

**THE EFFECT OF PARENTING STYLE, EMOTIONAL QUOTIENT,  
LEARNING READINESS, AND LEARNING STYLE ON THE LEARNING  
ACHIEVEMENT OF FINANCIAL ACCOUNTING IN GRADE X  
ACCOUNTING STUDENT AT SMK NEGERI 1 YOGYAKARTA  
ACADEMIC YEAR OF 2015/2016**

**UNDERGRADUATE THESIS**

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



**By:**  
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**ACCOUNTING EDUCATION DEPARTMENT  
FACULTY OF ECONOMICS  
YOGYAKARTA STATE UNIVERSITY  
2017**

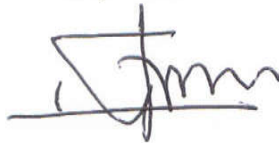
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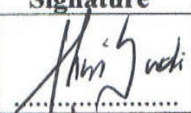
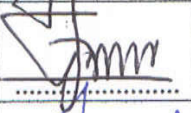
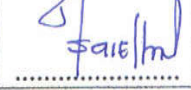
## VALIDATION

The undergraduate thesis entitled:  
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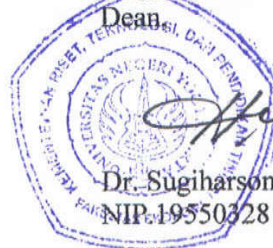
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## DECLARATION OF AUTHENTICITY

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READINESS, AND LEARNING STYLE  
ON THE LEARNING ACHIEVEMENT OF  
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ACCOUNTING STUDENT AT SMK  
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YEAR OF 2015/2016

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

Yogyakarta, 11<sup>st</sup> April 2017

The author,



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## MOTTO

مَنْ عَرَفَ نَفْسَهُ فَقَدْ عَرَفَ رَبَّهُ

(Prophet Muhammad SAW)

You (alone) we worship, and You (alone) we ask for help.

(Qs. *Al-Fatihah*: 5)

## DEDICATIONS

Bismillahirrahmanirahim. I sincerely dedicate this thesis to:

- ✓ My Father, My Mother, and also My Grandmother, who always make me feel strong and protect me with their prayer.
- ✓ My elder brother and my younger brother who always give motivation and cheerfulness.

**PENGARUH POLA ASUH ORANG TUA, KECERDASAN EMOSIONAL,  
KESIAPAN BELAJAR, DAN GAYA BELAJAR TERHADAP PRESTASI  
BELAJAR AKUNTANSI KEUANGAN SISWA KELAS X AKUNTANSI  
SMK NEGERI 1 YOGYAKARTA TAHUN AJARAN 2015/2016**

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**ABSTRAK**

*Penelitian ini bertujuan untuk mengetahui (1) Pengaruh Pola Asuh Orang Tua terhadap Prestasi Belajar Akuntansi Keuangan, (2) Pengaruh Kecerdasan Emosional terhadap Prestasi Belajar Akuntansi Keuangan, (3) Pengaruh Kesiapan Belajar terhadap Prestasi Belajar Akuntansi Keuangan, (4) Pengaruh Gaya Belajar terhadap Prestasi Belajar Akuntansi Keuangan, (5) Pengaruh Pola Asuh Orang Tua, Kecerdasan Emosional, Kesiapan Belajar, dan Gaya Belajar secara bersama-sama terhadap Prestasi Belajar Akuntansi Keuangan.*

*Populasi dalam penelitian ini adalah siswa kelas X Akuntansi SMK Negeri 1 Yogyakarta tahun ajaran 2015/2016 yang berjumlah 63 siswa. Data dikumpulkan dengan menggunakan metode angket dan metode dokumentasi. Uji Prasyarat analisis data meliputi uji linieritas, dan uji multikolinieritas. Teknik analisis data yang digunakan adalah analisis regresi sederhana, dan regresi ganda.*

*Hasil penelitian ini menunjukkan bahwa: (1) Terdapat pengaruh positif dan signifikan Pola Asuh Orang Tua terhadap Prestasi Belajar Akuntansi Keuangan. (2) Terdapat pengaruh positif dan signifikan Kecerdasan Emosional terhadap Prestasi Belajar Akuntansi Keuangan. (3) Terdapat pengaruh positif dan signifikan Kesiapan Belajar terhadap Prestasi Belajar Akuntansi Keuangan. (4) Terdapat pengaruh positif dan signifikan Gaya Belajar terhadap Prestasi Belajar Akuntansi Keuangan yang ditunjukkan dengan nilai. (5) Terdapat pengaruh positif dan signifikan Pola Asuh Orang Tua, Kecerdasan Emosional, Kesiapan Belajar, dan Gaya Belajar secara bersama- sama terhadap Prestasi Belajar Akuntansi Keuangan.*

**Kata Kunci:** *Pola Asuh Orang Tua, Kecerdasan Emosional, Kesiapan Belajar, Gaya Belajar, Prestasi Belajar Akuntansi Keuangan*

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**ABSTRACT**

This research saims to determine: (1) the effect of Parenting Style on the Learning Achievement of Financial Accounting, (2) the effect of Emotional Qoutient on the Learning Achievement of Financial Accounting, (3) the effect of Learning Readiness on the Learning Achievement of Financial Accounting, (3) the effect of Learning Readiness on the Learning Achievement of Financial Accounting, (4) the effect of Learning Style on the Learning Achievement of Financial Accounting, (5) the effect of Parenting Style, Emotional Qoutient, Learning Readiness, and Learning Style together on the Learning Achievement of Financial Accounting.

The population of this research all of Grade X Accounting Student at SMK Negeri 1 Yogyakarta academic Year of 2015/2016 as many as 63 students. Data were collected by questionnaire and documentation method. Prerequisites analysis test include linierity test, and multicolinierity test. Data analysis techniques are simple regression and multiple regression.

The results of this research are: (1) There are positive and significant affect of Parenting Style on the Learning Achievement of Financial Accounting. (2) There are positive and significant affect of Emotional Qoutient on the Learning Achievement of Financial Accounting. (3) There are positive and significant affect of Learning Readiness on the Learning Achievement of Financial Accounting. (4) There are positive and significant affect of Learning Style on the Learning Achievement of Financial. (5) There are simultaneously positive and significant affect of Parenting Style, Emotional Qoutient, Learning Readiness, and Learning Style on the Learning Achievement of Financial Accounting.

**Keyword:** Parenting Style, Emotional Qoutient, Learning Readiness, Learning Style, Learning Achievement of Financial Accounting

## FOREWORD

Alhamdulillahirobil'alamin, I am very grateful to Allah SWT the Most Gracious and the Most Merciful. All praise to Allah SWT who has blessed me with so many beautiful things in my life. His blessing has empowered me to finish this undergraduate thesis. I realize that it would have been not possible without support of many people. Therefore, I would like to express my deepest gratitude to the following:

1. Prof. Dr. Sutrisna Wibawa M.Pd., Rector of Yogyakarta State University.
2. Dr. Sugiharsono, M.Si., Dean of Faculty of Economics Yogyakarta State University who had gave the research permission for this undergraduate thesis.
3. Rr. Indah Mustikawati, S.E., M.Si., Ak., CA. Head of Accounting Education and my chairman of examiner who had been pleased to take the time to provide input, advice, suggestion and motivation so that this thesis could be completed.
4. Abdullah Taman, M.Si.,Ak.,CA. my deepest gratitude goes to my thesis supervisor who had provided continuous direction, guidance, help, and correction in the accomplishment of my undergraduate thesis.
5. Dr. Ratna Candra Sari, M. Si., Ak., my examiner who had been pleased to take the time to give suggestion and motivation so this thesis could be completed.
6. Diana Rahmawati M.Si., my academic supervisor who had provided assistance, guidance and advice during the study period.
7. All lecturers of Yogyakarta State University who had provided guidance to be able to master the subjects needed in the work place.
8. Big family of SMK Negeri 7 Yogyakarta, especially the Accounting Financial teacher, Dra. Wahyuniati Rokhim and the Student of Grade X Accounting 2, for their assistance during the research conduct.
9. Big family of SMK Negeri 1 Yogyakarta, especially the Students of Grade X Accounting, for their assistance during the research conduct.

10. All my friends in the Accounting Education Department 2011, especially of International Class.

I hope that this thesis would be useful for readers. However, I realize this undergraduate thesis is far from being perfect, so any criticisms, ideas, and suggestions for the improvement of this thesis are greatly appreciated,

Yogyakarta, April 2017

The author,



Karlina Faturokhmi

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## TABLE OF CONTENT

COVER .....	i
APPROVAL SHEET .....	ii
VALIDATION SHEET .....	iii
DECLARATION OF AUTHENTICITY.....	iv
MOTTO .....	v
DEDECATION .....	v
<i>ABSTRAK</i> .....	vii
ABSTRACT .....	viii
FOREWORD.....	ix
TABLE OF CONTENT .....	x
LIST OF TABLE.....	xii
LIST OF FIGURE .....	xiii
LIST OF APPENDIX .....	xiv
<b>CHAPTER I. INTRODUCTION.....</b>	<b>1</b>
A. Problems Background.....	1
B. Problems Identification.....	7
C. Problems Limitation .....	8
D. Problems Formulation.....	8
E. Research Objectives.....	9
F. Research Benefit.....	10
<b>CHAPTER II. LITERATURE REVIEW AND HYPOTHESIS FORMULATION .....</b>	<b>11</b>
A. Theoretical Review.....	11
1. Learning Achivement of Financial Accounting .....	11
a. Definition of Learning Achivement.....	11
b. Definition of Learning Achivement of Financial Accounting .....	13
c. The Factors Effecting Learning Achivement of Financial Accounting .....	14
2. Parenting Style.....	17
a. Definition of Parenting Style .....	17
b. Types of Parenting Style .....	18
c. The Importance of Parenting Style .....	21
3. Emotional Quotient.....	22
a. Definition of Emotional Quotient .....	22
b. Basic Components of Emotional Quotient .....	24
c. The Importance of Emotional Quotient.....	26
4. Learning Readiness.....	27
a. Definition of Learning Readiness .....	27
b. Factors Influence on Learning Readiness.....	28
c. Learning Readiness Principles.....	30
5. Learning Syle.....	32

a.	Definition of Learning Style .....	32
b.	Types of Learning Style .....	34
c.	The Factors Influence on Learning Style .....	37
B.	Relevant Research .....	38
C.	Conceptual Framework.....	41
D.	Research Paradigm .....	44
E.	Research Hypothesis.....	45
<b>CHAPTER III.</b>	<b>RESEARCH METHOD .....</b>	<b>46</b>
A.	Research Design .....	46
B.	Research Location and Timing.....	46
C.	Research Variables .....	47
D.	Definition of Operational Variable.....	47
E.	Research Population .....	49
F.	Data Collection Technique.....	49
G.	Research Instruments.....	49
H.	Instrument Test.....	52
I.	Data Analysis Technique .....	56
<b>CHAPTER IV.</b>	<b>RESEARCH RESULT AND DISCUSSION .....</b>	<b>67</b>
A.	Description of Research Location .....	67
B.	Description of Spesific Data .....	69
1.	Accounting Learning Achivement (Y) .....	69
2.	Parenting Style ( $X_1$ ) .....	73
3.	Emotional Quotient ( $X_2$ ) .....	77
4.	Learning Readiness ( $X_3$ ) .....	81
5.	Learning Style ( $X_4$ ).....	85
C.	The Prerequisites Test Analysis .....	89
1.	Linearity Test.....	89
2.	Multikolinearity Test.....	90
D.	Hypothesis Test .....	91
1.	The First Hypothesis Test .....	91
2.	The Second Hypothesis Test.....	93
3.	The Third Hypothesis Test .....	94
4.	The Fourth Hypothesis Test.....	96
5.	The Fifth Hypothesis Test.....	98
E.	Research Result .....	102
F.	Limitation of This Research.....	112
<b>CHAPTER V.</b>	<b>CONCLUSIONS AND SUGGESTIONS.....</b>	<b>113</b>
A.	Conclusions .....	113
B.	Suggestions.....	114
<b>REFERENCES</b>	.....	<b>117</b>
<b>APPENDIX</b>	.....	<b>120</b>

## LIST OF TABLE

Table	Page
1. Score Gradation .....	50
2. The Item of Parenting Style.....	50
3. The Item of Emotional Quotient.....	51
4. The Item of Learning Readiness.....	51
5. The Item of Learning Style .....	52
6. The Invalid Item of Parenting Style.....	53
7. The Invalid Item of Emotional Quotient.....	54
8. The Invalid Item of Learning Readiness.....	54
9. The Invalid Item of Learning Style.....	54
10. The Categories of Reliability Coefficient .....	55
11. The Result of Reliability Test On Variabel Research.....	55
12. Frecuency Distribution of Learning Achievement of Financial Accounting .....	70
13. The Tendency Category Learning Achievement of Financial Accounting .....	72
14. Frecuency Distribution of Parenting Style .....	74
15. The Tendency Category of Parenting Style .....	76
16. Frecuency Distribution of Emotional Qoutient .....	78
17. The Tendency Category of Emotional Qoutient.....	80
18. Frecuency Distribution of Learning Readiness .....	82
19. The Tendency Category of Learning Readiness.....	84
20. Frecuency Distribution of Learning Style.....	86
21. The Tendency Category of Learning Style .....	88
22. Summary of Test's Linierity Results .....	90
23. Summary of Test's Multicolinierity Results .....	91
24. The Results of Simple Regression of $X_1 - Y$ .....	91
25. The Results of Simple Regression of $X_2 - Y$ .....	93
26. The Results of Simple Regression of $X_3 - Y$ .....	95
27. The Results of Simple Regression of $X_4 - Y$ .....	96
28. The Results of Multiple Regression.....	98
29. The Results of Relative Contribution .....	101
30. The Results of Efective Contribution.....	101

## LIST OF FIGURE

Figure	Page
1. Research Paradigm.....	44
2. Histogram of Learning Achievement of Financial Accounting .....	71
3. Pie Chart of Learning Achievement of Financial Accounting .....	73
4. Histogram of Parenting Style .....	75
5. Pie Chart of Parenting Style .....	77
6. Histogram of Emotional Qoutient.....	79
7. Pie Chart of Emotional Qoutient .....	81
8. Histogram of Learning Readiness.....	83
9. Pie Chart of Learning Readiness .....	85
10. Histogram of Learning Style .....	87
11. Pie Chart of Learning Style .....	89
12. The Summary of Research Results.....	102

## LIST OF APPENDIX

Appendix	Page
1. Qouestionaire of Instrument Test .....	120
2. Instrument Data Test Tabulation .....	126
3. Qouestionaire of Research.....	135
4. Data Research Tabulation .....	141
5. Recapilatulation of Final Examinations Score .....	154
6. Data Premary Tabulation .....	157
7. Descriptive Statistics.....	160
8. The Results of Prerequisites Test Analysis .....	166
9. The Results Data of Hypothesis Test.....	172
10. Relative Contribution And Efective Contribution .....	178
11. List of Table .....	183
12. The Research License .....	187

# CHAPTER I INTRODUCTION

## A. Research Background

As time goes by, education becomes important sector in developing a country and society. Education is the teaching and learning process which aimed to increase mental development so that be able to be independent and remaining intact. On the other hand, education is a conduct of learning and development bringing to adulthood. Education is needed in every part of life. Therefore, the quality improvement of education is very important to produce human resources with certain qualities. This would increase the economic growth and quality of life of a country.

Based on the Law of National Education System No. 20 2003 Paragraph 3, the function and the purpose of education is as follows.

*Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk watak serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa, bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.*

Education is one of the indicators of a country, because it has moral values which are good, sublime, reasonable and right in life. Education is one of fundamental needs that everyone should has nowadays, because without education the people will not be able to improve the living standard. People are expected to be capable of improving themselves by the help of education.

Education is in the position of central development because the concern is to improve the quality of human resources.

All parties include government, educational institutions, teachers and learners as the subjects, have responsibility in upgrading education continuously. Based on survey conducted by the organization of European cooperation and development about relationship between education and economy, Asian countries occupied five top positions while African countries got the lowest. Singapore led the first place, followed by Hong Kong. Meanwhile, Indonesia took the 69th place of 76 countries (BBC Magazine, 05/13/2015). On the other hand, the Central Bureau of Statistics recorded in 2014 that Human Development Index slightly increased from 68,4 to 68,90 in 2013. Human Development Index 2013 took the 108th place of 187 countries (Okezone, 09/07/2015). This indicates that the efforts to improve the quality of education in Indonesia have not been optimized. There are still many problems of education in Indonesia that need to be solved.

Along with technology advancement, people are no more bounded by space and time. In the concept of ASEAN Economic Community, which has been approved by ASEAN countries, mentioned that the products and labors are free to come and go around ASEAN. Meanwhile, Indonesia was chosen as the host of free trade. It started from December 2015. It demanded Indonesia to be ready in infrastructure and human resources. Competitions between human resources became more stringent. (National Geographic Indonesia, 12/11/2014).

Vocational high school is one of educational institutions in Indonesia which aimed to prepare graduates in accordance with the needs in the world of business and industry. Education is oriented on ability, creativity and skill, so that the graduates will be ready to enter the world of work and capable of developing professional attitudes in the field of their jobs. This is in accordance with the Law of National Education System No. 20 2003 Paragraph 15: *“Pendidikan kejuruan adalah pendidikan menengah yang mempersiapkan peserta didik terutama untuk bekerja dalam bidang tertentu”*.

SMK Negeri 1 Yogyakarta is a vocational high school with the goal of creating graduates with certain skill, one of them is the accounting expertise, which demanded the students to master accounting and become professional accountants. Financial accounting is a subject that has to be mastered by the accounting students. Mastery of financial accounting subject is indicated by the learning achievement of students who have achieved the Minimum Completeness Criteria that has been set.

Learning achievement of financial accounting is the result specified with grading system that has been achieved by the student in an effort to control financial accounting subject. The learning achievement of accounting is measured by observing the indicators which have been determined. These indicators contain knowledge, skill and attitude that must be controlled by the students.

Learning achievement is varied. In some cases were found some students who did not pass the minimum completeness criteria. This is like

mentioned by Hanifah (2015:5) that as much as 34,62% of 130 in Grade X Accounting Student at SMK 1 Bantul academic year of 2014/2015 did not reached the minimum completeness of middle test of second semester of financial accounting introduction subject. She further explained the factors that influence learning achievement of accounting were the low interest in learning financial accounting, the less well peers and the student perception of teaching method that made them quickly feel bored during the learning process. Her research suggested that learning interest, peers and perception of teaching method were the factors influenced student learning achievement.

Meanwhile, Asmara (2015:7) wrote in her research that as much as 25% of 96 in Grade XI Accounting Student at SMK Negeri 7 Yogyakarta academic year of 2014/2015 did not reached minimum completeness criteria of middle and final tests of first semester of trading companies accounting subject. She further explained that it was influenced by low creativity learning, less motivation to the study, the dominant explanation method delivered by the teacher caused the students get bored quickly and the use of learning media was not optimal. Her research suggested that creativity learning, the motivation to the study, perception to the teaching method used by the teacher and learning media were the factors that affect the student learning achievement.

While based on observation held in December 2015 found that as much as 32% from 64 student in Grade X Accounting Student did not passed the minimum completeness criteria of final tests of first semester of Financial Accounting subject. This was indicated by the mount of students who reached

less than 75. It can be conclude that the learning achievement of financial accounting was not optimal. Learning achievement of financial accounting is effected by many factors. These factors can be divided into the factors that coming from the students (internal factors) and outside (external factors).

Family is one of the external factors. It is the first place of individual to study. It has significant effect in the development of children personality. In this case, the parents have significant role in educating and imparting moral values, the rules of social life and other knowledge to the emotional and cognitive development. Family is one of the factors that effecting the mount of children who would enter the school. The activity of the parents in educating, teaching and guiding is often called parenting style. Parenting style is divided into three namely authoritarian, democracy and permissive style (Yatim and Irwanto, 1991:96-97). Authoritarian style will make the students tend to be depressed and inflexible during the process of learning, while permissive style will make the students act just as they like in learning, students will tend to be irresopnsible because they were given the absulute freedom in learning. Parenting style then has directly effected academic achievement.

Meanwhile, the students are also expected to have enthusiasm for study and capability of controlling themselves. This condition is the internal factor coming from the student. The ability of motivating self to keep eager to study is an important consideration. Great motivation on study and restraint at the time of frustration will increase the student concentration on learning. The concentration on learning is useful for students in receiving the lesson that will

be given. Not all students, when they enter the class, have the ability in motivating themselves to keep learning. There were still some students who cut off the class when the lesson was being held and not excited when the teacher was explaining. The ability of motivating and controlling self are usually called emotional quotient.

Learning readiness influences the students a lot in receiving information that has been delivered by the teacher. It generally be in the form of physically and psychologically readiness. It will make the learning process effective. In this case, some students are ready to study in the classroom by preparing stationery, book and homework. Even some students had learned the material that will be delivered by the teacher, but some students are not ready to study.

Based on the observation held in December 2015, the learning readiness in Grade X Accounting Student at SMK Negeri 1 Yogyakarta was low. It was indicated in the learning activity that some students were busy doing their homework which was supposed to be undertaken at home, some students forgot to bring the textbook, students had not read the material that will be studied but were busy chatting with their pairs when the lesson took place.

Another internal factor is learning style. Learning style is identical with the habit of students in learning. Learning style is not the way how students become smarter, but how they receive the information well. Learning style is a combination of how student absorb, adjust and process the information. Every student has the different learning style. There are students who prefer writing the material that is delivered by the teacher during the learning process. There

are also students who prefer listening to the material that was delivered by the teacher. There are also students who prefer practicing directly.

Learning style is divided into three namely auditory, visual and kinesthetic. Gunawan (2003:139) said that students who use dominant learning style in taking test will reach the higher achievement than those who study inappropriate with the learning style. However, not all students optimize the use of the learning style in the learning process. This causes students cannot maximize the information provided by the teacher.

Based on the problems above, researcher interested to conduct research with the title “The Effect of Parenting Style, Emotional Quotient, Learning Readiness and Learning Style on the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016”.

## **B. Problem Identification**

Based on the research background, problems can be identified as follows.

1. Learning achievement of financial accounting reached by the student had not been optimal.
2. The variety of parenting styles effected the student achievement of financial accounting subject.
3. Students could not control emotional quotient as evidenced by the fact that there were still students who cut off the class at the time of lesson took

place, besides there were also students who not excited when the teacher was explaining.

4. The low student learning readiness in the study. This was proven by the fact that there were still many students who did the homework when the lesson took place, some students were chatting with their pairs, some students had not read the material that would be delivered and some students forgot to bring the textbook.
5. Students could not optimize the learning style, so that the learning achievement of financial accounting had not been optimal.

### **C. Problem Limitation**

Based on the research background and problem identification found that there are many factors effect the learning achievement of financial accounting. To make this research focus and reduce bias or expansion of study, the researcher needs to limit the issue. This research is limited on the suspected factors that effect the Learning Achievement of Financial Accounting (Y) namely, Parenting style ( $X_1$ ), Emotional Quotient ( $X_2$ ), Learning Readiness ( $X_3$ ) and learning style ( $X_4$ ) in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016.

### **D. Problem Formulation**

Based on the problem limitation, the problems can be formulated as follows:

1. Is there any effect of parenting style on the learning achievement of accounting in grade X Accounting Student at SMK Negeri 1 Yogyakarta?

2. Is there any effect of emotional quotient on the learning achievement of accounting in grade X Accounting Student at SMK Negeri 1 Yogyakarta?
3. Is there any effect of learning readiness on the learning achievement of accounting in grade X Accounting Student at SMK Negeri 1 Yogyakarta?
4. Is there any effect of learning style on the learning achievement of accounting in grade X Accounting Student at SMK Negeri 1 Yogyakarta?
5. Is there any simultaneously effect of parenting style, emotional quotient, learning readiness and learning style on the learning achievement of financial accounting in grade X Accounting Student at SMK Negeri 1 Yogyakarta?

#### **E. Research Objectives**

Based on the problem formulation, the purposes to achieve are to understand:

1. The effect of parenting style on the learning achievement of financial accounting in grade X Accounting Student at SMK Negeri 1 Yogyakarta.
2. The effect of emotional quotient on the learning achievement of financial accounting in grade X Accounting Student at SMK Negeri 1 Yogyakarta.
3. The effect of learning readiness on the learning achievement of financial accounting in grade X Accounting Student at SMK Negeri 1 Yogyakarta.
4. The effect of learning style on the learning achievement of financial accounting in grade X Accounting Student at SMK Negeri 1 Yogyakarta.

5. The effect of parenting style, emotional quotient, learning readiness and learning style simultaneously on the learning achievement of financial accounting in grade X Accounting Student at SMK Negeri 1 Yogyakarta

#### **F. Research Benefit**

This research is expected to provide benefits as follows.

1. Theoretical benefits
  - a. This research is expected to provide contribution to the development of science and education sector.
  - b. To be used as a reference and material consideration for the next research.
2. Practical benefits
  - a. For students, as the input that they will be able to optimize their emotional quotient, learning readiness and learning style so that the learning achievement would rise as they will be able to learn well.
  - b. For teachers, as recommendation and suggestion that they will be able to adjust the teaching style in accordance with student needs. Besides, to inform that they will be able to establish the great relationships to increase the learning achievement of financial accounting.
  - c. For researcher, to enrich the education knowledge and also as a chance to develop thought in the application of theoretical science that had been studied in university.
  - d. For other researchers, as research reference on factors effecting student learning achievement of financial accounting.

## **CHAPTER II**

### **LITERATURE REVIEW AND THE HYPOTHESIS FORMULATION**

#### **A. Theoretical Review**

##### **1. Learning Achievement of Financial Accounting**

###### **a. Definition of Learning Achievement**

Human learns in a lifetime. This learning process is dynamic along with environmental changes with no limited time. The learning process allowed humans develop toward maturity.

In education sector especially at school, the learning and teaching process are the main activities. The achievement of education goal at school can be seen from the achievement of education subject that is student in learning process.

Learning is a process of acquiring knowledge and experience in the form of changing attitude and the ability of reacting that is relatively permanent because of individual interaction with the environment (Sugihartono, et.al, 2007:74). According to Uno (2013:23), *“Belajar merupakan suatu perubahan dalam tingkah laku secara relatif permanen dan secara potensial terjadi sebagai hasil dari praktik atau penguatan yang dilandasi tujuan untuk mencapai tujuan tertentu.”*

A person can be said to have passed the learning process if there is any change of manner, as for example from those who did not know become know and from did not understand become understand.

However, not all of behaviors are included in learning process. Sugihartono, et.al. (2007:74-76) identified the characteristics of learning activity, those were:

- 1) Behavior changes consciously.
- 2) Change is continuous and functional.
- 3) Change is positive and active.
- 4) Change is permanent.
- 5) Change in learning is aimed or directed.
- 6) Change includes all of behaviors.

The learning result measurement on education subject is aimed to know how far behavior change works on students after the learning process. The measurement by the teacher commonly uses the test as the instrument. The result is in the form of number or statement that reflects the subject mastery level of student, which is known as learning achievement (Sugihartono, et.al., 2007:130). According to Sukardi (2012:5), "*Prestasi menunjukkan informasi tentang pencapaian hasil belajar dan materi yang telah digunakan oleh guru, apakah dapat diterima atau tidak oleh para siswanya*". Meanwhile, Sukmadinata (2011:102) stated that:

*Prestasi belajar/hasil belajar merupakan realisasi atau pemekaran dari kecakapan-kecakapan potensial atau kapasitas yang dimiliki oleh seseorang. Penguasaan hasil belajar oleh seseorang dapat dilihat dari perilakunya, baik perilaku dalam bentuk penguasaan materi, keterampilan berfikir, maupun keterampilan motorik.*

According to those definitions can be concluded that learning achievement is the result of learning measurement that informs mastery and the achievement of students learning result, namely the mastery of knowledge, attitude and creativity stated by number.

**b. Definition of Learning Achievement of Financial Accounting**

Munawir (2002:7) stated, “*Akuntansi adalah proses identifikasi, pengukuran, pencatatan, penggolongan, pelaporan dan penganalisan transaksi-transaksi keuangan suatu organisasi secara sistematis*”. Financial accounting is a part of accounting bounded with the preparation of information for other hands as for example creditor and government in the form of financial report. Financial accounting focuses on financial information and communication to external users. Meanwhile, Yoga Firdaus and friends (2003:9) stated that Financial Accounting is an area related to the issues of transaction recording in an enterprise or other economic unit and the periodically preparation of financial report from the recordings.

Financial accounting is a productive subject in grade X Accounting Student at SMK Negeri 1 Yogyakarta. There are some basic competences of financial accounting subject that have to be mastered in grade X accounting students of second semester at SMK Negeri 1 Yogyakarta, those are the capability in conducting the journal of merchandising company, journal posting on the ledger of

merchandising company, preparing financial report of merchandising company and preparing cash bank.

According to the statement can be concluded that learning achievement of financial accounting is the result of student accounting learning process in order to reach the goal that has been determined in the basic competence of financial accounting which is proved by the test and the result is performed in numbering.

### **c. The Factors Effecting Learning Achievement of Financial Accounting**

Learning achievement of financial accounting basically is the result of individual interaction in accordance with the environment. Learning achievement of financial accounting can be affected by many factors, whether it is coming from the students or outside them.

According to Slameto (2010:54), the factors effecting learning achievement are divided into two, namely:

1) Internal factor is the factor coming from the individual who is studying.

#### **a) Physical Factors**

Individual physical factors effecting learning achievement are health factor and body disability.

b) Psychological Factors

Psychological factors effecting individual in reaching learning achievement are intelligence, emotional quotient, attention, interest, talent, learning style and learning readiness.

c) Fatigue Factors

There are two kinds of fatigue factors of individual namely physical fatigue and psychological fatigue.

2) External factor is the factor coming from the outside of individual who is studying.

a) Family Factors

Family factors will effect the achievement reached by the individual in learning. The family effects are parenting style, relation among the members of family, the atmosphere of the family and the economic condition of the family.

b) School Factors

School affects the achievement of individual, especially at the time of learning and teaching activities are being held. School factors include the learning method of relation between the teacher and the students, learning facility, timing, building condition, curriculum and teaching standard.

c) Society Factors

Society effect the learning activity of individual in reaching the learning achievement. Factors of society environment that effect individual are mass media, peers and the rules in the society.

According to Ahmadi & Supriyono (1991:130-131), what included in the factors effecting learning achievement are as follows:

1) Internal Factors are including:

a) Physical factors whether they are innate or obtained. These factors include of vision, hearing, the structure of the body and others.

b) Psychological factors whether they are innate or obtained include of intellectual factors and non-intellectual factors. Intellectual factors include of potencial are intelligence and talent, real skill which is achievement that has been reached. Meanwhile, non-intellectual factors which are certain personality elements like attitude, habit, interest, needs, motivation, emotion, and self adjustment.

c) Physically or psychological readiness factors

2) Social factors are namely:

a) The environment of family, school, society and peers.

b) Culture factors like custom, knowledge, technology and art.

c) Physical environment factors like house facility, learning facility, and climate.

d) Spiritual or security environment factors.

Based on the suggestions can be concluded that the factors effecting learning achievement of financial accounting are divided into two factors namely external and internal factors. External factors are the factors that come from the outside of the student namely family environment, society environment, school environment, peers and learning approach. Internal factors are divided into two factors namely physic and psychology of individual.

## **2. Parenting Style**

### **a. Definition of Parenting Style**

Individual learning process is not only lasting at school, but also in the society and family environment. Individual education is dominantly held in the family.

Family is the first place for individual to learn obtaining education and knowing values which underlying a person in intercourse social with the broader environment. In this case, the roles of parents affect the development of child personality. Further, Schaefer & Bell (1985) in Katherine (2009:4) explained:

Parental attitudes toward child-rearing and family life are an important influence personality development. Personality theory provides rationale for the conceptualization and quantification of parental attitudes through the identification of a related of concepts which point to a person's tendency to orient and act with respect to objects in a certain manner. These concepts include emotional, cognitive, and motivational elements and imply stable personality characteristics.

In Dictionary of Indonesian Language (2001:885), style means pattern, model, system, the way of working, structure which remains. Meanwhile, parenting means to keep (to care and educate) the children, to guide (to help, to train and so on) and to lead (Yasyin 1995:26). Meanwhile, according to Sugihartono, et.al. (2007:31) parenting style is attitude style used to build relation with the children.

According to the suggestions can be concluded that parenting style is a way used by the parents in interacting with the children whether to educate or guide which is aimed to stimulate the children by changing the attitude and the knowledge of values which is considered as the most appropriate by the parents for the development of emotional, cognitive, motivation of the children. Thus, children's good personality, emotional and motivation would build the effective learning attitude, so that the children would reach satisfying learning achievement at school.

#### **b. Types of Parenting Style**

Parenting style is varied, so that one family would be different with others. According to Sugihartono, et.al. (2007:31) there are three kinds of parenting styles namely authoritarian, authoritative and permissive.

##### **1) Authoritarian Parenting Style**

Authoritarian parenting style is a kind of parenting that insists on parents' supervision to children to make them obey or adherent.

