THE INFLUENCE OF LEARNING MOTIVATION AND THE USE OF INFORMATION TECHNOLOGY ON BASIC ACCOUNTING LEARNING ACHIEVEMENT STUDENTS CLASS OF X SMK NEGERI 7 YOGYAKARTA ACADEMIC YEAR 2018/2019

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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APPROVAL PAGE

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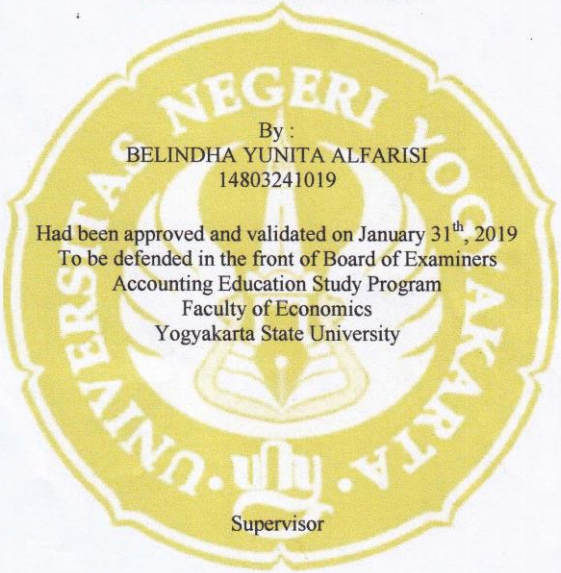

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VALIDATION

VALIDATION

The undergraduate thesis entitled:

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DECLARATION OF AUTHENCITY

DECLARATION OF AUTHENCITY

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Hereby declare that this undergraduate thesis is my own original work. According to my knowledge, there is no work or opinion written or published by others, except as reference or cititation by following the prevalent procedure or scientific writing.

Yogyakarta, February 6th 2019

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MOTTO

"You are not in a race with anybody. We have our own pace. Take it easy"

(Tirta Prayudha).

DEDICATIONS

Bismillahirrahmanirrahim. I sincerely dedicate this undergraduate thesis to:

My beloved parents, Mr. Salman and Mrs. Purti Wahyuni, who always give me a lot of motivation, prayer, and thank you for all the love this whole time and forever.

PENGARUH MOTIVASI BELAJAR DAN PENGGUNAAN TEKNOLOGI INFORMASI TERHADAP PRESTASI BELAJAR AKUNTANSI DASAR SISWA KELAS X SMK NEGERI 7 YOGYAKARTA TAHUN AJARAN 2018/2019

Oleh:
BELINDHA YUNITA ALFARISI
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ABSTRAK

Penelitian ini bertujuan mengetahui pengaruh (1) Motivasi Belajar terhadap Prestasi Belajar Akuntansi Dasar; (2) Penggunaan Teknologi Informasi terhadap Prestasi Belajar Akuntansi Dasar; dan (3) Motivasi Belajar dan Penggunaan Teknologi Informasi secara bersama-sama terhadap Prestasi Belajar Akuntansi Dasar Siswa Kelas X SMK Negeri 7 Yogyakarta Tahun Ajaran 2018/2019.

Penelitian ini merupakan penelitian ex-post facto dengan pendekatan kuantitatif. Penelitian dilakukan di SMK Negeri 7 Yogyakarta dengan responden siswa kelas X AKL yang berjumlah 95 siswa. Uji validitas instrumen dilakukan dengan menggunakan rumus Korelasi Product Moment, sedangkan uji reliabilitas menggunakan rumus Cronbach Alpha. Metode pengumpulan data yang digunakan adalah kuesioner dan dokumentasi. Uji prasyarat analisis yang dilakukan meliputi uji linearitas dan uji multikolinearitas. Teknik analisis data yang digunakan adalah analisis regresi sederhana untuk menguji hipotesis pertama dan kedua, serta analisis regresi ganda dua prediktor untuk menguji hipotesis ketiga.

Hasil penelitian menunjukan bahwa, (1) Terdapat pengaruh positif Motivasi Belajar terhadap Prestasi Belajar Akuntansi Dasar dengan koefisien korelasi r_{x1y} sebesar 0,645 dan koefisien determinasi r^2_{x1y} sebesar 0,417; (2) Terdapat pengaruh positif Penggunaan Teknologi Informasi terhadap Prestasi Belajar Akuntansi Dasar dengan koefisien korelasi r_{x2y} sebesar 0,517 dan koefisien determinasi r^2_{x2y} sebesar 0,267; (3) Terdapat pengaruh positif Motivasi Belajar dan Penggunaan Teknologi Informasi secara bersama-sama terhadap Prestasi Belajar Akuntansi Dasar dengan koefisien korelasi $R_{y(1,2)}$ sebesar 0,530; koefisien determinasi $r^2_{y(1,2)}$ sebesar 0,281; dan nilai F_{hitung} sebesar 18,066. Sumbangan relatif variabel Motivasi Belajar adalah sebesar 27,20% dan sumbangan efektif sebesar 7,64%. Sumbangan relatif variabel Penggunaan Teknologi Informasi adalah sebesar 72,80% dan sumbangan relatif sebesar 19,89%.

Kata kunci: Motivasi Belajar, Penggunaan Teknologi Informasi, Prestasi Belajar Akuntansi Dasar.

THE INFLUENCE OF LEARNING MOTIVATION AND THE USE OF INFORMATION TECHNOLOGY ON BASIC ACCOUNTING LEARNING ACHIEVEMENT STUDENTS CLASS OF X SMK NEGERI 7 YOGYAKARTA ACADEMIC YEAR 2018/2019

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ABSTRACT

This study aims to examine the influence of 1) Learning Motivation on Basic Accounting Learning Achievement; 2) The Use of Information Technology on Basic Accounting Learning Achievement; 3) Learning Motivation and The Use of Information Technology simultanously on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019.

This study is an ex-post facto research with a quantitative approach. The research was conducted at SMK Negeri 7 Yogyakarta with 95 students of the X AKL class. Instrument validity was determined by Product Moment Correlation while instrument reliability test used Cronbach Alpha. Data collection methods used were questionnaires and documentation. The prerequisite test of the analysis carried out included linearity and multicollinearity tests. Data analysis technique used was simple regression analysis to examine first hyphotesis and second hyphotesis, and two predictor multiple linear regression to examine third hyphotesis.

The research shows that there was 1) positive influence of Learning Motivation on Basic Accounting Learning Achievement with coefficient correletion r_{x1y} = 0,645 and coefficient determination r^2_{x1y}=0,417; (2) positive influence of The Used of Information Technology on Basic Accounting Learning Achievement with coefficient correletion r_{x2y} = 0,517 dan coeffiecient determination r^2_{x2y} = 0,267; (3) positive influence of Learning Motivation and The Used of Information Technology simultaneously on Basic Accounting Learning Achievement with coefficient correletion $R_{y(1,2)}$ = 0,530; coeffiecient determination $R^2_{y(1,2)}$ = 0,281; and F_{value} = 18,066. The Relative Contribution of Learning Motivation Variable was 27,20% and Effective Contribution was 7,64%. The Relative Contribution of The Use of Information Technology Variable was 72,80% and Effective Contribuiton was 19,89%.

Keywords:Learning Motivation, The Use of Information Technology, Basic Accounting Learning Achievement

FOREWORD

First of all, I would like to thank Allah SWT the Almighty for all blesses, mercy, and guidance, this Undergraduate Thesis Proposal entitled "The Influence of Learnig Motivation and The Use of Information technology on Basic Accounting Learning Achievement Students Class X SMK Negeri 7 Yogyakarta Academic Year 2018/2019" can be finished.

On this occassion with great humility, I would like to kindly thank all people below who have given me helps and guidance so that this report can be smootly finished.

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.
3. RR Indah Mustikawati, S.E.Akt., M.Si, Head of Accounting Education Departement, Faculty of Economics, Yogyakarta State University.
4. Dr. Siswanto, M.Pd, supervisor who has patiently guided me until this undergraduate finished.
5. Sri Hartati, S.Pd, Head Master of SMK N 7 Yogyakarta who has given permission to carry out research at the school
6. Dra. Titik Komah Narastuti. as the accounting teacher of spreadsheet subject at SMK N 7 Yogyakarta which was pleased to assist the completion of this undergraduate thesis
7. Student of grade X Financial Accounting and Institution SMK N 7 YK Academic Year 2018/2019 who has worked well in this research;

I am aware in the work of this undergraduate thesis, there are still many shortcomings. Therefore, I hope the readers can provide constructive criticism and suggestions for the improvement of this undergraduate thesis. Finally, I hope this undergraduate thesis will be useful.

Yogyakarta, February 6th 2019

Author,

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CHAPTER I

INTRODUCTION

A. Background of The Problem

Globalization has a significant impact on various fields of life. Globalization effect was not only in the economic, social, political but also in education fields. Technological improvements also support the development of globalization. Technology facilitates the community from various countries to be able to exchange information and knowledge quickly and easily. The existence of globalization can foster competition among nations, thus demanding the development of quality human resources.

