} . The r_{table} value is 0.254. So the H_0 is rejected and H_a is accepted, so there is a high correlation between parents nurturing pattern and accounting learning achievement.

3) Determination Coefficient

The value of r^2 is 0.336. Parents nurturing pattern has an effect on accounting learning achievement as 33.6%. It was rounded become 34%. 66% is the effect of other variables outside this research.

b. Hypothesis 2 (Self-efficacy effect to accounting learning achievement)

H_a : Self-efficacy has positive effect on accounting learning achievement

H_0 : Self-efficacy has not positive effect on accounting learning achievement

Hypothesis 2 tested with statistic tool with this following table

Table 33.Hypothesis 2 Result of Self-Efficacy Variable.

Variables	Coefficient
Self-Efficacy (X_2)	0.076
Constant	75.569
r_{count}	0.162
R^2	0.26

(Source: Data processing)

According to the result of calculation, the steps for formulating hypothesis are:

1) Making An Equation

According to calculation, a and b value can be defined so the equation is

$$Y = a + bX_2$$

$$Y = 75.569 + 0.076X_2$$

the equation means, when parents nurturing pattern increased 1, the accounting achievement will increase as 0.76. The another meaning, when the value of parents nurturing pattern is 0 the value of learning achievement is 75.569.

2) Defining Coefficient Correlation

The value of r is 0.162, according to classified it belong to very low correlation. The value of r_{count} is smaller than r_{table} . The value of r_{table} is 0.254. So the H_a is rejected and H_o is accepted. It can be concluded that there is not a correlation between self-efficacy and accounting learning achievement.

c. Hypothesis 3 (learning motivation effect to accounting learning achievement)

H : learning motivation has positive effect on accounting learning
a achievement

H : learning motivation does not have positive effect on
o accounting learning achievement

Hypothesis 2 tested with statistic tool with this following table

Table 34. The Result of Hypothesis 2 of Learning Motivation

Variables	Coefficient
Learning Motivation (X_3)	0.104
Constant	73.139
r_{count}	0.653
R^2	0.427

(Source: Data Processing)

According to result, the steps of hypothesized tested are:

1) Making An Equation

According to calculation, a and b value can be defined so the equation is

$$Y = a + bX_3$$

$$Y = 73.139 + 0.104X_3$$

the equation means, when learning motivation increased 1, the accounting achievement will increase as 0.104. The another meaning, when the value of learning motivation is 0 the value of learning achievement is 73.139.

2) Defining Coefficient Correlation

The value of r is 0.653. According to classified, it belongs to very low correlation. The value of r_{count} is bigger than r_{table} . The value of r_{table} is 0.254 So the H_0 is rejected and H_a is accepted, it concluded that there is a correlation between learning motivation and accounting learning achievement.

3) Determination Coefficient

The value of R^2 is 0.427. Learning motivation has an effect on accounting learning achievement as 42.7%. It was rounded become 43%. 67% is the effect of other variables outside this research.

d. Hypothesis 4 (Parents nurturing pattern, self-efficacy and learning motivation effect to accounting learning achievement)

Ha : Parents nurturing pattern, self-efficacy, and learning motivation have a positive effect on accounting learning achievement.

Ho : Parents nurturing pattern, self-efficacy, and learning motivation have not a positive effect on accounting learning achievement.

According to calculation with statistic tool, the result can be defined as the following table

Table 35. Result of Hypothesis 4 Test

Variables	Coefficient
X1	0.039
X2	0.045
X3	0.023
Adjusted R^2	0.428
R	0.676
Constant	70.250

(Source: data processing)

According to result, the steps of hypothesized tested are:

1) Making An Equation

According to calculation, a and b value can be defined so the equation is

$$Y = aX_1 + aX_2 + aX_3 + K$$

$$Y = 0.039X_1 + 0.045X_2 + 0.023X_3 + 70.250$$

the equation means,

- a) when Parents nurturing pattern increased 1, the learning achievement will increase as 0.039 but it is assumed that the others variables are fixed.
- b) When self-efficacy increased 1, the accounting achievement will increase as 0.045 but assumed that the other X are fixed
- c) When parents nurturing pattern increased 1, the accounting achievement will increase as 0.023 but assumed that the other X are fixed

1) Defining Coefficient Correlation

The value of r is 0.676, according to classified it belong to high correlation. The value of r_{count} is bigger than r_{table} . The value of r_{table} is 0.254. So the H_0 is rejected and H_a is accepted, it can be concluded that there is a correlation between parents nurturing pattern, self-efficacy, learning motivation effect and accounting learning achievement as simultaneous.

2) Determination Coefficient

Parents nurturing pattern, self-efficacy and learning has an effect as 42.8% on accounting learning achievement. It was rounded become 43%. 67% is the effect of other variables outside this research.

3) Effective and Relative Contribution

The effective and relative contribution calculated for defining contribution each variables. The result calculation can be shown in this following table

Table 36. Effective and Relative Contribution Result

Variables	Contribution	
	Relative	Effective
X1	27%	11%
X2	2.9%	2%
X3	70.1%	33%
Total	100%	46%

(Source: Data Processing)

According to table 36, it can be concluded learning motivation give the highest relative and effective contribution as 70.1% and 33%. Self-efficacy have the lowest relative and effective contribution to accounting learning achievement as 2.9% and 2%. Parents nurturing pattern have 27% relative contribution and 11% effective contribution.

B. Discussion of Research Result

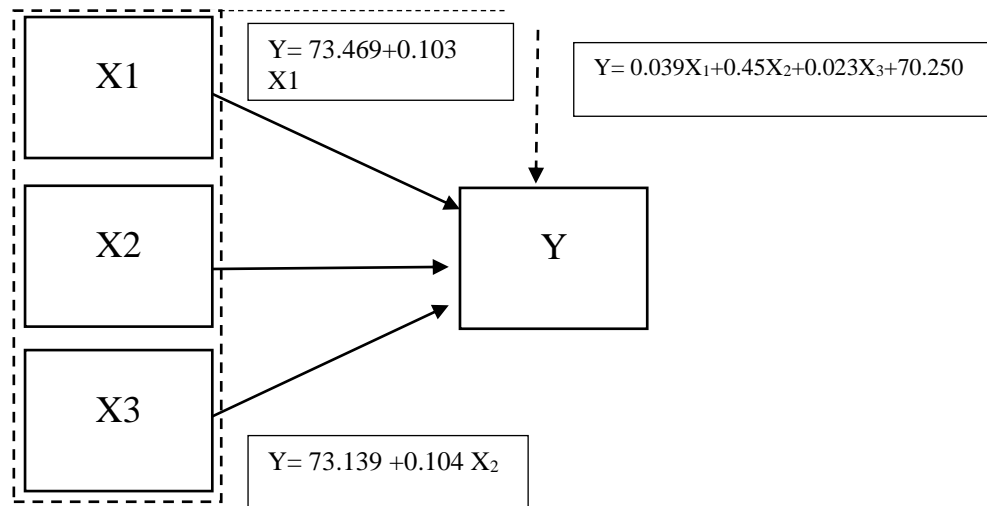


Figure 9. Research Correlation Result

Explanations :

- X₁ : Parents Nurturing Pattern Variable
- X₂ : Self-efficacy Variable
- X₃ : Learning Motivation Variable
- Y : Accounting Learning Achievement Variable
- : Parents Nurturing, Self-efficacy and Learning Motivation Effect to Accounting Learning Achievement as partial Variable
- - - - : Parents Nurturing, Self-efficacy and Learning Motivation Effect to Accounting Learning Achievement as Simultaneous Variable

1. Accounting Learning Achievement

The maximum score of learning achievement is 85 a the minimum score is 85. Most of the students get 77 scores, it belongs to the medium category of the score. The mean is 80.27 with standard deviation 1.858. According to the category of achievement, accounting score all of the students belong to competence category on rank B level.