In this case, the parents tend to be firm and constrain the children's will. Parents are the ones who make decision. Parents are rarely involving children in making decision related to the children whether in education or not. Meanwhile, the parents prefer to give punishment to the children if they are mistaken. It would cause the children to be less initiative, tend to be doubtful, and easy nervous. Because of getting punishment very often, the children become less discipline, rebellious and naughty.

According to Yatim and Irwanto (1991:100) the characteristic of parents with authoritarian parenting are as follows.

1. *Orang tua suka menghukum anak apabila melakukan kesalahan.*
2. *Orang tua kurang memberikan kasih sayang.*
3. *Orang tua sangat berkuasa atas pengambilan keputusan.*
4. *Semua perintah orang tua harus dituruti oleh anak.*
5. *Tidak ada toleransi dan cenderung kaku.*
6. *Kontrol terhadap perilaku anak sangat ketat*
7. *Suka mendikte.*
8. *Anak tidak diizinkan mengeluarkan pendapat.*
9. *Pelit pujian.*
10. *Banyak sekali membuat larangan.*

## 2) Permissive Parenting Style

“A parenting technique in which parent is very lenient and non directive, letting child make most decisions independent of any adult intervention. Little or no parent – child discussion occurs.” (Brockdorf, 1990: 4). Based on the opinion, it can be concluded that the permissive parenting means giving the whole freedom to the children without any control or with little control from the parents.

The parents do not give any rule and direction to the children of what is going to be their decision.

In this case, the children will not know whether their attitude or decision is right or wrong, because the parents never or rarely justify or blame them. This cause the children behave as they like, not even concern with the rules in the society. The children, with permissive parenting, will behave aggressively, get difficulty in working together, be less responsibility and have less stable emotions.

The characteristic of parents with permissive parenting style according to Yatim and Irwanto (1991:102) are as follows.

1. *Orang tua memberikan kebebasan penuh.*
2. *Orang tua tidak pernah memberikan hukuman kepada anak apabila melakukan kesalahan.*
3. *Kurangnya kontrol dan bimbingan yang dilakukan orang tua terhadap anak.*
4. *Anak banyak mengambil keputusan sendiri tanpa orang tua.*
5. *Orang tua cenderung kurang tegas.*
6. *Orang tua hanya sebagai pemberi fasilitas.*
7. *Kurangnya komunikasi yang dilakukan dari orang tua kepada anak*
8. *Orang tua tidak peduli dengan perilaku anak.*

### 3) Authoritative Parenting Style

Authoritative parenting style is usually called democracy parenting style. This parenting style is characterized by the presence of open-minded attitude carried between the children and the parents. The rights and obligations of the children are equal, parents and the children complementary, children are trained to be

responsible and determine their attitude to be discipline. Children are also given the freedom in delivering their opinions, feelings and desires. The children also learn to respond to the opinion of others. Children can develop control over their behavior with the things accepted by the society. The creativity capacity of the children will develop well because the parents stimulate them to be able to be initiative.

According to Yatim and Irwanto (1991:101), the characteristics of parents with the authoritative parenting style are as follows.

1. *Orang tua suka mengajak anak dalam diskusi pengambilan keputusan.*
2. *Orang tua mendengarkan keluhan anaknya.*
3. *Orang tua memberikan tanggapan.*
4. *Orang tua menghargai pendapat anak.*
5. *Tidak kaku*

### **c. The Importance of Parenting Style**

In the research conducted by Benjamin Bloom found that the student learning achievement very depends on family environment compared to the other learning factors, such as quality of school and other learning facilities. Further, Bloom in Brockdorf (1990:11) stated:

The home environment is a most powerful factor in determining the level of school achievement of students, student interest in school learning and learning achievement. It accounts for more of the student motivation in learning than does the school curriculum or quality of the instruction in the school.

This proves that the role of parents is very important in increasing student learning achievement at school. In addition, a good

parenting style will have an impact on the high learning motivation which means simplify students in absorbing the lesson. Thus, study result will be optimally reached.

Understanding the importance of the role of the parents in learning, it is not uncommon for school to have a relationship on good cooperation with parents. Further stated by Emblem,

...the most important result of schools and families working together is that it demonstrates to teachers, parents, and children that teacher do not regard themselves as the sole experts in field of learning. It reinforces with each group that learning takes place in the home as well as at school. (Brockdorf, 1990: 11)

Based on the opinion can be concluded, parenting style is very important for individual in learning interest and motivation to study at school. More specific, parenting style really affects student learning achievement. The implementation of education for students is not only at school. Teacher is not the only learning master influenced the student learning achievement. The role of the parents in implementing education in family environment are also important, besides as the provider of facilities, students' mentor of learning at home, the parents also have a role as the maker of personality and learning habit of the student.

### **3. Emotional Quotient**

#### **a. Definition of Emotional Quotient**

Emotional Quotient (EQ) is not based on the intelligence of a child, but something called personal character. This concept appears

from some experiences that mentioned that intellectual quotient only will not be enough to deliver someone toward achievement. Goleman (2005:98) stated, "*Kecerdasan emosional sangat berpengaruh pada kesuksesan hidup seseorang*". Mustaqim (2004:154) stated that:

*Kecerdasan emosional menunjuk pada suatu kemampuan untuk memahami perasaan diri masing-masing dan perasaan orang lain, kemampuan untuk memotivasi dirinya dan dalam hubungannya dengan orang lain. Kecerdasan emosional sangat penting dalam proses pembelajaran dan keberhasilan belajar karena bukanlah persoalan intelektual semata tetapi juga emosional. Belajar tidak hanya menyangkut interaksi peserta didik dengan buku-buku pelajaran yang diamati tetapi melibatkan hubungan antara sesama peserta didik dan antara peserta didik dengan guru.*

Goleman stated in children psychology research, have been proved that the children who has high emotional quotient will be more confident, happier, popular and successful at school. They also have more ability in controlling their emotion, maintaining good relations with others, handling stress and having a good mental health. Children with high emotional quotient are considered as diligent students by the teacher and favorite students by their friends at school (Mar'at 2009:172). The better emotional quotient one has, the better adaptability one will have in the learning environments, so that the learning achievement will be optimally reached. Good adaptability and emotional control will bring the students to the learning environment in which they consider comfortable and fun. Thus, the process of receiving and absorbing information will be easily held. While according to Uno (2006:68),

*Kecerdasan emosional merupakan kemampuan untuk memotivasi diri sendiri dan bertahan menghadapi frustrasi, mengendalikan dorongan hati, tidak melebih-lebihkan kesenangan, mengatur suasana hati dan menjaga agar tidak stress, tidak melumpuhkan kemampuan berpikir, berempati dan berdoa.*

Based on the opinions can be concluded that emotional quotient is children psychological ability for themselves in motivating, controlling and withstanding frustration.

#### **b. Basic Components of Emotional Quotient**

According to Goleman (2005:403) there are five parameters of emotional quotient namely “*kesadaran diri, mengelola emosi diri, memanfaatkan emosi secara produktif, empati dan membina hubungan*”. Five dimensions or components of emotional quotient (EQ) according to Goleman in Mar’at (2009:170-172) are as follows:

##### 1) Identifying Emotion

Identifying emotion is the ability to identify and feel the emotion used to make decision and also the ability to understand the cause of feeling appeared so that be able to think realistic toward the ability and self-confidence. Awareness helps someone to manage the feeling which is related to other people and also be able to handle the negative attitude in one self.

##### 2) Managing emotion

Managing emotion is the ability to control, manage and direct the emotion as well. Emotion control enables a person to hold turbulent and dramatic emotion though unpleasantly. The ability of a person

in managing emotion used in order to control the emotion so that will have positive impact to the performance of duties.

3) Using emotion productively

Using emotion productively means the ability in using desire to reach the goal, be initiative, act effectively, be focused on the duties and also control own self in facing failure and frustration. This enables a person to reach success.

4) Empathy

The ability in identifying others' emotion is also called empathy. Empathy means to feel what others feel, be able to understand their perspectives, cultivate relationship of mutual trust and align oneself with variety of people. The characteristics of empathy (Mustaqim, 2004:156) are as followed:

- a) To feel, that is the ability to see how the feelings of others.
- b) Built on consciousness, the more we see our own emotions, the more competent we are in reading emotions of others.
- c) Sensitive to sign language, due to emotions are more often expressed through sign language.
- d) To take message from the attitude of others.
- e) To control emotion, that is to realize that one self is empathizing so that will be insoluble.

## 5) Managing relationship

Managing relationship is the ability to control and handle emotion as well when have relationship with other people, wisely understand the relationship among fellow human beings and also resolve the conflict in a relationship or society.

Meanwhile, according to Bar-On in Freeman (2014:15 – 16) stated:

Emotional intelligence competencies using five factors are: (a) Adaptability; Comprising reality – testing, flexibility, and problem – solving. (b) Intrapersonal; Comprising self – regard, emotional self – awareness, assertiveness, independence, self – actualization. (c) Interpersonal; comprising empathy, social responsibility, and interpersonal relationship. (d) Stress Management; comprising stress tolerance and impulse control. (e) General Mood; comprising optimism and happiness

Based on some opinions above can be concluded, emotional quotient has five components namely the ability in understanding the feeling of oneself and others, the ability in motivating oneself, the ability in using emotion productively and the ability in managing relationship with others.

### **c. The Importance of Emotional Quotient**

Emotional quotient is very important to be owned by each individual in learning. According to Goleman (1995) in Freeman (2014: 42 – 43) “Success is a result of 80% EQ and 20% IQ. A lack of emotional intelligence in minority adolescents can be observed in reduced self – awareness, communication skills, and self – discipline, behavior that hinder academic achievement.”

Based on the opinion above can be concluded that emotional quotient more often dominantly effect learning achievement compared to cognitive quotient. So that emotional quotient becomes the factor that is important to consider. A person with weak emotional quotient will cause inability to compete and be excited in learning. In addition, a person with the low emotional quotient will be bad in communication, disciplinary and relationship with others. This will impede learning achievement.

In contrast, when a person is having the strong emotional quotient although not clever, he or she will be able to motivate himself or herself to keep on competing, learning and improving the ability in communication. Thus, the higher emotional quotient someone have, the higher learning achievement someone would reach.

#### **4. Learning Readiness**

##### **a. Definition of Learning Readiness**

Student learning readiness decides quality and effectivity in learning process. Student learning readiness is important to reach preparation before joining lesson. It can determine success of learning. Meanwhile, the success level of learning relies on the student learning process. Further explanation by Prayitno (1997:13), preparing oneself to join the lesson is one thing that sould be considered by the student, because with the sufficient preparation, the student will feel ready in

learning so that they will be easy to concentrate on the lesson (Mulyani, 2013: 27).

Nasution (2006: 179) stated that learning readiness is conditions before learning activity. Without learning readiness, the learning process will not be held. Therefore, individual learning readiness becomes a factor that effects how many students who are able to absorb the information and react when the lesson takes place. Learning readiness makes it easier for individual to optimally reach the learning achievement.

Meanwhile, according to Slameto (2010:113) explained that readiness is the entire condition of a person who made it ready to give response/answer with particular way toward a situation. Adjusting condition, someday, will effect or tend to give response. Readiness becomes requirement for the next lesson.

From some opinion above can be concluded that learning readiness is conditions before learning that make the student ready to give response based on the lesson that is being held, so that can create the maximum learning achievement based on the goal of the study.

#### **b. Factors Effect Learning Readiness**

According to Slameto (2010:113), Learning Readiness includes 3 aspects, namely:

1) Physical, mental and emotional condition

Physical condition means the readiness of body condition of a person to join the learning activity. Mental condition means the condition related to intelligence of someone. In which a person who has a talent is enable to do the more chalanging duties. Meanwhile, emotional condition means the ability that students have to control the emotion in facing problems. Emotional condition also effects the readiness to do something because it connects with a motive (positive incentives, negative incentives, rewards and punishments) and effects the learning readiness.

2) Needs, motives and objectives

Needs mean the mindfulness of requiring the materials given. The needs to encourage efforts, in other words cause motive. This motive is directed to reach the goal.

3) Skill and knowledge

Skill and knowledge mean proficiency, ability and understanding of the students toward the materials given, includes the other materials related to the material given.

Meanwhile, Djamarah (2002:25) mentioned the factors that effect learning readiness namely:

1) Physical condition

This physical condition is such a healthy body, lethargic, sleepy and so on.

2) Psychological condition

Psychological condition includes the will to learn, the ability to concentrate to the lesson as well and intrinsic motivation.

3) Materiil condition

Materiil condition includes learning material such as the textbooks and notebooks, or tasks that has been finished.

From opinions above can be concluded that learning readiness is influenced by three aspects namely physical, emotional and mental conditions, the needs, motives and objectives, and also skill and knowledge. Physical, emotional and mental conditions are kinds of readiness in the form of body health, and also emotional and mental before learning. The needs, motives, and objectives is kinds of encouragement in the form of learning motivation inside a person. Meanwhile skill and knowledge are the next readiness of understanding the preview material, and the skill in connecting it to next material.

**c. The Principles of Learning Readiness**

According to Soemanto (1998:192), the principles of learning readiness are as followed:

- 1) All the aspects in interaction of growth are together constituting readiness.
- 2) The experiences of individual effect the growth of individual psychology.

- 3) Experiences have cumulative effects in the development of the functions of individual personality, both physically and psychologically.
- 4) If readiness in undertaking particular activity formed in a person, that would be the formative point for the personality development in the life of someone.

Meanwhile, according to Slameto (2010:115), the principles of learning readiness are as followed:

- 1) All the aspects of development are interacting (mutual influential and affect)
- 2) The physical and psychological maturity are necessary to take the benefits from the experiences.
- 3) The experiences have positive influence toward the readiness.
- 4) Basic readiness for particular activity formed in specific period during the formation in the development.

Thus, learning readiness is effected by positive experiences of a person in the interaction with the environment supported by the physical and psychological maturity during the development in the learning process. Learning readiness of student can still develop together with the learning experiences that still improved.

## **5. Learning Style**

### **a. Definition of Learning Style**

Each student has the different ability to understand and absorb the lesson that the level is absolutely different. There are students who could learn quickly, normally and very slowly (Uno, 2008:180). The ability to understand and receive the lesson influences the result reached by the student in learning process. The ability to understand and absorb the lesson is often called learning style.

The variety of learning style is necessary to understand since the beginning of being received in an institution. This will make the student to be easier in learning process. The optimal learning process, whether to receive or understand the lesson, is very influential on the result.

Learning style is referring to most favored way of learning by the student. Generally, learning style is dynamic and not static, in which the learning style of a person could change depending on the learning activity and the changing of experience. Then this tends to be settled for a while and customized. Nonetheless, learning style is not about how students be clever, but able to optimally absorb information.

Learning style came from personality including cognitive, affective, psychology, social and cultural background and also individual environment. Further, Serife (2008:709) stated:

Learning style was the composite of cognitive, affective, and psychological factors that serve as relatively stable of how a

learner perceives, interacts with, and responds to the learning environment. It is demonstrated in that pattern of behavior and performance by which an individual approaches educational experiences. Its basis lies in the structure of neural organization and personality which both molds and molded by human development and the learning experiences of home, school, and society. (Flores, 2010: 16)

Learning style is the tendency to adapt a learning strategy in manner of searching and actively trying based on the experiences in the environment of family, society and school, so that individual received a learning approach which in accordance with the learning requirement. According to Nasution (2006:94) "*Gaya belajar adalah cara konsisten yang dilakukan oleh seseorang dalam menangkap stimulus dan informasi, cara mengingat, berpikir, dan memecahkan masalah*". Meanwhile, DePorter and Hernacki (2005: 110) stated that learning style is a combination of how a person absorbed and then adjusted and processed information.

So it can be concluded that individual who learn has to develop the ability and character in order to receive and absorb information. The ability and character of the individual are recognized as learning style. Learning style will effect the learning effectivity of student. Learning style is a manner used by a person whether it is cognitive, affective, psychology, in order to interact with the learning environment in catching, absorbing and processing information so that be able to solve problems later on.

A less appropriate learning style became the cause of there were still many students who actually clever but did not get good results compared to them who not really clever but reached good results because of the appropriate learning style (Slameto, 2010:82). Further, Deporter and Hemacki (2005:110) stated that if a person was familiar with the learning style, they would be able to help himself to learn faster and easier, and also by learning to understand the learning style used by others. Thus could help a person to strengthen the relationship with others.

#### **b. Types of Learning Style**

According to DePorter and Hernacki (2005: 112), there were three kinds of learning style namely visual, audithorial and kinesthetic learning styles. In this case, the students used these three kinds of learning style, but they had tendency to used only one of them.

##### **1) Visual Learning Style**

Students who used visual learning style, the eye or sight had important role in learning. They learned through what they saw. Students who used visual learning style had crucial need to see and catch visually before understanding, then solved the problem and transfered the information.

Students who used visual learning style caught the lesson through pictorial matters included diagram, video or text. They had strong sensibility toward colors and good understanding of art.

However, those who used visual learning style had obstacle in having dialogue directly because too reactive toward sound, made it difficult to follow suggestion orally and often missed to interpret speech.

According to DePorter and Henarcki (2005: 116 -118), the characteristics of visual learning style were as followed:

1. *orang dengan visual cenderung rapi dan teratur,*
2. *berbicara dan membaca dengan cepat,*
3. *perencana dan pengatur jangka panjang yang baik, teliti terhadap detail,*
4. *mementingkan penampilan yang baik dalam hal pakaian maupun presentasi, pengeja yang baik dan dapat melihat kata – kata yang sebenarnya dalam pikiran mereka,*
5. *mengingat apa yang dilihat dari pada apa yang didengar, mengingat dengan asosiasi visual,*
6. *tidak terganggu dengan keributan,*
7. *kesulitan mengingat instruksi verbal dan sering kali meminta bantuan orang untuk mengulanginya,*
8. *membutuhkan pandangan dan tujuan yang menyeluruh dan bersikap waspada sebelum mental merasa pasti tentang suatu masalah atau proyek,*
9. *mencoret – coret tanpa arti selama berbicara di telepon dan dalam rapat,*
10. *lupa menyampaikan pesan verbal kepada orang lain,*
11. *sering menjawab pertanyaan dengan jawaban singkat ya atau tidak,*
12. *lebih suka berdemonstrasi daripada berpidato,*
13. *lebih suka seni dari pada musik,*
14. *seringkali mengetahui apa yang harus dikatakan tetapi tidak pandai dalam memilih kata – kata, dan*
15. *kadang kehilangan konsentrasi ketika mereka ingin memperhatikan.*

## 2) Auditorial Learning Style

Students who used auditorial learning style would rely the success of learning on the ear (hearing) to absorb information. Students who used auditorial learning style could learn fast through

verbal discussion and hear what was provided by the teacher or friends when the lesson took place. They could digest the information provided through tone sound, pitch (high and low of tone), speed of speech and other auditory well. But they had difficulty in understanding the information through text.

According to DePorter and Henarcki (2005: 118), the characteristic of auditorial learning style were as followed:

1. *berbicara kepada diri sendiri saat bekerja,*
2. *menggerakkan bibir mereka dan mengucapkan tulisan di buku ketika membaca,*
3. *senang membaca dengan keras dan mendengarkan,*
4. *dapat mengulangi kembali dan menirukan nada, birama, dan warna suara,*
5. *mereka kesulitan untuk menulis tetapi hebat dalam bicara,*
6. *berbicara dengan irama yang terpola, biasanya pembicara yang fasih,*
7. *lebih menyukai musik daripada seni,*
8. *belajar dengan mendengarkan dan mengingat apa yang didiskusikan daripada apa yang dilihat,*
9. *suka diskusi dan menjelaskan segala sesuatu dengan panjang lebar,*
10. *mempunyai masalah dengan pekerjaan yang melibatkan visualisasi seperti memotong bagian –bagian hingga sesuai satu sama lain,*
11. *lebih pandai mengeja dengan keras dari pada menuliskannya,*
12. *lebih suka gurauan lisan dari pada membicara komik, dan*
13. *mudah terganggu dengan kebisingan dan keributan.*

### 3) Kinesthetic Learning Style

Kinesthetic learning style means learning activity in a sense of many movement, work and touch. Students who used kinesthetic learning style had uniqueness, always moving when the lesson took place, so they would be difficult to be seated for hours. The desire

to do activities and skill exploration was very high. They also tended to like experiment on studying or solving problem. The access of this learning style is student ability to coordinate a team as well as to control body movement.

According to DePorter and Henarcki (2005: 119 – 120), the characteristics of kinesthetic learning style were as followed:

1. *bicara dengan perlahan,*
2. *menyentuh orang untuk mendapat perhatian mereka,*
3. *berdiri dekat ketika berbicara dengan orang,*
4. *selalu berorientasi pada fisik dan banyak bergerak,*
5. *mempunyai perkembangan awal otot – otot yang besar,*
6. *belajar melalui manipulasi dan praktik,*
7. *menghafal dengan cara berjalan dan melihat,*
8. *menggunakan jari sebagai penunjuk pada saat membaca,*
9. *banyak menggunakan isyarat tubuh,*
10. *tidak dapat diam dalam waktu yang lama,*
11. *tidak dapat mengingat geografi kecuali mereka telah pernah berada di tempat itu,*
12. *menggunakan kata – kata yang mengandung aksi,*
13. *menyukai buku yang berorientasi pada plot,*
14. *mereka mencerminkan aksi dengan gerakan tubuh saat membaca, dan*
15. *menyukai permainan yang menyibukan diri.*

### **c. Factors influence Learning Style**

Learning style used by the students are varied. This was influenced by many factors. According to Reese (2007) in Flores (2010:32-33), there are five categories influencing learning style, namely:

- 1) **Enviromental:** Elements that effect a learner's environment include sound, light, temperature, and furniture/seating designs.
- 2) **Emotionality:** Elements such as motivation, responsibility, persistence, and the individual's preference between an externally imposed structure versus the opportunity to do things in his/her own ways.

- 3) Sociological Preferences: Elements that socially affect an individual such as how he/she learns best: alone, in a pair, in a small group, or as part of a team. The element also speaks to preference in learning with an authoritative or collegial adult. Also, the element distinguishes if individual learner prefers variety over patterns routines in learning activity.
- 4) Physiological: Element include perceptual strengths, such as verbal/kinesthetic, auditory, visual text or visual picture, tactual and or kinesthetic. Also, intake, time – of – day energy levels, and mobility requirements.
- 5) Psychological: Elements that demonstrate perference of global versus analytic processing. These preferences are determined through correlations among sound, light, design, presistence, sosiological preference, and intake. Psychological factors also consider teh elements of right/left brain hemisphericity and impluse versus reflective processing.

Based on the opinion above could be concluded that the learning style of student could be influenced by the learning environment, emotion, social condition during the learning process, physically and psychologically condition of students.

Meanwhile, Sugihartono, et.al. (1007:54) mentioned that there are four approach of learning style, those were as followed:

1. *Belajar sosial, yang meliputi belajar sendiri, dengan teman, dengan guru atau kombinasinya.*
2. *Lingkungan belajar, yang meliputi waktu, dekorasi ruangan, partisipasi pasif atau aktif, suara dan kedekatan dengan orang lain.*
3. *Emosi belajar, yang meliputi motivasi, ketahanan, dan tanggung jawab dalam belajar.*

## **B. Relevant Research**

1. The previous research was conducted by Khasanah (2016) entitled “*Pengaruh Pola Asuh Orang Tua dan Kontinuitas Belajar Siswa Terhadap Prestasi Belajar Akuntansi Kelas XI IPS SMA Negeri Jumapolo Tahun Ajaran 2015/2016*”, stated that there was positive and significant effect of

Parenting Style toward Learning Achievement Of Accounting in grade XI student IPS SMA Negeri Jumapolo Academic Year 2015/2016. This was apparent with  $r_{x1y}$  was 0,195 and  $r^2_{x2y}$  was 0,038 assessment of  $t_{count} > t_{table}$  was  $2,101 > 1,984$  with 114 students as the sample. The research equity was to study the effect of Parenting Style on the student learning achievement of accounting. The difference was on the variable of Learning Continuity. Meanwhile, the variable used in this research was Emotional Quotient, Learning Readiness and Learning Style. Besides, the research location was different. Research location in this study was SMK Negeri 1 Yogyakarta.

2. The previous research was conducted by Widyaningsih (2003) entitled "*Pengaruh Kecerdasan emosional, dan Minat Belajar Terhadap Prestasi Belajar Akuntansi Keuangan Siswa Kelas XI Program Keahlian Akuntansi SMK Negeri 1 Godean Tahun Ajaran 2012/2013*", stated that there was positive and significant effect of Emotional Quotient on the Learning Achievement of Financial Accounting in Grade XI Student at SMK Negeri 1 Godean Academic Year 2012/2013. This was apparent with  $r_{x1y}$  was 0,598 and  $r^2_{x2y}$  was 0,357 assessment of  $t_{count} > t_{table}$  was  $7,570 > 1,983$  with population of 105 students. The research equity was to study the effect of Emotional Quotient on the student learning achievement. The difference was on the variable of Learning Interest. Meanwhile, the variable used in this study was Parenting Style, Learning Style and Learning Readiness.

Besides, the research location was different. Research location in this study was SMK Negeri 1 Yogyakarta.

3. The previous research was conducted by Rahmattika (2011) entitled "*Pengaruh Kesiapan Dan Disiplin Belajar Terhadap Prestasi Belajar Mata Pelajaran Ekonomi Akuntansi Siswa Kelas XI IS SMA Negeri 5 Tegal Tahun Pelajaran 2009/2010*", stated that there was positive and significant effect of Learning Readiness on the Learning Achievement of Economics Accounting Subject in Grade XI Social Science Student at SMA Negeri 5 Tegal Academic Year 2009/2010. This was apparent with assessment of  $t_{count} > t_{table}$  was  $5,306 > 1,662$  with population 135 and sample 100 of students. The research equity was to study the effect of learning readiness on the student learning achievement. The difference was on the variable of Learning Discipline. Meanwhile, the variable used in this study was Parenting Style, Learning Style and Learning Readiness. Besides, the research location was different. Research location in this study was SMK Negeri 1 Yogyakarta.
4. The previous research was conducted by Selpia (2015) entitled "*Pengaruh Persepsi Siswa Tentang Akuntansi, Gaya Belajar, Dan Lingkungan Teman Sebaya Terhadap Prestasi Belajar Pengantar Akuntansi Dan Keuangan Siswa Kelas X Akuntansi SMK Negeri 7 Yogyakarta Tahun Ajaran 2014/2015*", stated that there was positive and significant learning style on the Learning Achievement of Introduction of Financial Accounting in Grade X Student at SMK Negeri 7 Yogyakarta Academic Year 2014/2015.

This was apparent with  $r_{x2y}$  was 0,509 dan  $r^2_{x2y}$  was 0,259 assessment of  $t_{count} > t_{table}$  was  $0,509 > 0,195$  with population of 96 students. The research equity was to study the effect of Learning Style on the Student Learning Achievement. The difference was on the variable of Student Perception on Accounting, Learning Style and Peer Environment. Meanwhile, the variable used in this study was Parenting Style, Learning Style and Learning Readiness. Besides, the research location was different. Research location in this study was SMK Negeri 1 Yogyakarta.

### **C. Conceptual Framework**

#### **1. The Effect of Parenting Style on the Learning Achievement of Financial Accounting**

Parenting style was manner used by the parents in educating, guiding and maintaining the children, which intended to stimulate the children by changing behavior and the knowledge of values that was considered as the most appropriate ones for emotional development, cognitive and motivation of the children. There were three kinds of parenting style namely authoritarian, permissive and authoritative. The higher score parenting style shows that authoritative style. The authoritative style for the children could make them develop in accordance with the interest and talent. In addition would have high enthusiasm, motivation and responsibility in learning financial accounting. Thus, parenting style was suspected to have effect on the learning achievement of financial accounting.

## **2. The Effect of Emotional Quotient on the Learning Achievement of Financial Accounting**

Emotional Quotient was one of the student internal factors which determined the learning achievement of financial accounting. Emotional quotient was the ability in motivating, controlling and using emotion productively. When a person had the high emotional quotient though he was not clever, he would be able to motivate himself to keep competing, learning and developing the communication ability. So that would be easier in receiving lesson and not quickly bored in learning financial accounting. Students with the high emotional quotient were not also easily discouraged in learning financial accounting. This would make the student could reach the achievement optimally. Thus, emotional quotient was suspected have positive effect on learning achievement of financial accounting.

## **3. The Effect of Learning Readiness on the Learning Achievement of Financial Accounting**

Learning readiness was the conditions before the students having the lesson, whether physically or psychologically. Learning readiness was necessary to be paid attention by the students because the good learning preparation would make them be ready to learn. Then this would make the student easily concentrated. Good concentration would make the student easily absorbed and understood the lesson provided by the teacher, so the learning would be effective. Thus, the student would create the maximum learning achievement of financial accounting, so that the better learning

readiness they had, the better learning achievement of financial accounting they would have.

#### **4. The Effect of Learning Style on the Learning Achievement of Financial Accounting**

Learning style was a manner of a person in receiving and absorbing information with the characteristics. In learning financial accounting, each student used different learning style, some used visual, auditorial and kinesthetic. The higher score learning style shows that kinesthetic style. A person who was familiar with the learning style would help himself to learning faster and understand easier. Thus, the students who were able to develop and use the learning style in the learning process would reach the learning achievement of financial accounting optimally. Meanwhile, for them who could not develop and use learning style would have the tendency to get the lower learning achievement of financial accounting.

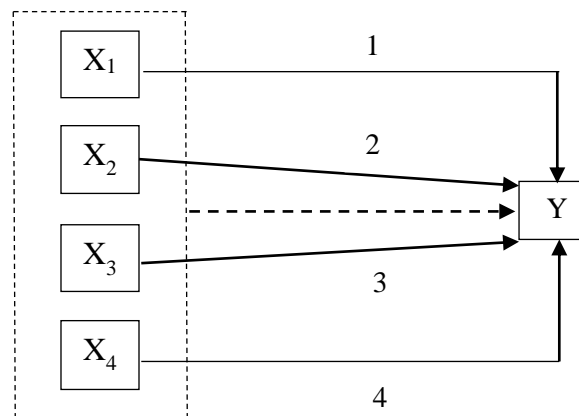
#### **5. The Effect of Parenting Style, Emotional Quotient, Learning Readiness and Learning Style Simultaneously on the Learning Achievement of Financial Accounting**

The learning achievement of financial accounting could be affected by many factors, whether external or internal. Parenting style was the external factor which directly effected on the learning behavior and personality of students. The appropriate Parenting Style would set the emotion, cognitive and psychology of the students in learning. Thus, they would have the good emotional quotient to motivate themselves to learn in

the class. Readiness, whether physically, psychologically or materially could be done well by the students. The students who were ready to learn would be able to use the learning style, so that they could receive and absorb information effectively. The effectivity in the learning process would make the student be able to optimize the learning achievement.

#### D. Research Paradigm

The Effect of Parenting Style, Emotional Quotient, Learning Readiness and Learning Style on The Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016 could be described as follows.



Picture 1. The Research Paradigm

Description:

- X<sub>1</sub> : Parenting Style
- X<sub>2</sub> : Emotional Quotient
- X<sub>3</sub> : Learning Readiness
- X<sub>4</sub> : Learning Style
- Y : The Learning Achievement of Financial Accounting
- 1 : The Effect of Parenting Style on The Learning Achievement of Financial Accounting
- 2 : The Effect of Emotional Quotient on The Learning Achievement of Financial Accounting
- 3 : The Effect of Learning Readiness on The Learning Achievement of Financial Accounting

- ▶4 : The Effect of Learning Style on The Learning Achievement of Financial Accounting
- ▶ : The Effect of Parenting Style, Emotional Quotient, Learning Readiness, and Learning Style Simultaneously on The Learning Achievement of Financial Accounting

### **E. Research Hypothesis**

Based on the theory discussion and the framework of thought could be offered hypothesis as whilst answer of the problem, that was as follows.

1. There was positive effect of Parenting Style on the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016.
2. There was positive effect of Emotional Quotient on the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016.
3. There was positive effect of Learning Readiness on the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016.
4. There was positive effect of Learning Style on the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016.
5. There was positive effect of Parenting Style, Emotional Quotient, Learning Readiness and Learning Style simultaneously on the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016.

## **CHAPTER III RESEARCH METHOD**

### **A. Research Design**

This research is the kind of *ex post facto* research, a research on variables that had happened before the research conducted (Arikunto, 2010:17). Research was conducted in flash back to know the factors which were causing the cases without giving treatment and or manipulating variables studied.

This research was aimed to know the information about the effect of Parenting Style, Emotional Quotient, Learning Readiness, and Learning Style on The Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016. Based on the purpose, this research was a causal comparative research because it was intended to find the whereabouts of the effect of parenting style, emotional quotient, learning readiness and learning style on the learning achievement reached by the students (Arikunto, 2010:76). This was a quantitative research, where the symptoms to be examined measured by using numbers. This research used statistical analysis as the technique to cultivate data.