Education has a vital role in improving the quality of human resources. Given the importance of education for the state, making education as one of Indonesia's national goals. At the opening of the 1945 Constitution, the fourth paragraph listed the Indonesian State's national goals relating to school, namely the intellectual life of the nation. Understanding of education in Law No. 20 of 2003 concerning the National Education System:

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

Based on this understanding, education must be carried out consciously by educators and students to achieve the stated goals, namely to develop the potential of students.

Education can be carried out in the form of a formal or an informal. A formal education has a structured and tiered educational path consisting of elementary schools, junior high schools, senior high schools, and college. The 12-years compulsory education program made by the government makes every citizen had a minimum level of education in senior high schools, vocational high schools, or equivalent forms.

A vocational high school is one of the educational institutions that have different characteristics from senior high schools, namely there are productive subjects or practices. In the city of Yogyakarta, there are 31 Vocational Schools with more than 25 fields of expertise. One of the best Vocational Schools in Yogyakarta City is SMK Negeri 7 Yogyakarta. This is evidenced by SMK Negeri 7 Yogyakarta becoming the first rank for the best Vocational School in Yogyakarta City. There are five expertise programs at SMK Negeri 7 Yogyakarta, namely *Akuntansi dan Keuangan Lembaga, Otorisasi Tata Kelola Perkantoran, Bisnis Daring dan Pemasaran, Usaha Perjalanan Wisata,* and *Multimedia*. *Akuntansi dan Keuangan Lembaga* becomes the most popular expertise programs at SMK Negeri 7 Yogyakarta as evidenced by the highest National Examination (UN) among other skill programs.

In the Accounting and Finance Institutions expertise program, there are various kinds of subjects that must be mastered by students. In general, subject grouped into three namely National Content (A), Regional Content (B), and Specialization Content of Department (C). The Specialization Content of Department divides into three types, namely Basic Expertise (C1), Basic

Expertise Program (C2), and Expertise Competence (C3). National content and regional content are compulsory subjects that exist in all expertise programs at SMK. However, for specialization courses, majors differ according to the chosen expertise program.

In Accounting and Finance Institutions expertise program for class X subject matter, majoring in a department is divided into 3. Subjects included in the C1 domain are digital simulation and communication, business economics, general administration, and science. In the C2 domain, namely professional ethics, spreadsheet, basic accounting, and basic banking. Moreover, in the C3 domain is a company accounting practice (services, trade, and manufacturing), institutional accounting practicums, financial accounting, computer accounting, tax administration, as well as creative and entrepreneurial products.

In this study, researcher chose basic accounting subjects as the object of research. Specifically, the learning achievement to be studied is a basic accounting subject. The reason is that basic accounting subjects are one of the essential subjects to understand the next topic. Besides, Basic Accounting subjects tested in the Vocational National Examination. The result used as benchmarks for school output.

Moreover, it is in line with one of the specific objectives of establishing Vocational Schools, namely to prepare graduates to have skills and be ready to work under their academic programs. So the basic accounting subjects are also the basis of understanding for students' skills and important in the work life. In the work-life students usually, need the skills to operate accounting software.

Moreover, Basic Accounting subjects become one of the sciences that must be understood by students to have these competencies. Therefore, researchers chose these subjects to study, given the importance of basic accounting subjects to equip students' skills in accounting skills programs.

Learning achievement is one indicator of success in formal education. Learning achievement is the level of success of students in achieving the goals set by a program. Learning achievements can know after measurements and assessment of learning activities are expressed in the form of symbols both letters and numbers. Learning achievements are measured using evaluation in the form of tests. Learning achievements can get from the results of the Daily Tasks, Daily Test, Midterm Evaluation and Final Exams,

Learning achievement is one of the parameters for measuring students who have mastered or not material from learning objects. Learning achievements can vary in results, can be good or bad. One of the indicators of good learning achievement is the value of tests conducted by students at least the same as the minimum mastery criteria. Good learning achievement is an indicator that students can understand lessons that will ultimately improve the quality of education. Conversely, poor learning achievement is one indicator of failure in learning activities.

Based on observations made at SMK Negeri 7 Yogyakarta regarding learning achievement, basic accounting subjects were not optimal. From the results of the midterm evaluation, only 25 out of 96 students or 26.1% have reached the minimum mastery criteria. The remaining 71 students or 73.9% did

not achieve the minimum mastery criteria and had to attend a remedial program. The results of the final exams were also not optimal. The average of final exams score did not meet the minimum mastery criteria because 83 out of 96 students or 86.5% of students did not reach it.

Based on the Decree of the Principal of SMK Negeri 7 Yogyakarta concerning the Students' minimum mastery criteria is stated that the minimum learning success standard obtained by students has been established. In basic accounting subjects, the minimum standard of learning targets is set at 75% of the number of students because the minimum mastery criteria apply to these subjects, namely 75. Therefore, based on the two results of the test, it can be seen that the basic accounting achievement at SMK Negeri 7 Yogyakarta Academic Year 2017/2018 was low.

To achieve optimal learning achievement is necessary to know the factors that influence learning. Many factors influence the high or low student achievement. Internal factors and external factors affect learning. Internal factors are factors that originate in students while external factors are factors that arise outside of students.

Internal factors consist of student health, intelligence and talent, interests and motivations, and ways of learning. Besides, attitudes toward learning, a concentration of learning, learning habits and self-confidence of students can also affect learning achievement. Students who have good manners and habits in knowledge and motivation, focus, self-esteem, intelligence, and high ideals will be directly proportional to their learning achievement.

External factors that influence learning consist of family, school, community, and environmental or natural conditions. Family or parent factors such as parental education, income, attention, and guidance, parents' harmony, parent relations with children, all contribute to learning achievement. The quality of the teacher, the teacher teaching method, the state of facilities in the school included in the factors of the school also influences learning achievement. Besides, the circumstances of the community, the surrounding environment, and the development of information technology also affect.

Learning Motivation is one of the factors that play an important role in optimizing learning achievement. Learning Motivation is the driving force that encourages students to learn. Through the driving force that is in the students themselves, they are expected to have the readiness to get lessons, be eager to follow the learning process in the classroom, and have a tendency to focus on their learning activities. In other words, through Learning Motivation students are expected to be able to drive their desire to learn optimally to obtain satisfying learning achievements. Conversely, if in students the learning motivation is lacking or even non-existent, they do not have the desire to learn and achieve good learning achievements.

Information Technology is also one of the essential factors considering nowadays it has entered the era of globalization. Information Technology is a technology used to process data. Technology Information hardware and software and in its network that is useful for helping and facilitating human work. Tools such as printing machines, radios, televisions, computers, and

mobile devices have utilized in the education process. These tools not specifically designed for educational purposes. However, these tools are being used in the education process, and can even increase the effectiveness and efficiency of the learning process.

The use of Information Technology is common in schools. Tools such as computers, LCDs and projectors, televisions, speakers, printers, scanners, microphones, and internet networks are provided by schools to support learning activities. Effective The Use of Information Technology in the classroom helps teachers to carry out learning and facilitate students to learn material delivered. Teachers and students can use laptops and projectors to present content more interactively. Apart from the school, students, as well as students, have been provided by their parents of Information Technology facilities such as laptops and smartphones to support their learning activities.

All Information Technology can have positive and negative impacts that cannot avoid. The positive impact expects with the existence of Information Technology that can help facilitate students and teachers in their learning activities. With the presence of computer networks, laptops, smartphones, and the internet, for example, students can access other learning resources wherever and whenever. However, there are negative impacts from the use of Information Technology that is not wise by students. For example, to access sites that are not useful, students are addicted to playing social media and games, so they spend their time studying.

The low Basic Accounting Learning Achievement at SMK Negeri 7 Yogyakarta was predicted to be related to the low Learning Motivation in carrying out the learning process. Learning Motivation makes students more serious in learning so that students can improve their learning achievement. Based on observations made, several student attitudes were not following the indicators of Learning Motivation. The indicator of Learning Motivation which is showing interest in Basic Accounting subjects. Students seem who were not ready to take part in learning when the teacher has come to class.

The next indicator is being able to maintain an opinion. The situation in the class student seem passive during the learning process. There were only 5 to 10 people out of 32 students who asked or responded to the teacher's explanation in each learning session. Other students as many as 10 to 14 students tend to be sleepy and did not listen to the teacher's explanation. The rest of the students attended but were not active in learning activities. Other indicators are happy to work independently. While in SMK Negeri 7 Yogyakarta the competitiveness of students to have better achievements than their friends was also low. Students prefer to work in groups to work on the task given by the teacher. From several indicators of Learning Motivation, it could be conclude that the Learning Motivation in SMK Negeri 7 Yogyakarta was low.

In addition to the Learning Motivation which is low, The Use of Information Technology relates to student learning achievement. Information technology used in schools is not limited to computers but includes LCDs and

projectors, televisions, speakers, printers, scanners, microphones, cellphones and internet networks. However, from various kinds of Information Technology that have cellphones/smartphones, PCs or laptops, LCDs and projectors and the internet has a rapid development and is most widely used in schools.

Based on the initial survey conducted at SMK Negeri 7 Yogyakarta regarding The Use of Information Technology, students used laptops as well as LCDs and projectors to present certain materials. Presentations were sometimes also supported by the use of speakers to play learning videos. Students did not maximally utilize existing use of technology. Students did not use Information Technology that was available to support learning activities. There needs to be encouragement from teachers in the use of Information Technology to look for material, information, and other learning resources related to basic accounting subjects.