2. Parents Nurturing Pattern

The most parents of accounting student SMK Muhammadiyah 2 Yogyakarta has parenting style permissive as 47%. The authoritarian type has 30%. The lowest is authoritative that have the percentage as 23%. So the conclusion, type of parents nurturing pattern in accounting department SMK Muhammadiyah 2 Yogyakarta is mostly permissive.

3. Self-Efficacy

Self-efficacy of students belong to medium, according to mean ideal calculated as 48%. The self-efficacy of accounting student as 30% is high and 22% belongs to the low category of self-efficacy. It can be concluded that self-efficacy of accounting student on SMK Muhammadiyah 2 Yogyakarta belongs to medium level.

4. Learning Motivation

According to calculation, the learning motivation of students as 45% belongs to low. The 25 % of accounting students belong to the middle. The 40 % of student have high motivation.it can be concluded that most of the student of accounting department is SMK Muhammadiyah 2 Yogyakarta have low motivation.

5. The Effect of Parents Nurturing Pattern on Accounting Learning Achievement

Parents nurturing pattern has a positive effect on accounting learning achievement with the equation $Y = 73.469 + 0.103 X_1$. The equation means that the increasing of 1 variable of Parents nurturing pattern will increase accounting learning achievement as 0.103. If the value of parents nurturing

pattern is 0, accounting learning achievement has value 73.469. The value of R^2 of parents nurturing pattern is 0.466. It is concluded that parents nurturing pattern has influenced the accounting learning achievement as 47%, the 53% is influenced by another variable outside the research. parents nurturing pattern according to Baumrid is parents activity that influence children behavior outcomes. Accounting learning achievement belongs to one of children aspect from behavior outcomes. It similar with the research that was conducted by Isni Agustawati (2012), that parents nurturing pattern have an effect to accounting learning achievement.

6. The Effect of Self-Efficacy on Accounting Learning Achievement

Self-efficacy have not an effect on accounting learning achievement because the value of r_{count} is 0.162. The value of r_{count} is smaller than r_{table} . The r_{table} is 0.245. So the H_a is rejected. The equation is $Y = 75.569 + 0.76 X_2$. The increasing of 1 self-efficacy will increase accounting learning achievement as 0.76. The value of accounting learning achievement is 75.569 when the self-efficacy is 0. the result is similar with research that has conducted by Sugiyana (2015), revealed that self-efficacy was not have an effect to learning achievement. The hypothesis is rejected because the theory has explained that the higher self-efficacy of someone will raise a higher learning achievement. In this research student learning achievement in competence level but the self-efficacy belongs to medium.

7. The Effect of Learning Motivation on Accounting Learning Achievement

Learning achievement have a positive effect on accounting learning achievement is shown with the value of r_{count} is 0.653. The value of r_{count} is bigger than r_{table} . It is shown with the equation $Y = 73.139 + 0.104X_3$, when learning motivation increased 1 accounting learning achievement will increase 0.104. The value of accounting learning achievement is 73,139 when the learning motivation value is 0. The value of R^2 is 0.427. The value effect of learning motivation to accounting learning achievement as 47%, another is influenced by other factors outside the research. Learning motivation give the possitive pressure to children behhaviour for studying more. The result is similar with research that was conducted by Citra Yuliastuti (2007), learning motivation has an effect to accounting learning achievement.

8. Parents Nurturing Pattern, Self-Efficacy and Learning Motivation Effet to Accounting Learning Achievement

There is a positive effect between parents nurturing pattern, self-efficacy and learning motivation effect to accounting learning achievement as simultaneous. The value of r_{count} is 0,676. It belongs to high correlation with the equation $Y = 0.039X_1 + 0.045X_2 + 0.023X_3 + 70.250$ The meaning of equation is the increasing parents nurturing pattern, self-efficacy and learning motivation as 1 will increase accounting learning achievement according to beta coefficient each variable with another variable is the table

or fixed. If is not a value of all variable, the value of learning motivation is 70.250. The value of R^2 is 0,428. The effect of parents nurturing pattern, self-efficacy and learning motivation effect to accounting learning achievement as 43% another is influenced by another factor. Learning motivation gives the highest relative and effective contribution as 70.1% and 33%. Self-efficacy have the lowest relative and effective contribution to accounting learning achievement as 2.9% and 2%. Parents nurturing pattern have 27% relative contribution and 11% effective contribution.

C. Reseach Limitation

The research has been conducted according to The limitedness of this reaseach is parents nurturing pattern variable just measured with the student perspective. It could happen because the questionnaire is not return to the researcher. It makes the data can be calculated and analyzed. The second limitedness is subject of reseach was just collected 60 students, although the proposal mentioned 65 students.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

1. Learning motivation gives the highest relative and effective contribution as 70.1% and 33%. Self-efficacy have the lowest relative and effective contribution to accounting learning achievement as 2.9% and 2%. Parents nurturing pattern have 27% relative contribution and 11% effective contribution.
2. Parents nurturing pattern variable mostly belongs to a permissive type. Parents have parenting style permissive as 47%. The authoritarian type has 30%. The lowest is authoritative that have the percentage as 23%. So the conclusion, type of parents nurturing pattern in accounting department SMK Muhammadiyah 2 Yogyakarta is mostly permissive. The regression equation is $Y = 73.469 + 0.103 X_1$. The value of r is 0.580. It belongs to high correlation. The value is r_{count} is bigger than r_{table} . It can be concluded that parents nurturing patterns have the effect to accounting learning achievement as 37%.
3. Self-efficacy of students belong to medium, according to mean ideal calculated as 48%. The self-efficacy of accounting student as 30% is high and 22% belongs to a low category of self-efficacy. It can be concluded that self-efficacy of accounting student in SMK Muhammadiyah 2 Yogyakarta belongs to medium level. The regression equation is $Y = 75.569 + 0.76 X_2$ and r_{count} value is 0.162. The value is r_{count} is smaller than

r_{table} . So, self-efficacy has not an effect on accounting learning achievement.

4. Learning motivation of students as 45% belongs to low. The 25 % of accounting students belong to the middle. The 40 % of student have high motivation.it can be concluded that most of the student of accounting department is SMK Muhammadiyah 2 Yogyakarta have low motivation. The regression equation is $Y = 73.139 + 0,104X_3$ the value of r_{count} is 0.563. It is related to the strong effect of correlation. The r_{count} is bigger than r_{table} . It can be concluded that learning motivation has the effect to accounting learning achievement as 43%.
5. Parents nurturing pattern, self-efficacy and learning motivation as simulation have an effect on accounting learning achievement with equation $Y = 0.039X_1 + 0.045X_2 + 0.23X_3 + 70.250$ and have r value 0.676 its belong to strong effect. The value of adjusted R^2 is 0.457. So the effect of all variable is 43% on accounting learning achievement. 57% is an effect from another variable outside the research.

B. Implication

1. Teachers have to increase student motivation because according to this research students' motivation is low. Learning motivation also has a positive strong effect on learning achievement, so it becomes the essential part to increase learning achievement.