### **B. Research Location and Timing**

This research was applied in Grade X Accounting Student at SMK Negeri 1 Yogyakarta, with the address on Jalan Kemetiran Kidul No. 35 Yogyakarta. This research was held on October-November 2016.

### **C. Research Variables**

Sugiyono (2009:38) stated that variable was an attribute, trait or value of people. The variables of this research were as followed:

#### 1. Dependent Variable

Dependent Variable in this research was the Learning Achievement of Financial Accounting (Y).

#### 2. Independent Variable

Independent variables in this research were Parenting Style ( $X_1$ ), Emotional Quotient ( $X_2$ ), Learning Readiness ( $X_3$ ) and Learning Style ( $X_4$ ).

### **D. Definition of Operational Variable**

#### 1. The Learning Achievement of Financial Accounting

The learning achievement of financial accounting was the result reflected the depth and the understanding of the lesson of financial accounting material which was measured by instrument namely test and interpreted by value. The value was obtained from the Final Semester Test of the second semester of financial accounting Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016.

#### 2. Parenting Style

Parenting style was a manner usually used by the parents in nurturing and educating the children. There were three types of parenting style namely, authoritarian, permissive, and authoritative. The variable of parenting style would be measured based on four dimensions namely communication between the children and parents, deliberation in family,

and also guide, attention and direction from the parents. Then these dimensions would be elaborated into some indicators.

### 3. Emotional Quotient

Emotional quotient was the ability of a person to motivate himself in facing frustration, understanding and controlling his and others feeling, and also straining relationship with other people. Emotional quotient would be measured by some indicators based on five dimensions namely recognizing emotion, managing emotion, using emotion productively, empathy and relationships.

### 4. Learning Readiness

Learning readiness was a condition of the student before learning. Learning readiness of the student could be the form of physically or psychologically readiness. Learning readiness was measured based on three dimensions namely physic, mental and emotion, needs, motive and objective, and also skill and knowledge.

### 5. Learning Style

Learning style was a manner used by the student in responding, receiving lesson, understanding information and solving problem. There are three kind of learning style namely, visul, auditorian, and kinesthetic. Learning style was measured by some indicators based on three dimentions namely social learning, learning environment and learning emotion.

### **E. Research Population**

According to Arikunto (2010:173), "*Populasi merupakan keseluruhan subjek penelitian*". This reaserch is population research. In this research the population was 63 students in Grade X Accounting Student at SMK Negeri 1 Yogyakarta.

### **F. Collecting Data Technique**

The technique of collecting data in this causal comparative research was using questionnaire and documentation. According to Sugiyono (2009:142), questionnaire was a technique of collecting data by giving written set of question or statement to the respondent to be answered. Questionnaire used for collecting data related to parenting style, emotional quotient, learning readiness and learning style in Grade X Accounting Student at SMK Negeri 1 Yogyakarta. The kind of questionnaire used was closed questionnaire. Questionnaire was furnished by alternative answer so that the students are required to choose the provided answer.

Meanwhile, documentation used to know the score of final semester test of second semester in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016. Documentation method also used to obtain data on the number of students and school overview.

### **G. Research Instrument**

Research instrument was a tool used for measuring an event observed. Instrument used in this research was questionnaire. Questionnaire used was

closed questionnaire with alternative answers so that the respondent required to choose.

The measurement of questionnaire used linkert scale. For the purposes of quantitative analysis and avoiding doubt answer of the respondent, the linkert scale used had been modified, so that would be only four alternative answers. The answer of each instrument had gradation from the most positive to the most negative words.

Table 1. Score Gradation

<b>Positive Statement</b>	<b>Score</b>	<b>Negative Statement</b>	<b>Score</b>
Strongly Agree (SS)	4	Strongly Agree (SS)	1
Agree (S)	3	Agree (S)	2
Disagree (TS)	2	Disagree (TS)	3
Strongly Disagree (STS)	1	Strongly Disagree (STS)	4

Grate of research questionnaire was as follows:

Table 2. The Item of Parenting Style

<b>Dimension</b>	<b>Indicator</b>	<b>Number of Item</b>
Two way communication between the parents and the children	Exchange information between the parents and the children	1, 2
	Explain the regulation arrangement.	3
	Discuss the family matter together	4*,5*
Deliberation in family	Involving the children in deliberation	6, 7
	Deliberating to fulfill the needs of the children	8
Guidance and attention from the parents	Participate in giving guidance in learning material	9, 10*
	Giving supporting facilities in learning	11
	Giving motivation	12, 13
Direction from the parents	Supporting the children decision and consideration of the parents	14, 15
	Giving regulation in order to increase the learning achievement	16, 17*
	Giving direction to a good thing	18, 19, 20
Total item		20

\*) : negative statement

Source : Atmoko (2013: 55-56) modified.

Table 3. The Item of of Emotional Quotient

<b>Dimension</b>	<b>Indicator</b>	<b>Number of Item</b>
Identify the emotional	Having self-awareness	1, 2
	Having self-confidence	3, 4
	Having the ability in taking decision	5
Manage emotion	Having the ability in maintaining the emotion	6, 7*, 8
Express emotion productively	Having the strong encouragement and motivation in learning	9, 10
Empathy	Having the ability in adaptation with other people	11*, 12
	Having the ability in understanding the feeling of other people	13*, 14
Manage relationships	Having the ability to communicate with other people in harmony	15, 16*, 17, 18
	Having the ability in group cooperation	19*, 20*
Total item		20

\*) : negative statement

Source : Goleman in Mar'at (2009: 170), Widyaningsih. (2013: 35)

Table 4. The Item of Learning Readiness

<b>Dimension</b>	<b>Indicator</b>	<b>Number of Item</b>
Physics, mental and emotional	Keep the body fitness and health	1, 2*
	Prepare the learning stuffs	3
	Concentrate in learning	4, 5, 6*
	Encourage to ask, argue and disapproving	7, 8*
Needs, motive and objective	Review the previous material	9*
	Read the next material	10
	Come on time	11
	Have motivation in learning	12,13
	Have the effort to get the maximum result	14, 15, 16
Skill and knowledge	The ability to make a conclusion of the lesson learned	17
	The ability to recall the material given	18
	The ability to correlate the materials one another	19
	The ability to accomplish the tasks	20
Total Item		20

\*) : Negative statement

Source : Slameto (2010: 113)

Table 5. The Indicator of Learning Style

<b>Dimension</b>	<b>Indicator</b>	<b>Number of Item</b>
Student social learning	Physical activity which is usually held	1, 2, 3, 4, 5, 6, 7,
	Having group and friend in study	8,
Student environmental	Having the ability in adapting to the environment	9, 10,
	Having intimacy with other people	11
	Participating in learning	12, 13, 14
	Learning hours	15
Student learning emotion	Learning motivation	16, 17, 18
	Learning responsibility	19*, 20*
Total Item		20

\*) : negative statement

Source : Sugihartono, et.al. (2007: 54), Selphia. (2015: 48)

## H. Instrument Test

Valid and reliable instrument was the requirement to obtain the valid and reliable result of the research. Research instrument should be on trial for being reliable. This instrument test was held in Grade X Accounting Student at SMK Negeri 7 Yogyakarta as many as 32 students. SMK Negeri 7 Yogyakarta was chosen as the location of instrument test because of having the same characteristic with SMK Negeri 1 Yogyakarta, that was a vocational high school located in the center of Yogyakarta city with expertise on business and management, using School Based Curriculum, having the same standard of minimum completeness on financial accounting and the same educational accreditation, and also having the number of female students compared to male students. The instrument test in this research used:

### 1. The Validity Test

Research instrument validity was a measurement that show validity levels of an instrument (Arikunto, 2010:211). The validity test was necessary to know the data accuracy that is by the analysis of correlation

coefficient obtained from the correlation between score and total score. In correlating score and total score of each item was used Pearson Product Moment Correlation. The following are the Pearson Product Moment Correlation.

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

Description:

$r_{xy}$  : correlation coefficient  
 $X$  : score of each item  
 $Y$  : total score  
 $N$  : number of respondent

(Arikunto, 2010: 213)

The calculation result reviewed by the table Product Moment on significant level of 5%. A statement is valid if  $r_{count} > r_{table}$ . Meanwhile, if  $r_{count} < r_{table}$  the statement would be invalid.

From the test applied to 32 students in Grade X Accounting at SMK Negeri 7 Yogyakarta, the result of validity test obtained from 20 instrument statements on Parenting Style as variable that there were 2 invalid statements, 5 on Emotional Quotient and 3 on each Learning Readiness and Learning Style.

Table 6. The Invalid Item of Parenting Style

<b>Name of Variable</b>	<b>Dimension</b>	<b>Number of Item</b>	<b>Invalid Number of Item</b>
Parenting Style	Two ways communication between the parents and the children	1, 2, 3, 4*,5*	4*, 5*
	Deliberation in family	6, 7, 8	-
	Guidance and attention from the parents	9, 10*, 11, 12, 13	-
	Direction from the parents	14, 15, 16, 17*, 18, 19, 20	-
<b>Total Item</b>		<b>20</b>	<b>2</b>

Source: Primary data which were processed, 2016

Table 7. The Invalid Item of Emotional Quotient

<b>Name of Variable</b>	<b>Dimension</b>	<b>Number of Item</b>	<b>Invalid Number of Item</b>
Emotional Quotient	Identify emotion	1, 2, 3, 4, 5	1, 3, 5
	Manage emotion	6, 7*, 8	7*
	Express emotion productively	9, 10	-
	Empathy	11*, 12, 13*, 14	13*
	Maintaining relationships	15, 16*, 17, 18, 19*, 20*	-
<b>Total Item</b>		<b>20</b>	<b>5</b>

Source: Primary data which were processed, 2016

Table 8. The Invalid Item of Learning Readiness

<b>Name of Variable</b>	<b>Dimension</b>	<b>Number of Item</b>	<b>Invalid Number of Item</b>
Learning Readiness	Physics, mental and emotional	1, 2*, 3, 4, 5, 6*, 7, 8*	6*, 8*
	Needs, motive and objective	9*, 10, 11, 12, 13, 14, 15, 16	9*
	Skill and knowledge	17, 18, 19, 20	-
<b>Total Item</b>		<b>20</b>	<b>3</b>

Source: Primary data which were processed, 2016

Table 9. The Invalid Item of Learning Style

<b>Name of Variable</b>	<b>Dimension</b>	<b>Number of Item</b>	<b>Invalid Number of Item</b>
Learning Style	Social learning students	1, 2, 3, 4, 5, 6, 7, 8,	2, 3
	Student learning environmental	9, 10, 11, 12, 13, 14, 15	9
	Emotion in learning	16, 17, 18, 19*, 20*	-
<b>Total Item</b>		<b>20</b>	<b>3</b>

Source: Primary data which were processed, 2016

## 2. The Reliability Test

Reliability means that an instrument is quite reliable to be used as the tool of collecting data because the instrument is already good (Arikunto, 2010: 221). Reliability means the level of trust in in something. An instrument would have the high reability if the test conducted had consistent result in measurement.

The instrument test of reliability used Alpha Cronbach. The formula of Alpa Cronbach is as follows:

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma b^2}{\sigma t^2} \right]$$

Description:

- $r_{11}$  : instrument reliability
- $k$  : number of the questions
- $\sum \sigma b^2$  : number of the varians grains
- $\sigma t^2$  : total variant

(Arikunto, 2010: 239)

The categories used to interpret the Alpha Cronbach, as follow:

Tabel 10. The Categories of Reliability Coefficient

Score r	Reliability Level
0,00 – 0,19	Very low
0,20 – 0,39	Low
0,40 – 0,59	Normal
0,60 – 0,79	High
0,80 – 1,00	Very high

(Suharsimi Arikunto, 2010: 113)

Instrument is reliable if correlation coefficient is 0,600 or more. On the contrary, instrument is unreliable if correlation coefficient is less than 0,600. Based on the result of the data analysis using SPSS v23 for windows, the summary of reliability is as follows:

Table 11. The Results of Reliability Test On Variabel Research

No.	Name of Variable	Coefficient of Cronbach's Alpha	The Reliability Level
1.	Parenting Style	7,37	High
2.	Emotional Quotient	7,10	High
3.	Learning Readiness	7,35	High
4.	Learning Style	7,33	High

Source: Primary data which were processed, 2016

Based on the data above can be concluded that the statements of each variable included Parenting Style, Emotional Quotient, Learning Readiness and Learning Style have the high reliability.

## I. Data Analysis Technique

Data analysis method in the result of the research used for analyzing required data in order to be presented so the report would be easily understood. Data analysis used in this study is as follows.

### 1. Data Description

Data description used for providing data from the location on each variable, whether it is independent variable or dependent variable. Data presentation will be communicatively described within the table of frequency and histogram distribution. Drafting table of frequency distribution, at first was to determine the number of class interval, range of data and class length.

- a. Determine the number of class interval using Sturges formula

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

Description:

$k$  : number of class interval

$n$  : number of observation in a set of data

$\log$  : logarithm

- b. Calculate range ( $r$ )

$$r = \text{Highest Score} - \text{Lowest Score}$$

Description:

$r$  : *range*

- c. Calculate the class length ( $i$ )

$$i = \frac{r}{k}$$

Description:

$i$  : class interval length  
 $r$  : *range*  
 $k$  : number of class interval

(Sugiyono, 2007: 34 – 36)

The second step of drafting table was making histogram distribution. Data presentation should be describing variable tendency, within the following steps.

- a. Mode

$$Mo = b + p \left[ \frac{b_1}{b_1 + b_2} \right]$$

Description:

$Mo$  : Mode  
 $b$  : class interval at the highest frequency limit  
 $p$  : length of the class interval  
 $b_1$  : modal class frequency (the highest class interval frequency) minus preceding class interval frequency  
 $b_2$  : modal class frequency minus succeeding class interval frequency

(Sugiyono, 2007: 52)

- b. Median

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

Description:

$Md$  : median  
 $b$  : low limit, boundary of the median  
 $n$  : total number of observations  
 $p$  : length of the class interval  
 $F$  : cumulative frequency preceding median class  
 $f$  : frequency corresponding to the median class

(Sugiyono, 2007: 53)

c. Mean

$$Me = \frac{\sum f_1 x_1}{\sum f_1}$$

Description:

$Me$  : Mean  
 $\sum f_i$  : the sum of occurrences  
 $\sum f_i x_i$  : multiplication product of  $f_i$  per interval data and class sign ( $x_i$ )

(Sugiyono, 2007: 53)

d. Standard Deviation

$$SD = \sqrt{\frac{\sum (x_1 - \bar{x})^2}{(n - 1)}}$$

Description:

$SD$  : standard deviation  
 $n$  : number of data / sample  
 $n - 1$  : degree of freedom

(Sugiyono, 2007: 54)

According to Suharsimi Arikunto (2006: 264) there are three categories of variable, namely:

- a. High category = ( $> Mi + 1 SD_i$ )
- b. Medium category = ( $Mi - 1 SD_i$ ) up to ( $Mi + 1 SD_i$ )
- c. Low category = ( $< Mi - 1 SD_i$ )

## 2. The Test of Prerequisite Analysis

a. Linearity Test

Linearity test used for knowing the linear relationship between independent variable and dependent variable. This is a requirement of regression analysis using. F test used for linearity test on significant level of 5% within formula:

$$F_{reg} = \frac{RK_{reg}}{RK_{res}}$$

Description:

- $F_{reg}$  : equation F for the regression line
- $RK_{reg}$  : mean squared regression
- $RK_{res}$  : mean squared residual

(Hadi, 2004:13)

Decision-taking for this linearity test was by consulting  $F_{count}$  with  $F_{table}$ . If  $F_{count} < F_{table}$  and significant value  $> 0,05$ , the regression would be linear. Vice versa,  $F_{count} > F_{table}$  and significant value  $< 0,05$ , the regression would be nonlinear.

#### b. Multicollinearity Test

Multicollinearity test used as requirement of multiple regression analysis. Multicollinearity was aimed to test whether there is any relation between one independent variable with another in regression mode. Formula used for multicollinearity test was the correlation formula of Pearson Product Moment as following:

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

Description:

- $r_{xy}$  : the coefficient between Parenting Style ( $X_1$ ), or Emotional Quotient ( $X_2$ ), or Learning Readiness ( $X_3$ ), or Learning Style ( $X_4$ ) variables, and Learning Achievement of Financial Accounting variable ( $Y$ ).
- $N$  : the number of correspondents.
- $\sum X$  : the amount of the price of the Parenting Style, or Emotional Quotient, or Learning Readiness, or Learning Style variables.
- $\sum Y$  : the amount of the price of a learning achievement of financial accounting variable
- $\sum XY$  : the multiplication of the number Parenting Style ( $X_1$ ), or Emotional Quotient ( $X_2$ ), or Learning Readiness ( $X_3$ ), or

Learning Style ( $X_4$ ) variables, and Learning Achievement of Financial Accounting variable (Y).

(Arikunto, 2010: 213)

If  $r_{\text{count}}$  was less than 0,800, there would not be any multicollinearity between independent variables, so that the multiple regression analysis was able to be used, meanwhile if  $r_{\text{count}}$  was equal or bigger than 0,800, there would be multicollinearity so that the research could not be continued but having to use the parameter namely parameter for nonlinear regression.

### 3. Hypothesis Test

This hypothesis test used regression analysis. Regression is a systematically estimating process of what would happen in the future based on the information of the past and the present in order to minimize the errors. Prediction would not give the absolute answer of what would happen, instead of seeking the approach of what would happen.

Regression could be analyzed because it based on functional or causal relationship between independent variable (X) and dependent variable (Y). Significance of regression evidenced by the value  $F_{\text{count}}$  through test F. Thus, significance obtained from the prediction of analysis result whether it is simple or multiple regression for four predictors in this research.

#### a. Simple Linear Regression Analysis

This analysis used for knowing the effect of Parenting Style (hypothesis 1), Emotional Quotient (hypothesis 2), Learning Readiness

(hypothesis 3) and Learning Style (hypothesis 4). The steps were as following.

1) Making simple linear line

$$Y = bX + a$$

Description:

- Y : the subject of the Learning Achievement of Financial Accounting
- a : value of the Learning Achievement of Financial Accounting at the Parenting Style, or Emotional Quotient, or Learning Readiness, or Learning Style variables = 0 (constant value)
- b : direction or regression coefficient figure which shows the numbers increase in Learning Achievement of Financial Accounting or decrease in the based on Parenting Style, or Emotional Quotient, or Learning Readiness, or Learning Style variables predicted
- X : the subject of the Parenting Style, or Emotional Quotient, or Learning Readiness, or Learning Style variables that have a particular value

Amount of a and b could be found by formula:

$$a = \frac{(\sum Yi)(\sum Xi^2) - (\sum Xi)(\sum XiYi)}{n \sum Xi^2 - (\sum X)^2}$$

$$b = \frac{n \sum XiYi - (\sum Xi)(\sum Yi)}{n \sum Xi^2 - (\sum X)^2}$$

Description:

- Y : the subject of the Learning Achievement of Financial Accounting
- X : the subject of the Parenting Style, or Emotional Quotient, or Learning Readiness, or Learning Style variables that have a particular value

(Sugiyono, 2007: 261 - 262)

2) Finding correlation coefficient between criterion X and criterion Y

using the following formula.

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

Description:

$r_{xy}$  : the coefficient of correlation between the Parenting Style, or Emotional Quotient, or Learning Readiness, or Learning Style variables, and Learning Achievement of Financial Accounting variable

$\sum X^2$  : total score the Parenting Style, or Emotional Quotient, or Learning Readiness, or Learning Style variables

$\sum Y^2$  : total score of Learning Achievement of Financial Accounting variable

(Sugiyono, 2010: 255)

- 3) Finding determination coefficient ( $r^2$ ) between predictor Y with  $X_1$ , Y with  $X_2$ , Y with  $X_3$ , and Y with  $X_4$  using the formula:

$$r^2(1) = \frac{(a_1 \sum X_1 Y)}{\sum Y^2}$$

$$r^2(2) = \frac{(a_2 \sum X_2 Y)}{\sum Y^2}$$

$$r^2(3) = \frac{(a_3 \sum X_3 Y)}{\sum Y^2}$$

$$r^2(4) = \frac{(a_4 \sum X_4 Y)}{\sum Y^2}$$

Description:

$r^2$  : the determination coefficient between the Parenting Style, or Emotional Quotient, or Learning Readiness, or Learning Style variables, with Learning Achievement of Financial Accounting variable

$a$  : the coefficient of predictor

(Hadi, 2009: 22)

- 4) Testing the significance with t Test

Testing the regression line coefficient used test t statistic. Test t used for testing constant significance per independent variable which would effect dependent variable, using the following formula.

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

Description:

- $t$  :  $t_{\text{count}}$   
 $r$  : corellation between the Parenting Style, or Emotional Quotient, or Learning Readiness, and or Learning Style variable, and the Leaning Achievement of Financial Accounting variable  
 $n$  : number of population

(Sugiyono, 2007: 230)

Significance or whether there was any effect of the variable Parenting Style, Emotional Quotient, Learning Readiness and Learning Style on variable Learning Achievement of Financial Accounting could be seen from value  $t_{\text{count}}$  compared to  $t_{\text{table}}$ . If  $t_{\text{count}}$  is equal or bigger than  $t_{\text{table}}$ , and significance  $< 0,05$  the effect of Parenting Style, Emotional Quotient, Learning Readiness and Learning Style on the variable Learning Achievement of Financial Accounting would be significant. On contrary, if  $t_{\text{count}}$  was smaller than  $t_{\text{table}}$ , and significance  $> 0,05$ , the effect of independent variable (X) and dependent variable (Y) would be insignificant.

b. Multiple Regression Analysis

This analysis used for testing the fifth hypothesis namely Parenting Style, Emotional Quotient, Learning Readiness and Learning Style simultaneously gave the positive effect on the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta. The steps in squared regression were as follows.

1) Regression line equation of four predictors

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4$$

Description:

- Y : Learning Achievement of Financial Accounting
- X<sub>1</sub> : Parenting Style
- X<sub>2</sub> : Emotional Quotient
- X<sub>3</sub> : Learning Readiness
- X<sub>4</sub> : Learning Style
- b<sub>1</sub> : coefficient of Parenting Style variable
- b<sub>2</sub> : coefficient of Emotional Quotient variable
- b<sub>3</sub> : coefficient of Learning Readiness variable
- b<sub>4</sub> : coefficient of Learning Style variable
- a : a constant

(Sugiyono, 2010: 267)

2) Finding correlation coefficient  $R_{y(1,2,3,4)}$  among X<sub>1</sub>, X<sub>2</sub>, X<sub>3</sub>, and X<sub>4</sub> on criterion Y

$$R_{y(1,2,3,4)} = \sqrt{\frac{a_1 \sum X_1 Y + a_2 \sum X_2 Y + a_3 \sum X_3 Y + a_4 \sum X_4 Y}{\sum Y^2}}$$

Description:

- $R_{y(1,2,3,4)}$  : coefficient of multiple correlation
- a<sub>1</sub> : coefficient of Parenting Style variable
- a<sub>2</sub> : coefficient of Emotional Quotient variable
- a<sub>3</sub> : coefficient of Learning Readiness variable
- a<sub>4</sub> : coefficient of Learning Style variable
- $\sum X_1$  : total scores of Parenting Style variable
- $\sum X_2$  : total scores of Emotional Quotient variable
- $\sum X_3$  : total scores of Learning Readiness variable
- $\sum X_4$  : total scores of Learning Style variable
- $\sum Y^2$  : total squares of Learning Achievement of Financial Accounting variable

(Hadi, 2004: 28)

3) Finding determination coefficient ( $R^2_{y(1,2,3,4)}$ ) variable parenting style, emotional quotient, learning readiness and learning style on the Learning Achievement of Financial Accounting.

Determination coefficient could be determined by squaring the result of correlation coefficient. Then,  $R^2_y$  was converted into percent so that could be produced the percentage of simultaneously effect contribution of  $X_1$ ,  $X_2$ ,  $X_3$  and  $X_4$  on  $Y$ .

4) Testing the significance of multiple regression used test F

Testing the significance of squared correlation coefficient used test F with the following formula:

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

Description:

$F_{reg}$  : amount of regression line F

$N$  : number of cases

$M$  : number of predictors

$R$  : correlation coefficient between criterion and predictor

(Hadi, 2004: 23)

After obtaining the calculation,  $F_{count}$  was consulted with  $F_{table}$  in significance 5%. If  $F_{count} \geq F_{table}$  and significance  $<0,05$ , there would be positive and significant effect of independent variable on dependent variable and vice versa.

5) Determining the contribution of each predictor variable on criterion

a) Relative contribution (SR %)

Relative contribution is the relativity comparison percentage of independent variable to the others on dependent variable observed. Formula used:

$$SR\% = \frac{a \sum XY}{JK_{reg}} \times 100\%$$

Description:

SR% : relative contribution of a predictor

a : predictor coefficient  
 $\sum XY$  : product equation of X and Y  
JKreg : equation of squared regression

(Hadi, 2004: 37)

b) Effective contribution (SE %)

Effective contribution used for knowing the effectivity comparison percentage of independent variable on dependent variable to the others, whether it was observed by SE% or not.

Formula used was as follows:

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

Description:

SE% : effective contribution from a predictor

SR% : relative contribution from a predictor

$R^2$  : determination coefficient

(Hadi, 2004: 39)

## **CHAPTER IV RESEARCH RESULT AND DISCUSSION**

### **A. Description of Research Location**

SMK Negeri 1 Yogyakarta is one of the educational institution of Vocational High School of Business and Management Expertise accredited A. This school is located on Jalan Kemetiran Kidul 35 Yogyakarta 55272, telephone (0274) 512148. The location is quite strategic as it accessible and located in the city. The vision and mission of SMK Negeri 1 Yogyakarta is as follows.

#### 1. Vision

To create graduates which are able to compete in the global age, pious and cultural.

#### 2. Mission

- a. To implement school management refers to ISO 9001:2008
- b. To apply and develop curriculum of SMK Negeri 1 Yogyakarta
- c. To increase the competence of Human Resources which are competitive
- d. To impart cultural values, faith and piety in each of school activities.

SMK Negeri 1 Yogyakarta stands on an area of 3200 m<sup>2</sup> with the building 2800 m<sup>2</sup>. This school has 18 classrooms, in detail 6 classrooms of Grade X – XII Accounting, 6 of Grade X – XII Administration Office, 6 of X – XII Marketing. Meanwhile, the number of teachers at SMK Negeri 1

Yogyakarta is 49 and added employees and staff. SMK Negeri 1 Yogyakarta has a quite sufficient infrastructure as a school activities supporter, such as:

1. Mosque
2. The Principal's Office
3. Vice Principal and Program Leader Office
4. Committee Office
5. Teacher's Office
6. Staff Office
7. Counseling Office
8. Classroom
9. Library
10. Student Health Center
11. Extracurricular space
12. Co-operative School
13. Christians and Catholics Space
14. Art Space
15. Practice room for office equipment
16. Manual Typewriter Laboratory
17. Multimedia Laboratory
18. Computer Laboratory
19. Teacher's and Student's Toilets
20. Student Hall
21. Warehouse

## **B. Description of Specific Data**

The data of research result included of one dependent variable namely Learning Achievement of Financial Accounting (Y), and four independent variables namely Parenting Style ( $X_1$ ), Emotional Quotient ( $X_2$ ), Learning Readiness ( $X_3$ ) and Learning Style ( $X_4$ ). In order to describe and try on the effect of independent variables and dependent variable in this study, this part would discuss the description of data of each variable based on the data collected in the location. In the description of data discussed the information of mean, median, mode and deviation standard of each research variable. The description of data also discussed the frequency of each variable. Description of specific data on each variable could be seen in the following explanation.

### **1. Learning Achievement of Financial Accounting (Y)**

Data related to the variable Learning Achievement of Financial Accounting in this research was collected from the Last Examination of second semester in Grade X Accounting with the number of 63 students include of 62 female students and 1 male student. Based on the result of managing data, the maximum score was 87 and the minimum was 75, Mean 77,65, Median 76,5, Mode 75 and Deviation Standard was 3,568.

In order to conduct the frequency distribution Of Learning Achievement of Financial Accounting, the steps were as follows.

a) To determine the total class interval

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

$$K = 1 + 3,3 \log 63$$

$$K = 1 + 3,3 (1,79934054)$$

$$K = 1 + 5,93782381$$

$$K = 6,93782381 \text{ rounded up to } K = 6$$

b) To determine the class range

$$\begin{aligned} \text{Class Range} &= \text{Maximum Score} - \text{Minimum Score} \\ &= 87 - 75 \\ &= 12 \end{aligned}$$

c) To determine the class interval length

$$\begin{aligned} \text{Class interval length} &= \frac{\text{range}}{\text{number of class interval}} \\ &= \frac{12}{6} \\ &= 2 \end{aligned}$$

Frequency distribution of Learning Achievement of Financial Accounting could be seen in the table below.

Table 12. Frequency Distribution of Learning Achievement of Financial Accounting

No	Interval	Frequency	Frequency Relative
1	75-76	34	53,97%
2	77-78	9	14,29%
3	79-80	6	9,52%
4	81-82	5	7,94%
5	83-84	5	7,94%
6	85-87	4	6,35%
	<b>Total</b>	63	100%

Source: Primary data which were processed, 2016

Based on the frequency distribution of Learning Achievement of Financial Accounting above could be illustrated in the histogram below.

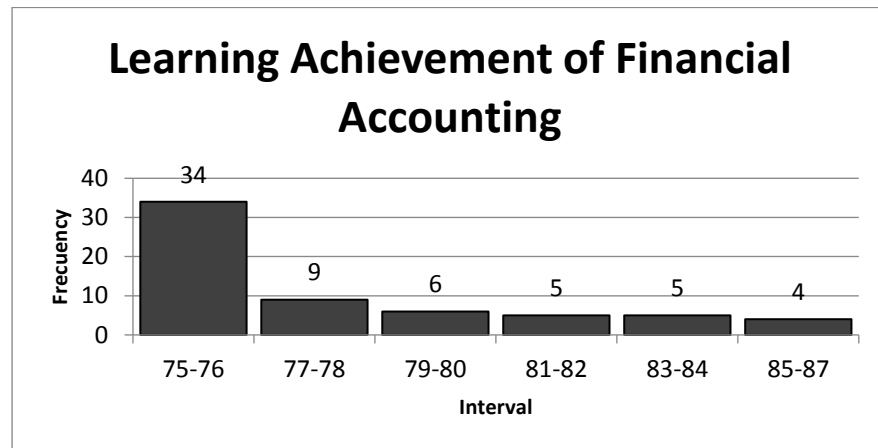


Figure 2. Histogram of Learning Achievement of Financial Accounting

This data then categorized into the tendency of Learning Achievement of Financial Accounting. In this case, the score achieved by all students based on the final examination of second semester declared had passed the minimum completeness that was 75. So that in order to know each of score tendency of variable used the ideal score of research sample as comparison criteria. The data of research variable were necessary to be categorized on the regulation below.

- a. High category = ( $> iM + 1 iSD$ )
- b. Medium category = ( $iM - 1 iSD$ ) until ( $iM + 1 iSD$ )
- c. Low category = ( $iM - 1 iSD$ )

(Arikunto, 2006: 264)

Ideal Mean ( $M_i$ ) and ideal Standard Deviation ( $iSD$ ) calculated based on the following formula:

$$\begin{aligned}
 \text{ideal Mean} &= \frac{1}{2} (\text{Maximum Score} + \text{Minimum Score}) \\
 &= \frac{1}{2} (100 + 0) \\
 &= 50
 \end{aligned}$$

$$\begin{aligned}
 \text{ideal Standard Deviation} &= \frac{1}{6} (\text{Maximum Score} - \text{Minimum Score}) \\
 &= \frac{1}{6} (100 - 0)
 \end{aligned}$$

$$= 16,67$$

High category  $= > (iM + 1 iSD)$   
 $= > (50 + 16,67)$   
 $= > 66,67$

Medium category  $= iM - 1 iSD$  up to  $iM + 1 iSD$   
 $= 50 - 16,67$  up to  $50 + 16,67$   
 $= 33,33$  up to  $66,67$

Low category  $= < (iM - 1 iSD)$   
 $= < (50 - 16,67)$   
 $= < 33,33$

Based on the calculation, the criteria tendency of Learning Achievement of Financial Accounting was as follows.

Table 13. Tendency Category Learning Achievement of Financial Accounting

No	Interval	Frecuency	Frecuency Relative	Category
1	$> 66,67$	63	100%	High
2	$33,33 - 66,67$	0	0%	Medium
3	$< 33,33$	0	0%	Low
	<b>Total</b>	63	100%	

Source: Primary data which were processed, 2016

The table above shows that there are 63 students (100%) having the Learning Achievement of Financial Accounting in the high category, and there is no student having learning achievement of Financial Accounting in medium and or low category. Based on the frequency distribution tendency of variable Learning Achievement of Financial Accounting above could be presented in the pie chart below.