High Learning Motivation and The Use of Information Technology that is correctly and appropriately will have a positive impact on the learning done by students. In the end, it was expected to improve student learning achievement. To find out how much influence these factors have on Basic Accounting Learning Achievement is necessary to conducted an research entitled **"The Influence of Learning Motivation and the Use of Information Technology on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019 ".**

B. Problem Identification

Based on problem background described above, then the identification of the problem in this study were as follow:

1. Basic Accounting Learning Achievement of SMK Negeri 7 Yogyakarta Academic Year 2018/2019 was not maximal because it does not reach the minimum mastery criteria.
2. Low Learning Motivation in students when following Basic Accounting subjects. Low Learning Motivation causes students to be less eager to learn so that the achievement of Basic Accounting Learning Achievement was not optimal.
3. The Use of Information Technology in schools that was not optimal causes low student achievement.

C. Problem Limitation

The limitation of this problem aimed to clarify the issues to be studied, so this research reach the goals and objectives optimally and to avoid different interpretation. Due to many related factors that effect Learning Achievement, the researcher will focus on Learning Motivation and The Use of Information Technology in SMK Negeri 7 Yogyakarta.

D. Problem Formulation

Based on the limitation of the problems described above, then the formulation of the problem in this study were as follow:

1. How is the influence of Learning Motivation on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019?
2. How is the influence of The Use of Information technology on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019?
3. How is the influence of Learning Motivation and The Use of Information Technology simultaneously on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019?

E. Research Objectives

Based on the problem formulation above, it can be formulated research objectives to be achived as follows:

1. Knowing the influence of Learning Motivation on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019.
2. Knowing the influence of The Use of Information Technology on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019.
3. Knowing the influence of Learning Motivation and The Use of Information Technology simultaneously on Basic Accounting Learning

Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019.

F. Research Benefits

1. Theoritical Benefits

a. The results of this study are expected to contribute to the development of the educational world of science, especially the factors that influence Learning Achievement.

b. This research can be used as a reference for future research regarding the Influence of Learning Motivation and The Use of Information Technology on Basic Accounting Learning Achievements.

2. Practical Benefits

a. For the teacher

Become one of the suggestion for the teacher to improve learning achievement through giving a appropriate motivation and encouraging the use of information technology by the student.

b. For researcher

This study was expected to implement the knowledge gained during the lectures.

CHAPTER II

LITERATURE REVIEW

A. Theory Review

1. Basic Accounting Learning Achievement

a. Definition of Basic Accounting Learning Achievement

Changes that exist in students as a result of the learning process realize from the extent to which learning achievements obtained by students. According to Nana Sudjana (2013: 3), student learning achievement is necessarily a change in behavior that is shown by students after they have taken the learning experience (learning process). The behavior shown as learning outcomes includes the fields of cognitive, affective, and psychomotor. The cognitive field is related to the thinking process of students usually indicated by the results of the exam. While the affective field deals with the values or attitudes that are absorbed by students. Moreover, the psychomotor field relates to the skills of students applying what they have learned.

According to Sutratinah Tirtonegoro (2006: 43) "Learning Achievement is the assessment of the results of business activities expressed in the form of symbols, numbers, letters, or sentences that can reflect the results that have been achieved by each child in a certain period." So learning achievement is the result that students have achieved after learning activities. After learning activities are carried out measurements to determine student achievement. Learning achievement

can be done before (pretest) or after (post-test) learning activities. Besides, the measurement form has done through tests and non-tests adjusted to the field to be assessed by the teacher. The statements in line with the opinion of Tohirin (2008: 151) that "Learning achievement is an achievement after students do learning activities."

Learning achievement or academic performance can also state as an assessment of the level of success of students achieving the goals set in a program. Learning achievement can show the level of success of a teaching and learning process or teaching program (Muhibbin Shah, 2013: 139–140). Learning achievement can use as a measure of the success of a learning process. Learning achievement results compare with the success criteria set by the teacher or school. For example, the success criteria are set at 50% with the minimum mastery criteria 75, meaning that at least 50% of all students get a score that is equal to or greater than minimum mastery criteria.

Furthermore, learning achievement is the final formulation given by the teacher regarding the progress of the learning outcomes of his students during a specified period. These assessments are usually stated to use an 11-level scale, starting from the number 0 to number 10. In this case, learning achievement means the result of a learning process that describes changes in students' abilities after learning (Sumadi Suryabrata, 2006: 297). Implies that the numbers 0-10 can reflect how far the

progress of students after going through the learning process. From these numbers, the criteria for student success can determine.

Based on the opinions of experts above it can be concluded that learning achievement is the result of student learning processes on cognitive, affective, or psychomotor aspects which expressed in the form of symbols or numbers in a certain period. These results use as a benchmark for the success of learning programs.

b. Basic Accounting Subjects

The learning achievement that will examine in this study is the Basic Accounting Learning Achievement. Based on the documentation in the form of Basic Accounting Subject Syllabus for Academic Year 2018/2019, the material in odd semester consists of general knowledge about accounting (understanding of accounting, purpose, role of accounting, interested parties, types of accounting professions, fields accounting specialization, and the importance of accounting professional ethics), types and forms of business entities, basic principles and concepts of accounting, accounting cycles, basic accounting equations, and business transactions of companies (service, trade and manufacture companies). Intended is the result of student learning processes related to the Basic Accounting material which expressed in the form of numbers or symbols derived from the average daily tasks, daily tests, midterm evaluation and final exams.

c. Factors Affecting Student Learning Achievement

The factors that influence learning are many types but according to Slameto (2015: 54) can be classified into two groups, namely, internal factors and external factors. Internal factors are factors that exist in the individual who is learning, while external factors are factors that exist outside the individual.

1) Internal Factors

a) Physical Factors

(1) Health Factor

Healthy means being in good condition with all the body and its parts and free from disease. The learning process will hamper if someone's health stunt, for example, will quickly get tired, easily drowsy and not focus on learning. Therefore health needs to be maintained so that not to interfere with student learning activities.

(2) Body Defects

Body defects are things that cause poor or incomplete limbs. For example blind, deaf, or paralyzed. Defective conditions will affect learning activities. Therefore a particular school is provided to accommodate the condition of these students

b) Psychological's Factors

(1) Intelligence

Intelligence is the ability to deal with and adapt to certain situations quickly and effectively. Students with a high level of intelligence will be more successful in participating in learning activities. Whereas if students have low or deficient knowledge, they need to get special education.

(2) Attention

Attention is the activity of the soul that is enhanced. Students need to have attention to the object studying. If the object is studying does not get students' attention, there will be boredom and will ultimately affect learning activities.

(3) Interest

"Interest is persisting tendency to pay attention to and enjoy some activity or content." Interests have differences with attention. Interest is a more extended time, followed by feeling happy. Interest has a more significant influence on learning.

(4) Talent

Talent is the capacity to learn. This ability will realize into skills after going through the learning process. Talent influences are learning. Therefore it is necessary to know the talents of students in placing students to study at school. If students learn

according to their abilities, they will achieve maximum learning achievement.

(5) Motive

Motives related to the objectives to achieve. In achieving that goal, deeds need to be done, where the cause of doing is the motive. Learning activities must consider what motives or drives make students learn. Strong motives are necessary for learning.

(6) Maturity

Maturity is a phase in one's growth. Maturity does not mean if students do not study. A maturity that train through learning will give rise to skills.

(7) Readiness

Readiness is the willingness to respond or react. Desire grows from within a person and is related to the maturity of students.

c) Fatigue Factors

Fatigue can divide into physical and psychological exhaustion. Physical fatigue indicates by the condition of students who are weak or can be sick. Physical fatigue can overcome through adequate rest. Psychic fatigue can see from the presence of lethargy or boredom. Psychic fatigue can be caused by facing the same thing without any variation, and doing something because they are forced and not following their talents, interests, and attention.

2) External Factors

a) Family Factors

(1) How to Educate Parents

The way parents educate their children will influence their children's learning. A family is the first and foremost educational institution. Parents who do not pay attention to their children's education, for example, indifferent to their child's learning outcomes, do not provide for their children's needs, and do not understand their child's learning difficulties can cause children not or less successful in learning. Conversely, if parents pay attention to their child's learning progress will have a positive effect on the achievement of learning achievements.

(2) Relationship between Family Members

The most important relationship between family members is between children and parents. Although relationships with other family members also have influence. The form of relations is for example whether the relationship is attentive, affectionate, and understanding or full of hatred and attitude that is too harsh. If there are bad relationships, it will affect the success of the child. Therefore, good relationships are needed between family members to support the achievement of learning achievement.

(3) Home Atmosphere

The atmosphere of the house is related to the situation or events that occur at home. The atmosphere of the house is an important factor that is not intentional. The noisy and chaotic atmosphere of the house will not provide peace when the child learns. Because learning is not only at home but also a school, therefore a calm and calm atmosphere is needed to support student learning activities.

(4) The Family's Economic Situation

The family's economic situation is closely related to children's learning. Learning children in addition to being full of basic needs such as food, clothing, and health protection needs to fill with learning facilities. Learning facilities such as study rooms and learning tools. Learning facilities can meet if parents have enough money. Therefore economic conditions can affect learning activities.