2. Parents have to give a best parents nurturing pattern to increasing student achievement because parents nurturing have a positive strong effect on accounting learning achievement
3. Student have to increase their accounting learning achievement score from B level to A level (very competence)

C. Suggestion

According to research result, there are some suggestions:

1. The school is suggested to conduct parents nurturing socialization to inform the best parenting style. It can help the parents to know the way of good parenting style for the children because parents nurturing pattern has the strong effect on learning achievement.
2. Student have to increase the ability in accounting subject with reading the inspiration and accounting book to increase the motivation because the motivation has strong effect on accounting achievement
3. Parents have to evaluate the parenting nurture to make student achievement better.
4. The teacher has to develop the best teaching method to increase the motivation of students and define some minutes while teaching and learning process to motivation time. Teachers also can suggest their students to following the competition in accounting subject to raising up student motivation
5. To other researcher have to continue this research and make the better research,

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APPENDIXES

Appendix 1. Questionnaire

A. Petunjuk Pengisian Angket

1. Jawablah pertanyaan dan pernyataan berikut secara jujur!
2. Jawaban dari pertanyaan dan pernyataan ini TIDAK akan mempengaruhi nilai Anda dan akan dijaga kerahasiaannya
3. Berilah tanda centang (√) pada pilihan jawaban yang anda Anggap sesuai dengan kondisi Anda.
4. Jawaban terdiri dari empat alternatif, yaitu:
 - a. Pola Asuh Orang Tua
 - 1) SL : Selalu
 - 2) SR : Sering
 - 3) JR : Jarang
 - 4) TP : Tidak Pernah
 - b. *Self Efficacy* dan Motivasi Belajar
 - 1) SS : Sangat Setuju
 - 2) S : Setuju
 - 3) TS : Tidak Setuju
 - 4) STS: Sangat Tidak Setuju

B. ANGKET POLA ASUH ORANG TUA

NO	Pertanyaan/pernyataan	SL	SR	JR	TP
1	Orang tua mengingatkan saya untuk belajar				
2	Orang tua mengatur waktu belajar saya				
3	Orang tua menghubungi saya ketika saya sedang diluar rumah				
4	Orang tua menanyakan nilai ulangan saya di sekolah				
5	Orang tua menanyakan kesulitan belajar saya di sekolah				
6	Orang tua menanyakan kesulitan saya dalam bersosialisasi dengan teman di sekolah				
7	Orang tua menanyakan kesulitan saya dalam memahami penjelasan guru				
8	Orang tua menanyakan penyebab keterlambatan jika saya terlambat pulang sekolah				
9	Orang tua tidak memperdulikan saya ketika saya memiliki masalah				
10	Orang tua membelikan semua yang saya minta tanpa menanyakan fungsinya				
11	Orang tua membuat peraturan tanpa				

NO	Pertanyaan/pernyataan	SL	SR	JR	TP
	berdiskusi dengan saya				
12	Peraturan yang dibuat orang tua harus saya laksanakan				
13	Saya tidak boleh pergi dengan teman ketika sudah pukul 20.00 WIB				
14	Orang tua mengatur waktu belajar saya				
15	Saya dipukul ketika melanggar perintah orang tua				
16	Orang tua mempertimbangkan pendapat saya				
17	Saya berkomunikasi dengan orang tua setiap hari				
18	Orang tua marah ketika saya berbeda pendapat				
19	Saya mengutarakan semua permasalahan saya kepada orang tua				
20	Orang tua tidak mempertimbangkan ide saya				
21	Orang tua mempertimbangkan ide saya				
22	Saya diberikan pujian ketika nilai ulangan saya baik				

C. ANGKET *SELF-EFFICACY*

NO	Pertanyaan/pernyataan	SS	S	TS	STS
1	Tugas yang sulit sangat penting untuk melatih kemampuan saya				
2	Saya selalu memilih tugas yang sulit				
3	Tugas yang sulit dapat menjadi tantangan saya				
4	Tugas yang sulit sangat membosankan dan banyak membuang waktu saya				
5	Saya rajin dan bekerja keras untuk mencapai tujuan saya				
6	Semakin sulit soal yang saya dapatkan, saya akan semakin bersemangat mengerjakannya				
7	Saya sangat yakin dapat mencapai nilai tinggi dalam setiap ulangan				
8	Saya tidak mampu mengerjakan PR yang sulit				
9	Saya mampu mengerjakan PR tanpa				

NO	Pertanyaan/ Pernyataan	SS	S	TS	STS
	bantuan orang lain				
10	Saya merasa termotivasi ketika teman saya meraih prestasi yang tinggi				
11	Saya hanya menguasai mata pelajaran akuntansi saja				
12	Saya yakin bahwa saya mampu menguasai seluruh mata pelajaran				
13	Saya melakukan jadwal belajar yang teratur				
14	Saya belajar ketika mengerjakan PR saja				
15	Saya hanya belajar ketika ada ulangan				
16	Saya tetap mengerjakan tugas meskipun tanpa pengawasan guru				
17	Saya sering diberikan motivasi oleh guru dan teman saya				
18	Teman-teman saya bersaing untuk menjadi juara kelas				

D. ANGKET MOTIVASI BELAJAR

NO	Pertanyaan/ Pernyataan	SS	S	TS	STS
1	Menurut saya memiliki cita-cita sangatlah penting				
2	Saya memiliki cita –cita di bidang akuntansi				
3	Saya yakin untuk mampu meraih cita – cita tersebut				
4	Saya merasa yakin bahwa usaha saya dapat mengantarkan saya kepada cita-cita				
5	Apakah anda memiliki kemampuan yang tinggi di mata pelajaran lain misalnya matematika, bahasa inggris dll?				
6	Saya berusaha untuk memahami setiap pelajaran yang diberikan oleh guru				
7	Saya memiliki kemampuan yang bagus di bidang akuntansi				
8	Saya mendorong diri saya untuk giat belajar				
9	Guru mendorong saya untuk giat belajar				
10	Teman saya memotivasi saya untuk belajar				

NO	Pertanyaan/ Pernyataan	SS	S	TS	STS
11	Saya mendapatkan fasilitas yang nyaman untuk belajar				
12	Fasilitas belajar di sekitar saya saya mendukung untuk saya belajar				
14	Menurut saya, belajar adalah kebutuhan				
15	Menurut saya, belajar adalah hal yang membosankan dan membuang banyak waktu				
16	Saya memiliki rasa penasaran yang besar terhadap hal – hal baru				
17	Rasa penasarana membuat saya berkeinginan untuk terus belajar				
18	Belajar merupakan kegiatan yang menarik				
19	Saya sangat tertarik dengan mata pelajaran akuntansi				
20	Saya memberikan hadiah kepada diri saya jika sudah menempuh suatu hasil yang sesuai harapan				
21	Lingkungan saya memberikan respon yang baik ketika saya sudah mencapai suatu prestasi				
24	Saya sangat terganggu ketika teman saya mengobrol disaat guru sedang menjelaskan				
25	Saya belajar sebelum pelajaran disampaikan oleh guru				
26	Saya selalu bangun pagi				
27	Saya tidak pernah terlambat ke sekolah				

Appendix 2. Validity Result

A. Parents Nurturing Pattern Validity Result

ITEM	VALUE	R_{table}	NOTE
1	0.356	0.349	VALID
2	0.375	0.349	VALID
3	0.566	0.349	VALID
4	0.765	0.349	VALID
5	0.577	0.349	VALID
6	0.624	0.349	VALID
7	0.413	0.349	VALID
8	0.368	0.349	VALID
9	0.447	0.349	VALID
10	0.215	0.349	UNVALID
11	0.117	0.349	UNVALID
12	0.315	0.349	UNVALID
13	0.456	0.349	VALID
14	0.715	0.349	VALID
15	0.118	0.349	UNVALID
16	0.269	0.349	UNVALID
17	0.479	0.349	VALID
18	0.302	0.349	UNVALID
19	0.124	0.349	UNVALID
20	0.314	0.349	UNVALID
21	0.229	0.349	UNVALID
22	0.132	0.349	UNVALID
23	0.117	0.349	UNVALID
24	0.241	0.349	UNVALID
25	0.086	0.349	UNVALID
26	0.327	0.349	UNVALID
27	0.547	0.349	VALID
28	0.126	0.349	UNVALID
29	0.007	0.349	UNVALID
30	0.065	0.349	UNVALID
31	0.223	0.349	UNVALID
32	0.353	0.349	VALID
33	0.37	0.349	VALID
34	0.163	0.349	UNVALID
35	0.12	0.349	UNVALID
36	0.67	0.349	VALID

ITEM	VALUE	R _{table}	NOTE
37	0.074	0.349	UNVALID
38	0.643	0.349	VALID
39	0.168	0.349	UNVALID
40	0.083	0.349	UNVALID
41	0.026	0.349	UNVALID
42	0.572	0.349	VALID
43	0.417	0.349	VALID
44	0.388	0.349	VALID
45	0.472	0.349	VALID
46	0.525	0.349	VALID