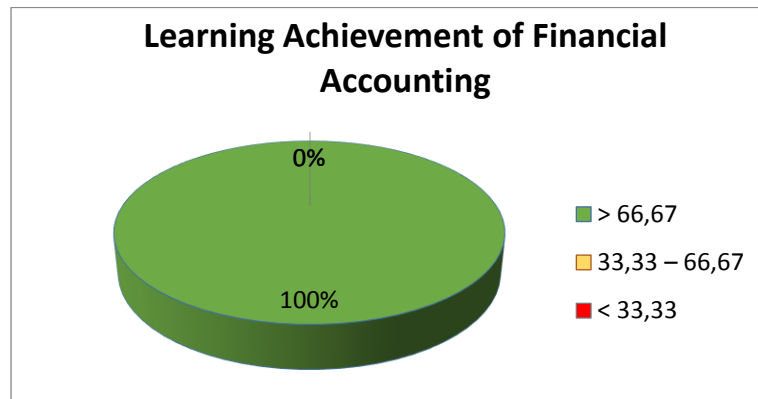


Figure 3. Pie Chart of Learning Achievement of Financial Accounting

Based on the result, could be concluded that the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year 2015/2016 was in the high category or in other words the Learning Achievement of Financial Accounting has optimal.

## 2. Parenting Style (X<sub>1</sub>)

Data of variable parenting style collected from questionnaire with 18 questions. Based on the data collected from the questionnaire distributed to 63 respondents, showed in variable parenting style that the highest score achieved was 72 with the highest possible score was 72 (4 x 18) and the lowest score achieved was 45 with the lowest possible score was 18 (1 x 18). Based on the data analysis collected, value Mean (M) was 57,68, Median (Me) was 57 and Mode (Mo) was 56, and Standard Deviation (SD) was 5,926. In order to conduct the frequency distribution of parenting style, the steps were as follows:

- a) To determine the total of class interval

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

$$K = 1 + 3,3 \log 63$$

$$K = 1 + 3,3 (1,79934054)$$

$$K = 1 + 5,93782381$$

$$K = 6,93782381 \text{ rounded up to } K = 7$$

b) To determine the range of class

$$\text{Range of Class} = \text{Maximum Score} - \text{Minimum Score}$$

$$= 72 - 45$$

$$= 27$$

c) Menentukan panjang kelas interval

$$\text{Class interval length} = \frac{\text{range}}{\text{number of class interval}}$$

$$= \frac{27}{7}$$

$$= 3,8547 \text{ rounded up to } 4$$

Frequency distribution of parenting style could be seen in the table below.

Table 14. Frecuency Distribution of Parenting Style

No	Interval	Frecuency	Frecuency Relative
1	45-48	2	3,17%
2	49-52	10	15,87%
3	53-56	19	30,16%
4	57-60	15	23,81%
5	61-64	8	12,70%
6	65-68	4	6,35%
7	69-72	5	7,94%
	Total	63	100%

Source: Primary data which were processed, 2016

Based on the data of frequency distribution of Parenting Style above could be figured in the histogram below.

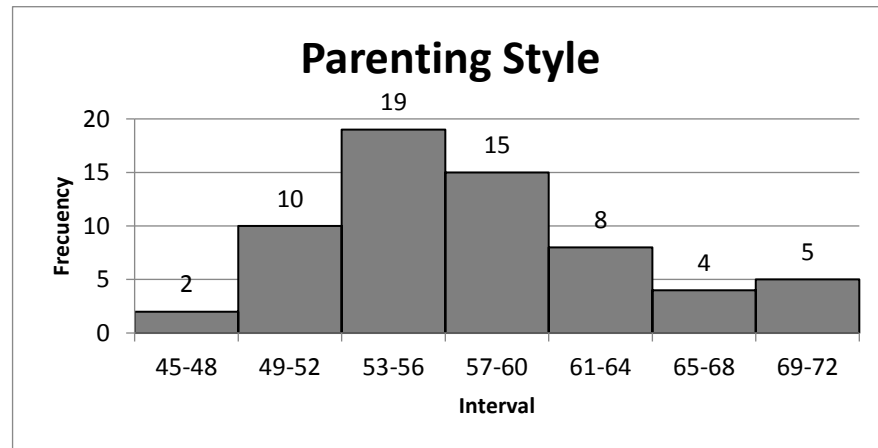


Figure 4. Histogram of Parenting Style

The data then categorized into the tendency of Parenting Style. This was aimed to know the tendency of each score of variable used by the ideal score of ideal sample as comparison criteria. The data of research variable was necessary to be categorized on the regulation below.

- a. High category = ( $> iM + 1 iSD$ )
- b. Medium category = ( $iM - 1 iSD$ ) until ( $iM + 1 iSD$ )
- c. Low category = ( $iM - 1 iSD$ )

(Arikunto, 2006: 264)

ideal Mean ( $iM$ ) and ideal Standard Deviation ( $iSD$ ) were calculated based on the following formula

$$\begin{aligned}
 \text{Mean ideal} &= \frac{1}{2} (\text{Maximum Score} + \text{Minimum Score}) \\
 &= \frac{1}{2} (72 + 18) \\
 &= 45
 \end{aligned}$$

$$\begin{aligned}
 \text{ideal Standard Deviation} &= \frac{1}{6} (\text{Maximum Score} - \text{Minimum Score}) \\
 &= \frac{1}{6} (72 - 18) \\
 &= 9
 \end{aligned}$$

High category                    = > (iM + 1 iSD)  
     = > (45 + 9)  
     = > 54

Medium category                = iM – 1 iSD up to iM + 1 iSD  
     = 45 – 9 up to 45 + 9  
     = 36 up to 54

Low category                    = < (iM – 1 iSD)  
     = < (45 – 9)  
     = < 36

Based on the calculation, the frequency distribution tendency of Parenting Style could be figured as follows:

Table 15. Tendency category of Parenting Style

No	Interval	Frecuency	Frecuency Relative	Category
1	> 54	50	79,37%	High
2	36 – 54	13	20,63%	Medium
3	< 36	0	0%	Low
	<b>Total</b>	63	100%	

Source: Primary data which were processed, 2016

The table above shows that there are 50 students (79,37%) in the high category of Parenting Style, 13 students (20,63%) in the medium and there is no student in the low category. Based on the tendency distribution of variable Parenting Style above, could be figured in the pie chart below.

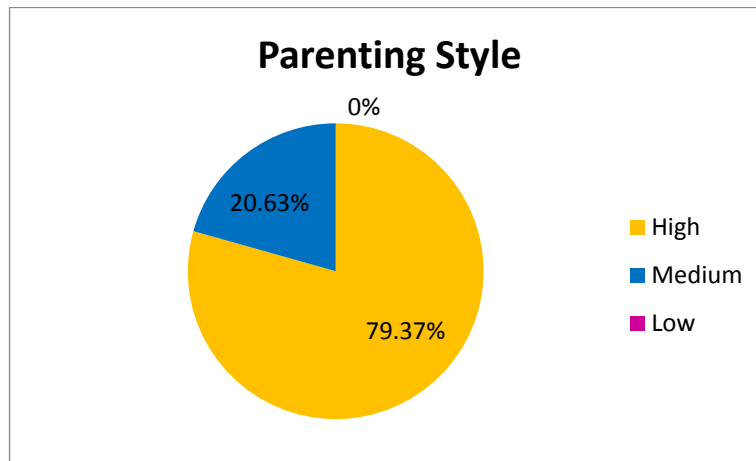


Figure 5. Pie Chart of Parenting Style

Based on the result, could be concluded that Parenting Style in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016 was in the high category.

### 3. Emotional Quotient (X<sub>2</sub>)

Data of variable Emotional Quotient was collected from questionnaire with 15 questions. Based on the data collected from the questionnaire distributed to 63 respondents, presented in variable Emotional Quotient that the highest score achieved was 56 with the highest possible score was 60 (4 x 15) and the lowest score achieved was 38 with the lowest possible score was 15 (1 x 15). Based on the data analysis collected, value Mean (M) was 45,89, Median (Me) was 45 and Mode (Mo) was 43, and Standard Deviation (SD) was 3,907. In order to conduct the frequency distribution of Emotional Quotient, the steps were as follows:

- a) To determine the total of class interval

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

$$K = 1 + 3,3 \log 63$$

$$K = 1 + 3,3 (1,79934054)$$

$$K = 1 + 5,93782381$$

$$K = 6,93782381 \text{ rounded up to } K = 6$$

b) To determine the range of class

$$\text{Range of class} = \text{Maximum Score} - \text{Minimum Score}$$

$$= 56 - 38$$

$$= 18$$

c) To determine the length of class interval

$$\text{Class interval length} = \frac{\text{range}}{\text{number of class interval}}$$

$$= \frac{16}{6}$$

$$= 3$$

The frequency distribution of Emotional Quotient could be seen in the table below.

Table 16. Frequency Distribution of Emotional Quotient

No	Interval	Frequency	Frequency Relative
1	38-40	2	3,17%
2	41-43	16	25,40%
3	44-46	26	41,27%
4	47-49	7	11,11%
5	50-52	7	11,11%
6	53-56	5	7,94%
	<b>Total</b>	63	100%

Source: Primary data which were processed, 2016

Based on the data of frequency distribution of Emotional Quotient above could be figured in the histogram below.

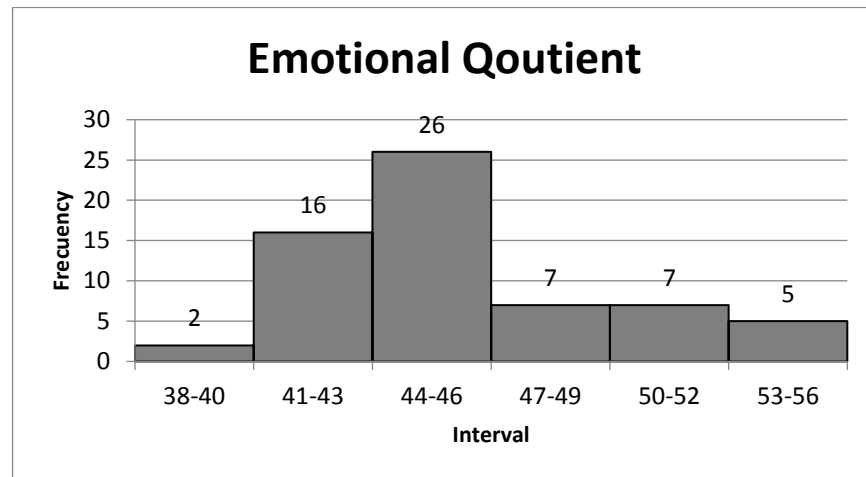


Figure 6. Histogram of Emotional Quotient

The data then categorized into the tendency of Emotional Quotient. This was aimed to know the tendency of each score of variable used on ideal score of research sample as comparison criteria. Data of research variable was necessary to be categorized on the regulation below.

- a. High category = ( $> iM + 1 iSD$ )
- b. Medium category = ( $iM - 1 iSD$ ) until ( $iM + 1 iSD$ )
- c. Low category = ( $iM - 1 iSD$ )

(Arikunto, 2006: 264)

ideal Mean ( $iM$ ) and ideal Standard Deviation ( $iSD$ ) were calculated based on the following formula

$$\begin{aligned}
 \text{ideal Mean} &= \frac{1}{2} (\text{Score Maximum} + \text{Score Minimum}) \\
 &= \frac{1}{2} (60 + 15) \\
 &= 37,5
 \end{aligned}$$

$$\begin{aligned}
 \text{ideal Standard Deviation} &= \frac{1}{6} (\text{Score Maximum} - \text{Score Minimum}) \\
 &= \frac{1}{6} (60 - 15) \\
 &= 7,5
 \end{aligned}$$

High category  $= > (iM + 1 iSD)$   
 $= > (37,5 + 7,5)$   
 $= > 30$

Medium category  $= iM - 1SDi$  sampai dengan  $iM + 1 iSD$   
 $= 37,5 - 7,5$  sampai dengan  $37,5 + 7,5$   
 $= 45$  sampai dengan  $30$

Low category  $= < (iM - 1 iSD)$   
 $= < (37,5 - 7,5)$   
 $= < 30$

Based on the calculation, could be figured the frequency distribution of Emotional Quotient as follows:

Table 17. Tendency Category of Emotional Quotient

No	Class Interval	Frecuency	Frecuency Relative	Category
1	> 45	27	42,86%	High
2	30 – 45	36	57,14%	Medium
3	< 30	0	0%	Low
	<b>Total</b>	63	100%	

Source: Primary data which were processed, 2016

The table above shows that there are 27 students (42,86%) in the high category, 36 students (57,14%) in the medium category and there is no student in the low category of Emotional Quotient. Based on the tendency distribution of Emotional Quotient above, could be figured in the following pie chart.

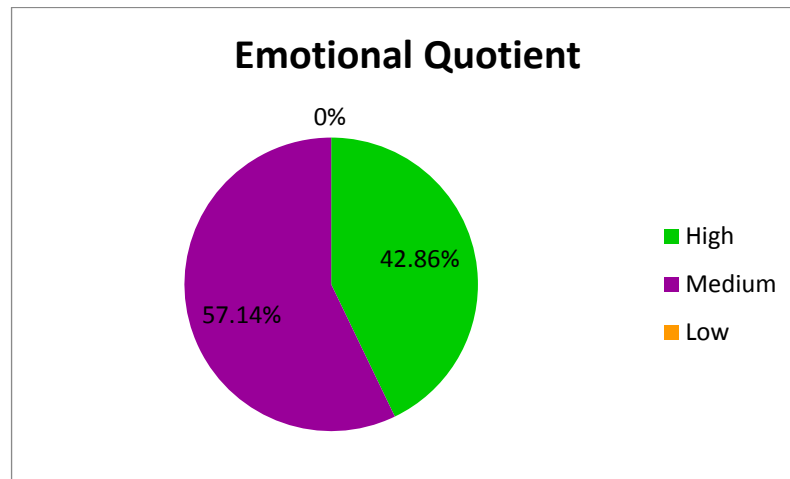


Figure 7. Pie Chart of Emotional Quotient

Based on the result, could be concluded that emosional quotient in Grade X Accounting Student at SMK Negeri 1 Yogyakarta academic year 2015/2016 in the medium category.

#### 4. Learning Readiness (X<sub>3</sub>)

Data of variable Learning Readiness was collected from questionnaire with 17 questions. Based on the data collected from the questionnaire distributed to 63 respondents, presented in variable Learning Readiness that the highest score achieved was 68 with the highest possible score was 68 (4 x 17), and the lowest score achieved was 40 with the lowest possible score was 17 (1 x 17). Based on the data analysis collected, value Mean (M) was 53,14, Median (Me) was 53 and Mode (Mo) was 50, and Standard Deviation (SD) was 4,741. In order to conduct the frequency distribution of Learning Readiness, the steps were as follows:

a) To determine the interval class

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

$$K = 1 + 3,3 \log 63$$

$$K = 1 + 3,3 (1,79934054)$$

$$K = 1 + 5,93782381$$

$$K = 6,93782381 \text{ rounded up to } K = 7$$

b) To determine the range of class

$$\begin{aligned} \text{Range of class} &= \text{Maximum score} - \text{Minimum Score} \\ &= 68 - 40 \\ &= 28 \end{aligned}$$

c) To determine the length of interval class

$$\begin{aligned} \text{Class interval length} &= \frac{\text{range}}{\text{number of class interval}} \\ &= \frac{28}{7} \\ &= 4 \end{aligned}$$

The frequency of distribution of Learning Readiness could be seen in the table below.

Table 18. Frequency Distribution of Learning Readiness

No	Interval	Frequency	Frequency Relative
1	40-43	1	1,59%
2	44-47	3	4,76%
3	48-51	17	26,98%
4	52-55	33	52,38%
5	56-59	4	6,35%
6	60-63	1	1,59%
7	64-68	4	6,35%
	<b>Total</b>	63	100%

Source: Primary data which were processed, 2016

Based on the data of frequency distribution of Learning Readiness above, could be presented in the histogram below.

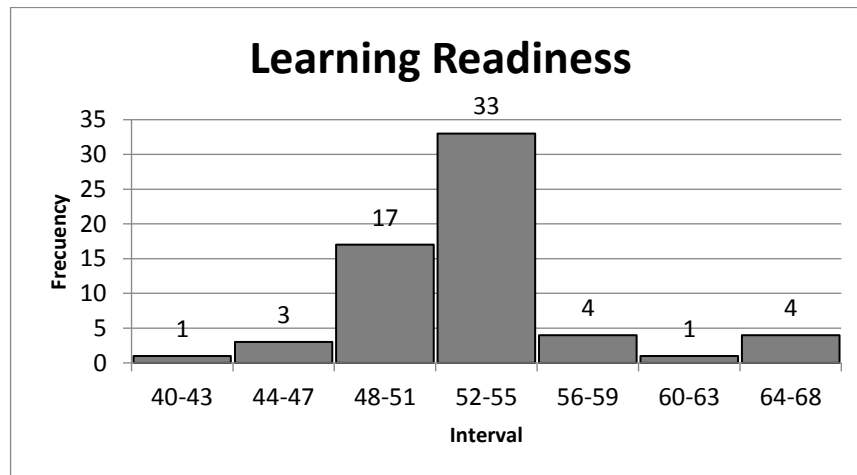


Figure 8. Histogram of Learning Readiness

The data then categorized into the tendency category of Learning Readiness. This meant to know the tendency of each variable score used on the ideal score of research sample as comparison criteria. The data of research variable was necessary to be categorized with the regulation below.

- a. High category = ( $> iM + 1 iSD$ )
- b. Medium category = ( $iM - 1 iSD$ ) until ( $iM + 1 iSD$ )
- c. Low category = ( $iM - 1 iSD$ )

(Arikunto, 2006: 264)

ideal Mean ( $iM$ ) and ideal Standard Deviation ( $iSD$ ) calculated based on the following formula:

$$\begin{aligned}
 \text{ideal Mean} &= \frac{1}{2} (\text{Score Maximum} + \text{Score Minimum}) \\
 &= \frac{1}{2} (68 + 17) \\
 &= 42,5
 \end{aligned}$$

$$\begin{aligned}
 \text{ideal Standard Deviation} &= \frac{1}{6} (\text{Score Maximum} - \text{Score Minimum}) \\
 &= \frac{1}{6} (68 - 17) \\
 &= 8,5
 \end{aligned}$$

High category  $= > (iM + 1 \text{ iSD})$   
 $= > (42,5 + 8,5)$   
 $= > 51$

Medium category  $= iM - 1 \text{ iSD up to } iM + 1 \text{ iSD}$   
 $= 42,5 - 8,5 \text{ up to } 42,5 + 8,5$   
 $= 34 \text{ up to } 51$

Low category  $= < (iM - 1 \text{ iSD})$   
 $= < (42,5 - 8,5)$   
 $= < 34$

Based on the calculation, the tendency of frequency distribution of Learning Readiness could be figured as follows.

Table 19. The Tendency Category Learning Readiness

No	Interval	Frecuency	Frecuency Relative	Category
1	> 51	43	68,25%	High
2	34 – 51	20	31,75%	Medium
3	< 34	0	0%	Low
	<b>Total</b>	63	100%	

Source: Primary data which were processed, 2016

The table above shows that there were 43 students (68,25%) in the high category, 20 students (31,75%) in the medium category and there is no student in the low category of Learning Readiness. Based on the tendency distribution of variable Learning Readiness above, it could be figured in the following pie chart.

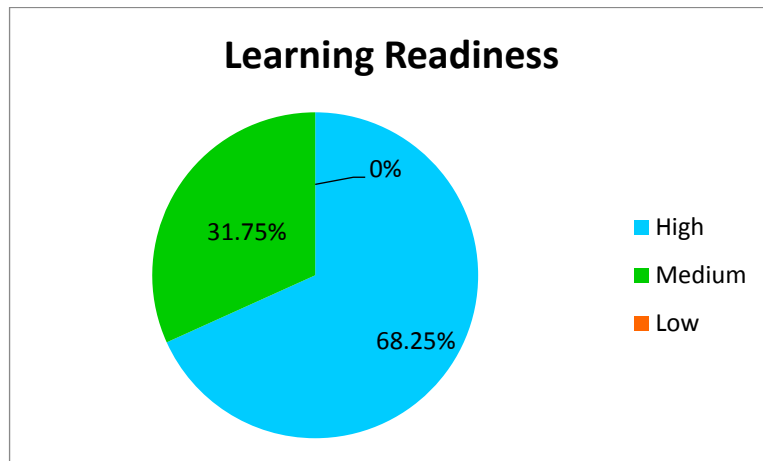


Figure 9. Pie Chart of Learning Readiness

Based on the result, it could be concluded that Learning Readiness in Grade X Accounting Student at SMK Negeri 1 Yogyakarta academic year 2015/2016 was in the high category.

#### 5. Learning Style (X4)

Data of variable Learning Style was collected from questionnaire with 17 questions. Based on the data collected from the questionnaire distributed to 63 respondents, it was presented in variable Learning Style that the highest score achieved was 67 with the highest possible score was 68 (4 x 17) and the lowest score achieved was 42 with the lowest possible score was 17 (1 x 17). Based on the data analysis collected, Mean (M) was 54,25, Median (Me) was 54 and Mode (Mo) was 51, and Standard Deviation (SD) was 4,846. In order to conduct the frequency distribution of learning style, the steps were as follows:

a) To determine the interval class

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

$$K = 1 + 3,3 \log 63$$

$$K = 1 + 3,3 (1,79934054)$$

$$K = 1 + 5,93782381$$

$$K = 6,93782381 \text{ rounded up to } K = 7$$

b) To determine the range of class

$$\begin{aligned} \text{Range of class} &= \text{Maximum score} - \text{Minimum Score} \\ &= 67 - 42 \\ &= 25 \end{aligned}$$

c) To determine the length of interval class

$$\begin{aligned} \text{Class interval length} &= \frac{\text{range}}{\text{number of class interval}} \\ &= \frac{25}{7} \\ &= 3,571 \text{ rounded up to } 4 \end{aligned}$$

The frequency distribution of learning style could be seen in the table below.

Table 20. Frequency Distribution of Learning Style

No	Interval	Frequency	Frequency Relative
1	42-45	2	3,17%
2	46-49	6	9,52%
3	50-53	20	31,75%
4	54-57	22	34,92%
5	58-61	8	12,70%
6	62-65	3	4,76%
7	66-69	2	3,17%
	<b>Total</b>	63	100%

Source: Primary data which were processed, 2016

Based on the data of frequency distribution of Learning Style above, it could be presented in the histogram below.

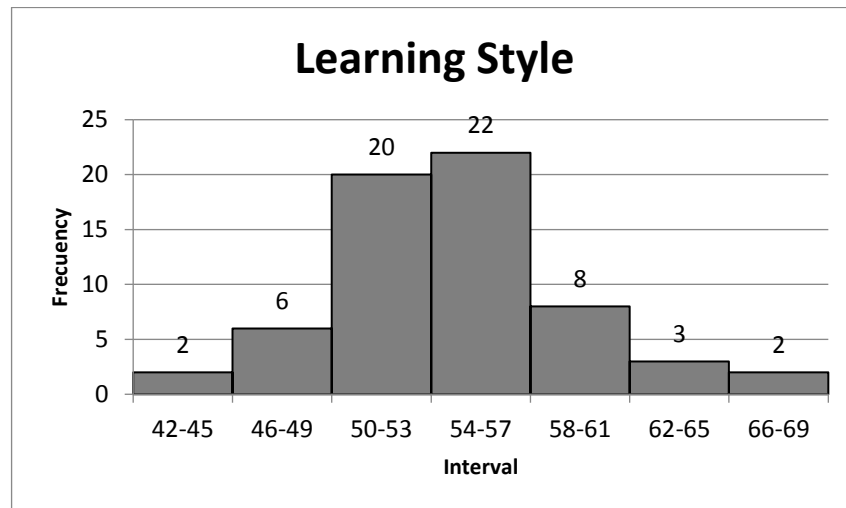


Figure 10. Histogram of Learning Style

The data then categorized into the tendency category of Learning Style. This meant to know the tendency of each variable score used on the ideal score of research sample as comparison criteria. The data of research variable was necessary to be categorized with the regulation below.

- a. High category = ( $> iM + 1 iSD$ )
- b. Medium category = ( $iM - 1 iSD$ ) until ( $iM + 1 iSD$ )
- c. Low category = ( $iM - 1 iSD$ )

(Arikunto, 2006: 264)

ideal Mean ( $iM$ ) and ideal Standard Deviation ( $iSD$ ) was calculated based on the following formula;

$$\begin{aligned}
 \text{ideal Mean} &= \frac{1}{2} (\text{Score Maximum} + \text{Score Minimum}) \\
 &= \frac{1}{2} (68 + 17) \\
 &= 42,5
 \end{aligned}$$

$$\begin{aligned}
 \text{ideal Standard Deviation} &= \frac{1}{6} (\text{Score Maximum} - \text{Score Minimum}) \\
 &= \frac{1}{6} (68 - 17) \\
 &= 8,5
 \end{aligned}$$

$$\text{High category} = > (iM + 1 iSD)$$

$$= > (42,5 + 8,5)$$

$$= > 51$$

Medium category =  $iM - 1 \text{ iSD}$  up to  $iM + 1 \text{ iSD}$

$$= 42,5 - 8,5 \text{ up to } 42,5 + 8,5$$

$$= 34 \text{ up to } 51$$

Low category =  $< (iM - 1 \text{ iSD})$

$$= < (42,5 - 8,5)$$

$$= < 34$$

Based on the calculation above, the tendency of frequency distribution of Learning Style could be figured as follows:

Table 21. The Tendency Category of Learning Style

No	Interval	Frequency	Frequency Relative	Category
1	> 51	41	65,08%	High
2	34 – 51	22	34,92%	Medium
3	< 34	0	0%	Low
	<b>Total</b>	63	100%	

Source: Primary data which were processed, 2016

The table above shows that there were 41 students (65,08%) in the high category, 22 students (34,92%) in the medium category and there is no student in the low category of Learning Style. Based on the tendency distribution of variable Learning Style above, it could be figured in the following pie chart.

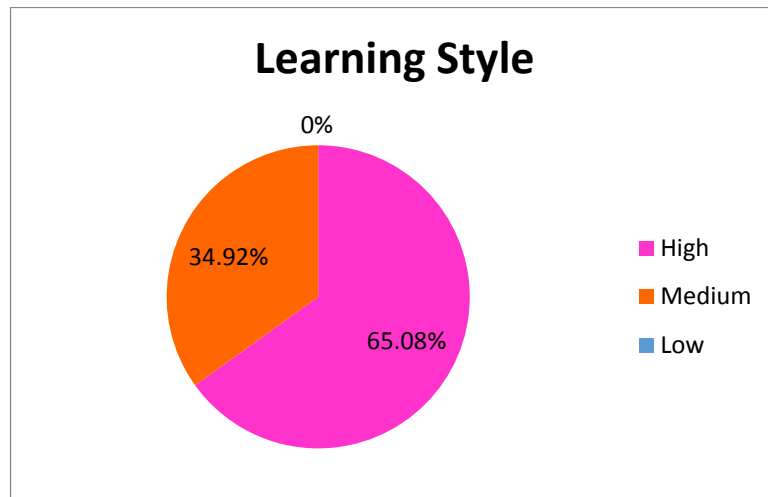


Figure 11. Pie Chart of Learning Style

Based on the result, it could be concluded that the Learning Style X Accounting Student at SMK Negeri 1 Yogyakarta academic year 2015/2016 was in the medium category.

### C. Prerequisite Test Analysis

#### 1. Linearity Test

Linearity test could be determined by using coefficient F. Coefficient F in this analysis is the nominal of coefficient F on the Deviation line from Linierity which is figured in ANOVA Table. The relationship between independent variable and dependent variable is positive linear if  $F_{count} \leq F_{table}$ .  $F_{table}$  in this research is 2,53 with df1 is 4 (k-1) and df2 is 58 (n-k), that is the amount of research variables those are 4 independent variables and 1 dependent variable, meanwhile n is the number of research respondents as much as 63. Based on the data analysis result on the attachment 9, the linearity test result was as follows.

Table 22. Summary of Test's Linearity Result

No	Variable		F <sub>count</sub>	F <sub>table</sub>	Sig	Conclusion
	Independent	Dependent				
1	X <sub>1</sub>	Y	1,715	2,53	0,071	Linear
2	X <sub>2</sub>	Y	1,567	2,53	0,119	Linear
3	X <sub>3</sub>	Y	1,031	2,53	0,444	Linear
4	X <sub>4</sub>	Y	1,537	2,53	0,122	Linear

Source: Primary data which were processed, 2016

Based on the table, from the calculation of each variable, F<sub>count</sub> is less than F<sub>table</sub>. Meanwhile the significance from each variable was more than 0,05, so that all the relationship structure between independent variable and dependent variable was positive linear.

## 2. Multicollinearity Test

Multicollinearity test is used as the requirement of square regression. Multicollinearity test was aimed to see whether there is any intercorelation among the independent variables. Multicollinearity test analysis can be observed by tolerance value and variance inflation factor (VIF). Tolerance value is the number of faulty level which can still determined as right statistically, meanwhile variance inflation factor (VIF) value is squared raw deviation irregularity inflation factor. If tolerance > 0,10 and Variance Inflation Factor (VIF) < 10 so that can be concluded there is not multicollinearity. Meanwhile, if tolerance < 0,10 and Variance Inflation Factor (VIF) >10 so that can be concluded there is multicollinearity. Multicollinearity test result by using SPSS version 23 for windows was shortly figured in the table below.

Table 23. Summary of Test's Multicolinerity Result

Variable	VIF	Tolerance	Conclusion
X <sub>1</sub>	1,981	0,505	There is no multicollinearity
X <sub>2</sub>	2,091	0,478	There is no multicollinearity
X <sub>3</sub>	2,823	0,354	There is no multicollinearity
X <sub>4</sub>	2,709	0,369	There is no multicollinearity

Source: Primary data which were processed, 2016

The table shows that tolerance of each independent variable  $> 0,10$  and Variance Inflation Factor (VIF)  $< 10$  so that can be concluded that there was no multicollinearity in this study so the research could not be continued.

#### D. Hypothesis Test

Hypothesis test in this research was used for testing the effect of independent variable and dependent variable. The first, second, third and fourth hypothesis test was using the simple regression analysis and multiple regression on the fifth hypothesis.

##### 1. The First Hypothesis Test

The first hypothesis test showed that there was positive effect of Parenting Style on the Learning Achievement of Financial Accounting in Grade X Accounting student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016. The following was the summary of simple regression test of variable Parenting Style on Learning Achievement of Financial Accounting.

Table 24. The Result of Simple Regression of X<sub>1</sub> – Y

Variable	Value of r & r <sup>2</sup>		Value of t		Coef.	Const.	Sig.
	r <sub>x1y</sub>	r <sup>2</sup> <sub>x1y</sub>	t <sub>count</sub>	t <sub>table</sub>			
X <sub>1</sub>   Y	0,406	0,164	3,465	1,998	0,246	63,633	0,001

Source: Primary data which were processed, 2016

a. Making simple linear regression line equation

Based on the table above, the regression equation of one predictor can be stated in the following equation.

$$Y = 0,246 X_1 + 63,633$$

This equation shows that regression coefficient is positive that is 0,246, it means that Parenting Style ( $X_1$ ) increased 1 point, the Learning Achievement of Financial Accounting would increase 0,246. So that can be concluded that there is positive effect of Parenting Style ( $X_1$ ) on Learning Achievement of Financial Accounting ( $Y$ ).

b. Determination Coefficient ( $r^2$ )

Determination coefficient is used for calculating distribution or the effect of Parenting Style ( $X_1$ ) on Learning Achievement of Financial Accounting ( $Y$ ). If determination coefficient  $r^2_{x_1y}$  is 0,164, it shows that Parenting Style has the effect on Learning Achievement of Financial Accounting as much as 16,4%. Based on this description, it can be concluded that one of the factor that effects Achievement of Financial Accounting is Parenting Style as much as 16,4% and there is still 83,6% of other factors.

c. Simple regression significance test by using t test

The test is aimed to know the significance effect of Parenting Style ( $X_1$ ) on Learning Achievement of Financial Accounting ( $Y$ ). Base on the t test result with significance 5%, the significance was 0,001 ( $< 0,05$ ) and  $t_{count}$  was as much as 3,465 meanwhile  $t_{table}$  was

1,998. It shows that  $t_{count}$  was much more than  $t_{table}$  so that the hypothesis which stated that there is positive effect and significance of Parenting Style on Learning Achievement of Financial Accounting was approved.

## 2. The Second Hypothesis

The second hypothesis stated that there was positive effect of Emotional Quotient on Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta academic year of 2015/2016. The following is the simple regression test result summary of variable Emotional Quotient on Learning Achievement of Financial Accounting.