(5) Understanding of Parents

Learning children need parental support and attention. When children learn and experience difficulties, it is necessary to have knowledge and encouragement from their parents.

(6) Cultural Background

The level of education or habits in the family influences children's attitudes in learning. There is needs a good habits to encourage children's learning spirit.

b) School Factors

(1) Teaching Method

The method of teaching is the way that does in education. Teaching methods that are not good will affect student learning. For example, teachers who lack preparation and do not understand the material, boring explanations will make students lazy to learn. If students are lazy to learn, it will affect the results of their learning achievements.

(2) Curriculum

A curriculum is some activities given to students. The activity is mostly to present lesson material so that students can receive and develop the learning material. Learning material influences student learning.

(3) Teacher Relations with Students

The teaching and learning process occurs because of the interaction between teachers and students. If the relationship is good, students will like the teacher and the lesson, so students try to give the best in learning. Teachers who lack interaction with their students will make learning less fluent.

(4) Student Relationship with Students

In addition to the teacher's relationship with students, students also interact with their friends. If students have a terrible relationship with their friends, they will be lazy to go to school and hinder learning activities. Therefore it is necessary to create a good relationship between students to have a positive influence on learning.

(5) School Discipline

School discipline is closely related to students' crafting in school and education. School discipline includes the discipline of teachers, employees, and students. When all school citizens are discipline, learning activities will not hamper.

(6) Learning Tools

The learning tool relates to the way students learn because students also use the teaching tools used by the teacher to teach. Working on a useful and complete learning tool is necessary so that the teacher can teach well so that students can receive the lesson well too.

(7) School Time

School time is the process of the process of teaching and learning at school School time can be in the morning, afternoon, evening. Usually, school time starts in the morning because the condition of students is still fit and focused.

(8) Study Standards

The teacher is opinionated to maintain his authority, need to teach above usual standards. As a result, students feel less capable and afraid of the teacher.

(9) Building Condition

With a large number of students and their respective characteristics adequate. The number of classrooms and stalls and tables that are available in numbers is at least equal to the number of students.

(10) Study Method

Proper and routine learning methods will affect learning outcomes. If students only learn during the exam, the results will not be maximal.

(11) Homework

Learning time is not only at school but also at home. However, the teacher should not give much homework so students can still do other activities.

c) Community Factors

(1) Student Activities in the Community

Student activities in the community can be beneficial for personal development. With a note that the activities carried out do not interfere with student learning activities.

(2) Mass Media

Included in mass media are cinemas, radio, TV, newspapers, magazines, books, and today the internet network is growing. Good media mass, for example, contains educational activities that can positively influence student learning. Students can use mass media as a medium to add student learning references.

(3) Associate Friends

Influences from associate friends have an immediate and significant impact on students. So that students can learn well, it is necessary to try so that the friendly environment is also good and supports their learning activities

(4) A Form of Community Life

The life of the community around students also affects student learning. Communities consisting of people who are not educated, gamblers, and have bad habits will affect students.

Sukmadinata (2009: 167) explains that the success of one's learning can influence by two factors, namely factors originating from within the individual and factors arising from outside the individual or environment.

1) Factors in the individual

Many factors in the individual can affect the effort or success of learning. These factors involve physical and spiritual aspects.

a) Physical aspects include the condition and physical health of the individual. Everyone has different physical conditions and the

completeness and health of the senses of sight, hearing, touch, smell, and tasting. With good condition and physical health, of course, the learning process will be more effective and impact on good learning outcomes.

b) The spiritual aspect concerns psychological health, intellectual, social, psychomotor abilities, as well as the affective and conative conditions of individuals. A person who is spiritually healthy will not experience internal stresses, frustration, and psychological conflicts so that learning activities will run smoothly.

c) Intellectual conditions also influence the success of one's learning. This intellectual condition concerns the level of intelligence, talents, both school talent, and job talent.

d) Social conditions concerning the relationship between students and others. Someone who has a reasonable social relationship certainly feels comfortable and calm so that concentration and learning activities run well.

2) Environmental Factors

Learning success is also strongly influenced by other factors outside the individual, both physical and social-psychological factors that are in the family, school, and community environment

a) Family

The family is a first and foremost environment in education. Physical factors (such as the condition of the house, the place to

study, learning facilities and infrastructure) and psychology (concerning family integrity, psychological climate, learning climate, and relationships between family members) existing in the family is very influential on the development of children's learning.

b) School

Schools play an important role in the development of student learning. School physical environment such as the school environment, learning facilities and infrastructure, learning resources, learning media, and so on. The social environment concerns the relationship between students and their friends, teachers, and other school residents.

c) Society

The community environment where students or individuals are also influential on their enthusiasm and learning activities.

According to Ngalim Purwanto (2007: 102-106) several factors influence learning; these factors divided into two groups namely:

1) Internal factors called individual factors are as follows:
   a) Maturity/growth, each child has their level of maturity to learn and understand something according to their age and physical abilities.
   b) Intelligence, can or not someone learn the level of intelligence influences something.
   c) Exercises and tests, if they often repeat something, then the skills and knowledge they have can become increasingly controlled and more in-depth.
   d) Motivation to learn, namely the motivating motive for someone to learn as well as possible.
   e) A discipline of learning is a personal trait that a person has to always have rules in learning and diligent in all his efforts.

f) Learning habits is a particular trait of a person as a habit or routine in learning both habits regarding time and learning style.

2) External factors called social factors are as follows:
   a) Family situation, the atmosphere of various family conditions will also determine how students learn and what can be achieved by students.
   b) Teachers, teachers' attitudes and personalities, the level of knowledge they have, and how teachers teach will influence student learning outcomes.
   c) Learning tools, adequate tools and teaching equipment for teachers will facilitate and accelerate children's learning.
   d) Social motivation, is encouragement from outside the person, such as a teacher or parent who provides input and encouragement so that children have a desire to learn better.
   e) Community environment is a condition around the house outside the family that affects the development of children to socialize.
   f) Peer environment is the situation around people who have the same age and or status so that it affects the development of children from how to behave, dress, and say.
   g) School environment is a condition around the school that supports students in their learning, such as comfortable school conditions, available facilities, and spacious classrooms.
   h) Opportunities available are opportunities that are caused by busy work every day.

d. Basic Accounting Learning Achievement Measurement

Student learning success that realized through the achievements they achieve, mainly includes three domains, namely the cognitive, affective, and psychomotor domains. The measurement of these three domains is needed to determine the level of student achievement after going through the learning process. Muhibbin Syah (2014: 152-155) mentions the measurement of learning achievement in the cognitive, affective, and psychomotor domains, namely:

1) The measure of cognitive learning achievement: can be done with written tests, oral tests, and actions.
2) Measurement of affective domain achievement: the form of the sense domain test that uses is the "Likert Scale" which aims to identify people's attitudes. Students who act as testees choose alternative perspectives that are by their circumstances. Then, that attitude expressed by giving a check mark to the numbers that are consistent with the tendency of his attitude.
3) Measurement of psychomotor domain learning achievement: the way that is deemed appropriate to evaluate the success of learning that has the dimension of the psychomotor (domain) domain is observation. Observation, in this case, can interpret as a kind of test regarding events, behavior, or other phenomena, with direct observation.

The cognitive, affective, and psychomotor domains can be used to measure Basic Accounting Learning Achievement. However, in this study, the Basic Accounting Learning Achievement was taken from the cognitive domain by using the learning outcomes test to measure the Basic Accounting Learning Achievement. The type of test used is a written test in the form of assignments, daily test, midterm evaluation, final exams where the students' scores on the written test are average, and the results of the mean use as the basis for measuring Basic Accounting Learning Achievement.

2. Learning Motivation

a. Definition of Learning Motivation

Among the various factors that influence learning, motivation sees as a reasonably dominant factor. Learning Motivation includes internal factors that influence learning. Learning Motivation is a driving force that makes students strive to achieve their goals, in this case, maximum learning achievement. Ibrahim & Nana Syaodih (2010: 27) state that Learning Motivation is a force that is in the individual or students who encourage them to do something. The goal to be achieved is maximum learning achievement. The driving force or motive for a person may be large enough so that without motivation from outside he can do it.

Learning Motivation, which acts as a driving force, also helps students to change their behavior, which is to foster the enthusiasm of students to form a learning attitude in students. In line with the opinion of Hamzah B. Uno (2008: 23) that "the nature of Learning Motivation is internal and external encouragement to students who are learning to make behavioral changes." in achieving achievements.

High student Learning Motivation also causes persistence that is not easily broken to achieve success even though it blocks by various difficulties (Sugihartono et al., 2013: 20). Means that students who have the motivation to learn will be more diligent in learning and not easily give up in the face of various difficulties in education. Agus Suprijono (2016: 182) state "Learning Motivation is a process that gives enthusiasm for learning, direction, and persistence of behavior. That is,

motivated behavior is a behavior that is full of energy, directed and enduring ".