B. SELF-EFFICACY

ITEM	VALUE	R _{table}	NOTE
1	0.443	0.349	VALID
2	0.376	0.349	VALID
3	0.487	0.349	VALID
4	0.57	0.349	VALID
5	0.854	0.349	VALID
6	0.554	0.349	VALID
7	0.352	0.349	VALID
8	0.527	0.349	VALID
9	0.674	0.349	VALID
10	0.89	0.349	VALID
11	0.449	0.349	VALID
12	0.372	0.349	VALID
13	0.213	0.349	UNVALID
14	0.136	0.349	UNVALID
15	0.312	0.349	UNVALID
16	0.333	0.349	UNVALID
17	0.387	0.349	VALID
18	0.454	0.349	VALID
19	0.772	0.349	VALID
20	0.441	0.349	VALID
21	0.3	0.349	UNVALID
22	0.307	0.349	UNVALID
23	0.33	0.349	UNVALID
24	0.581	0.349	VALID
25	0.112	0.349	UNVALID

ITEM	VALUE	R_{table}	NOTE
26	0.353	0.349	VALID
27	0.02	0.349	UNVALID
28	0.041	0.349	UNVALID
29	0.045	0.349	UNVALID
30	0.337	0.349	UNVALID
31	0.34	0.349	UNVALID
32	0.345	0.349	UNVALID
33	0.029	0.349	UNVALID

C. Learning Motivation

NUMBER	VALUE	R_{table}	NOTE
1	0.366	0.349	VALID
2	0.54	0.349	VALID
3	0.42	0.349	VALID
4	0.441	0.349	VALID
5	0.378	0.349	VALID
6	0.661	0.349	VALID
7	0.55	0.349	VALID
8	0.432	0.349	VALID
9	0.375	0.349	VALID
10	0.72	0.349	VALID
11	0.419	0.349	VALID
12	0.358	0.349	VALID
13	0.326	0.349	UNVALID
14	0.429	0.349	VALID
15	0.728	0.349	VALID
16	0.515	0.349	VALID
17	0.447	0.349	VALID
18	0.37	0.349	VALID
19	0.368	0.349	VALID
20	0.51	0.349	VALID
21	0.525	0.349	VALID
22	0.446	0.349	VALID
23	0.254	0.349	UNVALID
24	0.381	0.349	VALID
25	0.359	0.349	VALID
26	0.463	0.349	VALID
27	0.353	0.349	VALID
28	0.417	0.349	VALID

NUMBER	VALUE	R_{table}	NOTE
29	0.264	0.349	UNVALID
30	0.113	0.349	UNVALID
31	0.087	0.349	UNVALID
32	0.148	0.349	UNVALID

Appendix 3. Tabulation of Paren Nurturing Pattern

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	TOTAL
1	1	3	3	2	3	3	2	3	3	2	3	3	2	3	3	3	3	3	2	2	2	3	57
2	2	4	4	3	2	4	1	2	3	3	2	3	4	3	2	1	1	2	3	1	1	1	52
3	4	3	4	3	3	2	2	4	4	3	3	2	4	3	4	3	4	3	4	3	3	3	71
4	4	3	4	4	4	2	1	1	4	4	4	4	3	3	4	2	3	4	4	2	4	4	72
5	2	1	1	4	4	2	2	4	1	1	4	4	3	4	4	4	4	1	4	3	1	1	59
6	3	2	2	1	3	2	2	4	1	1	4	2	2	2	3	2	4	1	3	4	4	4	56
7	2	2	4	2	2	4	4	4	4	4	2	2	2	2	1	3	3	2	3	2	2	3	59
8	1	3	4	4	3	4	3	3	4	1	4	4	4	3	4	4	4	2	4	4	4	1	72
9	4	2	4	4	2	2	2	2	4	2	2	2	2	2	2	2	3	4	4	2	2	2	57
10	4	2	2	2	2	2	1	2	4	4	4	3	3	2	3	2	4	4	2	4	4	2	62
11	3	3	3	3	3	2	3	2	3	3	3	3	3	2	3	4	3	4	3	4	2	3	65
12	4	2	2	2	2	2	1	2	4	3	4	4	4	2	3	2	2	2	2	2	2	2	55
13	4	4	2	2	2	2	2	2	3	4	3	4	3	2	4	3	3	4	2	2	2	1	60
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15	4	3	4	4	3	2	4	4	3	4	4	4	4	4	4	2	3	3	2	2	2	4	73
16	4	4	3	4	3	2	3	4	4	3	3	2	2	2	4	2	4	4	3	3	3	3	69
17	3	2	3	4	4	4	2	4	4	4	4	4	3	4	4	2	4	3	2	2	2	4	72
18	3	2	4	4	4	2	3	3	2	4	2	4	4	4	3	3	4	2	4	4	4	4	73
19	4	4	4	4	4	4	4	4	3	4	4	4	3	1	2	4	4	3	2	4	4	2	76
20	4	4	3	3	3	2	3	3	4	4	4	2	1	4	4	3	3	4	1	2	2	4	67
21	1	1	4	4	3	2	1	1	4	3	3	3	3	3	2	3	4	4	3	3	3	3	61
22	4	3	4	4	2	2	2	4	4	4	3	2	1	3	4	3	4	4	2	2	2	4	67

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	TOTAL
23	3	4	4	4	3	4	3	3	4	4	4	4	4	4	3	4	4	4	2	4	4	4	81
24	4	3	4	3	2	3	3	4	3	3	4	4	4	4	4	4	4	4	4	4	4	4	80
25	4	3	1	1	1	1	3	4	1	1	3	4	3	3	4	1	4	4	4	2	2	2	56
26	2	1	2	2	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	77
27	4	2	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	85
28	3	2	2	3	1	1	1	2	1	3	2	1	1	3	3	3	4	2	4	4	4	2	52
29	4	4	4	3	2	1	1	1	1	4	4	2	1	4	4	1	1	4	2	2	2	2	54
30	3	2	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	3	81
31	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	4	4	2	4	3	4	83
32	4	2	4	4	2	2	3	4	1	4	1	1	1	2	1	4	2	4	2	1	1	1	51
33	1	1	3	3	1	1	1	1	3	3	3	3	3	4	4	2	2	4	3	1	1	4	52
34	4	4	4	4	4	4	4	1	4	4	4	4	2	4	4	4	3	4	4	4	4	4	82
35	2	2	4	2	1	1	2	2	2	2	2	2	2	2	4	4	3	4	1	4	4	2	54
36	4	4	4	4	4	4	4	3	4	3	3	4	4	3	4	3	4	4	4	4	3	3	81
37	4	4	3	4	4	4	4	4	3	3	3	3	4	4	4	2	4	3	4	4	4	4	80
38	4	2	4	2	2	2	4	3	1	3	1	2	1	3	1	2	4	4	4	4	4	2	59
39	4	4	4	4	4	4	4	4	4	2	2	4	4	4	4	4	4	4	4	4	4	4	84
40	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3	4	4	3	3	3	4	84
41	4	3	3	4	4	3	4	4	4	4	4	4	4	4	4	3	4	4	4	4	4	2	82
42	4	2	2	4	2	2	2	3	4	3	4	1	3	2	4	3	2	4	2	3	3	4	63
43	2	2	2	2	2	3	3	3	3	1	3	3	4	1	4	2	2	3	2	2	2	2	53
44	3	2	4	3	1	1	1	1	3	3	3	3	1	2	4	4	3	4	2	2	2	2	54