Table 25. The Result of Simple Regression of  $X_2 - Y$

Variable		Value of r & $r^2$		Value of t		Coef.	Const.	Sig.
		$r_{x_2y}$	$r^2_{x_2y}$	$t_{count}$	$t_{table}$			
$X_2$	Y	0,501	0,251	4,519	1,998	0,460	56,681	0,000

Source: Primary data which were processed, 2016

### a. Making the simple linier regression line equation

Based on the table, the regression equation of one predictor can be stated in the following equation.

$$Y = 0,460 X_2 + 56,681$$

This equation shows that the regression coefficient was positive that is 0,460. It means Emotional Quotient ( $X_2$ ) increased 1 point so that Learning Achievement of Financial Accounting would increase 0,460. It can be concluded that there is positive effect of Emotional Quotient ( $X_2$ ) on Learning Achievement of Financial Accounting (Y).

b. Determination coefficient ( $r^2$ )

Determination coefficient was used for calculating contribution or the effect of variable Emotional Quotient ( $X_2$ ) on Learning Achievement of Financial Accounting (Y). Determination coefficient  $r^2_{x_1y}$  as much as 0,251 shows that Emotional Quotient has positive effect on Learning Achievement of Financial Accounting as much as 25,1%. Based on this description, it can be concluded that one of the factor effected Achievement of Financial Accounting is Emotional Quotient as much as 25,1% and there is still 74,9% coming from the other factors.

c. Simple regression significance test by using t test

This test was aimed to know the effect significance of Emotional Quotient ( $X_2$ ) on Learning Achievement of Financial Accounting (Y). Based on the t test result with significance 5%, the significance was 0,000 ( $< 0,05$ ) and  $t_{count}$  was 4,519 meanwhile  $t_{table}$  was 1,998. It shows that  $t_{count}$  is more than  $t_{table}$  so that the hypothesis which stated that there is positive effect and significance of Emotional Quotient on Learning Achievement of Financial Accounting is approved.

### 3. The Third Hypothesis Test

The third hypothesis shows that there is positive effect of Learning Readiness on Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta academic year of 2015/2016. The following is the simple regression test result summary of

variable Learning Readiness on Learning Achievement of Financial Accounting.

Table 26. The Result of Simple Regression of  $X_3 - Y$

Variable		Value of r & $r^2$		Value of t		Coef.	Const.	Sig.
		$r_{x_3y}$	$r^2_{x_3y}$	$t_{count}$	$t_{table}$			
$X_2$	Y	0,475	0,226	4,218	1,998	0,360	58,679	0,000

Source: Primary data which were processed, 2016

a. Making simple regression line equation

Based on the table above, the regression equation of one predictor can be stated in the following equation.

$$Y = 0,360 X_3 + 58,679$$

This equation shows that regression coefficient is positive that is as much as 0,360. It means that the Learning Readiness ( $X_3$ ) increased 1 point so that the Learning Achievement of Financial Accounting will increase as much as 0,360. So it can be concluded that there is positive effect of Learning Readiness ( $X_3$ ) on the Learning Achievement of Financial Accounting (Y).

b. Determination coefficient ( $r^2$ )

The number of determination coefficient is used for calculating the number of contribution or effect of variable Learning Readiness ( $X_3$ ) on the Learning Achievement of Financial Accounting (Y). If determination coefficient  $r^2_{x_3y}$  is as much as 0,226, it shows that Learning Readiness has positive effect on the Learning Achievement of Financial Accounting as much as 22,6%. Based on this description, it can be concluded that one of the factor that has effect on the

Learning Achievement of Financial Accounting is Learning Readiness as much as 22,6% and 77,4% coming from the other factors..

c. The simple regression significance test by using t test

This test is aimed to know the significance effect of Learning Readiness ( $X_3$ ) on the Learning Achievement of Financial Accounting (Y). Based on the t test result with significance 5%, the significance was 0,000 ( $< 0,05$ ) and  $t_{count}$  was as much as 4,218 meanwhile  $t_{table}$  was 1,998. It shows that  $t_{count}$  is more than  $t_{table}$  so that the hypothesis which stated that there is positive effect and sinificance of Learning Readiness on the Learning Achievement of Financial Accounting is approved.

**4. The Fourth Hypothesis Test**

The fourth hypothesis shows that there is positive effect of Learning Style on the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta academic year of 2015/2016. The following is the simple regression test result summary of variable Learning Style on the Learning Achievement of Financial Accounting.

Table 27. The Result of Simple Regression of  $X_4 - Y$

Variable		Value of r & $r^2$		Value of t		Coef.	Const.	Sig.
		$r_{x_4y}$	$r^2_{x_4y}$	$t_{count}$	$t_{table}$			
$X_2$	Y	0,540	0,292	5,015	1,998	0,400	56,083	0,000

Source: Primary data which were processed, 2016

a. Making the simple linear regression line equation

Based on the table, the regression equation of one predictor can be figured in the equation below.

$$Y = 0,400 X_4 + 56,083$$

This equation shows that the number of regression coefficient is positive that is as much as 0,400. It means that Learning Style ( $X_4$ ) increased 1 point so the Learning Achievement of Financial Accounting will increase as much as 0,400. So it can be concluded that there is positive effect of Learning Style ( $X_4$ ) on the Learning Achievement of Financial Accounting (Y).

b. Determination coefficient ( $r^2$ )

The number of determination coefficient is used for calculating the number of contribution or effect of variable Learning Style ( $X_4$ ) on the Learning Achievement of Financial Accounting (Y). If determination coefficient  $r^2_{x_4y}$  is as much as 0,292, it shows that the Learning Style has positive effect and significance on the Learning Achievement of Financial Accounting as much as 29,2%. Based on this description, it can be concluded that one of the factors which have effect on the Achievement of Financial Accounting is Learning Style as much as 29,2% and 70,8% coming from the other factors.

c. The simple regression significance test by using t test

This test is aimed to know the significance effect of Learning Style ( $X_4$ ) on the Learning Achievement of Financial Accounting (Y).

Based on the t test result with the significance 5%, the significance is 0,000 ( $< 0,05$ ) and the  $t_{count}$  is as much as 5,015 meanwhile  $t_{table}$  is 1,998. It shows that  $t_{count}$  is more than  $t_{table}$  so that the hypothesis which is stated that there is positive effect and significance of Learning Style on the Learning Achievement of Financial Accounting is approved.

## 5. The Fifth Hypothesis Test

The fifth hypothesis shows that there is positive effect of Parenting Style, Emotional Quotient, Learning Readiness and Learning Style on the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta academic year of 2015/2016. The following is the result of multiple regression of variable Parenting Style, Emotional Quotient, Learning Readiness and Learning Style on the Learning Achievement of Financial Accounting.

Table 28. The Result of Multiple Regression

Variable		Value of R& R <sup>2</sup>		Value of F		Coef.	Const.	Sig.
		R <sub>x(1,2,3,4)y</sub>	R <sup>2</sup> <sub>x(1,2,3,4)y</sub>	F <sub>count</sub>	F <sub>table</sub>			
X <sub>1</sub>	Y	0,577	0,333	7,235	2,53	0,015	51,512	0,000
X <sub>2</sub>						0,219		
X <sub>3</sub>						0,036		
X <sub>4</sub>						0,248		

Source: Primary data which were processed, 2016

### a. Making the multiple regression line equation

Based on the table, the regression equation of four predictor can be figured as follows.

$$Y = 0,015 X_1 + 0,219 X_2 + 0,036 X_3 + 0,248 X_4 + 51,512$$

This equation shows that if:

- 1) The number of Parenting Style ( $X_1$ ) increased 1 point and the variable ( $X_2, X_3, X_4$ ) is constant, the number of Learning Achievement of Financial Accounting (Y) will increase as much as 0,015.
- 2) The number of Emotional Quotient ( $X_2$ ) increased 1 point and variable ( $X_1, X_3, X_4$ ) is constant, the number of Learning Achievement of Financial Accounting (Y) will increase as much as 0,219.
- 3) The number of Learning Readiness ( $X_3$ ) increased 1 point and variable ( $X_1, X_2, X_4$ ) is constant, the Learning Achievement of Financial Accounting (Y) will increase as much as 0,036.
- 4) The number of Learning Style ( $X_4$ ) increased 1 point and variable ( $X_1, X_2, X_3$ ) is constant, the Learning Achievement of Financial Accounting (Y) will increase as much as 0,248.

Based on the description, it can be concluded that there is positive effect of Parenting Style, Emotional Quotient, Learning Readiness and Learning Style simultaneously on the Learning Achievement of Financial Accounting (Y).

b. Determination coefficient ( $R^2$ )

The number of determination coefficient was used for calculating the contribution or the effect of variable Parenting Style, Emotional Quotient, Learning Readiness and Learning Style simultaneously on the Learning Achievement of Financial Accounting (Y) Determination

coefficient  $R^2_{x(1,2,3,4)y}$  as much as 0,333 shows that Parenting Style, Emotional Quotient, Learning Readiness and Learning Style simultaneously on the Learning Achievement of Financial Accounting as much as 33,3%. Based on the description, it can be concluded that one of the factors which has the effect on the Learning Achievement of Financial Accounting is Parenting Style, Emotional Quotient, Learning Readiness and Learning Style as much as 33,3% and 66,7% coming from the other factors.

c. Multiple regression significance test by using F test

The significance test is aimed to know the significance effect of Parenting Style, Emotional Quotient, Learning Readiness and Learning Style simultaneously on the Learning Achievement of Financial Accounting (Y). Based on the F test with the significance 5%, it shows that the number of  $F_{count}$  is as much as 7,235 meanwhile  $F_{table}$  as much as 2,53. It shows that  $F_{count}$  is more than  $F_{table}$  so that the hypothesis which is stated that there is positive and significance effect of Parenting Style, Emotional Quotient, Learning Readiness and Learning Style simultaneously on the Learning Achievement of Financial Accounting that can be approved.

## 6. Relative Contribution

Relative contribution shows how much relative contribution of each predictor on criterium in the need of prediction. The following is a table of the result of relative contribution (SR).

Table 29. The Result of Relative Contribution

No	Independent Variable	Relative Contribution
1	Parenting Style	29,52%
2	Emotional Quotient	20,92%
3	Learning Readiness	25,08%
4	Learning Style	24,48%
	Total	100%

Source: Primary data which were processed, 2016

Based on the table, the relative contribution for Parenting Style is as much as 29,52%, Emotional Quotient 20,92%, Learning Readiness 25,08% and Learning Style 24,48%

## 7. Effective Contribution

Effective contribution is used for knowing how much effective contribution of each independent variable observed and keep counting the other independent variables which is not observed. The following is the table of the result of effective contribution.

Table 30. The Result of Efective Contribution

No	Independent Variable	Efective Contribution
1	Parenting Style	9,83%
2	Emotional Quotient	6,97%
3	Learning Readiness	8,35%
4	Learning Style	8,15%

Source: Primary data which were processed, 2016

Based on the analysis result in the table, it shows that the effective contribution for Parenting Style is as much as 9,83%, Emotional Quotient 6,97%, Learning Readiness 8,35% and Learning Style 8,15%. The total of effective contribution is 33,3%. It means that variable Parenting Style, Emotional Quotient, Learning Readiness and Learning Style

simultaneously contribute effective as much as 33,3% and 66,7% effected by the other variables which is not observed in this study.

### E. Research Result

The research result of the effect of Parenting Style, Emotional Quotient, Learning Readiness and Learning Style on the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta academic year of 2015/2016 can be seen in the following figure.

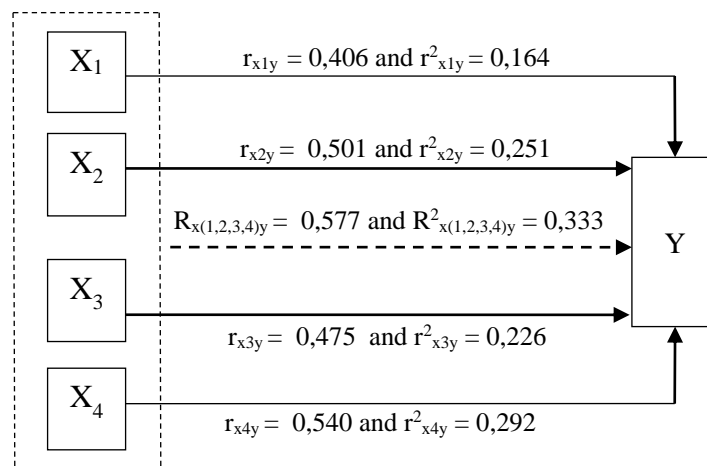


Figure 12. The Summary of Research Result

#### Description:

- $X_1$  : Parenting Style
- $X_2$  : Emotional Quotient
- $X_3$  : Learning Readiness
- $X_4$  : Learning Style
- $Y$  : Learning Achievement of Financial Accounting
- > : The effect of Parenting Style, or Emotional Quotient, or Learning Readiness, or Learning Style on Learning Achievement of Financial Accounting
- > : The effect of Parenting Style, Emotional Quotient, Learning Readiness, and Learning Style together on the Learning Achievement of Financial Accounting
- $r_{x_1y}$  : Correlation coefficient of variable Parenting Style
- $r_{x_2y}$  : Correlation coefficient of variable Emotional Quotient
- $r_{x_3y}$  : Correlation coefficient of variable Learning Readiness
- $r_{x_4y}$  : Correlation coefficient of variable Learning Style
- $R_{x(1,2,3,4)y}$  : Correlation coefficient of variable Parenting Style ( $X_1$ ),

- Emotional Quotient ( $X_2$ ), Learning Readiness ( $X_3$ ), and Learning Style ( $X_4$ )
- $r^2_{x_1y}$  : Determination coefficient of variable Parenting Style
- $r^2_{x_2y}$  : Determination coefficient of variable Emotional Quotient
- $r^2_{x_3y}$  : Determination coefficient of variable Learning Readiness
- $r^2_{x_4y}$  : Determination coefficient of variable Learning Style
- $R^2_{x(1,2,3,4)y}$  : Determination coefficient of variable Parenting Style ( $X_1$ ), Emotional Quotient ( $X_2$ ), Learning Readiness ( $X_3$ ), and Learning Style ( $X_4$ )

## 1. The Effect of Parenting Style On The Learning Achievement of Financial Accounting

The research result shows that there is significant positive effect of Parenting Style ( $X_1$ ) on the Learning Achievement of Financial Accounting ( $Y$ ). Using the simple regression analysis, the regression equation of one predictor is  $Y = 0,246X_1 + 63,633$ . The equation shows that the number of coefficient  $X_1$  is 0,246 which if Parenting Style ( $X_1$ ) increased 1 point, the Learning Achievement of Financial Accounting ( $Y$ ) will increase 0,246 point. Based on the equation, it can be concluded that the higher Parenting Style in the student learning process, the higher Learning Achievement of Financial Accounting will be. Meanwhile, the number of constant is 63,633 which if variable Parenting Style ( $X_1$ ) = 0, the Learning Achievement of Financial Accounting is 63,633. Besides, the value of  $r_{x_1y}$  is 0,406,  $r_{table}$  is 0,2481 on significant level of 5%. It shows that  $r_{count}$  is more than  $r_{table}$  ( $0,406 > 0,2481$ ). Besides, in this study, the result  $r^2_{x_1y}$  is 0,164, value of  $t_{count}$  is 3,465 and  $t_{table}$  is 1,998 on significance 5%. It shows that  $t_{count} > t_{table}$  ( $3,465 > 1,998$ ), so it can be concluded that Parenting Style contribute positive effect and significance on the Learning

Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016.

This research result is strengthened by the theory of internal and external factors effected on the Learning Achievement of Financial Accounting. Parenting Style is an external factor effected on the Learning Achievement. According to Sugihartono, et.al. (2007: 31) stated Parenting Style is a manner used for maintaining relationship with the children. The good parenting style, for the children, will build positive effect on the student learning attitude and responsibility, so that the better the parenting style is, the higher learning achievement would be reached.

The statement is in parallel with the research conducted by Khasanah (2016) with the title "*Pengaruh Pola Asuh Orang Tua dan Kontinuitas Belajar Siswa Terhadap Prestasi Belajar Akuntansi Kelas XI IPS SMA Negeri Jumapolo Tahun Ajaran 2015/2016*", which stated that there is positive and significant effect of Parenting Style on the Accounting Learning Achievement in Grade XI Social Class at SMA Negeri Jumapolo academic year of 2015/2016 which is proven by  $r_{x1y}$  as much as 0,195 and  $r^2_{x2y}$  0,038, value of  $t_{count} > t_{table}$  that is 2,101 > 1,984.

## **2. The Effect of Emotional Quotient On The Learning Achievement of Financial Accounting**

This research shows that there is positive significance of Emotional Quotient ( $X_2$ ) on the Learning Achievement of Financial Accounting (Y). Through simple regression analysis obtained regression equation of one

predictor  $Y = 0,460X_2 + 56,581$ . This equation shows that the number of coefficient  $X_2$  is 0,460 which means if Emotional Quotient ( $X_2$ ) increased 1 point, the Learning Achievement of Financial Accounting ( $Y$ ) will increase 0,460 point. Based on the equation can be concluded that the higher the Emotional Quotient in the learning process, the higher Learning Achievement of Financial Accounting would become. Meanwhile, the number of constant is as much as 56,581 means if variable Emotional Quotient ( $X_2$ ) = 0, the Learning Achievement of Financial Accounting will be 56,581. Besides, it obtained the value of  $r_{x_2y}$  as much as 0,501,  $r_{table}$  is 0,2481 on significance 5%. It shows that  $r_{count}$  is more than  $r_{table}$  ( $0,501 > 0,2481$ ). In other hand, in this study was obtained the result of  $r^2_{x_2y}$  as much as 0,251,  $t_{count}$  as much as 4,519 and  $t_{table}$  as much as 1,998 on significance 5%. It shows that  $t_{count} > t_{table}$  ( $4,519 > 1,998$ ), so that it can be concluded that Emotional Quotient contributes positive and significant effect on the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016.

The higher Emotional Quotient, the higher Learning Achievement of Financial Accounting would become. Emotional Quotient is one of the important in reaching the student learning achievement. This is strengthen by Mustaqim (2004:154) who stated that emotional quotient has a tendency on the ability to understand the feeling of each and others, the ability to motivate himself and in the relationship with other people.

Emotional Quotient is very important in the process and success of learning because it is not only about intelligence but also emotional. The high Emotional Quotient has the tendency to create the high learning achievement.

This statement is in line with the reasearch conducted by Widyaningsih (2013) entitle "*Pengaruh Kecerdasan emosional, dan Minat Belajar Terhadap Prestasi Belajar Akuntansi Keuangan Siswa Kelas XI Program Keahlian Akuntansi SMK Negeri 1 Godean Tahun Ajaran 2012/2013*", which stated that there is positive and significant effect of Emotional Quotient on the Learning Achievement of Financial Accounting in Grade XI Accounting Student at SMK Negeri 1 Godean Academic Year of 2012/2013 which is proved by  $r_{x1y}$  is as much as 0,598 and  $r^2_{x2y}$  0,357 value of  $t_{count} > t_{table}$  is  $7,570 > 1,983$ .

### **3. The Effect of Learning Readiness On The Learning Achievement of Financial Accounting**

This research shows that there is positive significance of Learning Readiness ( $X_3$ ) on the Learning Achievement of Financial Accounting (Y). Through the simple regression analysis obtained regression equation of one predictor  $Y = 0,360X_3 + 58,679$ . The equation shows that the number of coefficient  $X_3$  is 0,360 which means if Learning Readiness ( $X_3$ ) increased 1 point, the Learning Achievement of Financial Accounting (Y) will increase 0,360 point. Based on the equation can be concluded that the higher Learning Readiness in the student learning process, the higher

Learning Achievement of Financial Accounting would become. Meanwhile, the number of constant is 58,679 means if variable Learning Readiness ( $X_3$ ) = 0, the Learning Achievement of Financial Accounting will be 58,679. In other hand obtained the value of  $r_{x_3y}$  0,475,  $r_{table}$  0,2481 on significance 5%. It shows that  $r_{count}$  is more than  $r_{table}$  ( $0,475 > 0,2481$ ). Besides, in this research obtained the result of  $r^2_{x_2y}$  as much as 0,226, value of  $t_{count}$  is 4,218 and  $t_{table}$  is 1,998 on significance 5%. It shows that  $t_{count} > t_{table}$  ( $4,218 > 1,998$ ), so it can be concluded that Learning Readiness contribute positive and significant effect on Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016.

The higher Learning Readiness, the higher Learning Achievement of Financial Accounting would become. Learning Readiness is one of the important in the student learning achievement. It is strengthen by Nasution (2006: 179) that Learning Readiness is conditions before the learning activity. Readiness is the entire condition of a person who made it ready to give response/answer with particular way toward a situation (Slameto 2010:113). Prayitno (1997:13) argues that preparing oneself to join the lesson is one thing that should be considered by the student, because with the sufficient preparation, the student will feel ready in learning so that they will be easy to concentrate on the lesson (Mulyani, 2013:27).

The statement is in parallel to the research conducted by Rahmattika (2011) entitle "*Pengaruh Kesiapan Dan Disiplin Belajar Terhadap*

*Prestasi Belajar Mata Pelajara Ekonomi Akuntansi Siswa Kelas XI IS SMA Negeri 5 Tegal Tahun Pelajaran 2009/2010* ” which stated that there is positive and significant effect of Learning Readiness on Accounting Learning Achievement in Grade XI Social Science Student at SMA Muhammadiyah 1 Surakarta academic year of 2011/2012 which is proven by  $t_{count} > t_{table}$  is  $5,306 > 1,662$ .

#### **4. The Effect of Learning Style On The Learning Achievement of Financial Accounting**

This research result shows that there is positive significance effect of Learning Style ( $X_4$ ) on the Learning Achievement of Financial Accounting (Y). Through the simple regression analysis obtained regression equation of one predictor  $Y = 0,400X_4 + 56,083$ . The equation shows that the number of coefficient  $X_4$  is 0,400 which means if Learning Style ( $X_4$ ) increase 1 point, the Learning Achievement of Financial Accounting (Y) will increase 0,400 point. Based on the equation can be concluded that the higher Learning Style in the student learning process, the higher Learning Achievement of Financial Accounting would become. Meanwhile, the number of constanta is 56,083 means if variable Learning Style ( $X_4$ ) = 0, the Learning Achievement of Financial Accounting will be 56,083. Besides, obtained the value of  $r_{x_4y}$  0,540, value  $r_{table}$  0,2481 on significance 5%. It shows that  $r_{count}$  is more than  $r_{table}$  ( $0,540 > 0,2481$ ). In other hand, in this research obtained the result of  $r^2_{x_2y}$  is as much as 0,292,  $t_{count}$  5,015 and  $t_{table}$  1,998, on significance 5%. It shows that  $t_{count} > t_{table}$  ( $5,015 >$

1,998) so it can be concluded that Learning Style contribute positive and significant effect on the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016.

The higher Learning Style, the higher Learning Achievement of Financial Accounting would become. Learning Style is one of the important internal factors in the student learning achievement. It is strengthenend by Nasution (2006: 94) "*Gaya belajar adalah cara konsisten yang dilakukan oleh seseorang dalam menangkap stimulus dan informasi, cara mengingat, berpikir, dan memecahkan masalah*". DePorter and Hernacki (2005: 110) who stated that Learning Style is a combination of how a person absorbs and manages and also maintains information. If a person is familiar with the Learning Style, he might be able to help himself in learning quickly and easily. So that the better Learning Style, the better learning achievement the students will have.

The statement is in line with the research conducted by Selpia (2015) entitle "*Pengaruh Persepsi Siswa Tentang Akuntansi, Gaya Belajar, Dan Lingkungan Teman Sebaya Terhadap Prestasi Belajar Pengantar Akuntansi Dan Keuangan Siswa Kelas X Akuntansi SMK Negeri 7 Yogyakarta Tahun Ajaran 2014/2015*", which stated that there is positive and significant effect of Learning Style on the Accounting Learning Achievement in Grade X Accounting Student at SMK Negeri 7

Yogyakarta academic year of 2014/2015 which is proven by  $r_{x_2y}$  as much as 0,509 and  $r^2_{x_2y}$  0,259 value  $t_{count} > t_{table}$  is  $0,509 > 0,195$ .

#### **5. The Effect of Parenting Style, Emotional Quotient, Learning Readiness, and Learning Style Simultaneously On The Learning Achievement of Financial Accounting**

This research result shows that there is positive and significant effect of Parenting Style, Emotional Quotient, Learning Readiness and Learning Style simultaneously on the Learning Achievement of Financial Accounting. Based on the multiple regression analysis result obtained the regression equation of four predictors  $Y = 0,015X_1 + 0,219X_2 + 0,036X_3 + 0,248X_4 + 51,512$ , correlation coefficient result ( $R_{x(1,2,3,4)y}$ ) is 0,577, determination coefficient ( $R^2_{x(1,2,3,4)y}$ ) is 0,333. Meanwhile,  $F_{count}$  is 7,235 and  $F_{table}$  2,53 ( $F_{count} > F_{table}$ ) on significance 5%. It shows that the fifth hypothesis has been proved. The higher Parenting Style, Emotional Quotient, Learning Readiness, and Learning Style, the higher Learning Achievement of Financial Accounting would become.

The number of relative contribution of Parenting Style 29,52%, Emotional Quotient 20,92%, Learning Readiness 25,08% and Learning Style 24,48%. Effective contribution of Parenting Style 9,83%, Emotional Quotient 6,97%, Learning Readiness 8,35% and Learning Style 8,15%. The Parenting Style, Emotional Quotient, Learning Readiness and Learning Style simultaneously have effective contribution on the Learning

Achievement of Financial Accounting as much as 33,3%, and the remaining 66,7% is effected by variables unobserved in this research.

This research is strengthen by the theory conducted by Slameto (2010: 54) which stated that there are factors effected the learning achievement which involved into two those are external and internal factors. Parenting style is an external factor, meanwhile Emotional Quotient, Learning Readiness and Learning Style are internal factors.

This statement is in line with the research conducted by Khasanah (2016) which stated that there is positive and significant effect of Parenting Style on the Accounting Learning Achievement in Grade XI Social Science Student at SMA Negeri Jumapolo academic year of 2015/2016. The research conducted by Widyaningsih (2013) which stated that there is positive and significant effect of Emotional Quotient on the Learning Achievement of Financial Accounting in Grade XI Accounting Student at SMK Negeri 1 Godean academic year of 2012/2013. The research conducted by Rahmattika (2011) which stated that there is positive and significant effect of Learning Readiness on the Accounting Learning Achievement in Grade XI Social Science at SMA Negeri 5 Tegal academic year of 2009/2010. The research conducted by Selpia (2015) which stated that there is positive and significant effect of Learning Style on the Accounting Learning Achievement in Grade X Accounting Student at SMK Negeri 7 Yogyakarta academic year of 2014/2015.

The research conducted by the researcher is supporting the four studies that Parenting Style, Emotional Quotient, Learning Readiness and Learning Style simultaneously have the positive and significant effect on the Learning Achievement of Financial Accounting. This research result can be concluded that the fourth hypothesis is accepted.

#### **F. Limitation of This Research**

This research is conducted in accordance with scientific procedures, but it still has limitation as follows:

1. This research only took the respondents from the student sample who considered themselves, so that in filling questionnaire, the respondents have possibility to do not think objectively.
2. Collecting data only adjusted the research schedule that was on October up to November 2016. While data of final exam of second semester in Grade X Accounting Student at SMK Negeri 1 Yogyakarta even related to the process and timing, ideally all the data from the respondents taken at the same time of July until August 2016.
3. This research is not categorized variable of Parenting Style, and Learning Style by the types.
4. There are many factors effecting on Learning Achivement of Financial Accounting, in this research only discusses four factors, namely Parenting Style, Emotional Quotient, Learning Readiness, and Learning Style.

## CHAPTER V CONCLUSION AND SUGGESTIONS

### A. Conclusions

Based on the research result that have been obtained by hypotesis testing, then it can be arranged the conclusions based on research purpose that are.

1. There are positive and significant affect of Parenting Style on the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year 2015/2016. Based on the result of correlation coefficient ( $r_{x1y}$ ) is 0,406 and determination coefficient ( $r^2_{x1y}$ ) is 0,164, value of  $t_{count}$  (3,465) >  $t_{table}$  (1,998) on significant level of 5%.
2. There are positive and significant affect of Emotional Quotient on the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year 2015/2016. Based on the result of correlation coefficient ( $r_{x2y}$ ) is 0,501 and determination coefficient ( $r^2_{x2y}$ ) is 0,251, value of  $t_{count}$  (4,519) >  $t_{table}$  (1,998) on significant level of 5%.
3. There are positive and significant affect of Learning Readiness on the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year 2015/2016. Based on the result of correlation coefficient ( $r_{x3y}$ ) is 0,475 and determination coefficient ( $r^2_{x4y}$ ) is 0,226, value of  $t_{count}$  (4,218) >  $t_{table}$  (1,998) on significant level of 5%.

4. There are positive and significant affect of Learning Style on the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year 2015/2016. Based on the result of correlation coefficient ( $r_{x4y}$ ) as much as  $r$  0,54 and determination coefficient ( $r^2_{x4y}$ ) was 0,292, value  $t_{count} (5,015) > t_{table} (1,998)$  on the significant level 5%.
5. There are positive and significant affect of Parenting Style, Emotional Quotient, Learning Readiness, and Learning Style simultaneously on the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year 2015/2016. Based on the result of correlation coefficient ( $r_{x(1,2,3,4)y}$ ) as much as 0,577 and determination coefficient ( $r^2_{x(1,2,3,4)y}$ ) is 0,333, value of  $F_{count} (7,235) > F_{table} (2,53)$  on significant level of 5%. Meanwhile, Relative Contribution on Parenting Style 29,52%, Emotional Quotient 20,92%, Learning Readiness 25,08%, and Learning Style 24,48%. Effective Contribution on the Parenting Style 9,83%, Emotional Quotient 6,97%, Learning Readiness 8,35%, and Learning Style 8,15%. Parenting Style, Emotional Quotient, Learning Readiness and Learning Style simultaneously have effective contribution on the Learning Achievement of Financial Accounting as much as 33,3%.

## **B. Suggestions**

Based on the research result and conclusions above, then the researcher arranged the suggestions as follows.

1. For the next researchers

This research provides information that variable Parenting Style, Emotional Quotient, Learning Readiness and Learning Style have positive and significant effects on the Learning Achievement of Final Accounting as much as 33,3%, meanwhile the rest 66,7% are effected by the other variables such peer environment, learning discipline, learning creativity and other factors which are not discussed in this study. Therefore, it is expected that in the next studies, the researchers can reveal the other factors (variables) that effect the learning achievement of financial accounting.

2. For teacher

a. Parenting style has positive and significant effect on the learning achievement of financial accounting and the research data collected from the parenting style questionnaire no. 13 (*Orang tua mendukung saya untuk masuk jurusan Akuntansi*) has the lowest score, so that in this case, it is better for the teacher to have good relationship with parents for motivate students, in order to strengthened their interests on learning accounting.

b. Emotional quotient has positive and significant effect on the learning achievement of financial accounting and the research data collected from the Emotional Quotient questionnaire no. 3 (*Dalam keadaan sedih saya dapat mengerjakan tugas Akuntansi dengan baik*) has the lowest score, so that in this case, the teacher motivate students to manage

emotion and use the emotion productively such always be positive on anything happened.

- c. Learning readiness has positive and significant effect on the learning achievement of financial accounting and the research data collected from the learning readiness questionnaire no. 12 (*Pada malam hari saya membaca materi yang akan dipelajari besok*) has the lowest score, so that in this case, the teacher motivate students to read the next material, even though there is no homework or test, so that they could consulting the difficult material and be ready in learning.
- d. Learning style has the positive and significant effect on learning achievement of financial accounting and the research data collected from the learning style questionnaire no. 17 (*Saya lebih banyak meluangkan waktu untuk bermain bersama teman daripada belajar Akuntansi*) has the lowest score, so that in this case, the teacher could give task by group, so students can use the time with friends for playing and learning group at once.

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# **APPENDIX 1**

## **QUESTIONNAIRE OF INSTRUMENT TEST**

## ANGKET UJI COBA INSTRUMEN PENELITIAN

Kepada:

Yth. Siswa Kelas XI AK 1  
Program Keahlian Akuntansi  
SMK Negeri 7 Yogyakarta

Assalamu'alaikum Wr. Wb.

Ditengah kesibukan adik-adik dalam belajar, perkenankanlah saya pribadi mengharapkan keikhlasan adik-adik untuk meluangkan waktunya sejenak guna mengisi angket penelitian yang saya kerjakan, yaitu dalam rangka menyelesaikan tugas akhir skripsi dengan judul: ***“The Effect of Parenting Style, Emotional Qoutient, Learning Readiness, and Learning Style On the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016.”***

Angket ini bukanlah suatu tes, sehingga tidak ada jawaban pernyataan yang benar atau salah. Jawaban pernyataan yang adik-adik berikan tidak akanmempengaruhi nilai adik-adik di sekolah. Adapun masalah identitas adik-adik hanya untuk mempermudah pengolahan data saja. Jawaban yang terbaik adalah jawaban yang sesuai dengan keyakinan dan keadaan diri adik-adik. Oleh karena itu, kejujuran adik-adik dalam memberikan jawaban sangat saya harapkan.

Atas bantuan dan kerjasamanya saya ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Yogyakarta,

Peneliti,



Karlina Faturokhmi

NIM. 11403244078

## UJI COBA ANGKET PENELITIAN

### A. Identitas Responden

Nama : .....