From several opinions that have described above, it can conclude that Learning Motivation is a driving force that helps students change their behavior, provides enthusiasm, direction, and perseverance in facing learning difficulties and to achieve the goals of learning itself. In this case, if other factors that influence learning are the same, it is assumed that individuals who have higher motivation will achieve higher learning outcomes or compare to individuals who have low motivation or no motivation at all.

b. Types of Learning Motivation

According to Winkel (1996) in Nyanyu Khodijah (2014: 152), there are two types of learning motivation, namely:

1) Intrinsic Motivation

Intrinsic motivation is a motivation that arises automatically from within a person without the need for external stimulation. If someone has intrinsic motivation in him, then he will consciously conduct learning activities that do not require motivation from outside himself. Someone who has intrinsic motivation always wants to advance in learning.

2) Extrinsic motivation

Extrinsic motivation is a motivation that arises because of external stimuli as a driver to do something. Learning motivation is said to be

extrinsic if students learn because they want to achieve specific goals outside of what they learn. Extrinsic motivation is needed, so students want to learn. Various ways can do so that students are motivated to learn.

Nana Syaodih (2009: 63-64) argues that motivation according to its nature divided into three, namely:

1) Motivation to fear or fear motivation, individuals do something because they are afraid.
2) Motivation of incentives or incentive motivation, individuals, do something to get an incentive.
3) Attitude or attitude motivation or self-motivation.

c. Learning Motivation Function

Learning Motivation has specific functions and roles in the learning process. According to Hamzah B. Uno (2013: 27), the role of Learning Motivation includes the following:

1) Motivation determines reinforcement of learning

   Motivation can play a role in strengthening knowledge when learning children face problems that require solving and can only solve thanks to the help of things that have passed. Motivation can determine what is in the child's environment that can strengthen learning.

2) Motivation clarifies learning goals

   The role of motivation in learning to define learning objectives is closely related to the significance of learning. Children will be

interested in learning something if what is learned is little known or enjoyed by the child.

3) Motivation determines to learn perseverance

A child who has been motivated to learn something will try to learn it well and diligently, hoping to get good results. In this case, it appears that motivation to learn causes a person to study diligently.

With Learning Motivation, students have reason to learn. These reasons reinforce the students' desire to learn. Then Motivation Learning can clarify learning objectives so that students try to achieve these goals. Besides that Learning Motivation also makes students have perseverance and always strive for the best results. The next opinion is according to Sardiman A.M (2012: 85-86), arguing that there are three learning motivation functions, namely:

1) Motivation functions as a driving force, which encourages someone to do something
2) Motivation functions as determining the direction of action, motivation determines the steps to be taken to achieve the stated goals,
3) Selecting activities, meaning choosing actions that must do to achieve goals and get rid of actions that are not useful in achieving the goal.

From this opinion it can be concluded that the function of Motivation Learning is as a determination of learning, clarifying goals, driving power, determining the direction of action, and selecting actions. Learning Motivation also maintains students' perseverance in learning, a

student who has motivated will learn well and diligently in hopes of obtaining maximum learning achievement.

d. Learning Motivation Indicators

According to Hamzah B. Uno (2008: 23), indicators of Learning Motivation can classify as follows:

1) There is a desire to succeed
2) There is an encouragement and need for learning
3) Future hopes and aspirations
4) There is appreciation in learning
5) There are interesting activities in learning
6) The existence of a conducive learning environment

Learning Motivation found in a person, in Sardiman A.M (2012: 83) has the following characteristics:

1) Diligent in facing the task (can work continuously for a long time, never stop before finishing).
2) Resilient in the face of difficulties (not desperate). Does not require external encouragement to achieve as well as possible (not quickly satisfied with the achievements that have made).
3) Demonstrate interest in various problems for adults (for example the problem of developing religion, politics, economics, justice, restrictions on corruption, opposition to any criminal, immoral).
4) Prefer to work independently.
5) Quickly get bored on routine tasks (things that are mechanical, repeatedly just like that, so it is less creative).
6) Can maintain his opinion (if he is sure of something).

7) It is not easy to let go of things that are believed to be looking for and solving questions.

3. The Use of Information Technology

a. Definition of The Use of Information Technology

According to Deni Darmawan (2012: 17) information technology consists of two words, namely technology and information. The meaning of information technology is the result of human engineering on the process of delivering data from the sender to the recipient so that it is faster, more extensive in a spread, and more extended in storage. According to Lantip & Riyanto (2011: 4), Information Technology is a science in the field of computer-based information, and its development is very rapid. Information technology includes various things such as computer hardware and software systems, LAN (local area network), MAN (metropolitan area network), WAN (extensive area network), management information systems (SIM), telecommunications systems and others.

From some expert opinions above it can be concluded that information technology is the science of human engineering in the field of computer-based information including hardware and software so that in the process of delivering information can be faster, more extensive in scope and longer storage. Hardware or hardware in technology information is all physical parts that can be seen, touched, and have forms such as monitors, keyboards, and CPUs. While software or

software is part of intangible computers such as operating systems, applications, and data.

From the above understanding it can also be seen that the development of information technology is not just computers, but mobile phones, the internet, and other electronics. In this study information technology will be narrowed down for technologies that can utilize in learning activities.

b. Function and Use of Information Technology as a Learning Resource

Information technology has a strategic role that can lead to meaningful changes in various fields, one of which is education. Multiple kinds of inventions in the field of technology such as print, the radio, video, tape recorder, film, television, projector, and the computer have utilized in the education process. In essence, these tools are not made explicitly for educational purposes. However, these tools can utilize in the education sector, and can even increase the effectiveness and efficiency of the implementation of the education process.

Effective use of technology in the classroom will enable teachers to be more successful and will help students learn what they need to become what society expects. Research on the effect of using technology in the classroom effectively shows the direct impact on teachers and students as follows:

1) The teacher expects students to prepare their work better.
2) Can present material in more depth.

3) Students can understand difficult material more efficiently.
4) Can meet the gap between the needs of individuals better.
5) Can direct learning towards the student center, so students do not depend too much on the teacher.
6) Be more open in various perspectives when facing problems.
7) Be more open to challenges.
8) Teachers feel more professional because they will spend more time helping students learn than just giving information to students

Today the use of information technology in the world of education is overgrowing especially on computer systems, internet networks, and various types of current devices. According to Kenji Kaito (in Munir, 2008: 196), there are six functions of the internet in life, namely:

1) A function of Communication Devices
2) Information Access Function
3) Functions of Education and Learning
4) Additional Functions
5) Complementary Functions
6) Replacement Function

c. Impact of The Use of Information Technology

The technology was created to help human work to be more comfortable and more efficient. In its development, technology is increasingly sophisticated and more benefits can use. However, everything that creates besides having a good impact, must have a bad impact if it not use wisely. As well as information technology and the internet that has some positive and negative effects caused. The negative

impact of using information technology according to Budi Sutedjo (2002: 35), namely:

1) The Influence of Psychology

   For people who are used to "hanging out" with computers, among others, the desire to "fast-paced" in doing any activity..

2) Decreased thinking ability

   Computer software has provided a variety of facilities that can process so that it can lead to decreased thinking ability.

3) Decreased socialization

   Because it is too engrossed in computing and its application and changes in psychology, the interaction of computer users with the surrounding environment will begin to decline.

4) Feel higher social status

   People who have the latest technology feel their social status is higher.

5) Increase the number of unemployed

   On the one hand the computer is very helpful in improving the quality results of work, but on the other hand, computers can also displace workers

6) Crime using a computer

   Crime using computers is also growing, because of its ease of doing plagiarism, so many paper or programming tasks solve by copying.

7) Another misuse

Computers are too often misused to produce and disseminate pornographic images that can damage the morale of computer users.

8) Environmental damage

Environmental preservation and human beings experience threats because in producing computers requires chemicals that create waste and endanger the health and ecological sustainability.

B. Relevan Research

1. Research by Nansisca Eka Arzita (2017) entitled "*Pengaruh Motivasi Belajar, Sumber Belajar, dan Interaksi Guru dan Siswa terhadap Prestasi Belajar Akuntansi Perusahaan Jasa Kelas X SMK Negeri 1 Tempel tahun ajaran 2016/2017".*

   The research shows the positive influence between Learning Motivation on Learning Achievement of Accounting Services Company, the value r_{x1y} (0,758); r^2_{x1y} (0,574); t_{count} (11,263) > t_{table} (1,66123). Beside Effective Contribution Learning Motivation 37,529% dan Relative Contribution 27,284%. The similities with this research is the independent variable is Learning Motivation and in the dependent variable Learning Achievement on Accounting. The difference with this research are the time, place, and the subject of research. Moreover the other independent variable use in this research is The Use of Information Technology while this study was Learning Resource and Teacher and Student Interaction.

2. Research by Arvia Ayunthara (2016) entitled "*Pengaruh Penggunaan Teknologi Informasi, Lingkungan Sekolah, dan Manajemen Waktu*

terhadap Prestasi Belajar Ekonomi Siswa Kelas X SMA Negeri 10 Yogyakarta tahun ajaran 2015/2016".

The research shows the positive and significant influence between The Use of Information Technology Economy Learning Achievement with the value of t_{count} 2,87 by 5% significant level and regression coeficcient (b1) 0,283.

The similiarities with this this research is the independent variable is The Use of Information Technology and in the dependent variable Learning Achievement. The difference with this research are the time, place, the subject of research,and subject are used in learning achievement. Moreover the other independent variable use in this research is Learning Motivation while this study was School Enviroment and Time Management.