NO	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	TOTAL
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46	4	1	4	3	4	2	2	4	4	4	4	1	1	1	3	3	4	4	4	2	2	3	64
47	3	3	4	3	3	4	3	3	2	4	3	1	1	2	4	4	2	4	2	2	2	2	61
48	3	3	2	3	2	2	2	4	3	4	4	2	1	1	4	4	3	1	2	2	2	2	56
49	2	2	4	3	3	1	4	4	2	2	4	2	4	4	4	3	4	3	3	4	4	4	70
50	3	2	4	4	2	2	2	4	4	4	3	1	1	2	4	3	4	3	2	2	2	2	60
51	2	1	4	2	1	1	1	4	4	4	4	4	4	2	4	3	1	3	2	2	2	2	57
52	4	3	3	3	3	2	2	3	1	3	4	3	2	3	1	3	4	1	3	3	3	3	60
53	4	3	1	3	3	2	4	2	2	2	3	1	1	3	4	3	4	2	3	3	3	1	57
54	4	3	4	4	3	3	3	4	4	3	3	2	2	3	4	3	4	4	2	2	2	3	69
55	4	2	1	4	3	3	3	1	4	4	4	2	4	4	3	3	4	2	4	3	3	4	69
56	3	2	3	1	4	4	3	3	1	3	3	1	2	2	1	3	4	1	2	2	2	4	54
57	2	1	4	4	1	3	2	4	1	3	1	1	1	1	1	4	4	3	3	2	2	4	52
58	3	2	4	3	4	4	1	3	4	3	4	3	2	2	4	4	3	3	3	3	3	4	69
59	4	4	3	4	4	4	4	4	1	1	1	1	1	3	1	4	4	1	4	4	4	4	65
60	4	3	2	3	3	4	4	4	1	1	2	2	2	3	4	2	2	2	2	3	3	3	59

Appendix 4. Tabulating of Self-Efficacy

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total
1	3	2	3	3	3	2	3	3	2	3	3	3	3	3	3	3	3	3	51
2	3	2	3	3	3	3	3	2	2	3	2	3	3	2	2	3	3	3	48
3	3	3	3	2	3	3	3	3	3	3	4	4	3	4	4	3	3	3	57
4	3	2	2	3	3	3	3	2	2	3	2	3	3	2	2	3	3	3	47
5	2	2	2	3	3	2	2	3	3	2	2	2	3	2	2	3	2	2	42
6	4	2	4	4	4	2	3	4	4	4	4	3	2	2	2	3	4	2	57
7	3	2	3	3	3	2	3	2	2	2	2	3	3	2	3	2	3	3	46
8	3	2	3	2	4	4	3	3	2	4	3	2	4	4	4	3	4	2	56
9	3	2	2	2	3	2	3	2	2	4	3	3	3	2	3	3	4	4	50
10	3	3	3	3	3	3	3	2	3	3	2	3	3	2	2	3	3	3	50
11	4	2	3	3	2	3	2	3	4	4	3	3	3	2	2	3	3	4	53
12	2	2	2	3	2	3	2	3	3	3	2	3	2	3	2	3	3	3	46
13	4	2	3	2	3	3	3	3	2	2	3	2	2	3	2	2	2	2	45
14	2	2	2	3	3	2	2	3	2	2	4	2	2	3	3	3	4	3	47
15	3	2	2	3	3	2	4	2	2	3	3	4	3	2	2	3	3	3	49
16	3	2	2	3	3	3	3	2	3	3	2	2	3	2	2	3	3	3	47
17	3	2	3	2	3	3	3	3	2	3	3	3	3	2	3	3	3	3	50
18	3	2	3	3	3	2	2	3	2	3	2	3	3	2	2	3	2	2	45
19	3	2	3	4	2	2	3	2	2	3	4	3	2	2	2	2	2	1	44
20	3	2	2	2	2	2	3	2	3	3	3	2	2	2	3	2	2	2	42
21	4	2	3	3	4	2	3	4	3	4	2	3	2	4	4	2	2	2	53
22	3	2	2	3	3	2	4	2	2	3	2	4	3	2	3	4	2	2	48

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total
23	4	2	3	3	3	3	3	3	3	3	4	3	3	2	2	3	3	3	53
24	3	3	3	1	3	4	2	2	4	4	1	4	3	2	2	4	2	4	51
25	1	1	3	2	3	3	2	2	2	3	2	2	2	3	3	2	3	3	42
26	1	1	3	3	4	2	4	3	2	3	3	4	3	3	3	3	3	4	52
27	4	2	3	4	3	3	2	2	3	2	2	3	2	2	3	3	3	3	49
28	3	2	2	3	3	2	3	1	3	2	1	2	2	1	2	3	3	3	41
29	3	2	3	2	4	3	3	3	2	3	3	2	3	2	2	3	3	3	49
30	3	2	2	2	3	2	3	3	3	3	2	3	3	2	2	2	3	3	46
31	3	2	4	2	1	4	3	3	2	4	2	3	3	2	2	2	2	2	46
32	3	1	1	2	4	2	4	1	3	2	1	3	3	2	1	4	4	4	45
33	4	3	4	2	4	3	3	2	2	4	3	2	2	2	3	3	4	4	54
34	3	2	3	4	3	3	3	3	2	4	3	4	4	1	1	2	4	3	52
35	3	2	2	3	4	3	3	2	3	3	2	3	3	2	2	3	3	3	49
36	3	2	3	2	4	2	3	3	2	2	3	2	2	3	3	3	2	3	47
37	3	2	3	2	4	4	4	3	4	2	2	2	3	2	2	2	3	3	50
38	4	2	3	3	4	3	4	2	3	2	3	2	2	3	3	2	3	3	51
39	4	3	4	4	4	3	2	2	3	4	3	2	2	3	3	3	3	3	55
40	3	2	4	2	4	3	3	2	3	3	1	3	2	2	2	3	1	3	46
41	3	2	3	2	3	3	2	3	3	3	1	3	2	4	2	3	4	2	48
42	3	2	3	3	4	3	2	2	3	2	3	3	3	2	2	3	3	2	48
43	3	2	2	2	2	2	2	2	3	2	3	2	2	3	2	3	2	3	42
44	3	2	3	4	3	3	3	2	3	3	2	3	2	2	2	2	3	2	47

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	Total
45	4	1	4	3	4	2	4	2	3	4	3	2	2	3	2	3	2	2	50
46	4	1	4	2	3	4	2	1	3	2	3	2	2	3	3	3	3	3	48
47	3	2	3	2	4	3	4	3	2	2	3	4	2	2	2	3	3	3	50
48	4	2	2	2	4	2	2	4	2	4	4	4	2	2	2	3	4	2	51
49	3	2	3	2	4	2	3	3	2	3	3	2	3	2	2	3	4	4	50
50	3	3	2	3	4	4	3	3	2	4	3	3	2	2	2	3	3	4	53
51	3	2	3	2	4	2	2	4	3	2	3	2	3	1	1	3	2	4	46
52	3	2	3	3	2	2	3	2	3	2	1	3	3	2	3	2	3	3	45
53	4	3	3	3	4	4	3	4	3	3	3	4	3	4	4	1	3	1	57
54	3	2	2	2	4	3	4	4	3	3	3	3	3	3	3	3	3	4	55
55	3	2	3	2	3	2	3	4	2	3	4	2	4	2	2	2	2	2	47
56	4	3	3	2	3	3	2	3	4	4	2	4	4	2	4	2	2	2	53
57	3	2	3	2	4	3	4	3	2	4	2	4	3	3	2	3	2	3	52
58	3	2	3	2	4	2	4	2	4	2	3	4	4	2	2	1	1	1	46
59	4	3	4	3	3	4	4	1	4	1	3	1	1	4	3	1	1	1	46
60	3	2	3	4	3	3	3	1	3	3	1	3	4	2	3	4	4	4	53