No. Absen : .....

Kelas : .....

### B. Petunjuk Pengisian

1. Bacalah terlebih dahulu petunjuk pengisian sebelum Saudara mengisi pernyataan-pernyataan berikut.
2. Pilihlah salah satu jawaban yang paling sesuai dengan kondisi dan keadaan yang sebenarnya, dan berilah tanda (√) pada kotak alternatif jawaban yang tersedia.
3. Alternatif jawaban yang tersedia adalah :

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

### C. Angket

#### 1. Pola Asuh Orang Tua

No.	Pernyataan	SS	S	TS	STS
1.	Saya menunjukkan nilai ulangan harian Akuntansi saya kepada orang tua				
2.	Orang tua menanyakan kegiatan yang saya lakukan selama di sekolah				
3.	Orang tua memberitahukan peraturan-peraturan yang ada dalam keluarga				
4.	Orang tua saya tidak suka membicarakan masalah yang sedang terjadi kepada saya, karena saya dianggap tidak mengerti apa-apa				
5.	Orang tua saya memaksakan kehendak dirinya, karena mereka merasa lebih mengetahui mana yang terbaik untuk saya tanpa merundingkannya terlebih dahulu				
6.	Orang tua mengikut sertakan saya dalam musyawarah perihal permasalahan yang saya alami di sekolah				
7.	Orang tua mendengarkan keluhan saya dalam belajar di sekolah				
8.	Orang tua memberikan kesempatan kepada saya untuk membicarakan keinginan saya baik dalam hal belajar di sekolah ataupun kehidupan sehari-hari				
9.	Orang tua mengingatkan saya untuk belajar				

No.	Pernyataan	SS	S	TS	STS
10.	Saya memilih jurusan Akuntansi karena paksaan dari orang tua				
11.	Orang tua saya berusaha memenuhi fasilitas belajar saya, seperti buku, alat tulis, laptop, dan sebagainya				
12.	Orang tua memberikan pujian apabila nilai ujian Akuntansi saya bagus				
13.	Orang tua memberikan motivasi dalam belajar agar lebih semangat dalam belajar				
14.	Orang tua memberikan arahan pada minat saya				
15.	Orang tua mendukung saya untuk masuk jurusan Akuntansi				
16.	Pada malam hari orang tua menyuruh saya belajar				
17.	Orang tua tidak peduli apakah saya sudah belajar atau belum				
18.	Orang tua saya mengarahkan saya dalam bergaul, agar tidak terjerumus dalam pergaulan bebas				
19.	Orang tua menasihati saya apabila saya melakukan kesalahan				
20.	Orang tua memberikan arahan untuk mengurangi waktu bermain bersama teman sehingga lebih banyak waktu belajar				

## 2. Kecerdasan Emosional

No.	Pernyataan	SS	S	TS	STS
1.	Saya akan tetap menyontek pada saat ujian Akuntansi meskipun saya mengetahui bahwa itu tindakan yang salah dan curang				
2.	Saya belajar Akuntansi di rumah tanpa disuruh oleh orang tua				
3.	Saya merasa rendah diri (minder) saat bertemu teman karena merasa tidak pintar				
4.	Saya berani mengajukan pertanyaan pada bapak/ibu guru apabila mengalami kesulitan pada pelajaran Akuntansi				
5.	Saya yakin bahwa saya bisa memperoleh nilai yang tinggi pada mata pelajaran Akuntansi apabila rajin belajar				
6.	Dalam keadaan sedih saya dapat mengerjakan tugas Akuntansi dengan baik				
7.	Saya akan marah apabila pendapat saya tidak diterima oleh teman-teman saya pada saat diskusi kelompok				
8.	Saya bersemangat dalam belajar Akuntansi				
9.	Saya dapat mengatasi rasa malas saat belajar Akuntansi				
10.	Saya pantang menyerah dalam mengerjakan tugas Akuntansi				
11.	Saya merasa sulit bekerjasama satu kelompok dengan teman yang tidak saya sukai				
12.	Saya membantu teman yang kesulitan dalam belajar Akuntansi				
13.	Saya merasa senang apabila teman saya tidak berhasil mengerjakan soal Akuntansi dengan baik				
14.	Saya akan berusaha membangkitkan semangat belajar teman saya yang sedang sedih				
15.	Saya akan menyapa ramah apabila sedang bertemu guru, pegawai, atau teman				
16.	Apabila sedang marah dengan teman, saya akan diam kemudian akan menghindari dia				
17.	Saya menjaga perasaan teman yang saya ajak bicara				

No.	Pernyataan	SS	S	TS	STS
18.	Saya senang bergaul dengan siapa saja, dengan latar belakang keluarga yang berbeda				
19.	Saya bertanya kepada teman apabila menemukan kesulitan dalam belajar Akuntansi				
20.	Saya mau melakukan diskusi kelompok hanya dengan teman-teman yang saya sukai saja				

### 3. Kesiapan Belajar

No.	Pernyataan	SS	S	TS	STS
1.	Saya berolah raga minimal seminggu sekali untuk menjaga kesehatan tubuh				
2.	Sebelum berangkat ke sekolah saya sarapan pagi				
3.	Pada malam hari saya menyiapkan perlengkapan belajar Akuntansi yang dibutuhkan esok				
4.	Saya mampu menjawab pertanyaan yang diajukan guru kepada saya				
5.	Jika tidak ada hal yang penting, saya berusaha untuk tidak menggunakan handphone ketika pelajaran Akuntansi berlangsung				
6.	Pada saat belajar Akuntansi di kelas, saya memikirkan masalah yang sedang terjadi dengan keluarga atau teman				
7.	Saya berpartisipasi aktif dalam mempresentasikan tugas yang diberikan guru di depan kelas				
8.	Pada saat diskusi, saya tidak berani menyanggah jawaban teman yang salah padahal saya mengetahui jawaban yang benar				
9.	Saya merasa tidak perlu bersusah payah belajar materi Akuntansi yang akan diberikan, karena pada akhirnya akan diterangkan oleh guru				
10.	Setelah materi pelajaran Akuntansi selesai diberikan, saya akan tetap mengulangnya di rumah agar lebih bisa menguasai materi				
11.	Saya datang ke sekolah tepat waktu				
12.	Saya menyukai pelajaran Akuntansi, sehingga saya sangat bersemangat dalam belajar				
13.	Saya berusaha mendapatkan nilai yang terbaik untuk membanggakan kedua orang tua				
14.	Saya belajar Akuntansi dengan sungguh-sungguh walaupun tidak ada ulangan				
15.	Pada malam hari saya membaca materi yang akan dipelajari besok				
16.	Saya belajar dari berbagai sumber baik di perpustakaan ataupun internet untuk menambah pengetahuan saya tentang pelajaran Akuntansi				
17.	Saya dapat menyimpulkan materi Akuntansi yang telah saya pelajari di kelas				
18.	Saya mampu menjelaskan kepada teman materi akuntansi yang telah dipelajari sebelumnya				
19.	Saya mampu menghubungkan materi akuntansi yang telah dipelajari dengan materi Akuntansi yang akan dipelajari selanjutnya				
20.	Saya mengumpulkan tugas yang diberikan oleh guru tepat waktu				

#### 4. Gaya Belajar

No.	Pernyataan	SS	S	TS	STS
1.	Pada waktu mempelajari Akuntansi, saya menggunakan spidol warna – warni untuk menandai hal hal yang penting dalam catatan Akuntansi.				
2.	Saya membuat jadwal belajar di rumah				
3.	Saya menyukai buku Akuntansi yang menyajikan contoh soal beserta penyelesaiannya				
4.	Saya suka belajar Akuntansi sambil mendengarkan musik, atau bernyanyi				
5.	Saya membuat ringkasan materi untuk mempermudah saya dalam belajar				
6.	Saya akan tetap mengerjakan soal Akuntansi yang sulit dengan cara coba-coba ( <i>trial and error</i> )				
7.	Saya lebih paham belajar Akuntansi dengan praktik secara langsung				
8.	Saya memiliki teman dekat untuk belajar Akuntansi secara berkelompok				
9.	Suara bising membuat saya sulit berkonsentrasi dalam belajar				
10.	Saya menjaga kerapian tempat belajar saya				
11.	Saya bertukar pendapat dengan teman saya pada saat belajar Akuntansi				
12.	Saya berpartisipasi aktif untuk menjawab pertanyaan dan menyanggah saat belajar Akuntansi di kelas				
13.	Saya bertanya kepada guru apabila saya belum paham				
14.	Saya berusaha mengaplikasikan pelajaran Akuntansi dalam kehidupan sehari – hari				
15.	Saya menyukai belajar Akuntansi pada pagi hari				
16.	Saya belajar Akuntansi dengan sungguh-sungguh agar memperoleh nilai yang bagus				
17.	Saya lebih memahami materi Akuntansi ketika dijelaskan oleh guru				
18.	Saya akan membaca ulang soal beserta jawaban saya pada saat menjawab soal ulangan Akuntansi karena saya sangat teliti				
19.	Ketika ujian Akuntansi saya akan menyontek karena teman–teman saya menyontek				
20.	Saya lebih banyak meluangkan waktu untuk bermain bersama teman daripada belajar Akuntansi				

**Terima Kasih**

# **APPENDIX 2**

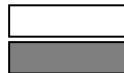
## **INSTRUMENT DATA TEST TABULATION**

**Data Instrument Test Tabulation X1**

Respondent	Number of Item: Parenting Style (X1)																				Total Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	3	3	4	3	3	3	3	4	3	3	3	3	4	3	4	3	4	4	4	68
2	3	3	4	4	3	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	75
3	3	3	3	4	4	3	3	3	3	4	4	4	4	3	4	3	3	3	3	3	67
4	3	4	3	3	4	3	2	3	3	4	3	3	3	4	4	3	3	4	4	3	66
5	4	3	3	4	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	61
6	3	4	4	2	3	3	4	4	4	3	3	4	4	4	3	3	4	4	4	4	71
7	4	3	3	3	3	3	3	3	4	3	3	4	4	3	3	3	3	4	4	3	66
8	3	3	3	4	4	3	3	3	3	4	4	3	3	3	3	3	3	3	4	3	65
9	3	4	3	2	1	4	4	4	4	1	4	4	4	4	2	4	3	3	3	3	64
10	3	4	3	3	3	3	3	4	4	4	3	3	4	4	3	4	4	4	4	3	70
11	2	3	3	3	3	3	4	3	4	3	4	4	4	4	3	4	3	4	4	4	69
12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	4	4	4	62
13	3	3	4	2	3	3	4	3	3	2	3	3	3	3	2	2	2	2	3	4	57
14	3	3	4	3	3	3	3	3	4	3	4	3	3	3	3	3	3	4	3	2	63
15	3	4	3	4	3	3	4	3	4	3	3	3	4	4	2	3	4	4	4	4	69
16	3	4	4	3	3	4	3	4	4	3	4	3	3	3	2	4	4	4	4	4	70
17	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	3	4	4	4	69
18	2	2	2	3	3	3	3	3	3	4	3	2	3	3	4	2	3	3	3	3	57
19	3	3	3	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	3	58
20	3	3	3	3	3	3	3	3	4	2	3	3	3	3	3	3	3	3	3	3	60
21	3	3	3	3	3	3	2	3	3	3	4	3	3	3	3	3	3	3	3	3	60
22	3	3	4	4	3	3	3	3	4	2	3	2	3	3	2	4	3	3	3	3	61
23	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	3	61
24	2	2	3	3	3	3	2	3	3	1	3	2	2	2	2	3	3	3	3	3	51

Respondent	Number of Item: Parenting Style (X1)																				Total Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
25	3	3	4	4	3	3	4	4	4	3	4	4	3	3	2	3	3	4	3	3	67
26	4	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	4	4	3	64
27	3	4	3	3	3	3	4	4	3	3	3	4	3	3	3	3	4	4	4	3	67
28	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
29	4	3	4	4	3	4	3	4	4	4	4	3	3	4	3	4	4	4	4	4	74
30	4	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	79
31	3	3	4	3	3	3	3	4	3	3	4	4	3	2	3	2	4	4	4	3	65
32	3	4	4	3	4	3	3	3	3	4	4	2	3	3	4	4	3	4	4	3	68
$\Sigma$	99	103	106	103	97	101	102	106	111	98	109	103	105	105	94	104	104	114	115	105	2084

Information:



: Positive statement

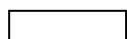
: Negative statement

### Data Insrument Test Tabulation X2

Respondent	Number of Item: Emotional Qoutient (X2)																				Total Score	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	3	3	3	3	4	3	3	3	3	3	3	3	3	4	3	3	3	4	2	3	62	
2	3	4	2	4	4	2	3	4	4	4	3	4	3	4	4	3	4	4	4	3	3	69
3	3	3	2	3	2	2	2	4	3	4	4	4	3	4	4	3	4	4	4	3	3	64
4	3	3	3	3	4	2	2	3	4	4	3	3	4	3	3	3	3	3	3	3	2	61
5	3	3	3	3	4	4	4	3	2	3	4	3	4	3	4	3	4	4	4	4	4	69
6	3	3	2	2	4	2	4	3	3	3	1	3	4	4	4	3	3	4	3	3	3	61
7	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	64
8	3	3	3	3	4	3	4	3	3	3	4	3	4	3	4	4	3	4	4	4	4	69
9	3	3	3	3	4	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	60
10	3	3	2	4	4	2	3	3	3	4	1	3	4	3	4	3	4	4	4	3	2	62
11	3	3	1	4	4	3	3	4	4	4	3	3	3	4	4	3	4	4	4	3	3	67
12	3	3	3	3	3	3	2	3	3	3	2	3	3	3	3	3	3	3	3	3	2	57
13	2	4	3	3	4	2	3	3	3	3	3	3	4	4	4	4	3	3	3	3	3	64
14	3	3	3	3	4	2	3	3	3	3	2	3	3	3	4	3	3	4	3	3	3	61
15	4	3	2	3	2	3	4	3	3	3	2	3	3	3	4	3	4	4	4	3	3	62
16	4	3	2	3	4	2	3	3	3	3	2	3	4	3	4	3	3	3	3	3	2	60
17	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	59
18	3	3	3	3	4	2	3	3	2	3	2	3	3	3	3	3	4	3	3	3	3	59
19	3	3	3	3	3	2	3	3	2	3	2	3	3	3	3	2	3	3	2	3	3	55
20	3	3	2	3	3	3	3	3	3	4	3	3	3	3	4	3	3	3	3	3	3	61
21	3	3	2	3	4	2	3	3	2	3	2	3	3	3	3	3	3	3	3	3	3	57
22	3	3	2	4	3	3	3	3	3	3	1	3	4	3	3	2	3	4	3	2	3	58
23	3	3	3	3	3	2	3	3	3	3	3	3	3	3	4	3	3	4	3	3	3	61

Respondent	Number of Item: Emotional Qoutient (X2)																				Total Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
24	2	3	2	3	3	3	3	2	2	3	2	3	3	3	3	2	3	3	3	3	54
25	2	3	2	3	4	2	3	3	2	3	4	3	2	3	3	3	3	3	3	2	56
26	3	3	4	3	4	2	3	3	3	3	2	3	4	3	3	3	3	4	3	2	61
27	3	3	2	3	4	3	4	3	3	3	3	3	3	3	3	2	3	3	3	3	60
28	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	59
29	3	4	3	3	4	3	3	3	3	3	3	4	3	3	4	4	4	3	3	4	67
30	4	4	3	4	4	4	3	4	4	4	3	4	3	4	4	2	4	4	3	3	72
31	3	3	2	3	3	2	3	3	3	3	3	3	4	3	3	3	3	4	3	4	61
32	3	3	3	3	4	3	3	3	3	3	2	3	3	3	4	3	3	3	3	4	62
$\Sigma$	96	100	79	100	114	83	98	99	93	103	84	100	105	103	112	95	106	112	97	95	1974

Information:



: Positive statement



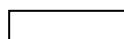
: Negative statement

### Data Instrument Test Tabulation X3

Respondent	Number of Item: Learning Readiness (X3)																				Total Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
1	4	4	4	3	3	2	3	2	2	3	3	3	3	3	3	2	3	3	3	3	59
2	4	4	4	4	4	2	4	4	3	3	4	4	4	3	3	4	4	4	4	4	74
3	4	3	4	3	3	3	3	3	3	3	3	3	4	4	4	3	3	3	3	3	65
4	4	2	4	3	2	3	3	2	3	3	3	3	4	3	3	2	2	3	3	3	58
5	4	1	3	3	2	2	3	3	4	3	4	3	4	3	3	2	3	3	3	3	59
6	3	4	3	3	4	2	2	4	4	3	3	3	4	3	3	2	3	3	4	3	63
7	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	61
8	3	3	3	3	3	3	3	4	3	3	4	4	4	3	3	3	3	3	3	4	65
9	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	59
10	4	4	4	3	4	3	3	4	3	3	4	4	4	2	4	3	3	4	2	4	69
11	4	4	4	3	4	1	4	3	3	4	4	2	4	4	3	2	2	2	3	4	64
12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	59
13	2	4	3	3	4	2	3	3	4	3	4	3	3	3	3	3	3	3	3	4	63
14	4	4	4	3	3	3	3	3	3	3	4	3	4	3	3	3	3	3	3	3	65
15	3	3	3	3	3	2	3	3	2	3	3	3	4	3	3	3	3	3	3	3	59
16	4	4	3	2	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	62
17	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60
18	2	3	2	3	4	3	3	3	2	3	3	3	4	3	2	3	3	3	3	3	58
19	3	3	2	3	3	2	3	3	3	2	3	3	3	3	2	2	3	3	3	3	55
20	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	61
21	3	4	4	3	4	3	3	3	3	3	4	3	4	3	3	3	3	3	3	3	65
22	3	4	3	2	4	3	3	3	3	3	4	2	4	2	3	3	3	3	3	3	61
23	3	4	4	3	4	3	3	3	3	3	4	3	4	3	3	3	3	3	3	3	65

Respondent	Number of Item: Learning Readiness (X3)																				Total Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
24	2	3	2	2	3	2	3	3	2	2	3	2	3	2	2	2	2	2	2	3	47
25	3	3	3	3	4	3	3	3	2	3	4	2	4	2	2	3	3	3	3	4	60
26	3	4	3	3	4	3	4	4	3	3	4	3	4	2	2	2	3	3	2	3	62
27	3	3	3	3	4	3	4	3	3	3	3	3	4	3	3	3	3	3	3	4	64
28	3	3	3	3	3	3	3	3	3	3	3	3	4	4	4	3	4	3	3	3	64
29	4	4	3	3	2	4	3	3	3	3	4	3	4	3	3	3	3	3	3	3	64
30	4	4	4	4	4	3	4	3	3	4	4	4	4	4	4	4	4	4	4	4	77
31	3	3	3	3	4	3	3	3	3	3	4	3	4	4	3	3	3	3	3	4	65
32	3	3	3	3	3	2	3	4	3	3	4	3	3	3	2	2	3	3	3	4	60
$\Sigma$	105	106	104	95	107	86	100	100	94	96	112	96	118	96	93	89	96	97	96	106	1992

Information:



: Positive statement



: Negative statement

### Data Insrument Test Tabulation X4

Respondent	Number of Item: Learning Style (X4)																				Total Score	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	3	4	4	2	4	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	63	
2	4	4	4	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4	4	3	3	76
3	4	4	3	3	3	3	3	3	4	4	4	3	4	3	3	4	3	4	3	3	68	
4	3	3	3	2	3	3	3	4	4	3	4	3	3	3	2	3	3	3	4	3	62	
5	4	3	4	4	4	3	4	4	3	3	3	3	3	3	3	4	2	4	4	4	69	
6	4	3	4	4	4	3	4	2	4	4	3	2	2	3	4	4	4	3	3	3	67	
7	4	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	62	
8	4	4	4	3	3	3	4	3	3	3	3	3	3	3	3	4	3	3	4	4	67	
9	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	58	
10	4	3	4	4	3	4	3	4	4	4	3	4	3	2	4	4	3	3	3	4	70	
11	2	2	4	2	3	2	3	3	4	4	4	2	4	2	4	4	4	4	2	3	62	
12	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60	
13	4	3	3	3	3	3	2	3	4	4	3	3	3	3	2	3	3	3	3	3	61	
14	4	3	3	3	3	3	3	3	3	4	4	3	3	3	3	4	3	3	3	3	64	
15	4	4	4	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	4	2	62	
16	4	4	3	2	3	3	3	3	4	3	3	2	3	3	2	3	3	3	4	3	61	
17	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	60	
18	3	3	4	2	3	3	3	2	2	3	3	2	3	2	3	3	2	2	3	3	54	
19	3	3	3	2	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	2	57	
20	4	3	3	2	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	2	60	
21	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	61	
22	3	3	3	3	3	3	4	4	4	3	3	3	3	3	4	4	4	3	3	3	66	
23	4	3	4	2	4	3	2	3	3	4	3	3	3	3	3	4	3	3	3	2	62	

Respondent	Number of Item: Learning Style (X4)																				Total Score
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
24	2	3	4	2	2	3	4	3	4	3	2	2	3	2	3	2	3	2	2	2	53
25	3	4	3	3	3	3	4	4	4	3	3	2	3	2	3	4	3	3	2	2	61
26	3	3	4	3	3	3	3	4	4	3	3	3	2	2	3	2	3	3	3	3	60
27	4	3	4	2	3	3	4	4	4	4	4	4	3	3	3	4	3	4	3	3	69
28	4	4	4	2	3	3	4	3	3	3	4	3	4	3	3	4	3	3	3	3	66
29	4	3	4	4	3	3	4	4	3	3	3	3	4	3	4	4	3	3	3	3	68
30	4	4	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	79
31	4	2	4	3	3	3	4	4	4	3	3	3	3	3	3	4	4	3	3	3	66
32	4	3	3	4	3	4	4	3	1	4	3	3	3	3	3	4	4	3	4	3	66
$\Sigma$	113	103	113	92	101	99	107	106	108	106	103	94	100	91	100	111	101	100	99	93	2040

Information:



: Positive statement



: Negative statement

# **APPENDIX 3**

## **QUESTIONNAIRE OF RESEARCH**

## ANGKET INSTRUMEN PENELITIAN

Kepada:

Yth. Siswa Kelas XI

Program Keahlian Akuntansi

SMK Negeri 1 Yogyakarta

Assalamu'alaikum Wr. Wb.

Ditengah kesibukan adik-adik dalam belajar, perkenankanlah saya pribadi mengharapkan keikhlasan adik-adik untuk meluangkan waktunya sejenak guna mengisi angket penelitian yang saya kerjakan, yaitu dalam rangka menyelesaikan tugas akhir skripsi dengan judul: *“The Effect of Parenting Style, Emotional Qoutient, Learning Readiness, and Learning Style On the Learning Achievement of Financial Accounting in Grade X Accounting Student at SMK Negeri 1 Yogyakarta Academic Year of 2015/2016.”*

Angket ini bukanlah suatu tes, sehingga tidak ada jawaban pernyataan yang benar atau salah. Jawaban pernyataan yang adik-adik berikan tidak akanmempengaruhi nilai adik-adik di sekolah. Adapun masalah identitas adik-adik hanya untuk mempermudah pengolahan data saja. Jawaban yang terbaik adalah jawaban yang sesuai dengan keyakinan dan keadaan diri adik-adik. Oleh karena itu, kejujuran adik-adik dalam memberikan jawaban sangat saya harapkan.

Atas bantuan dan kerjasamanya saya ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Yogyakarta,

Peneliti,



Karlina Faturokhmi

NIM. 11403244078

## ANGKET PENELITIAN

### A. Identitas Responden

Nama : .....

No. Absen : .....

Kelas : .....

### B. Petunjuk Pengisian

1. Bacalah terlebih dahulu petunjuk pengisian sebelum Saudara mengisi pernyataan-pernyataan berikut.
2. Pilihlah salah satu jawaban yang paling sesuai dengan kondisi dan keadaan yang sebenarnya, dan berilah tanda (√) pada kotak alternatif jawaban yang tersedia.
3. Alternatif jawaban yang tersedia adalah :

SS : Sangat Setuju

S : Setuju

TS : Tidak Setuju

STS : Sangat Tidak Setuju

### C. Angket

#### 1. Pola Asuh Orang Tua

No.	Pernyataan	SS	S	TS	STS
1.	Saya menunjukkan nilai ulangan harian Akuntansi saya kepada orang tua				
2.	Orang tua menanyakan kegiatan yang saya lakukan selama di sekolah				
3.	Orang tua memberitahukan peraturan-peraturan yang ada dalam keluarga				
4.	Orang tua mengikut sertakan saya dalam musyawarah perihal permasalahan yang saya alami di sekolah				
5.	Orang tua mendengarkan keluhan saya dalam belajar di sekolah				
6.	Orang tua memberikan kesempatan kepada saya untuk membicarakan keinginan saya baik dalam hal belajar di sekolah ataupun kehidupan sehari-hari				
7.	Orang tua mengingatkan saya untuk belajar				
8.	Saya memilih jurusan Akuntansi karena paksaan dari orang tua				
9.	Orang tua saya berusaha memenuhi fasilitas belajar saya, seperti buku, alat tulis, laptop, dan sebagainya				
10.	Orang tua memberikan pujian apabila nilai ujian Akuntansi saya bagus				
11.	Orang tua memberikan motivasi dalam belajar agar lebih semangat dalam belajar				

No.	Pernyataan	SS	S	TS	STS
12.	Orang tua memberikan arahan pada minat saya				
13.	Orang tua mendukung saya untuk masuk jurusan Akuntansi				
14.	Pada malam hari orang tua menyuruh saya belajar				
15.	Orang tua tidak peduli apakah saya sudah belajar atau belum				
16.	Orang tua saya mengarahkan saya dalam bergaul, agar tidak terjerumus dalam pergaulan bebas				
17.	Orang tua menasihati saya apabila saya melakukan kesalahan				
18.	Orang tua memberikan arahan untuk mengurangi waktu bermain bersama teman sehingga lebih banyak waktu belajar				

## 2. Kecerdasan Emosional

No.	Pernyataan	SS	S	TS	STS
1.	Saya belajar Akuntansi di rumah tanpa disuruh oleh orang tua				
2.	Saya berani mengajukan pertanyaan pada bapak/ibu guru apabila mengalami kesulitan pada pelajaran Akuntansi				
3.	Dalam keadaan sedih saya dapat mengerjakan tugas Akuntansi dengan baik				
4.	Saya bersemangat dalam belajar Akuntansi				
5.	Saya dapat mengatasi rasa malas saat belajar Akuntansi				
6.	Saya pantang menyerah dalam mengerjakan tugas Akuntansi				
7.	Saya merasa sulit bekerjasama satu kelompok dengan teman yang tidak saya sukai				
8.	Saya membantu teman yang kesulitan dalam belajar Akuntansi				
9.	Saya akan berusaha membangkitkan semangat belajar teman saya yang sedang sedih				
10.	Saya akan menyapa ramah apabila sedang bertemu guru, pegawai, atau teman				
11.	Apabila sedang marah dengan teman, saya akan diam kemudian akan menghindari dia				
12.	Saya menjaga perasaan teman yang saya ajak bicara				
13.	Saya senang bergaul dengan siapa saja, dengan latar belakang keluarga yang berbeda				
14.	Saya bertanya kepada teman apabila menemukan kesulitan dalam belajar Akuntansi				
15.	Saya mau melakukan diskusi kelompok hanya dengan teman-teman yang saya sukai saja				

## 3. Kesiapan Belajar

No.	Pernyataan	SS	S	TS	STS
1.	Saya berolah raga minimal seminggu sekali untuk menjaga kesehatan tubuh				
2.	Sebelum berangkat ke sekolah saya sarapan pagi				
3.	Pada malam hari saya menyiapkan perlengkapan belajar Akuntansi yang dibutuhkan esok				
4.	Saya mampu menjawab pertanyaan yang diajukan guru kepada saya				
5.	Jika tidak ada hal yang penting, saya berusaha untuk tidak menggunakan handphone ketika pelajaran Akuntansi				

No.	Pernyataan	SS	S	TS	STS
	berlangsung				
6.	Saya berpartisipasi aktif dalam mempresentasikan tugas yang diberikan guru di depan kelas				
7.	Setelah materi pelajaran Akuntansi selesai diberikan, saya akan tetap mengulanginya di rumah agar lebih bisa menguasai materi				
8.	Saya datang ke sekolah tepat waktu				
9.	Saya menyukai pelajaran Akuntansi, sehingga saya sangat bersemangat dalam belajar				
10.	Saya berusaha mendapatkan nilai yang terbaik untuk membanggakan kedua orang tua				
11.	Saya belajar Akuntansi dengan sungguh–sungguh walaupun tidak ada ulangan				
12.	Pada malam hari saya membaca materi yang akan dipelajari besok				
13.	Saya belajar dari berbagai sumber baik di perpustakaan ataupun internet untuk menambah pengetahuan saya tentang pelajaran Akuntansi				
14.	Saya dapat menyimpulkan materi Akuntansi yang telah saya pelajari di kelas				
15.	Saya mampu menjelaskan kepada teman materi akuntansi yang telah dipelajari sebelumnya				
16.	Saya mampu menghubungkan materi akuntansi yang telah dipelajari dengan materi Akuntansi yang akan dipelajari selanjutnya				
17.	Saya mengumpulkan tugas yang diberikan oleh guru tepat waktu				

#### 4. Gaya Belajar

No.	Pernyataan	SS	S	TS	STS
1.	Pada waktu mempelajari Akuntansi, saya menggunakan spidol warna – warni untuk menandai hal hal yang penting dalam catatan Akuntansi.				
2.	Saya suka belajar Akuntansi sambil mendengarkan musik, atau bernyanyi				
3.	Saya membuat ringkasan materi untuk mempermudah saya dalam belajar				
4.	Saya akan tetap mengerjakan soal Akuntansi yang sulit dengan cara coba-coba ( <i>trial and error</i> )				
5.	Saya lebih paham belajar Akuntansi dengan praktik secara langsung				
6.	Saya memiliki teman dekat untuk belajar Akuntansi secara berkelompok				
7.	Saya menjaga kerapian tempat belajar saya				
8.	Saya bertukar pendapat dengan teman saya pada saat belajar Akuntansi				
9.	Saya berpartisipasi aktif untuk menjawab pertanyaan dan menyanggah saat belajar Akuntansi di kelas				
10.	Saya bertanya kepada guru apabila saya belum paham				

No.	Pernyataan	SS	S	TS	STS
11.	Saya berusaha mengaplikasikan pelajaran Akuntansi dalam kehidupan sehari – hari				
12.	Saya menyukai belajar Akuntansi pada pagi hari				
13.	Saya belajar Akuntansi dengan sungguh-sungguh agar memperoleh nilai yang bagus				
14.	Saya lebih memahami materi Akuntansi ketika dijelaskan oleh guru				
15.	Saya akan membaca ulang soal beserta jawaban saya pada saat menjawab soal ulangan Akuntansi karena saya sangat teliti				
16.	Ketika ujian Akuntansi saya akan menyontek karena teman–teman saya menyontek				
17.	Saya lebih banyak meluangkan waktu untuk bermain bersama teman daripada belajar Akuntansi				

**Terima Kasih**

# **APPENDIX 4**

## **DATA RESEARCH TABULATION**

## Research Data Tabulation

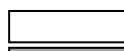
### 1. Parenting Style (X<sub>1</sub>)

No	Name	Number of Item: Parenting Style																		Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
1	Ailsya Qutratu'ain S	3	3	3	3	3	1	3	3	3	3	3	3	3	3	3	3	2	51	
2	Ananda Fadhila	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	53	
3	Anggraeni Putri W	4	3	3	2	3	3	3	2	3	3	3	3	2	3	3	4	2	53	
4	Arsita Winda Fatharani	3	3	3	4	3	3	3	4	3	3	3	3	4	2	3	3	3	56	
5	Asmarani Surya Vitasari	3	4	3	3	3	4	2	4	3	3	4	4	3	4	3	3	3	59	
6	Ayu Wulandari	3	3	4	3	3	3	4	3	3	3	4	3	3	4	2	3	3	57	
7	Brigitha Nita A	3	3	3	4	2	4	2	3	4	4	2	4	3	3	3	3	3	56	
8	Dela Anjarsari	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	4	4	56	
9	Desyana Friska K	3	3	4	3	3	3	4	2	3	2	3	3	2	4	3	3	3	54	
10	Dhea Nastasya A	3	4	3	3	4	3	4	3	3	3	4	4	2	3	4	4	4	62	
11	Dwi Ana Setianingrum	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	4	56	
12	Dwi Damayanti	2	2	2	3	3	3	3	4	3	2	3	3	4	2	3	3	3	51	
13	Faradila Augusta Angelin	3	3	3	3	3	4	4	3	4	3	3	3	3	3	3	4	3	59	
14	Fif Ammara P	4	3	2	3	3	4	3	3	4	4	4	3	3	2	4	3	3	58	
15	Filia Ariana Dewi	3	2	3	3	2	3	3	3	3	3	2	3	3	3	3	2	3	50	
16	Fitria Dhelatita N	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	4	4	56	
17	Galuh Meilinda	3	3	3	3	2	3	3	3	4	3	2	3	3	3	2	3	3	52	
18	Gusmila Lovnia E	3	4	3	3	4	4	3	3	3	4	3	3	3	3	4	4	4	61	
19	Hazna Azizah Y	3	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	52	
20	Herdinawati Putriningsih	3	3	3	3	3	1	3	3	3	3	2	3	3	3	3	3	4	52	
21	Herinka Irnadianis	3	3	3	3	3	3	4	2	3	3	3	3	3	3	3	3	3	54	
22	Ignasia Destya Puspa A	3	3	3	3	3	2	3	3	2	2	2	3	3	2	3	4	4	51	
23	Iis Sri Mulya Dewi	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54	