3. Research by Yuli Arifayani (2015) entitled "*Pengaruh Motivasi Belajar, Kemandirian Belajar, Lingkungan Teman Sebaya dan Perhatian Orang Tua terhadap Prestasi Belajar Akuntansi Siswa Kelas X SMK YPKK 1 Sleman tahun ajaran 2014/2015*".

   The research shows the positive and significant influence between Learning Motivation and Students Accounting Learning Achievemen with the value of r_{x1y} (0,423); r^2_{x1y} (0,179); t_{count} (3,364) > t_{table} (1,676). The similities with this research is the independent variable is Learning Motivation and in the dependent variable Learning Achievement on Accounting. The difference with this research the other independent variable use in this research is The Use of Information Technology while this study was used Learning

Independence, Peer Environment, and Parental Attention. The other difference with this research are the time, place, and the subject of research

C. Thinking Framework

1. The Influence of Learning Motivation on Basic Accounting Learning Achievement

Learning Motivation is the driving force that encourages students to learn. Learning Motivation in Basic Accounting Learning Achievement high can make students eager to take part in learning activities. Students will pay attention to the explanation from the teacher, actively express opinions, and want to do tasks related to Basic Accounting subjects. Besides that students who have high learning motivation also have high achievement desires so that the learning achievement will increase. While students with low Learning Motivation will show the opposite results. Thus it is assumed that Learning Motivation influences Basic Accounting Learning Achievement. Because the higher the Learning Motivation, the higher the Basic Accounting Learning Achievement that will be achieved.

This is consistent with relevance research conducted by Nansisca Eka Arzita (2017) entitled "*Pengaruh Motivasi Belajar, Sumber Belajar, dan Interaksi Guru dan Siswa terhadap Prestasi Belajar Akuntansi Perusahaan Jasa Kelas X SMK Negeri 1 Tempel tahun ajaran 2016/2017*" shows that there is a positive influence between Learning Motivation and Learning Achievement.

2. **The Influence of The Use of Information Technology on Basic Accounting Learning Achievement**

Today The Use of Information Technology is prevalent in schools. The Use of Information Technology facilitates various community activities, one of which is in learning activities. Information Technology can be used to deliver subject matter more efficiently, effectively and creatively. Besides, students can also use information technology such as computers, laptops, smartphones, and internet networks to find material and other learning resources related to Basic Accounting subjects so that the optimal The Use of Information Technology for learning-related activities will ultimately improve Basic Accounting Learning Achievement.

This is consistent with relevance research conducted by Arvia Ayunthara (2016) entitled "*Pengaruh Penggunaan Teknologi Informasi, Lingkungan Sekolah, dan Manajemen Waktu terhadap Prestasi Belajar Ekonomi Siswa Kelas X SMA Negeri 10 Yogyakarta tahun ajaran 2015/2016*" shows that there is a positive influence between The Use of Information Technology and Student Learning Achievement.

3. **The Influence of Learning Motivation and The Use of Information simultaneously on Basic Accounting Learning Achievement**

The factors suspected of having a relationship with Learning Achievement are Learning Motivation and The Use of Information Technology. High Learning Motivation will encourage students to be more enthusiastic and have a desire for achievement which in turn will improve

learning achievement. Besides, the optimal The Use of Information Technology in learning activities will improve learning achievement as well.

In this case, Learning Motivation and The Use of Information Technology in question is in Basic Accounting subjects. High Learning Motivation will make students tend not to be easily discouraged and have a high desire to achieve good achievements. Besides, if The Use of Information Technology is used for matters related to Basic Accounting lessons, it will make better learning achievement.

Based on the relevant research, there is a positive influence between Learning Motivation on Learning Achievement in Accounting for Service Companies. Besides, there is a positive and significant influence between the Use of Information Technology on Economic Learning Achievement, where there are accounting subjects in it. Therefore, it is suspected that the Learning Motivation and The Use of Information Technology simultaneously has a positive influence on Basic Accounting Learning Achievement.

D. Research Paradigm

Based on the framework can be arranged the research paradigm of the influence between there independent variables, namely Learning Motivation and The Use of Information Technology on Basic Accounting Learning Achievement Siswa Class of SMK Negeri 7 Yogyakarta Academic Year 2018/2019. The research paradigm is as follows:

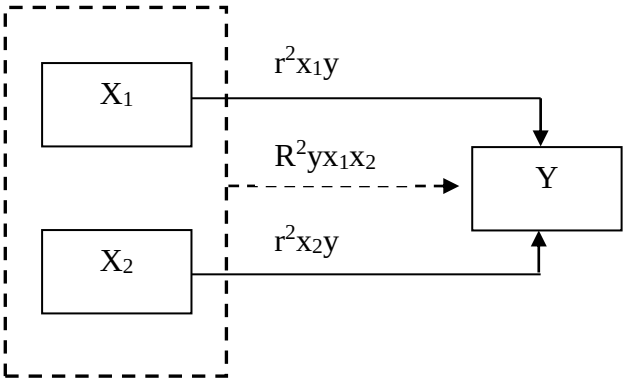

Figure 1. Research Paradigm

Information:

X_1 : Learning Motivation

X_2 : The Use of Information Technology

Y : Basic Accounting Learning Achievement

→ : The Influence of Learning Motivation (X_1) and The Use of Information Technology (X_2) individually on Basic Accounting Learning Achievement

⇢ : The Influence of Learning Motivation (X_1) and The Use of Information Technology (X_2) simultaneously on Basic Accounting Learning Achievement

E. Research Hypothesis

Based on the theoretical review and the framework, it can be concluded the hypothesis as follows:

H_1 : There is a positive influence of Learning Motivation on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019.

H_2 : There is a positive influence of The Use of Information Technology on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019.

H_3: There is a positive influence of Learning Motivation and The Use of Information Technology simultaneously on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019.

CHAPTER III

RESEARCH METHODS

A. Types of Research

This research is *ex-post facto* research that belongs to correlation study. Ex-post facto research is a study which the independent variables that influence the dependent variable have occurred when the research does. The researcher could not manipulate and only reveal the fact based on the measurement of symptoms that already exist in the respondent (Nana Syaodih, 2013:55). The approach used is a quantitative aporoach because the data obtained will be realized in the form of numbers and analyzed by using data processing application program's. This study aimed to find the influence of independent variable namely, Learning Motivation (X_1) dan The Use of Information technology (X_2) on that is Basic Accounting Learning Achievement (Y).

B. Place and Time of Research

This research was conducted at SMK Negeri 7 Yogyakarta which is located at Gowongan Kidul Street Blok JT3 Number 417, Gowongan, Jetis, Yogyakarta. The time of research was conducted in October 2018 until December 2018.

C. Research Variable

The variables that exist in this research are as follows:

1. Independent Variable are Learning Motivation (X_1) dan The Use of Information Technology (X_2).
2. Dependent variable is Basic Accounting Learning Achievement (Y).

D. Definition of Operational Variable

1. Basic Accounting Learning Achievementx

Basic Accounting Learning Achievement is the result obtained by a student on the cognitive aspects of learning basic accounting. Basic Accounting Learning Achievement measured using a test whose results are in the form of a number. In this study, the measurement of Basic Accounting Learning Achievement variable known by the average of tasks, an average of daily tests, midterm evaluation, and final exams.

2. Learning Motivation

Learning Motivation is a force that encourages students to learn. Learning motivation each student are different. In this study, Learning Motivation variable measured by using a questionnaire. Indicators of Learning Motivation are there is a desire to succeed, there are hopes and dream for the future, diligent in forced the task, tenacious faced difficulties, show interest in basic accounting learning subjects, delighted to work independently, can defend their opinions, and happy to solved basic accounting tasks. Respondents (students) were asked to fill out the questionnaire so the researchers could find out how Learning Motivation could then be analyzed and concluded.

3. The Use of Information Technology

Technology information is a set of tools consisting of hardware and software created to help do human work. In this study, indicator for The Use

of Information Technology in school are communication access, information media, learning resources, and teaching material references.

E. Population

According to Sugiyono (2014:61), population is a generalization region consisting of subjects or objects which have certain qualities and characteristics set by researchers to be studied and them drawan conclusions. The population in this study were the students class of X AKL SMK Negeri 7 Yogyakarta Academic Year 2018/2019 . There were 95 students with the following details:

Table 1. The Number of Research Respondent

Class	**Amount**
X AKL 1	32 Students
X AKL 2	32 Students
X AKL 3	31 Students
Total	95 Students

F. Data Collection Method

Data collection method is the way taken to obtain the data in accordance with the type of data required. In this research, data collection method used were follows:

1. Questionnaire

   The questionnaire that were used in this study is closed type questionnaire, it means that the answer have been provided by the researcher so the respondents just choose the answers based on their circumstances. The data that obtained by questionnaire are Learning Motivation Variable and The Use of Information Technology Variable.

2. Documentation

Documentation is a technique of collecting data by obtaining and analyzing documents, both written or electronic documents (Syaodih,2103:221). This method were used to obtain data on the number of students and data variable Basic Accounting Learning Achievement. Basic Accounting Learning Achievement variable known by the average of tasks, average of daily tests, midterm evaluation, and final exams.