Appendix 5. Tabulation of Learning Motivation

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total	
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3	3	2	4	4	4	3	3	4	1	1	1	1	1	4	1	4	1	1	3	3	3	3	3	3	3	3	64
3	4	4	4	3	3	3	3	3	4	4	4	4	4	4	4	4	3	3	3	2	3	4	2	2	3	84	
4	3	2	4	3	3	3	2	4	3	4	4	3	3	3	2	4	4	4	4	4	4	4	3	3	3	83	
5	3	3	3	3	2	3	3	3	4	2	1	1	1	1	1	4	2	4	2	3	2	3	3	3	3	63	
6	4	4	4	4	3	4	3	4	4	4	2	3	3	3	2	1	1	1	1	1	1	1	3	1	1	63	
7	3	3	3	3	3	3	2	3	3	3	3	2	3	3	2	3	3	3	3	1	1	1	1	1	1	60	
8	4	3	3	3	3	4	3	3	3	3	3	3	4	4	4	4	4	4	4	4	3	3	3	3	3	85	
9	4	2	3	3	3	3	2	3	3	4	3	3	1	1	1	1	1	3	3	2	2	2	2	2	3	59	
10	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	1	1	1	1	1	3	3	4	67	
11	2	3	3	4	3	4	3	3	3	3	3	3	4	3	2	1	1	1	1	1	1	1	3	4	3	63	
12	3	4	3	4	3	4	3	4	3	1	2	1	1	1	1	1	1	1	1	1	1	3	3	3	3	56	
13	2	4	4	4	4	3	3	3	3	3	3	3	3	3	2	1	1	1	1	1	1	4	2	2	4	65	
14	4	2	3	3	2	2	2	3	3	3	2	2	3	2	3	2	3	3	3	3	3	3	3	2	3	67	
15	4	2	4	3	3	3	4	4	4	4	4	4	4	4	4	3	2	3	2	2	3	3	4	2	3	82	
16	4	3	4	3	4	4	1	1	1	1	1	1	1	1	1	1	3	3	4	3	4	3	3	4	2	61	
17	4	3	3	3	3	3	1	1	1	1	1	3	3	4	2	3	3	3	3	2	2	2	3	4	2	63	
18	4	4	4	4	4	4	4	4	4	4	4	3	4	3	3	3	2	3	3	3	3	3	2	2	3	84	
19	4	2	4	4	4	4	2	4	3	3	3	4	4	4	4	4	4	2	2	3	1	2	4	3	3	81	
20	3	4	3	4	4	3	4	3	4	3	1	1	1	1	1	1	1	1	1	1	2	3	3	1	2	56	
21	4	3	4	2	3	4	2	3	4	2	1	1	1	1	1	1	1	4	2	4	2	4	2	4	4	64	
22	4	3	4	4	3	3	2	3	3	3	4	4	4	2	1	4	3	1	1	1	1	1	1	1	1	62	

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total
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25	4	3	4	4	2	3	4	3	2	3	3	2	4	4	1	3	4	2	1	1	1	3	4	2	2	69
26	4	3	4	4	3	3	3	4	4	3	3	2	2	3	2	4	4	4	4	3	3	3	3	1	1	77
27	3	3	4	4	4	3	3	3	3	3	3	3	3	3	3	4	4	3	3	3	4	4	2	3	3	81
28	4	3	3	3	3	3	2	3	3	3	3	3	3	3	2	3	3	3	3	1	1	1	1	1	1	62
29	4	3	4	4	3	3	3	3	3	3	3	3	3	3	2	1	3	1	1	1	1	1	1	1	1	59
30	3	3	3	4	4	4	4	4	4	4	4	4	4	4	4	2	3	3	3	2	3	2	2	2	2	81
31	4	3	4	4	3	4	3	4	4	3	4	4	4	4	2	4	2	4	4	4	3	3	3	3	3	87
32	4	3	4	4	4	3	3	3	3	3	4	4	4	2	4	1	1	1	1	1	1	1	3	1	2	65
33	4	4	4	4	4	4	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	4	4	52
34	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	4	2	3	3	2	2	3	3	2	3	81
35	4	3	1	1	1	1	1	1	1	1	3	3	3	3	3	2	3	2	3	3	3	3	2	3	2	56
36	4	4	4	4	4	4	4	4	2	3	3	4	4	2	4	2	4	1	2	4	2	3	4	2	4	82
37	4	2	4	4	4	4	4	4	4	3	4	4	2	4	2	4	2	4	2	2	4	2	4	2	1	80
38	4	2	3	2	3	3	2	3	1	1	1	1	1	3	3	4	2	2	3	2	3	3	1	1	1	55
39	4	4	4	4	3	3	4	3	3	3	3	3	3	4	3	4	4	2	3	2	3	3	3	3	3	81
40	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	2	3	4	4	1	1	1	4	2	2	84
41	4	4	4	4	4	4	3	3	3	3	1	3	3	1	2	3	4	4	4	4	4	4	2	4	3	82
42	4	3	1	1	1	1	1	1	4	3	3	3	1	1	3	3	1	1	1	1	3	4	2	4	4	55
43	3	2	3	2	3	3	3	3	4	3	3	1	1	1	1	1	1	1	1	1	1	1	4	2	2	51
44	3	3	3	3	3	3	2	3	2	3	2	1	2	1	1	1	1	1	3	2	2	2	3	3	3	56

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Total	
45	4	2	2	2	2	3	3	4	2	1	2	1	3	2	4	1	3	3	1	1	1	1	1	2	1	52	
46	4	3	3	1	1	1	1	1	1	3	4	3	3	3	1	1	1	2	3	1	3	3	3	3	3	3	56
47	4	2	4	4	3	3	3	4	2	2	3	1	1	1	1	1	1	2	1	1	1	3	1	2	1	52	
48	4	3	4	3	2	2	4	2	3	4	4	1	1	1	1	1	1	3	2	3	2	1	2	3	1	58	
49	3	3	2	3	3	3	2	3	4	4	2	3	2	4	2	3	2	4	1	4	4	2	4	4	4	4	75
50	4	4	4	4	3	3	3	3	3	2	2	2	3	2	2	3	3	4	2	2	2	4	4	2	3	73	
51	4	2	3	3	2	3	1	1	1	1	1	3	3	1	1	3	3	4	3	1	4	1	3	4	1	57	
52	4	2	3	3	3	4	2	3	3	3	3	3	3	2	2	3	3	2	2	3	3	2	3	3	2	69	
53	4	4	4	3	3	3	4	2	3	3	4	1	1	1	3	2	1	1	1	3	1	3	3	1	1	60	
54	4	3	4	4	3	4	3	4	2	4	4	4	2	4	1	3	3	3	2	4	4	4	4	3	2	82	
55	4	4	4	4	4	2	4	4	4	4	3	3	3	3	4	3	3	4	2	3	4	2	2	3	2	82	
56	4	4	4	4	3	4	3	4	4	4	3	3	4	3	4	2	4	4	2	2	4	2	4	2	4	85	
57	4	2	3	1	1	1	3	1	1	1	1	3	2	1	1	3	1	1	1	4	1	4	4	1	4	50	
58	4	4	4	4	3	4	3	4	4	4	4	3	3	2	3	3	3	4	3	4	4	3	4	3	1	85	
59	2	2	2	2	2	2	3	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	3	3	2	58	
60	4	2	3	1	3	1	2	3	3	3	3	2	3	1	1	3	2	3	2	1	2	1	2	3	1	55	

Appendix 6. Descriptive Analysis

A. Parents Nurturing Pattern

Class	Frequency	Percent	Valid Percent	Cumulative Percent
51-56	14	23.3	23.3	23.3
57-62	15	25.0	25.0	48.3
63-68	6	10.0	10.0	58.3
69-74	11	18.3	18.3	76.7
75-80	5	8.3	8.3	85.0
81-86	9	15.0	15.0	100.0
Total	60	100.0	100.0	

Categori		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Permissive	28	46.7	46.7	46.7
	Authoritarian	18	30.0	30.0	76.7
	Authoritative	14	23.3	23.3	100.0
	Total	60	100.0	100.0	

B. Self-Efficacy

Class	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 41-46	18	30.0	30.0	30.0
47-52	29	48.3	48.3	78.3
53-58	13	21.7	21.7	100.0
Total	60	100.0	100.0	

categori		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	18	30.0	30.0	30.0
	medium	29	48.3	48.3	78.3
	High	13	21.7	21.7	100.0
	Total	60	100.0	100.0	