No	Name	Number of Item: Parenting Style																		Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
24	Indah Rahmatika	3	3	4	3	4	3	3	2	3	3	3	3	2	2	2	2	3	4	52
25	Indri Fatmawati	2	2	3	3	2	3	3	1	3	2	2	2	2	3	3	3	3	3	45
26	Jimy Ayu Nurohmah	3	3	4	3	4	4	4	3	4	4	3	3	2	3	3	4	3	3	60
27	Liana Vika Prasasti	3	3	4	3	3	3	4	3	3	3	3	3	3	3	3	3	3	3	56
28	Lisna Riningsih	3	4	4	4	3	4	4	3	4	3	3	3	2	4	4	4	4	4	64
29	Mahesty Tri Cahyani	3	3	4	3	3	3	4	3	4	3	3	3	3	3	3	4	3	2	57
30	Margareta Viokna Prasasti	4	4	4	3	4	4	4	3	4	4	4	4	3	4	4	4	4	4	69
31	Mifta A.R.	4	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	54
32	Musyarofah	3	4	3	3	2	3	3	4	3	3	3	4	4	3	3	4	4	3	59
33	Noni Rahmatika	4	2	2	2	3	4	3	2	3	4	4	4	2	3	4	3	3	4	56
34	Novia Puri Mibawani	4	4	4	3	3	4	4	3	4	4	4	4	4	4	4	4	4	4	69
35	Nur Aditya	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
36	Nur Hikmatun Nusroh	3	4	4	3	3	3	3	3	2	3	4	3	2	3	3	3	3	2	54
37	Nur'aini Ken Salindri	4	4	4	4	3	4	4	4	4	4	3	4	4	4	4	4	4	4	70
38	Oksi Dwiyanti	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	55
39	Oktavia Kasari	4	4	4	3	3	3	4	1	4	4	3	2	1	4	1	4	4	4	57
40	Oktavia Restu Ningtias	4	3	3	3	3	3	4	3	3	3	3	4	3	4	3	4	4	4	61
41	Oriza Sativa	3	3	3	3	3	3	4	3	4	4	3	4	3	4	3	4	4	3	61
42	Primawari Puspa W	3	3	2	2	2	3	4	3	4	4	4	3	3	3	3	4	4	4	58
43	Puji Putri Nurani	3	4	4	3	4	4	4	3	3	4	4	4	3	3	4	4	4	4	66
44	Rafina Sekar Arsanti	3	3	3	2	2	3	3	2	3	3	3	2	2	3	3	3	4	3	50
45	Ratih Kusumaningrum	4	2	3	3	3	3	3	4	4	3	3	3	3	3	3	3	3	4	57
46	Ratnasari Aprilia	3	3	4	3	3	4	3	3	4	4	3	2	3	2	4	4	4	3	59
47	Ratri Kurnia Dian Palupi	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	72
48	Rhiska Dwi Haryati	3	3	4	3	3	4	4	3	3	4	3	3	3	4	4	4	4	3	62

No	Name	Number of Item: Parenting Style																		Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
49	Rizka Maretta Sukarno	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	72
50	Rizka Sulistyani	3	4	4	3	3	3	3	4	4	2	3	3	4	4	3	4	4	3	61
51	Rofiqoh Salsabila Zein	3	2	3	2	2	3	3	3	4	3	3	3	3	3	2	3	3	3	51
52	Rr. Winindyah Putri L	4	3	4	4	3	4	4	4	4	3	3	4	3	4	4	4	4	4	67
53	Sandya P. Yasan	3	3	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	68
54	Sela Melania	3	3	3	3	3	3	3	4	4	3	3	3	3	3	3	3	4	3	57
55	Sinta Kurnia Sari	3	3	3	3	3	3	3	4	4	4	4	3	4	3	3	3	3	3	59
56	Susi Hendarti	4	3	3	3	3	3	3	3	3	3	3	3	4	2	4	3	3	3	56
57	Syafira Nurul Ikhsan	4	3	3	2	3	3	4	3	3	3	4	3	3	4	3	3	3	4	58
58	Tania Lisabriyanti	3	4	3	4	4	4	4	1	4	4	4	4	2	4	3	3	3	3	61
59	Vivian Evan Seta	3	2	2	2	4	3	2	4	2	1	2	3	4	3	1	3	3	3	47
60	Winda Ayu S	4	4	4	3	3	4	3	3	4	4	4	4	4	4	3	4	4	4	67
61	Yuhanif Aidina Putri	3	3	4	3	4	2	3	4	3	3	3	4	3	3	3	4	3	1	56
62	Yusi Aulia Wardani	4	3	3	3	3	3	4	3	3	4	2	3	3	3	3	2	4	3	56
63	Zoaniarista Fatrika	3	4	3	3	3	3	4	3	3	3	3	3	3	3	3	4	3	4	58
	$\Sigma$	205	199	206	191	193	203	211	191	210	203	198	202	186	201	197	216	216	206	3634

Information:



: Positive statement



: Negative statement

## 2. Emotional Qoutient (X2)

No	Nama	Number of Item: Emotional Qoutient															Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	Ailsya qutratu'ain S	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
2	Ananda fadhila	3	3	2	3	2	3	3	3	3	3	2	3	3	3	2	41
3	Anggraeni Putri W	3	3	3	3	3	3	3	3	3	3	4	3	3	3	2	45
4	Arsita Winda Fatharani	3	3	2	3	2	3	2	3	3	3	1	3	3	3	1	38
5	Asmarani surya Vitasari	3	4	2	3	3	4	1	3	3	4	3	4	4	3	2	46
6	Ayu Wulandari	3	3	2	3	2	3	2	3	3	4	3	3	3	3	4	44
7	Brigitha Nita A	3	3	3	3	3	3	3	3	3	4	1	3	3	1	2	41
8	dela anjarsari	3	3	2	2	2	2	3	3	3	3	2	3	3	3	3	40
9	desyana friska K	3	4	3	3	3	3	1	3	3	3	2	3	4	3	2	43
10	Dhea Nastasya A	3	3	2	3	3	3	2	3	3	4	3	3	3	3	3	44
11	Dwi ana Setianingrum	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	46
12	Dwi Damayanti	3	3	2	3	2	3	2	3	3	3	3	4	3	3	3	43
13	Faradila Augusta Angelin	3	3	3	3	2	3	1	3	3	3	3	3	3	3	3	42
14	Fif Ammara P	3	3	2	3	3	3	1	3	3	4	2	3	4	3	3	43
15	Filia ariana dewi	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
16	Fitria Dhelatita N	3	3	3	3	3	3	2	3	3	3	3	3	3	3	2	43
17	galuh meilinda	3	3	2	3	2	3	2	3	3	3	3	3	3	3	3	42
18	Gusmila lovnia E	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	44
19	Hazna Azizah Y	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	44
20	herdinawati putriningsih	3	3	2	3	3	3	3	3	3	4	3	3	4	3	3	46
21	herinka irnadianis	3	3	3	3	3	4	3	3	3	4	3	3	3	3	3	47
22	ignasia destya puspa A	3	3	2	3	3	3	2	3	3	3	3	3	3	3	3	43

No	Nama	Number of Item: Emotional Qoutient															Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
23	Iis sri Mulya Dewi	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
24	Indah Rahmatika	4	3	2	3	3	3	3	3	4	4	4	3	3	3	3	48
25	indri fatmawati	3	3	3	2	2	3	2	3	3	3	2	3	3	3	3	41
26	jimy ayu nurohmah	3	3	2	3	2	3	4	3	3	3	3	3	3	3	2	43
27	Liana vika prasasti	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	45
28	Lisna Riningsih	3	3	2	3	3	3	2	3	3	4	3	3	3	3	2	43
29	Mahesty Tri Cahyani	3	3	2	3	3	3	2	3	3	4	3	3	4	3	3	45
30	margareta viokna prasasti	3	3	2	3	3	3	3	3	4	4	4	4	4	2	4	49
31	Mifta A.R.	3	3	2	3	3	3	2	3	3	3	3	3	4	3	2	43
32	Musyarofah	3	3	2	3	4	4	3	3	3	3	3	3	3	3	2	45
33	Noni Rahmatika	4	4	2	3	2	2	3	3	2	3	4	4	4	2	3	45
34	Novia puri mibawani	4	4	4	4	3	3	4	3	3	4	3	4	4	3	4	54
35	Nur Aditya	3	3	3	3	3	3	3	3	3	3	2	3	3	3	2	43
36	Nur hikmatun Nusroh	3	3	2	4	3	3	2	3	4	4	3	3	3	4	4	48
37	Nur'aini ken salindri	4	4	2	3	3	3	3	4	4	4	3	4	3	3	4	51
38	oksi Dwiyantri	3	3	4	3	2	3	4	3	3	4	3	4	4	4	4	51
39	oktavia kasari	2	3	1	3	2	3	1	3	4	4	1	4	4	4	4	43
40	Oktavia restu ningtias	3	3	3	3	3	3	3	3	4	3	3	3	4	2	3	46
41	oriza sativa	3	3	2	3	3	3	3	3	3	4	3	4	3	3	3	46
42	Primawari puspa w	3	3	1	4	2	3	2	3	3	4	2	4	4	3	2	43
43	Puji putri Nurani	3	2	2	3	3	3	1	3	4	4	3	3	4	3	3	44
44	Rafina sekar arsanti	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	44
45	ratih kusumaningrum	4	4	3	3	3	4	3	3	4	4	2	3	4	3	3	50
46	Ratnasari Aprilia	3	3	2	3	3	3	3	3	3	3	3	3	4	3	4	46
47	Ratri Kurnia Dian Palupi	4	4	4	4	4	4	3	4	4	4	3	4	4	3	3	56

No	Nama	Number of Item: Emotional Qoutient															Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
48	Rhiska Dwi Haryati	3	3	3	3	2	3	4	3	3	4	3	3	4	3	3	47
49	rizka maretta sukarno	4	4	4	4	4	4	4	4	4	3	1	4	4	4	3	55
50	Rizka Sulistyani	3	3	3	3	3	3	3	3	3	4	3	3	3	3	4	47
51	Rofiqoh Salsabila zein	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	44
52	RR. Winindyah Putri L	4	3	3	3	4	3	3	4	3	4	4	4	3	3	4	52
53	Sandya P. Yasan	4	4	3	4	4	4	3	4	4	4	3	4	4	3	3	55
54	Sela melania	3	3	3	3	3	3	4	3	3	4	4	3	4	4	4	51
55	Sinta Kurnia sari	3	3	2	4	3	4	4	4	4	4	3	4	4	3	3	52
56	Susi hendarti	4	3	3	3	3	3	1	3	3	4	1	4	3	3	3	44
57	Syafira Nurul Ikhsan	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	44
58	tania lisabriyanti	3	3	3	3	2	3	3	3	3	3	3	3	3	3	3	44
59	Vivian Evan Seta	4	3	4	4	4	4	3	3	4	3	3	4	3	3	2	51
60	winda ayu s	4	3	4	3	3	1	2	4	4	4	4	4	4	3	2	49
61	Yuhanif aidina Putri	4	3	2	4	3	4	4	3	4	4	3	4	4	3	4	53
62	Yusi Aulia Wardani	3	3	3	3	3	3	3	3	3	3	3	4	3	4	2	46
63	Zoanarista fatrika	3	3	2	3	3	3	3	3	3	3	3	3	4	3	3	45
	$\Sigma$	201	197	162	196	180	195	168	196	204	219	177	208	214	190	184	2891

Information:


: Positive statement  
: Negative statement

### 3. Learning Readiness (X3)

No	Nama	Number of Item: Learning Readiness (X <sub>3</sub> )																	Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	Ailsya Qutratu'ain S	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51
2	Ananda Fadhila	3	3	3	2	3	2	3	4	3	3	3	3	3	3	3	3	3	50
3	Anggraeni Putri W	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	2	3	49
4	Arsita Winda Fatharani	3	2	2	2	2	3	3	3	3	4	3	3	3	3	3	3	3	48
5	Asmarani Surya Vitasari	3	3	3	3	4	3	3	3	3	3	2	4	3	3	3	2	4	52
6	Ayu Wulandari	3	3	3	3	3	3	3	3	3	4	3	3	3	3	3	3	4	53
7	Brigitha Nita A	3	4	4	3	3	3	3	4	3	4	3	3	3	3	3	3	3	55
8	Dela Anjarsari	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	50
9	Desyana Friska K	3	4	3	2	4	3	3	4	2	4	2	3	3	3	3	3	3	52
10	Dhea Nastasya A	3	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3	3	49
11	Dwi Ana Setianingrum	3	3	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	50
12	Dwi Damayanti	2	3	2	3	4	3	3	3	3	4	3	2	3	3	3	3	3	50
13	Faradila Augusta Angelin	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	3	52
14	Fif Ammara P	3	3	3	2	3	3	3	3	3	4	3	3	3	3	3	3	3	51
15	Filia Ariana Dewi	2	3	2	2	3	3	2	3	2	3	2	2	2	2	2	2	3	40
16	Fitria Dhelatita N	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	50
17	Galuh Meilinda	3	4	4	3	4	3	3	4	3	3	2	3	3	3	3	3	3	54
18	Gusmila Lovnia E	3	3	3	3	4	4	3	3	3	4	3	3	3	3	3	3	4	55
19	Hazna Azizah Y	3	3	2	3	3	3	2	3	3	3	3	2	2	3	3	3	3	47
20	Herdinawati Putriningsih	3	4	4	3	4	3	3	4	3	3	3	3	2	3	3	3	3	54
21	Herinka Irnadianis	3	3	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	52
22	Ignasia Destya Puspa A	3	3	4	4	3	3	3	2	3	3	3	3	3	3	3	3	3	52

No	Nama	Number of Item: Learning Readiness ( $X_3$ )																	Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
23	Iis Sri Mulya Dewi	3	3	3	3	3	3	3	3	3	4	4	4	3	4	3	3	3	55
24	Indah Rahmatika	2	4	3	3	4	3	3	4	3	3	3	3	3	3	3	3	4	54
25	Indri Fatmawati	3	3	2	3	3	3	3	3	2	3	3	3	3	3	3	2	3	48
26	Jimy Ayu Nurohmah	3	3	3	3	3	3	3	4	2	3	2	2	3	3	3	3	4	50
27	Liana Vika Prasasti	4	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	54
28	Lisna Riningsih	4	4	3	2	3	3	3	3	3	4	3	3	3	3	3	3	3	53
29	Mahesty Tri Cahyani	4	4	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	52
30	Margareta Viokna Prasasti	4	4	3	3	3	4	3	3	2	3	4	3	3	3	3	3	3	54
31	Mifta A.R.	3	4	3	3	3	4	3	4	3	3	2	2	2	3	3	2	3	50
32	Musyarofah	4	2	4	3	2	3	3	3	3	4	3	3	2	2	3	3	3	50
33	Noni Rahmatika	4	4	4	4	4	4	3	3	4	4	4	2	3	4	2	3	3	59
34	Novia Puri Mibawani	4	4	4	4	4	4	3	4	4	4	4	3	3	4	3	3	4	63
35	Nur Aditya	3	3	3	3	3	3	4	3	3	4	3	3	3	3	3	3	3	53
36	Nur Hikmatun Nusroh	2	3	4	3	4	4	3	3	3	4	3	3	3	3	3	2	3	53
37	Nur'aini Ken Salindri	3	4	4	3	4	3	3	4	4	4	4	4	3	3	3	3	3	59
38	Oksi Dwiyantri	4	3	3	3	3	3	3	4	3	4	3	3	4	3	3	3	3	55
39	Oktavia Kasari	3	3	3	3	3	3	2	3	2	3	2	2	3	3	3	2	3	46
40	Oktavia Restu Ningtias	4	4	4	3	3	3	3	3	3	3	3	3	2	3	3	3	3	53
41	Oriza Sativa	4	3	4	3	3	3	3	2	3	3	3	3	3	3	3	3	3	52
42	Primawari Puspa W	3	3	3	2	4	4	3	4	3	4	2	2	4	3	3	3	4	54
43	Puji Putri Nurani	3	4	3	3	4	2	3	3	3	4	3	3	2	3	3	4	3	53
44	Rafina Sekar Arsanti	3	2	3	2	3	3	2	3	3	3	2	3	3	3	3	3	3	47
45	Ratih Kusumaningrum	4	4	3	3	4	4	3	3	3	3	3	4	4	3	3	4	3	58
46	Ratnasari Aprilia	3	3	3	3	4	3	3	4	3	4	4	3	3	3	3	3	4	56
47	Ratri Kurnia Dian Palupi	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	68

No	Nama	Number of Item: Learning Readiness (X <sub>3</sub> )																	Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
48	Rhiska Dwi Haryati	4	3	3	3	3	4	4	3	3	4	3	2	3	4	2	2	4	54
49	Rizka Maretta Sukarno	4	4	4	4	4	4	4	4	4	4	4	3	3	3	4	3	4	64
50	Rizka Sulistyani	3	3	3	3	3	3	3	4	3	3	3	4	4	3	3	3	4	55
51	Rofiqoh Salsabila Zein	3	3	3	3	3	3	3	3	3	3	2	2	3	3	3	3	3	49
52	Rr. Winindyah Putri Laras	4	4	3	3	2	3	3	4	3	4	3	3	3	3	3	3	3	54
53	Sandya P. Yasan	4	4	4	4	4	4	3	4	4	4	3	3	4	4	4	4	4	65
54	Sela Melania	3	3	3	3	3	3	3	4	4	4	3	3	3	3	3	3	4	55
55	Sinta Kurnia Sari	4	3	4	3	3	3	3	3	3	4	3	4	3	3	3	3	3	55
56	Susi Hendarti	4	3	3	3	4	3	3	3	3	3	3	3	3	3	3	4	3	54
57	Syafira Nurul Ikhsan	3	3	3	3	2	3	3	3	3	3	3	3	3	3	2	2	3	48
58	Tania Lisabriyanti	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	50
59	Vivian Evan Seta	4	2	3	4	4	3	4	3	3	4	3	3	3	3	2	3	4	55
60	Winda Ayu S	4	4	4	4	4	3	4	4	4	4	4	4	4	3	3	4	4	65
61	Yuhanif Aidina Putri	4	3	3	3	3	3	3	4	3	3	3	3	3	3	3	3	3	53
62	Yusi Aulia Wardani	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	52
63	Zoaniarista Fatrika	4	4	3	3	3	3	3	4	3	4	3	3	3	3	3	3	3	55
		208	205	202	188	206	199	191	209	190	218	188	186	188	191	187	187	205	3348

Information:



: Positive statement

: Negative statement

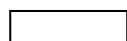
#### 4. Learning Style (X4)

No	Nama	Number of Item: Learning Style (X <sub>4</sub> )																Total	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16		17
1	Ailsya Qutratu'ain S	4	3	4	3	3	3	3	3	4	3	3	4	3	3	3	2	3	54
2	Ananda Fadhila	3	1	3	4	3	3	3	3	3	3	3	3	3	3	3	3	2	49
3	Anggraeni Putri W	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	51
4	Arsita Winda Fatharani	3	3	3	2	4	3	3	3	3	3	4	3	3	2	3	2	1	48
5	Asmarani Surya Vitasari	4	4	3	4	3	4	4	3	4	3	2	4	4	3	3	3	4	59
6	Ayu Wulandari	3	4	4	3	3	3	3	3	3	3	3	4	4	4	3	4	3	57
7	Brigitha Nita A	4	4	3	3	3	3	3	3	3	3	3	3	4	3	3	3	3	54
8	Dela Anjarsari	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	51
9	Desyana Friska K	3	3	3	3	4	4	3	3	3	3	3	4	4	4	3	3	3	56
10	Dhea Nastasya A	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	4	2	52
11	Dwi Ana Setianingrum	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	53
12	Dwi Damayanti	3	2	3	3	3	2	3	3	2	3	2	3	3	2	2	3	3	45
13	Faradila Augusta Angelin	3	4	4	3	3	3	3	3	4	3	3	2	4	3	3	3	3	54
14	Fif Ammara P	2	4	4	3	4	3	3	4	3	3	3	4	4	3	3	4	3	57
15	Filia Ariana Dewi	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51
16	Fitria Dhelatita N	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51
17	Galuh Meilinda	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51
18	Gusmila Lovnia E	4	2	3	3	4	4	4	4	4	3	3	3	4	3	4	3	3	58
19	Hazna Azizah Y	3	2	3	3	3	3	3	3	3	2	3	3	3	3	3	3	2	48
20	Herdinawati Putriningsih	4	2	4	3	2	3	4	3	3	3	3	3	4	3	3	3	2	52
21	Herinka Irnadianis	4	2	3	3	3	4	3	3	3	3	3	3	3	3	3	3	2	51
22	Ignasia Destya Puspa A	3	4	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	51
23	Iis Sri Mulya Dewi	4	2	3	3	4	3	3	4	3	4	3	3	4	3	3	3	3	55

No	Nama	Number of Item: Learning Style (X <sub>4</sub> )																	Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
24	Indah Rahmatika	4	3	3	3	2	3	4	3	3	3	3	2	3	3	3	3	3	51
25	Indri Fatmawati	2	2	2	3	4	3	3	2	2	3	2	3	2	3	2	2	2	42
26	Jimy Ayu Nurohmah	3	3	3	3	4	4	3	3	2	3	2	3	4	3	3	2	2	50
27	Liana Vika Prasasti	4	3	4	3	3	3	4	3	3	4	3	3	3	3	3	3	3	55
28	Lisna Riningsih	4	2	3	3	3	3	3	3	2	3	3	2	3	3	3	4	3	50
29	Mahesty Tri Cahyani	4	3	3	3	3	3	4	4	3	3	3	3	4	3	3	3	3	55
30	Margareta Viokna Prasasti	3	2	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	50
31	Mifta A.R.	3	3	3	3	3	4	3	3	3	2	2	3	2	3	3	3	3	49
32	Musyarofah	3	2	3	3	3	4	3	4	3	3	3	2	3	3	3	4	3	52
33	Noni Rahmatika	4	4	4	3	4	4	3	4	2	3	3	2	3	3	2	3	3	54
34	Novia Puri Mibawani	4	2	4	4	4	2	3	3	4	4	4	4	4	3	3	3	4	59
35	Nur Aditya	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	50
36	Nur Hikmatun Nusroh	4	2	4	2	3	3	3	3	2	4	4	4	4	3	3	4	4	56
37	Nur'aini Ken Salindri	4	4	4	3	4	4	4	4	4	4	4	3	4	4	4	4	4	66
38	Oksi Dwiyanti	4	4	4	3	4	4	3	3	3	3	3	3	4	2	4	4	4	59
39	Oktavia Kasari	4	3	4	3	4	4	3	4	2	3	3	2	3	4	4	2	4	56
40	Oktavia Restu Ningtias	3	2	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	51
41	Oriza Sativa	3	3	4	3	4	4	3	3	3	3	3	3	3	3	3	3	3	54
42	Primawari Puspa W	4	2	4	4	4	4	4	3	3	3	3	3	4	4	4	4	4	61
43	Puji Putri Nurani	4	4	4	3	4	2	4	3	2	2	3	4	4	4	3	3	3	56
44	Rafina Sekar Arsanti	3	3	3	3	3	2	3	3	3	3	3	3	2	3	3	3	2	48
45	Ratih Kusumaningrum	4	1	4	3	4	3	4	3	4	4	3	4	4	3	3	4	2	57
46	Ratnasari Aprilia	4	3	3	3	4	4	3	3	3	3	3	3	4	4	3	3	3	56
47	Ratri Kurnia Dian Palupi	4	3	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	67
48	Rhiska Dwi Haryati	3	4	3	3	3	3	4	3	3	4	3	3	4	4	3	4	2	56

No	Nama	Number of Item: Learning Style (X <sub>4</sub> )																	Total
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
49	Rizka Maretta Sukarno	4	2	4	4	4	4	4	4	4	4	4	4	4	4	4	3	3	64
50	Rizka Sulistyani	4	4	3	4	4	3	4	3	3	3	3	3	4	4	3	4	3	59
51	Rofiqoh Salsabila Zein	4	3	4	3	3	3	3	3	3	2	3	3	3	3	3	3	2	51
52	Rr. Winindyah Putri Laras	4	4	3	3	4	4	3	3	3	4	3	4	4	3	3	3	3	58
53	Sandya P. Yasan	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4	3	3	65
54	Sela Melania	4	3	3	3	4	3	3	3	3	3	3	3	4	3	3	4	4	56
55	Sinta Kurnia Sari	4	3	3	3	3	3	4	4	3	4	3	3	4	3	4	3	3	57
56	Susi Hendarti	4	4	4	3	4	4	3	3	2	3	3	3	3	4	3	2	3	55
57	Syafira Nurul Ikhsan	4	3	3	3	4	4	4	3	2	3	2	2	4	4	3	3	3	54
58	Tania Lisabriyanti	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	2	49
59	Vivian Evan Seta	3	2	4	4	4	4	3	3	3	3	3	2	4	4	3	3	1	53
60	Winda Ayu S	4	4	4	4	4	3	4	4	3	3	3	3	4	4	4	4	3	62
61	Yuhanif Aidina Putri	4	2	4	3	3	3	4	3	3	3	3	3	4	3	3	3	3	54
62	Yusi Aulia Wardani	4	4	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	53
63	Zoaniarista Fatrika	4	4	4	3	4	4	3	3	3	3	3	4	4	4	4	3	3	60
		225	186	214	197	215	207	207	201	189	198	188	195	218	203	197	197	181	3418

Information:



: Positive statement



: Negative statement

**APPENDIX 5**  
**RECAPITULATION OF**  
**FINAL EXAMINATIONS SCORE**

No	Name	Journal for Merchandising Business	Ledger for Merchandising Business	Financial Report for Merchandising Business	Cash Bank
1	Ailsya Qutratu`Ain Sa'adah	75	75	75	75
2	Ananda Fadhila	75	75	75	75
3	Anggraeni Putri Widyaningrum	75	75	75	75
4	Arsita Winda Fatharani	75	75	75	75
5	Asmarani Surya Vitasari	76	76	78	78
6	Ayu Wulandari	75	75	75	75
7	Brigitha Nita Andriani	75	75	75	75
8	Dela Anjarsari	75	75	78	80
9	Desyana Friska Kumalasari	75	75	76	78
10	Dhea Nastasya Antoro	75	75	75	75
11	Dwi Ana Setianingrum	75	76	77	76
12	Dwi Damayanti	76	76	76	76
13	Faradila Augusta Angelin	84	84	76	76
14	Fifta Ammara Putri	94	94	77	79
15	Filia Ariana Dewi	75	75	75	75
16	Fitria Dhelatita Nur'aini	75	75	75	75
17	Galuh Meilinda	75	75	75	75
18	Gusmila Lovnia Erawati	80	80	75	77
19	Hazna Azizah Yuwandawati	91	91	82	84
20	Herdinawati Putriningsih	75	75	75	75
21	Hernika Irnadianis	88	88	76	76
22	Ignasia Destya Puspa A	77	78	76	77
23	Iis Sri Mulya Dewi	75	75	75	75
24	Indah Rahmatika	75	75	75	75
25	Indri Fatmawati	77	77	75	75
26	Jimmy Ayu Nurohmah	75	75	75	75
27	Liana Vika Prasasti	75	75	75	75
28	Lisna Riningsih	75	75	75	75
29	Mahesty Tri Cahyani	75	75	75	75
30	Margareta Viona Prasasti	75	75	75	75
31	Mifta Aninditya Rahmawati	75	75	75	75
32	Musyarofah	75	75	75	75
33	Noni Rahmatika	75	76	79	78
34	Novia Puri Mibawani	85	86	77	76
35	Nur Aditya	82	82	78	78
36	Nur Hikmatun Nusroh	75	75	75	75
37	Nur'aini Ken Salindri Indah P.S	90	90	78	78

No	Name	Journal for Merchandising Business	Ledger for Merchandising Business	Financial Report for Merchandising Business	Cash Bank
38	Octavia Restu Ningtyas	90	90	82	82
39	Oksi Dwiyanti	75	77	78	78
40	Oktavia Kasari	75	75	75	75
41	Oriza Sativa	75	76	77	76
42	Primawati Puspa Wardani	85	86	78	79
43	Puji Putri Nurani	75	75	77	77
44	Rafina Sekar Arsanti	75	75	75	75
45	Ratih Kusumaningrum	86	86	78	78
46	Ratnasari Aprilia	75	75	77	77
47	Ratri Kurnia Dian Palupi	96	96	78	78
48	Rhiska Dwi Haryati	79	78	76	75
49	Rizka Maretta Sukarno	90	90	78	78
50	Rizka Sulistyani	90	90	76	76
51	Rofiqoh Salsabila Zein	83	83	75	75
52	Rr. Winindyah Putri Laras	90	90	76	76
53	Sandya Prilaninka Yasan	84	85	79	76
54	Sela Melania	85	85	75	75
55	Sinta Kurnia Sari	83	83	75	75
56	Susi Hendarti	75	75	75	75
57	Syafira Nurul Ikhsan	76	77	77	78
58	Titania Lisabriyanti	82	84	75	75
59	Vivian Evan Seta	80	80	77	75
60	Winda Ayu Setiawati	90	90	78	78
61	Yuhanif Aidina Putri	75	75	76	78
62	Yusi Aulia Wardani	75	75	75	75
63	Zoaniarista Fajrika	75	75	75	75

# **APPENDIX 6**

## **PRIMARY DATA TABULATION**

No.	Nama	Parenting Style	Emotional Equotient	Learning Readiness	Learning Style	Final Examinations Score
1	Ailsya Qutratu`Ain Sa'adah	51	38	51	54	75
2	Ananda Fadhila	53	40	50	48	75
3	Anggraeni Putri Widyaningrum	53	41	49	53	75
4	Arsita Winda Fatharani	56	41	48	42	75
5	Asmarani Surya Vitasari	59	41	52	56	77
6	Ayu Wulandari	57	42	53	52	75
7	Brigitha Nita Andriani	56	42	55	56	75
8	Dela Anjarsari	56	43	50	48	77
9	Desyana Friska Kumalasari	54	43	52	50	76
10	Dhea Nastasya Antoro	62	43	49	56	75
11	Dwi Ana Setianingrum	56	43	50	54	76
12	Dwi Damayanti	51	43	50	49	76
13	Faradila Augusta Angelin	59	43	52	49	80
14	Fifta Ammara Putri	58	43	51	51	86
15	Filia Ariana Dewi	50	43	40	55	75
16	Fitria Dhelatita Nur'aini	56	43	50	50	75
17	Galuh Meilinda	52	43	54	49	75
18	Gusmila Lovnia Erawati	61	43	55	51	78
19	Hazna Azizah Yuwandawati	52	44	47	45	87
20	Herdinawati Putriningsih	52	44	54	55	75
21	Hernika Irnadianis	54	44	52	56	82
22	Ignasia Destya Puspa A	51	44	52	50	77
23	Iis Sri Mulya Dewi	54	44	55	53	75
24	Indah Rahmatika	52	44	54	57	75
25	Indri Fatmawati	45	44	48	48	76
26	Jimmy Ayu Nurohmah	60	44	50	51	75
27	Liana Vika Prasasti	56	44	54	54	75
28	Lisna Riningsih	64	44	53	51	75
29	Mahesty Tri Cahyani	57	45	52	54	75
30	Margareta Viona Prasasti	69	45	54	57	75
31	Mifta Aninditya Rahmawati	54	45	50	51	75
32	Musyarofah	59	45	50	54	75
33	Noni Rahmatika	56	45	59	54	77
34	Novia Puri Mibawani	69	45	63	65	81
35	Nur Aditya	54	45	53	50	80
36	Nur Hikmatun Nusroh	54	45	53	57	75