G. Research Instruments

1. Research Instrument

Instrument used in this study was questionnaire prepared by the researcher. This instrument will refer to the grid that has been prepared previously. The preparation grid of the instrument is based on theoretical studies the developed in the indicators obtained from operational definition of variables. The grid for these instruments as follows:

Table 2. Instrument Grid of Learning Motivation

No.	Indicator	Item Number	Amount
1.	There is a desire to succeed	1,2,16	3
2.	There are hopes and dream for the future	3,17,18*	3
3.	Diligent in forced the task	4*,5,6	3
4.	Tenacious faced difficulties	7,9,21*	3
5.	Show interest in basic accounting learning subjects	8,9,20,22*	4
6.	Happy to work independently	10*,23,24,25	4
7.	Can defend their opinions	11,12,13*	3
8.	Happy to solved basic accounting task	14,15	2
Total			25

*): Negative statements

Table 3. Instrument Grid of The Use of Information Technology

No.	Indicator	Item Number	Amount
1.	Communication access	1,2,3,4,5,6,7,8,9,10*,11*, 12*,13*	5
2.	Information media	14,15,16*,20	4
3.	Learning resources	17,18,19,21,22*	5
4.	Teaching material references	23,24,25*	3
Total			17

*): Negative statements

2. Score Calculation

In this study, the scoring of questionnaire instruments was using Likert Scale modified into 4 alternative answers. Modifications on the Likert Scale is done because adjust the characteristics of individuals who become the subjects of research. There were two types of statements namely facts with the alternative answers are Always (SL), Often(SR), Rarely (JR), and Never (TP). While for the statement in form of opinions the alternative

answers are, Strongly Agree (SS), Agree (S), Disagree (TS), dan Strongly Disagree (STS). Statements prepared as instruments in the form of positive statements and negative statements whic randomized with scoring guidelines as follows:

Table 4. Alternative Answer Score

Alternative Answer	**Statement Score**	
	Positive	**Negative**
Strongly Agree/Always	4	1
Agree/Often	3	2
Disagree/Rarely	2	3
Strongly Disagree/Never	1	4

H. Research Instrument Trial Test

Research instruments trial test was conducted in SMK Negeri 1 Yogyakarta. Based on observation, it was considered to have the same characteristics with SMK Negeri 7 Yogyakarta. Characteristics that were considered the same by one of vacational high school in Yogyakarta that has an accounting program. In addition, the input value of entry with the research subject was almoost the same. In this study, subject of instrument trial test were 60 students.

Research instrument trial test was conducted to find out whether the instrument was a good instrument for research. A good instrument must meet two important requirements that are valid and reliable. If the instrument has been tested its validity and reliability, it would be known which items were

good and it would be used to collect data in research. Meanwhile, invalid and unreliable instrument would not be used.

1. Validity Test

Valid means the instrument can be used to measure what should be measured (Sugiyono,2014:121).Validity in this research using Product Moment Correlation Technique from Pearson with the following formula:

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

Information:

r_{xy} = correlation coefficient

N = number of respondents

$\sum XY$ = total multiple of X and Y

$\sum X$ = the number of items

$\sum Y$ = total score of items

$\sum X^2$ = the number of squares score items

$\sum Y^2$ = total squares score items

(Suharsimi Arikunto, 2010:213)

The value of r_{count} or correlation coeffcient between the variable X and Y matched with the r_{table} product moment value at a significant level of 5%. If the r_{count} is greater than the 5% r_{table} then the instruments is valid. Conversely, if the r_{count} is smaller than the 5% r_{table} then the instruments is not valid.

Based on the calculation (Appendix 3: Page 120) can know the item score correlation value. Data on 5% r_{table} with signficance level of 5% with N of 60 obtained the number 0,254. From the validity test result for Learning Motivation variable there were 3 items invalid with the r_{count} is

smaller than 0,254. The items number were 7,19, and 25. The Use of Information Technology variable show that 3 items were invalid, item number 10,13, and 16. From the results of the analysis, the item does not correlate with the total score (invalid), so it cannot be used. This test was done by using data processing application program's. The result of questionnaire for each item in research variable as was follows:

Table 5. The Result of Instrument Valdity Test

Variable	Number of Item	Number of Valid Item	Number of Invalid Item	Final Amount
Learning Motivation	25	3	7, 19, 25	22
The Use of Information Technology	25	3	10, 13, 16	22

Source: Primary Data Processed

2. Reliability Estimation

Reliability is the level of degree of consistency of an instrument. In this study, to find the reliability estimation on the questionnaire is using the Alpha Cronbach formula, as follows:

$$r_{11} = \left(\frac{k}{(k-1)}\right)\left(1 - \frac{\sum O_b^2}{\sum O_t^2}\right)$$

Keterangan:

r_{11} = the reliabiliy

$\sum O_b^2$ = number of variants score of each item

$\sum O_t^2$ = total variance

k = number of item

(Suharsimi Arikunto, 2010:239)

To interpret the Cronbach Alpha coefficient using categories in Sugiyono (2015:275) as follow:

Table 6. Level of Reliablity Estimation Result

The Value of r	Interpretation
0,00 – 0,199	Very Low
0,20 – 0,399	Low
0,40 – 0,599	Medium
0,60 – 0,799	High
0,80 – 1,00	Very High

Based on the results of questionnaire test data using data processing application program's below questionnaire reliability estimation show High and Very High interpretation. The result of reliability estimation variable Learning Motivation and The Use of Information and Technology with data processing application program's (Appendix 3: Page 120) shown in table as follows:

Table 7. The Result of Reliability Estimation

Variable	Nilai Cronbach's Alpha	Keterangan
Learning Motivation	0,782	High
The Use of Information Technology	0,878	Very High

Source: Primary Data Processed

Based on the results, value of Cronbach's Alpha for Learning Motivation (X_1) was 0,782 and The Use of Information Technology is (X_2) 0,878. The questionnaire reliability estimation included in categories High and Very High interpretation. So this instrument has met the standards for use as a research instrument.

I. Data Analysis Technique

1. Descriptive Analysis

Descriptive analysis in this research is used to analyze the data obtained form the respondents through questionnaire which then presented in the form of data description of each variable (independent variable and dependent variable). Description of data used include:

a. Mean, Median, Modus, dan Standard Deviation

Mean value is the total number divided by the number of individuals. Median is a value that limits 50% of the upper frequency distribution and 50% of the lower frequency distribution. Modus is variable value which has the highest frequency in distribution.

b. Frequency Distribution Table

1) Determine the Number of Class Interval

To determine the length of the interval, the following Sturges Rule Formula is used:

$$k = 1 + 3{,}3 \text{ Log } n$$

(Sugiyono,2013:35)

Information:

K = total of data class

n = total of observation data

Log =logaritma

2) Determine a Range

To calculate the range of data, using the following formula:

Class Range = maximum score-minimum score

(Sugiyono,2013:36)

3) Determine a Class Length

To calculate the length of class, using the following formula:

Class Length = Range: Number of Interval Class

(Sugiyono,2013:36)

c. Histogram

The Histogram is based on the frequency data shown in the frequency distribution table.

d. Table of Variable Tendencies

The next description s to define the categorization of the score, which is obtained by each variable. The scores were divided into 3 categories base on Mean Ideal (Mi) dan Standard Deviation Ideal (SDi) obtained with the following formula:

$$Mi = (ST+SR) / 2$$

$$SDi = (ST-SR) / 6$$

Information:

ST = highest ideal score

SR = lowest ideal score

Then the determination of the variable tendencies s as follows:

High : > Mi + 1SDi

Enough : (Mi – 1SDi) s.d. (Mi + 1SDi)

Low : < Mi – 1SDi

e. Pie Chart

The pie chart would be created based on data trend that has been displayed n the variable tendencies table.

2. Hypothesis Test

a. Simple Regression Linear

Simple regression analysis is used to test the first and second hypothesis. The first hypothesis is there is a positive influence of Learning Motivation on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019. And the second hypothesis is there is a positive influence of The Use of Informarion Technology on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019. The steps used are as follows:

1) Looking for correlation coefficiencts between $X_1$and X_2 with Y

This step used to find out the relationship between the independent variable and the dependent variable whether positive or negative. The relationship between variables can be said to positif if correlation coefficients is positive and negative if the correlation coefficients is also negative. The formula used os as follows:

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

Information:

r_{xy} = correlation coefficients between variable X and Y

$\sum xy$ = total multiple of X and Y

$\sum x^2$ = total squares score variable X

$\sum y^2$ = total squares score variable Y

(Sutrisno Hadi, 2004:4)

If the value of r_{xy} is more than 0 or positive, the correlation is positive. Beside, if the value of r_{xy} is equal to 0 then there is no correlation, and if the value of r_{xy} is less than 0 or negative, the correlation is negative. The level of correlation can be categorized using the interpretation table of r as follows:

Table 8. Guidelines for Correlation Coefficients

The Value of r	**Interpretation**
0.80 – 1.00	Very High
0.60 – 0.79	High
0.40 – 0.59	Enough
0.20 – 0.39	Low
0.00 – 0.19	Very Low

2) Looking for coefficient determnation (r^2) between variable Y with X_1 and Y with X_2

$$r^2 (1) = \frac{a1\sum x1y}{\sum y2}$$

$$r^2 (2) = \frac{a2\sum x2y}{\sum y2}$$

Information:

r^2 (1,2) = coefficient determination between Y with X_1 and X_2

a_1 = coefficient of predictor X_1

a_2 = coefficient of predictor X_2

$\sum x_1y$ = number of product X_1 and Y

$\sum X_2Y$ = number of product X_2 and Y

$\sum y^2$ = total sum pf squares of criterium Y

(Sutrisno Hadi, 2004:22)

Coefficient determination shows the level of accuracy on the regression line. Regression lines are use to explain the proportion of variable Y with variable X.