C. Learning Motivation

	class	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50-55	8	13.3	13.3	13.3
	56-61	13	21.7	21.7	35.0
	62-67	13	21.7	21.7	56.7
	68-73	3	5.0	5.0	61.7
	74-79	4	6.7	6.7	68.3
	80-85	18	30.0	30.0	98.3
	86-91	1	1.7	1.7	100.0
	Total	60	100.0	100.0	

	category	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	low	27	45.0	45.0	45.0
	medium	9	15.0	15.0	60.0
	high	24	40.0	40.0	100.0
	Total	60	100.0	100.0	

Appendix 7. Prerequisite Analysis Test

1. Result of Linearity Test

a. Parents Nurturing Pattern

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Achievemnt * ParentsNurture	Between Groups	(Combined)	173.150	27	6.413	6.710	.547
		Linearity	68.522	1	68.522	71.696	.000
		Deviation from Linearity	104.628	26	4.024	1.254	.825
	Within Groups		30.583	32	.956		
Total			203.733	59			

Measures of Association

	R	R Squared	Eta	Eta Squared
Achievemnt * ParentsNurture	.580	.336	.922	.850

b. Self-Efficacy

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Achievemnt * Self_effiacy	Between Groups	(Combined)	60.480	15	4.032	1.238	.581
		Linearity	5.327	1	5.327	1.636	.208
		Deviation from Linearity	55.153	14	3.939	1.210	.603
	Within Groups		143.254	44	3.256		
Total			203.733	59			

Measures of Association

	R	R Squared	Eta	Eta Squared
Achievemnt * Self_effiacy	.162	.026	.545	.297

b. Learning Motivation

ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
Achievemnt * Learning_Motivation	Between Groups	(Combined) 129.333	26	4.974	2.206	.016
		Linearity 87.005	1	87.005	38.591	.000
		Deviation from Linearity 42.328	25	1.693	.751	.768
	Within Groups	74.400	33	2.255		
Total		203.733	59			

Measures of Association

	R	R Squared	Eta	Eta Squared
Achievemnt * Learning_Motivation	.653	.427	.797	.635

2. Result Of Multicolinearity Test

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	70,250	2,479		28,335	,000		
	ParentsNurture	,039	,026	,216	1,477	,145	,453	2,208
	Self_effiacy	,045	,046	,097	,975	,334	,988	1,012
	Learning_Motivatio n	,077	,023	,483	3,292	,002	,450	2,224

a. Dependent Variable: Achievemnt

3. Result of Heteroscedasticity

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	-2,069	2,049		-1,010	,323		
ParentsNurture	-,008	,019	-,126	-,411	,685	,435	2,298
Self_effiacy	,024	,042	,120	,575	,571	,939	1,065
Learning_Motivation	,016	,019	,258	,825	,418	,420	2,383

a. Dependent Variable: Learning_Achievement

Appendix 8. Calculation Result

1. Making A Distribution Tabel of Parents Nurturing Patern

$$R = 85 - 51$$

$$R = 34$$

$$I = 1 + 3,3 \log 60$$

$$I = 6,078 \text{ rounded become}$$

$$K = 34/6$$

$$K = 5,667 \text{ rounded become } 6$$

2. Calculating Mi and Sdi

$$Mi = (85 + 51)/2$$

$$Mi = 136/2$$

$$Mi = 68$$

$$Sdi = (85 - 51)/6$$

$$Sdi = 34/6$$

$$Sdi = 5.7 \text{ rounded } 6$$

Low	<62
Medium	$62 \leq \leq 74$
High	>74

3. Making distribution table of self efficacy

$$R = 57 - 41$$

$$R = 16$$

$$I = 6$$

$$K = 16/6$$

$$K = 3$$

4. Calculating Mi and Sdi

$$Mi = (57 + 41)/2$$

$$Mi = 46$$

$$Sdi = 16/6$$

$$Sdi = 2,67 \text{ rounded } 3$$

Low	<43
Medium	$43 \leq \leq 46$
High	>46

5. Making distribution table of learning motivation

$$R = 87 - 50$$

$$R = 37$$

$$I = 1 + 3,3 \log 60$$

$$I = 6,078 \text{ rounded become } 6$$

$$K = 37/6$$

$$K = 6,67 \text{ rounded become } 7$$

6. Calculating M_i and S_{di}

$$M_i = (87+50)/2$$

$$M_i = 137/2$$

$$M_i = 69$$

$$S_{di} = (87-50)/6$$

$$S_{di} = 37/6$$

$$S_{di} = 6.177 \text{ rounded } 6$$

Low	<64
Medium	$64 \leq \leq 70$
High	>70

Appendix 9. Regression Result

A. Simple Regression

1. Hypotesis 1

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	ParentsNurture ^b		Enter

a. Dependent Variable: Achievemnt

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,580 ^a	,336	,325	1,527

a. Predictors: (Constant), ParentsNurture

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	68,522	1	68,522	29,393	,000 ^b
	Residual	135,212	58	2,331		
	Total	203,733	59			

a. Dependent Variable: Achievemnt

b. Predictors: (Constant), ParentsNurture

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	73,469	1,269		57,882	,000
	ParentsNurture	,103	,019	,580	5,422	,000

a. Dependent Variable: Achievemnt

2. Hypotesis 2

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Self_effiacy ^b	.	Enter

a. Dependent Variable: Achievemnt

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,162 ^a	,026	,009	1,850

a. Predictors: (Constant), Self_effiacy

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5,327	1	5,327	1,557	,217 ^b
	Residual	198,406	58	3,421		
	Total	203,733	59			

a. Dependent Variable: Achievemnt

b. Predictors: (Constant), Self_effiacy

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	76,569	2,973		25,754	,000
	Self_effiac y	,076	,061	,162	1,248	,217

a. Dependent Variable: Achievemnt

3. Hypotesis 3

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Learning_Mo tivation ^b		Enter

a. Dependent Variable: Achievemnt

b. All requested variables entered.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,653 ^a	,427	,417	1,419

a. Predictors: (Constant), Learning_Motivation

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	87,005	1	87,005	43,231	,000 ^b
	Residual	116,728	58	2,013		
	Total	203,733	59			

a. Dependent Variable: Achievemnt

b. Predictors: (Constant), Learning_Motivation

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	73,139	1,099		66,522	,000
	Learning_Motivation	,104	,016	,653	6,575	,000

a. Dependent Variable: Achievemnt

4. Hypotesis 4

Variables Entered/Removed^a

Model	Variables Entered	Variables Removed	Method
1	Learning_Motivation, Self_effiacy, ParentsNurture ^b		Enter

a. Dependent Variable: Achievemnt

b. All requested variables entered.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,676 ^a	,457	,428	1,406

a. Predictors: (Constant), Learning_Motivation,
Self_effiacy, ParentsNurture

b. Dependent Variable: Achievemnt

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	93,085	3	31,028	15,704	,000 ^b
	Residual	110,649	56	1,976		
	Total	203,733	59			

a. Dependent Variable: Achievemnt

b. Predictors: (Constant), Learning_Motivation, Self_effiacy, ParentsNurture

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	70,250	2,479		28,335	,000
	ParentsNurture	,039	,026	,216	1,477	,145
	Self_effiacy	,045	,046	,097	,975	,334
	Learning_Motivati on	,077	,023	,483	3,292	,002

a. Dependent Variable: Achievemnt

Residuals Statistics^a

	Minimu m	Maximu m	Mean	Std. Deviation	N
Predicted Value	78,13	82,25	80,27	1,256	60
Residual	-2,655	4,928	,000	1,369	60
Std. Predicted Value	-1,702	1,576	,000	1,000	60
Std. Residual	-1,888	3,506	,000	,974	60

a. Dependent Variable: Achievemnt

Appendix 10. Effective and Relative Contribution

Correlations

		ParentsNur ture	Self_effi acy	Learning_Motiv ation	Achieve mnt
ParentsNurture	Pearson Correlat ion	1	,065	,740**	,580**
	Sig. (2- tailed)		,623	,000	,000
	Sum of Squares and Cross- products	6396,983	158,367	5285,383	662,067
	Covaria nce	108,423	2,684	89,583	11,221
	N	60	60	60	60
Self_effiacy	Pearson Correlat ion	,065	1	,106	,162
	Sig. (2- tailed)	,623		,422	,217
	Sum of Squares and Cross- products	158,367	933,933	288,567	70,533
	Covaria nce	2,684	15,829	4,891	1,195
	N	60	60	60	60