No.	Nama	Parenting Style	Emotional Equotient	Learning Readiness	Learning Style	Final Examinations Score
37	Nur'aini Ken Salindri Indah P.S	70	45	59	60	84
38	Octavia Restu Ningtyas	55	46	55	59	86
39	Oksi Dwiyanti	57	46	46	51	77
40	Oktavia Kasari	61	46	53	55	75
41	Oriza Sativa	61	46	52	56	76
42	Primawati Puspa Wardani	58	46	54	51	82
43	Puji Putri Nurani	66	46	53	53	76
44	Rafina Sekar Arsanti	50	46	47	51	75
45	Ratih Kusumaningrum	57	47	58	58	82
46	Ratnasari Aprilia	59	47	56	55	76
47	Ratri Kurnia Dian Palupi	72	47	68	66	87
48	Rhiska Dwi Haryati	62	48	54	56	77
49	Rizka Maretta Sukarno	72	48	64	67	84
50	Rizka Sulistyani	61	49	55	56	83
51	Rofiqoh Salsabila Zein	51	49	49	51	79
52	Rr. Winindyah Putri Laras	67	50	54	59	83
53	Sandya Prilaninka Yasan	68	51	65	64	81
54	Sela Melania	57	51	55	59	80
55	Sinta Kurnia Sari	59	51	55	61	79
56	Susi Hendarti	56	51	54	52	75
57	Syafira Nurul Ikhsan	58	52	48	51	77
58	Titania Lisabriyanti	61	52	50	52	79
59	Vivian Evan Seta	47	53	55	59	78
60	Winda Ayu Setiawati	67	54	65	57	84
61	Yuhanif Aidina Putri	56	55	53	62	76
62	Yusi Aulia Wardani	56	55	52	58	75
63	Zoaniarista Fajrika	58	56	55	54	75

# **APPENDIX 7**

## **DESCRIPTIVE STATISTICS**

## 1. Learning Achievement of Financial Accounting (Y)

### Statistics

Learning Achievement of Financial Accounting

N	Valid	63
	Missing	0
Mean		77,81
Median		76,00
Mode		75
Std. Deviation		3,591
Minimum		75
Maximum		87

### Learning Achievement of Financial Accounting

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 75	26	41,3	41,3	41,3
76	8	12,7	12,7	54,0
77	7	11,1	11,1	65,1
78	2	3,2	3,2	68,3
79	3	4,8	4,8	73,0
80	3	4,8	4,8	77,8
81	2	3,2	3,2	81,0
82	3	4,8	4,8	85,7
83	2	3,2	3,2	88,9
84	3	4,8	4,8	93,7
86	2	3,2	3,2	96,8
87	2	3,2	3,2	100,0
Total	63	100,0	100,0	

## 2. Parenting Style (X<sub>1</sub>)

### Statistics

Parenting Style

N	Valid	63
	Missing	0
Mean		57,68
Median		57,00
Mode		56
Std. Deviation		5,926
Minimum		45
Maximum		72

**Parenting Style**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 45	1	1,6	1,6	1,6
47	1	1,6	1,6	3,2
50	2	3,2	3,2	6,3
51	4	6,3	6,3	12,7
52	4	6,3	6,3	19,0
53	2	3,2	3,2	22,2
54	6	9,5	9,5	31,7
55	1	1,6	1,6	33,3
56	10	15,9	15,9	49,2
57	5	7,9	7,9	57,1
58	4	6,3	6,3	63,5
59	5	7,9	7,9	71,4
60	1	1,6	1,6	73,0
61	5	7,9	7,9	81,0
62	2	3,2	3,2	84,1
64	1	1,6	1,6	85,7
66	1	1,6	1,6	87,3
67	2	3,2	3,2	90,5
68	1	1,6	1,6	92,1
69	2	3,2	3,2	95,2
70	1	1,6	1,6	96,8
72	2	3,2	3,2	100,0
Total	63	100,0	100,0	

**3. Emotional Qoutient (X<sub>3</sub>)**

**Statistics**

Emotional Qoutient		
N	Valid	63
	Missing	0
Mean		45,89
Median		45,00
Mode		43
Std. Deviation		3,907
Minimum		38
Maximum		56

### Emotional Qoutient

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 38	1	1,6	1,6	1,6
40	1	1,6	1,6	3,2
41	3	4,8	4,8	7,9
42	2	3,2	3,2	11,1
43	11	17,5	17,5	28,6
44	10	15,9	15,9	44,4
45	9	14,3	14,3	58,7
46	7	11,1	11,1	69,8
47	3	4,8	4,8	74,6
48	2	3,2	3,2	77,8
49	2	3,2	3,2	81,0
50	1	1,6	1,6	82,5
51	4	6,3	6,3	88,9
52	2	3,2	3,2	92,1
53	1	1,6	1,6	93,7
54	1	1,6	1,6	95,2
55	2	3,2	3,2	98,4
56	1	1,6	1,6	100,0
Total	63	100,0	100,0	

## 4. Learning Readiness

### Statistics

Learning Readiness

N	Valid	63
	Missing	0
Mean		53,14
Median		53,00
Mode		50 <sup>a</sup>
Std. Deviation		4,741
Minimum		40
Maximum		68

a. Multiple modes exist. The smallest value is shown

**Learning Readiness**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40	1	1,6	1,6	1,6
46	1	1,6	1,6	3,2
47	2	3,2	3,2	6,3
48	3	4,8	4,8	11,1
49	3	4,8	4,8	15,9
50	9	14,3	14,3	30,2
51	2	3,2	3,2	33,3
52	8	12,7	12,7	46,0
53	7	11,1	11,1	57,1
54	9	14,3	14,3	71,4
55	9	14,3	14,3	85,7
56	1	1,6	1,6	87,3
58	1	1,6	1,6	88,9
59	2	3,2	3,2	92,1
63	1	1,6	1,6	93,7
64	1	1,6	1,6	95,2
65	2	3,2	3,2	98,4
68	1	1,6	1,6	100,0
Total	63	100,0	100,0	

**5. Learning Style (X<sub>5</sub>)**

**Statistics**

Learning Sytle

N	Valid	63
	Missing	0
Mean		54,25
Median		54,00
Mode		51
Std. Deviation		4,846
Minimum		42
Maximum		67

**Learning Sytle**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	42	1	1,6	1,6	1,6
	45	1	1,6	1,6	3,2
	48	3	4,8	4,8	7,9
	49	3	4,8	4,8	12,7
	50	4	6,3	6,3	19,0
	51	10	15,9	15,9	34,9
	52	3	4,8	4,8	39,7
	53	3	4,8	4,8	44,4
	54	7	11,1	11,1	55,6
	55	4	6,3	6,3	61,9
	56	7	11,1	11,1	73,0
	57	4	6,3	6,3	79,4
	58	2	3,2	3,2	82,5
	59	4	6,3	6,3	88,9
	60	1	1,6	1,6	90,5
	61	1	1,6	1,6	92,1
	62	1	1,6	1,6	93,7
	64	1	1,6	1,6	95,2
	65	1	1,6	1,6	96,8
	66	1	1,6	1,6	98,4
	67	1	1,6	1,6	100,0
Total		63	100,0	100,0	

# **APPENDIX 8**

## **THE RESULT OF PREREQUISITES TEST ANALYSIS**

## 1. Linierity Test

**Case Processing Summary**

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Learning Achievement of Financial Accounting * Parenting Style	63	100,0%	0	0,0%	63	100,0%

### Report

#### Learning Achievement of Financial Accounting

Parenting Style	Mean	N	Std. Deviation
45	76,00	1	.
47	78,00	1	.
50	75,00	2	,000
51	76,75	4	1,708
52	78,00	4	6,000
53	75,00	2	,000
54	77,17	6	3,061
55	86,00	1	.
56	75,60	10	,843
57	77,80	5	3,114
58	80,00	4	4,967
59	77,40	5	2,074
60	75,00	1	.
61	78,20	5	3,114
62	76,00	2	1,414
64	75,00	1	.
66	76,00	1	.
67	83,50	2	,707
68	81,00	1	.
69	78,00	2	4,243
70	84,00	1	.
72	85,50	2	2,121
Total	77,81	63	3,591

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Learning Achievement of Financial Accounting * Parenting Style	Between Groups	(Combined)	435,931	21	20,759	2,340	,010
		Linearity	131,531	1	131,531	14,824	,000
		Deviation from Linearity	304,400	20	15,220	1,715	,071
	Within Groups	363,783	41	8,873			
Total			799,714	62			

**Measures of Association**

	R	R Squared	Eta	Eta Squared
Learning Achievement of Financial Accounting * Parenting Style	,406	,164	,738	,545

**Case Processing Summary**

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Learning Achievement of Financial Accounting * Emotional Qoutient	63	100,0%	0	0,0%	63	100,0%

**Report**

Learning Achievement of Financial Accounting

Emotional Qoutient	Mean	N	Std. Deviation
38	75,00	1	.
40	77,00	1	.
41	75,33	3	,577
42	77,50	2	3,536
43	77,64	11	3,585
44	77,60	10	3,688
45	75,22	9	,667
46	75,71	7	,756
47	80,67	3	3,215
48	75,00	2	,000
49	79,50	2	6,364
50	82,00	1	.
51	82,00	4	3,651
52	81,00	2	2,828
53	76,00	1	.
54	81,00	1	.
55	82,50	2	2,121
56	87,00	1	.
<b>Total</b>	<b>77,81</b>	<b>63</b>	<b>3,591</b>

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Learning Achievement of Financial Accounting * Emotional Qoutient	Between Groups	(Combined)	414,951	17	24,409	2,855	,003
		Linearity	200,593	1	200,593	23,460	,000
		Deviation from Linearity	214,358	16	13,397	1,567	,119
Within Groups			384,763	45	8,550		
Total			799,714	62			

**Measures of Association**

	R	R Squared	Eta	Eta Squared
Learning Achievement of Financial Accounting * Emotional Qoutient	,501	,251	,720	,519

**Case Processing Summary**

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Learning Achievement of Financial Accounting * Learning Readiness	63	100,0%	0	0,0%	63	100,0%

**Report**

Learning Achievement of Financial Accounting

Learning Readiness	Mean	N	Std. Deviation
40	75,00	1	.
46	77,00	1	.
47	81,00	2	8,485
48	76,00	3	1,000
49	76,33	3	2,309
50	75,89	9	1,364
51	80,50	2	7,778
52	77,25	8	2,493
53	76,00	7	1,826
54	76,89	9	3,257
55	78,78	9	3,801
56	76,00	1	.
58	82,00	1	.
59	80,50	2	4,950
63	81,00	1	.
64	84,00	1	.
65	82,50	2	2,121
68	87,00	1	.
<b>Total</b>	<b>77,81</b>	<b>63</b>	<b>3,591</b>

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Learning Achievement of Financial Accounting * Learning Readiness	Between Groups	(Combined) Linearity	346,714	17	20,395	2,026	,030
		Deviation from Linearity	180,609	1	180,609	17,941	,000
			166,105	16	10,382	1,031	,444
Within Groups			453,000	45	10,067		
Total			799,714	62			

**Measures of Association**

	R	R Squared	Eta	Eta Squared
Learning Achievement of Financial Accounting * Learning Readiness	,475	,226	,658	,434

**Case Processing Summary**

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Learning Achievement of Financial Accounting * Learning Sytle	63	100,0%	0	0,0%	63	100,0%

**Report**

Learning Achievement of Financial Accounting

Learning Sytle	Mean	N	Std. Deviation
42	76,00	1	.
45	76,00	1	.
48	79,00	3	6,928
49	76,33	3	2,309
50	76,25	4	2,500
51	76,50	10	2,369
52	75,00	3	,000
53	76,33	3	1,528
54	76,57	7	1,718
55	75,00	4	,000
56	76,71	7	1,604
57	80,50	4	4,655
58	80,50	2	3,536
59	81,75	4	3,775
60	75,00	1	.
61	82,00	1	.
62	84,00	1	.
64	84,00	1	.
65	81,00	1	.
66	84,00	1	.
67	87,00	1	.
<b>Total</b>	<b>77,81</b>	<b>63</b>	<b>3,591</b>

**ANOVA Table**

			Sum of Squares	df	Mean Square	F	Sig.
Learning Achievement of Financial Accounting * Learning Sytle	Between Groups	(Combined)	465,738	20	23,287	2,929	,002
		Linearity	233,489	1	233,489	29,363	,000
		Deviation from Linearity	232,250	19	12,224	1,537	,122
	Within Groups		333,976	42	7,952		
Total			799,714	62			

**Measures of Association**

	R	R Squared	Eta	Eta Squared
Learning Achievement of Financial Accounting * Learning Sytle	,540	,292	,763	,582

**2. Multicolinierity Test**

**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,577 <sup>a</sup>	,333	,287	3,033

a. Predictors: (Constant), Learning Sytle, Emotional Qoutient , Parenting Style, Learning Readiness

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	266,207	4	66,552	7,235	,000 <sup>b</sup>
	Residual	533,507	58	9,198		
	Total	799,714	62			

a. Dependent Variable: Learning Achievement of Financial Accounting

b. Predictors: (Constant), Learning Sytle, Emotional Qoutient , Parenting Style, Learning Readiness

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	51,512	4,994		10,316	,000		
	Parenting Style	,015	,091	,025	,166	,869	,505	1,981
	Emotional Qoutient	,219	,143	,238	1,536	,130	,478	2,091
	Learning Readiness	,036	,136	,048	,266	,791	,354	2,823
	Learning Sytle	,248	,131	,334	1,893	,063	,369	2,709

a. Dependent Variable: Learning Achievement of Financial Accounting

# **APPENDIX 9**

## **THE RESULTS OF HYPOTHESIS TEST**

## 1. The First Hypothesis

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Parenting Style <sup>b</sup>	.	Enter

a. Dependent Variable: Learning Achievement of Financial Accounting

b. All requested variables entered.

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,406 <sup>a</sup>	,164	,151	3,310

a. Predictors: (Constant), Parenting Style

b. Dependent Variable: Learning Achievement of Financial Accounting

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	131,531	1	131,531	12,008	,001 <sup>b</sup>
	Residual	668,183	61	10,954		
	Total	799,714	62			

a. Dependent Variable: Learning Achievement of Financial Accounting

b. Predictors: (Constant), Parenting Style

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	63,633	4,112		15,474	,000		
	Parenting Style	,246	,071	,406	3,465	,001	1,000	1,000

a. Dependent Variable: Learning Achievement of Financial Accounting

**Collinearity Diagnostics<sup>a</sup>**

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Parenting Style
1	1	1,995	1,000	,00	,00
	2	,005	19,673	1,00	1,00

a. Dependent Variable: Learning Achievement of Financial Accounting

## 2. The Second Hypothesis

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Emotional Qoutient <sup>b</sup>		Enter

a. Dependent Variable: Learning Achievement of Financial Accounting

b. All requested variables entered.

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,501 <sup>a</sup>	,251	,239	3,134

a. Predictors: (Constant), Emotional Qoutient

b. Dependent Variable: Learning Achievement of Financial Accounting

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	200,593	1	200,593	20,424	,000 <sup>b</sup>
	Residual	599,121	61	9,822		
	Total	799,714	62			

a. Dependent Variable: Learning Achievement of Financial Accounting

b. Predictors: (Constant), Emotional Qoutient

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	56,681	4,692		12,081	,000		
	Emotional Qoutient	,460	,102	,501	4,519	,000	1,000	1,000

a. Dependent Variable: Learning Achievement of Financial Accounting

**Collinearity Diagnostics<sup>a</sup>**

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Emotional Qoutient
1	1	1,996	1,000	,00	,00
	2	,004	23,724	1,00	1,00

a. Dependent Variable: Learning Achievement of Financial Accounting

### 3. The Third Hypothesis

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Learning Readiness <sup>b</sup>		Enter

a. Dependent Variable: Learning Achievement of Financial Accounting

b. All requested variables entered.

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,475 <sup>a</sup>	,226	,213	3,186

a. Predictors: (Constant), Learning Readiness

b. Dependent Variable: Learning Achievement of Financial Accounting

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	180,609	1	180,609	17,795	,000 <sup>b</sup>
	Residual	619,105	61	10,149		
	Total	799,714	62			

a. Dependent Variable: Learning Achievement of Financial Accounting

b. Predictors: (Constant), Learning Readiness

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	58,679	4,553		12,889	,000		
	Learning Readiness	,360	,085	,475	4,218	,000	1,000	1,000

a. Dependent Variable: Learning Achievement of Financial Accounting

**Collinearity Diagnostics<sup>a</sup>**

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Learning Readiness
1	1	1,996	1,000	,00	,00
	2	,004	22,642	1,00	1,00

a. Dependent Variable: Learning Achievement of Financial Accounting

#### 4. The Fourth Hypothesis

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Learning Sytle <sup>b</sup>	.	Enter

a. Dependent Variable: Learning Achievement of Financial Accounting

b. All requested variables entered.

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,540 <sup>a</sup>	,292	,280	3,047

a. Predictors: (Constant), Learning Sytle

b. Dependent Variable: Learning Achievement of Financial Accounting

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	233,489	1	233,489	25,154	,000 <sup>b</sup>
	Residual	566,226	61	9,282		
	Total	799,714	62			

a. Dependent Variable: Learning Achievement of Financial Accounting

b. Predictors: (Constant), Learning Sytle

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	56,083	4,349		12,896	,000		
	Learning Sytle	,400	,080	,540	5,015	,000	1,000	1,000

a. Dependent Variable: Learning Achievement of Financial Accounting

**Collinearity Diagnostics<sup>a</sup>**

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions	
				(Constant)	Learning Sytle
1	1	1,996	1,000	,00	,00
	2	,004	22,616	1,00	1,00

a. Dependent Variable: Learning Achievement of Financial Accounting

## 5. The Fifth Hypotesis

**Variables Entered/Removed<sup>a</sup>**

Model	Variables Entered	Variables Removed	Method
1	Learning Sytle, Emotional Qoutient , Parenting Style, Learning Readiness <sup>b</sup>		Enter

a. Dependent Variable: Learning Achievement of Financial Accounting

b. All requested variables entered.

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,577 <sup>a</sup>	,333	,287	3,033

a. Predictors: (Constant), Learning Sytle, Emotional Qoutient , Parenting Style, Learning Readiness

**ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	266,207	4	66,552	7,235	,000 <sup>b</sup>
	Residual	533,507	58	9,198		
	Total	799,714	62			

a. Dependent Variable: Learning Achievement of Financial Accounting

b. Predictors: (Constant), Learning Sytle, Emotional Qoutient , Parenting Style, Learning Readiness

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	51,512	4,994		10,316	,000		
	Parenting Style	,015	,091	,025	,166	,869	,505	1,981
	Emotional Qoutient	,219	,143	,238	1,536	,130	,478	2,091
	Learning Readiness	,036	,136	,048	,266	,791	,354	2,823
	Learning Sytle	,248	,131	,334	1,893	,063	,369	2,709

a. Dependent Variable: Learning Achievement of Financial Accounting

**Collinearity Diagnostics<sup>a</sup>**

Model	Dimension	Eigenvalue	Condition Index	Variance Proportions				
				(Constant )	Parenting Style	Emotional Qoutient	Learning Readiness	Learning Sytle
1	1	4,986	1,000	,00	,00	,00	,00	,00
	2	,005	30,424	,58	,38	,02	,01	,02
	3	,004	36,075	,38	,44	,22	,10	,03
	4	,002	45,530	,02	,18	,62	,05	,50
	5	,002	50,290	,01	,00	,14	,84	,46

a. Dependent Variable: Learning Achievement of Financial Accounting

**APPENDIX 10**  
**RELATIVE CONTRIBUTION AND**  
**EFFECTIVE CONTRIBUTION**

No	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	Y	X <sub>1</sub> Y	X <sub>2</sub> Y	X <sub>3</sub> Y	X <sub>4</sub> Y
1	51	45	51	54	75	3825	3375	3825	4050
2	53	41	50	49	75	3975	3075	3750	3675
3	53	45	49	51	75	3975	3375	3675	3825
4	56	38	48	48	75	4200	2850	3600	3600
5	59	46	52	59	77	4543	3542	4004	4543
6	57	44	53	57	75	4275	3300	3975	4275
7	56	41	55	54	75	4200	3075	4125	4050
8	56	40	50	51	77	4312	3080	3850	3927
9	54	43	52	56	76	4104	3268	3952	4256
10	62	44	49	52	75	4650	3300	3675	3900
11	56	46	50	53	76	4256	3496	3800	4028
12	51	43	50	45	76	3876	3268	3800	3420
13	59	42	52	54	80	4720	3360	4160	4320
14	58	43	51	57	86	4988	3698	4386	4902
15	50	45	40	51	75	3750	3375	3000	3825
16	56	43	50	51	75	4200	3225	3750	3825
17	52	42	54	51	75	3900	3150	4050	3825
18	61	44	55	58	78	4758	3432	4290	4524
19	52	44	47	48	87	4524	3828	4089	4176
20	52	46	54	52	75	3900	3450	4050	3900
21	54	47	52	51	82	4428	3854	4264	4182
22	51	43	52	51	77	3927	3311	4004	3927
23	54	45	55	55	75	4050	3375	4125	4125
24	52	48	54	51	75	3900	3600	4050	3825
25	45	41	48	42	76	3420	3116	3648	3192
26	60	43	50	50	75	4500	3225	3750	3750
27	56	45	54	55	75	4200	3375	4050	4125
28	64	43	53	50	75	4800	3225	3975	3750
29	57	45	52	55	75	4275	3375	3900	4125
30	69	49	54	50	75	5175	3675	4050	3750
31	54	43	50	49	75	4050	3225	3750	3675
32	59	45	50	52	75	4425	3375	3750	3900
33	56	45	59	54	77	4312	3465	4543	4158
34	69	54	63	59	81	5589	4374	5103	4779
35	54	43	53	50	80	4320	3440	4240	4000
36	54	48	53	56	75	4050	3600	3975	4200
37	70	51	59	66	84	5880	4284	4956	5544
38	55	51	55	59	86	4730	4386	4730	5074
39	57	43	46	56	77	4389	3311	3542	4312
40	61	46	53	51	75	4575	3450	3975	3825
41	61	46	52	54	76	4636	3496	3952	4104

No	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	Y	X <sub>1</sub> Y	X <sub>2</sub> Y	X <sub>3</sub> Y	X <sub>4</sub> Y
42	58	43	54	61	82	4756	3526	4428	5002
43	66	44	53	56	76	5016	3344	4028	4256
44	50	44	47	48	75	3750	3300	3525	3600
45	57	50	58	57	82	4674	4100	4756	4674
46	59	46	56	56	76	4484	3496	4256	4256
47	72	56	68	67	87	6264	4872	5916	5829
48	62	47	54	56	77	4774	3619	4158	4312
49	72	55	64	64	84	6048	4620	5376	5376
50	61	47	55	59	83	5063	3901	4565	4897
51	51	44	49	51	79	4029	3476	3871	4029
52	67	52	54	58	83	5561	4316	4482	4814
53	68	55	65	65	81	5508	4455	5265	5265
54	57	51	55	56	80	4560	4080	4400	4480
55	59	52	55	57	79	4661	4108	4345	4503
56	56	44	54	55	75	4200	3300	4050	4125
57	58	44	48	54	77	4466	3388	3696	4158
58	61	44	50	49	79	4819	3476	3950	3871
59	47	51	55	53	78	3666	3978	4290	4134
60	67	49	65	62	84	5628	4116	5460	5208
61	56	53	53	54	76	4256	4028	4028	4104
62	56	46	52	53	75	4200	3450	3900	3975
63	58	45	55	60	75	4350	3375	4125	4500
Total	3634	2891	3348	3418	4902	283295	225383	261008	266536

The results of calculation from Relative Contribution and Effective Contribution Information:

$$a_1 \text{ (constanta } X_1) = 63,633$$

$$a_2 \text{ (constanta } X_2) = 56,681$$

$$a_3 \text{ (constanta } X_3) = 58,679$$

$$a_4 \text{ (constanta } X_4) = 56,083$$

$$\sum X_1 Y = 283295$$

$$\sum X_2 Y = 225383$$

$$\sum X_3 Y = 261008$$

$$\sum X_4 Y = 266536$$

$$R^2 = 0,333$$

- a. The calculations Relative Contribution and Effective Contribution of Parenting Style (X<sub>1</sub>) on the Learning Achievement of Financial Accounting (Y)

$$SR \% = \frac{\alpha \sum X_1 Y}{JK_{reg}}$$

$$SR \% = \frac{63,633 \times 283295}{(63,633 \times 283295) + (56,681 \times 225383) + (58,679 \times 261008) + (56,083 \times 266536)} \times 100\%$$

$$SR \% = \frac{18026911}{61065672} \times 100\%$$

$$SR \% = 29,52\%$$

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

$$= 29,52\% \times 0,333$$

$$= 9,83\%$$

- b. The calculations Relative Contribution and Effective Contribution of Emotional Quotient (X<sub>2</sub>) on the Learning Achievement of Financial Accounting (Y)

$$SR \% = \frac{\alpha \sum X_2 Y}{JK_{reg}}$$

$$SR \% = \frac{56,681 \times 225383}{(63,633 \times 283295) + (56,681 \times 225383) + (58,679 \times 261008) + (56,083 \times 266536)} \times 100\%$$

$$SR \% = \frac{12774934}{61065672} \times 100\%$$

$$SR \% = 20,92\%$$

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

$$= 20,92\% \times 0,333$$

$$= 6,97\%$$

- c. The calculations Relative Contribution and Effective Contribution of Learning Readiness (X<sub>3</sub>) on the Learning Achievement of Financial Accounting (Y)

$$SR \% = \frac{\alpha \sum X_3 Y}{JK_{reg}}$$

$$SR \% = \frac{58,679 \times 261008}{(63,633 \times 283295) + (56,681 \times 225383) + (58,679 \times 261008) + (56,083 \times 266536)} \times 100\%$$

$$SR \% = \frac{15315688}{61065672} \times 100\%$$

$$SR \% = 25,08\%$$

$$\begin{aligned} SE \% &= SR\% \times R^2 \\ &= 25,08\% \times 0,333 \\ &= 8,35\% \end{aligned}$$

- d. The calculations Relative Contribution and Effective Contribution of Learning Style (X<sub>4</sub>) on the Learning Achievement of Financial Accounting (Y)

$$SR \% = \frac{\alpha \sum X_4 Y}{JK_{reg}}$$

$$SR \% = \frac{56,083 \times 266536}{(63,633 \times 283295) + (56,681 \times 225383) + (58,679 \times 261008) + (56,083 \times 266536)} \times 100\%$$

$$SR \% = \frac{14948138}{61065672} \times 100\%$$

$$SR \% = 24,48\%$$

$$\begin{aligned} SE \% &= SR\% \times R^2 \\ &= 24,48\% \times 0,333 \\ &= 8,15\% \end{aligned}$$

# **APPENDIX 12**

## **LIST TABLE**

**Titik Presentase Distribusi t (dk = 41 -81)**

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

**Daftar r untuk df = 30 - 72**

Df N-2	Tingkat signifikansi dua arah			
	0.10	0.05	0.02	0.01
30	0.2960	0.3494	0.4093	0.4487
31	0.2913	0.3440	0.4032	0.4421
32	0.2869	0.3388	0.3972	0.4357
33	0.2826	0.3338	0.3916	0.4296
34	0.2785	0.3291	0.3862	0.4238
35	0.2746	0.3246	0.3810	0.4182
36	0.2709	0.3202	0.3760	0.4128
37	0.2673	0.3160	0.3712	0.4076
38	0.2638	0.3120	0.3665	0.4026
39	0.2605	0.3081	0.3621	0.3978
40	0.2573	0.3044	0.3578	0.3932
41	0.2542	0.3008	0.3536	0.3887
42	0.2512	0.2973	0.3496	0.3843
43	0.2483	0.2940	0.3457	0.3801
44	0.2455	0.2907	0.3420	0.3761
45	0.2429	0.2876	0.3384	0.3721
46	0.2403	0.2845	0.3348	0.3683
47	0.2377	0.2816	0.3314	0.3646
48	0.2353	0.2787	0.3281	0.3610
49	0.2329	0.2759	0.3249	0.3575
50	0.2306	0.2732	0.3218	0.3542
51	0.2284	0.2706	0.3188	0.3509
52	0.2262	0.2681	0.3158	0.3477
53	0.2241	0.2656	0.3129	0.3445
54	0.2221	0.2632	0.3102	0.3415
55	0.2201	0.2609	0.3074	0.3385
56	0.2181	0.2586	0.3048	0.3357
57	0.2162	0.2564	0.3022	0.3328
58	0.2144	0.2542	0.2997	0.3301
59	0.2126	0.2521	0.2972	0.3274
60	0.2108	0.2500	0.2948	0.3248
61	0.2091	0.2481	0.2925	0.3223
62	0.2075	0.2461	0.2902	0.3198
63	0.2058	0.2441	0.2880	0.3173
64	0.2042	0.2423	0.2858	0.3150
65	0.2027	0.2404	0.2837	0.3126
66	0.2012	0.2387	0.2816	0.3104
67	0.1997	0.2369	0.2796	0.3081
68	0.1982	0.2352	0.2776	0.3060
69	0.1968	0.2335	0.2756	0.3038
70	0.1954	0.2319	0.2737	0.3017
71	0.1940	0.2303	0.2718	0.2997
72	0.1927	0.2287	0.2700	0.2977

### Titik presentase probabilitas F

df untuk penyebut (N2)	df untuk pembilang (N1)												
	1	2	3	4	5	6	7	8	9	10	11	12	13
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94
46	4.05	3.20	2.81	2.57	2.42	2.30	2.22	2.15	2.09	2.04	2.00	1.97	1.94
47	4.05	3.20	2.80	2.57	2.41	2.30	2.21	2.14	2.09	2.04	2.00	1.96	1.93
48	4.04	3.19	2.80	2.57	2.41	2.29	2.21	2.14	2.08	2.03	1.99	1.96	1.93
49	4.04	3.19	2.79	2.56	2.40	2.29	2.20	2.13	2.08	2.03	1.99	1.96	1.93
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.99	1.95	1.92
51	4.03	3.18	2.79	2.55	2.40	2.28	2.20	2.13	2.07	2.02	1.98	1.95	1.92
52	4.03	3.18	2.78	2.55	2.39	2.28	2.19	2.12	2.07	2.02	1.98	1.94	1.91
53	4.02	3.17	2.78	2.55	2.39	2.28	2.19	2.12	2.06	2.01	1.97	1.94	1.91
54	4.02	3.17	2.78	2.54	2.39	2.27	2.18	2.12	2.06	2.01	1.97	1.94	1.91
55	4.02	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.06	2.01	1.97	1.93	1.90
56	4.01	3.16	2.77	2.54	2.38	2.27	2.18	2.11	2.05	2.00	1.96	1.93	1.90
57	4.01	3.16	2.77	2.53	2.38	2.26	2.18	2.11	2.05	2.00	1.96	1.93	1.90
58	4.01	3.16	2.76	2.53	2.37	2.26	2.17	2.10	2.05	2.00	1.96	1.92	1.89
59	4.00	3.15	2.76	2.53	2.37	2.26	2.17	2.10	2.04	2.00	1.96	1.92	1.89
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.89
61	4.00	3.15	2.76	2.52	2.37	2.25	2.16	2.09	2.04	1.99	1.95	1.91	1.88
62	4.00	3.15	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.99	1.95	1.91	1.88
63	3.99	3.14	2.75	2.52	2.36	2.25	2.16	2.09	2.03	1.98	1.94	1.91	1.88
64	3.99	3.14	2.75	2.52	2.36	2.24	2.16	2.09	2.03	1.98	1.94	1.91	1.88
65	3.99	3.14	2.75	2.51	2.36	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87
66	3.99	3.14	2.74	2.51	2.35	2.24	2.15	2.08	2.03	1.98	1.94	1.90	1.87
67	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.98	1.93	1.90	1.87
68	3.98	3.13	2.74	2.51	2.35	2.24	2.15	2.08	2.02	1.97	1.93	1.90	1.87
69	3.98	3.13	2.74	2.50	2.35	2.23	2.15	2.08	2.02	1.97	1.93	1.90	1.86
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97	1.93	1.89	1.86
71	3.98	3.13	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.97	1.93	1.89	1.86
72	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96	1.92	1.89	1.86
73	3.97	3.12	2.73	2.50	2.34	2.23	2.14	2.07	2.01	1.96	1.92	1.89	1.86
74	3.97	3.12	2.73	2.50	2.34	2.22	2.14	2.07	2.01	1.96	1.92	1.89	1.85
75	3.97	3.12	2.73	2.49	2.34	2.22	2.13	2.06	2.01	1.96	1.92	1.88	1.85
76	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.01	1.96	1.92	1.88	1.85
77	3.97	3.12	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.96	1.92	1.88	1.85
78	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95	1.91	1.88	1.85
79	3.96	3.11	2.72	2.49	2.33	2.22	2.13	2.06	2.00	1.95	1.91	1.88	1.85
80	3.96	3.11	2.72	2.49	2.33	2.21	2.13	2.06	2.00	1.95	1.91	1.88	1.84
81	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95	1.91	1.87	1.84
82	3.96	3.11	2.72	2.48	2.33	2.21	2.12	2.05	2.00	1.95	1.91	1.87	1.84
83	3.96	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95	1.91	1.87	1.84
84	3.95	3.11	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.95	1.90	1.87	1.84
85	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94	1.90	1.87	1.84
86	3.95	3.10	2.71	2.48	2.32	2.21	2.12	2.05	1.99	1.94	1.90	1.87	1.84
87	3.95	3.10	2.71	2.48	2.32	2.20	2.12	2.05	1.99	1.94	1.90	1.87	1.83

# **APPENDIX 13**

## **THE RESEARCH LICENSE**