Learning_Motiv ation	Pearson Correlat ion	,740**	,106	1	,653**
	Sig. (2- tailed)	,000	,422		,000
	Sum of Squares and Cross- products	5285,383	288,567	7984,183	833,467
	Covaria nce	89,583	4,891	135,325	14,127
	N	60	60	60	60
Achievemnt	Pearson Correlat ion	,580**	,162	,653**	1
	Sig. (2- tailed)	,000	,217	,000	
	Sum of Squares and Cross- products	662,067	70,533	833,467	203,733
	Covaria nce	11,221	1,195	14,127	3,453
	N	60	60	60	60

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

a. Calculating Relative Contribution

$$CRX_1 = 662,067 \times 0,39 / 93,085$$

$$= 27\%$$

$$CRX_2 = 70,553 \times 0,45 / 93,085$$

$$= 2,9\%$$

$$CRX_3 = 883,467 \times 0,077 / 93,085$$

$$= 70,1\%$$

b. Calculating Effective Contribution

$$CEX_1 = 28\% \times 0,457$$

$$= 11\%$$

$$CEX_2 = 3\% \times 0,457$$

$$= 2\%$$

$$CEX_3 = 73\% \times 0,457$$

$$= 33\%$$

Appendix 11. Accounting Learning Achievement of Students

NO	NAME	SCORE
1	ANANDA PUTRI JANIFERA	80
2	ANUNG ANINDITA	80
3	AULIA RAKHMAN	82
4	AYU BUNGA WARDANA	83
5	DAFINA AZALIA EKA SUCI	79
6	DELIA FARAS	79
7	DEVI NOVITA BAGUSRINATA	80
8	ENI LATIFA	85
9	FEBIANA VINKA AMARA	79
10	HANIFAH	85
11	MEYWA AYU KISMIHARJANTI	80
12	NIA RIFKI EKAWATI	80
13	NISA AMALIA	80
14	RAHAYU ERMA WATI	81
15	RINA FEBRIANA	81
16	RISKA NOVIANTI	80
17	RISMA FENIDA UTAMI	82
18	SAFA LEILANI	81
19	SALSA AFIFA K.P	80
20	SALSABELLA N P	79
21	SARI ANDRIYANI	81
22	YOVANDA RAUUF RIZQI A	79
23	ANISAA APRILIANI	82
24	ARAFIANI DIFKA PUTRI	80
25	DINI UMINAYA	79
26	FEBYA INDAH MELANY	80
27	FITRI NUR FAUZIAH	82
28	FITRI ZOVI AULIA	79
29	GALUH RATRI KUSUMA DEWI	79
30	INTANIA NUR ANITA SARI	80
31	ISTIQOMAH	85
32	MERI DUWI NURYANTI	79
33	NATASYA PUTRI ARSITA	79

NO	NAME	SCORE
34	NIKEN FEBRIANTI	80
35	NOVITA AYU SHINTYA PUTRI	78
36	NUR HALIMAH	82
37	PRIYA NABILAH	80
38	RAHMA NAFIISA GIWANG ANANDI	79
39	RATIH JAHRATU NISA	85
40	RISTA NUR DESTIANTI	85
41	SAFWAH ACHZIM EL RAMADHANI	80
42	SONIA KARNIASENA	79
43	SRI FEBRI ASTUTIK	79
44	VIRA WAHYUNINGTYAS	79
45	ANDI BUNGA SANUSI	79
46	ANDITA MELIANI PUTRI	79
47	ANGGRAINI	78
48	ANGGUN AULIA EKAWATI	79
49	EKA MAULANA PRATAMA	82
50	ERMI LIA NINGSIH	80
51	IREN WARISKA	79
52	NUR KARIMAH	79
53	NINIK MARISA ARIYANI	77
54	REZA CAHAYA FITRIA	80
55	RINI LUSTIANA	80
56	RISMA PUTRI SEKAR SARI	82
57	SAFITRI	79
58	TAKRISIA UMARA PANGESTU	80
59	THORIFATUL HIDAYATI	78
60	VINA WIDYASARI	79

Appendix 12. Documentation







Appendix 13. Research Permit Letter


MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH KOTA YOGYAKARTA
Jalan Sultan Agung 14, Telepon (0274)375917, Faks. (0274) 411947, Yogyakarta 55151
e-mail: dikdasmenpdm_yk@yahoo.com

IZIN PENELITIAN/SKRIPSI/OBSERVASI/TESIS

No. : 905/REK/III.4/F/2016

Setelah membaca surat dari : **Fakultas Ekonomi Universitas Negeri Yogyakarta.**
No. : 2142/UN34.18/LT/2016 Tgl. : 1 Desember 2016
Perihal : **Surat Izin Penelitian**

dan berdasar Putusan Sidang Majelis Dikdasmen PDM Kota Yogyakarta, hari **Kamis** tanggal **15 Rabi'ul Awwal 1438 H**, bertepatan tanggal **15 Desember 2016** yang salah satu agenda sidangnya membahas pemberian penelitian/praktek kerja/observasi, maka dengan ini kami memberikan izin kepada:

Nama Terang : **RIMA ROSTARINA** NIM. 13803241064
Pekerjaan : Mahasiswa pada prodi Pendidikan Akuntansi **Universitas Negeri Yogyakarta**
alamat **Jl. Colombo No.1 Yogyakarta**
Pembimbing : **Dr. Denies Priantinah, M.Si.Ak**

untuk melakukan observasi/penelitian/pengumpulan data dalam rangka menyusun Skripsi:

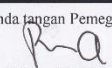
Judul : **PARENT NURTURING PATTERN, SELF EFFICACY AND LEARNING MOTIVATION EFFECT TO ACCOUNTING LEARNING ACHIEVEMENTS IN ACCOUNTING DEPARTMENT SMK MUHAMMADIYAH 2 YOGYAKARTA ACADEMIC YEAR 2016/2017**

Lokasi : **SMK Muhammadiyah 2 Yogyakarta**

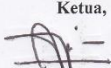

dengan ketentuan sebagai berikut:

1. Menyerahkan tembusan surat ini kepada pejabat yang dituju.
2. Wajib menjaga tata tertib dan menaati ketentuan-ketentuan yang berlaku di sekolah/setempat.
3. Wajib **memberi laporan hasil penelitian/praktek kerja/observasi dalam bentuk CD** kepada Majelis Pendidikan Dasar dan Menengah Pimpinan Daerah Muhammadiyah Kota Yogyakarta.
4. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kestabilan Persyarikatan dan hanya diperlukan untuk keperluan ilmiah.
5. Surat izin ini dapat diajukan kembali untuk mendapat perpanjangan bila di-perlukan.
6. Surat izin ini dapat dibatalkan sewaktu-waktu bila tidak dipenuhi ketentuan-ketentuan tersebut di atas.

MASA BERLAKU3 (TIGA) BULAN :
16-12-2016 sampai dengan 16-03-2017

Tanda tangan Pemegang Izin,

Rima Rostarina

Yogyakarta, 16 Desember 2016

Ketua,  Sekretaris,


Tembusan:
1. PDM Kota Yogyakarta.
2. Wk.Dekan I FE UNY
3. Kepala SMK Muh. 2 Yk.

Dr. H. Ariswan, M.Si., DEA NBM. 820.325
Buono, S.Pd., M.Eng NBM. 728.558