3) Simple Regression Formula

$$Y = aX + K$$

Information:

Y = Y variable

X = X variable

a = predictor coefficient number

K = constant number

(Sutrisno Hadi, 2004:2)

After the values of a and K are known, a simple linear regression equation can be arranged. Regression linear equation can be used to make predictions how the value of dependent variable will occur if the value of variable independent variable is defined.

To test hypothesis 1, there is a positive influence of Learning Motivation on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019 and hypothesis 2, there is a positive influence of The Use of Information Technology on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019 used the result of correlation coefficients. According to Sugiyono (2014:185) if the value of r_{count} less than $r_{table,}$ H_0 accepted dan H_a not accepted. Conversely, if the value of r_{count} greater than r_{table} H_0 accepted, means that the hypothesis of the research are there is a positive influence of Learning Motivation on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019 and there is a positive influence of The Use of Information Technology on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019 accepted.

b. Multiple Regression Analysis

This analysis was used to examine the positive influence of Learning Motivation and The Use of Information Technology simultaneously on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019. The steps used were as follows:

1) Finding the coefficient correlation (R) between the predictors X_1 and X_2 with criterium Y, the formula as follows:

$$R_{y\,(1,2)} = \sqrt{\frac{a1\sum x1y + a2\sum x2y}{\sum y2}}$$

Information:

R_y (1,2) = coefficient correlation between Y with X_1 and X_2

a_1 = coefficient of predictor X_1

a_2 = coefficient of predictor X_2

$\sum x_1y$ = number of product between X_1 and Y

$\sum X_2Y$ = number of product between X_2 and Y

$\sum y^2$ = the sum of squares of criteria Y

(Sutrisno Hadi, 2004:22)

Coefficient correlation used to find relationship between X_1 and X_2 with Y. If the value of (R) greater than 0 or positive, so the relationship is positive. Conversely, if the value of (R) less than 0 or negative, so the relationship is negative.

2) Finding the coefficient of determination (R^2) between X_1 and X_2 with Y, the formula used as follows:

$$R^2 = \frac{(a1\sum x1y) + (a2\sum x2y)}{\sum y2}$$

Information:

R^2 = coefficient of determination between Y with X_1 and X_2

a_1 = coefficient of predictor X_1

a_2 = coefficient of predictor X_2

$\sum x_1 y$ = number of product between X_1 and Y

$\sum X_2 Y$ = number of product between X_2 and Y

$\sum y^2$ = the sum of squares of criteria Y

3) Make the equation of regression line two predictors

$$Y = a_1 X_1 + a_2 X_2 + K$$

Information:

Y = Basic Accounting Learning Achievement

X_1 = Learning Motivation

X_2 = The Use of Information Technology

a_1 = coefficient of Learning Motivation

a_2 = coefficient of The Use of Information Technology

K = constant number

(Sutrisno Hadi, 2004:2)

After the values of a and K are known, a multiple linear regression equation can be arranged. Multiple linear regression linear equation can be used to make predictions how the value of dependent variable will occur if the value of variable independent variable is defined..

4) Conducting F tes:

$$F_{reg} = \frac{R2\ (N-m-1)}{m\ (1-R2)}$$

Information:

F_{reg} = value F regression line

N = counter case

m = conter predictors

R = coefficient correlation between criterium with predictors

(Sutrisno Hadi, 2004:23)

The value of F_{count} compared with F_{table}. According to Algifari (2013:73) if F_{count} less than $F_{table,}$ H_0 accepted and H_a not accepted. Means statistically it can be proven that independent variables (X) have not effect on change to dependent variable (Y). Conversely if F_{count} greater than $F_{table,}$ H_0 not accepted and H_a is accepted.

5) Finding the magnitude of the contribution each predictor variable to the criterium, as follows:

a) Relative Contributions (CR%)

Relative Contributions (RC) are used to find put how big the contribution of each independent variable studied in comparison to the dependent variable. The formula used is:

$$RC\% = \frac{a\sum xy}{JKreg} \times 100\%$$

Information:

RC% = relative contribution from a predictor

a = predictor coefficient

$\sum xy$ = number of product between X and Y

JK_{reg} = number of squares of regression

(Sutrisno Hadi, 2004:37)

b) Effective Contributions (EC%)

Effective Contributions (EC) is used to find out how big the effective contribution of each variable by still counting other independent variables that are not axamined by the formula:

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

Information:

EC % : effective contributions of a predictor

ER % : relative contribution of a predictor

R^2: coefficient of determination

(Sutrisno Hadi, 2004: 40)

CHAPTER IV

RESULT OF RESEARCH AND DISCUSSION

A. Description of SMK Negeri 7 Yogyakarta

SMK Negeri 7 Yogyakarta in one of the Vocational High School educational institution in Yogyakarta which was a transformation from SMEA Negeri 3 Yogyakarta in 1997 based on *SK Menteri Depdikbud Nomor:036/O/1997*. SMK Negeri 7 Yogyakarta located at Jalan Gowongan Kidul JT III/46 Yogyakarta. This school had five majors; *Akuntansi Keuangan dan Lembaga, Otorisasi Tata Kelola Perkantoran, Bisnis Daring dan Pemasaran, Usaha Perjalanan Pariwisata,* and *Multimedia.* SMK Negeri 7 Yogyakarta has obtained a certificate from ISO 9001:2008 since 16 October 2010. SMK Negeri 7 Yogyakarta has a vision and missions as follows:

a. Vision of SMK Negeri 7 Yogyakarta

   "Menjadi SMK Unggul, Bertaqwa kepada Tuhan Yang Maha Esa dan Berbudaya".

b. Missions of SMK Negeri 7 Yogyakarta

   1) *Mewujudkan Tamatan yang cerdas, kompetitif, dan berjiwa Nasional.*

   2) *Mewujudkan Tamatan yang Bertaqwa kepada Tuhan Yang Maha Esa.*

   3) *Mewujudkan Dokumen KTSP*.

   4) *Menerapkan 8 Standart Nasional Pendidikan.*

   5) *Mewujudkan Budaya Berprestasi, Budaya 5 S dan Budaya Jogja.*

Related to the research entitled to find out The Influence of Learning Motivation and Use of Information Technology on Basic Accounting Learning Achievement of Students in Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019, this was an independent variable of study as follows:

1. Learning Motivation

   To increase the motivation student class X of SMK Negeri 7 Yogyakarta to improve their achievements, student give both the academic and non-academic fields. In the academic field, the school encourages and provides learning assistance to students who take part in competitions, especially on accounting subjects. In the class, there is also a counseling teacher who can provide services to students who have specific problems. Counseling teachers can provide services individually or in groups, during class hours or outside the classroom to help students who have difficulties in learning.

   Teacher Accounting in the classroom also plays an essential role in increasing student learning motivation. They are giving motivation by the teacher when learning visually by telling experiences that inspire students. The teacher provides an overview of the professions that can be done by students after graduating later. Learning activities are interspersed by utilizing interactive educational videos. This is expected to increase students' interest in accounting subjects so that student learning motivation will increase.

In the non-academic field, students are directed to choose extracurriculars that must follow. The extracurricular activities program is carried out to increase the ability of students in the non-academic field. Extracurricular activities are held after the lesson activity done, according to the schedule of activities. The success of the extracurricular program proves by the achievement of various kinds of the accomplishments by students such as the first winner of the calligraphy competition, the first winner of the Qiroati and third place in the Tae Kwon Do. Besides, school efforts to improve Student Motivation at the end of each semester will be given rewards to 3 students who have the highest report card grades for each grade level and expertise program. Rewards give in the form of free of charge for *sumbangan pembinaan pendidikan* for 1 to 3 months.

2. The Use of Information Technology

SMK Negeri 7 Yogyakarta has a set of Information Technology that can be used by teachers and students to support the success of learning. Information technology is in the form of classes equipped with LCDs and projectors that teachers can use to make interactive learning. Teachers can provide educative videos or present subject matter through power points, so students do not feel bored in attending lessons. The school also has an Accounting Computer Room that equipped with 40 computers that can be used by students during classroom learning.

In addition to activities outside the classroom, students can use the wifi provided by the school. Students can use their gadgets such as

smartphones and laptops to access additional materials related to accounting lessons. The school provides three computers in the library that can be used by students in turn. Computers in the library equipped with printers and scanners that students can use to print the material they have searched for on the internet. In printing, the fee charged for printing material is 500 per sheet. The school has a copy room located in the G7 Mart mini market. The photocopy room can be used by students to duplicate the material provided by the teacher with a fee of 200 / sheet.

B. Result of Research

1. Data Description

This study was conducted in SMK Negeri 7 Yogyakarta with the population of the research are students class of X *Akuntansi Keuangan dan Lembaga* academic year 2018/2019 with 95 students. Research results from data consisting of independent variable and dependent variable. The independent variables are Learning Motivation (X_1) and The Use of Information Technology (X_2) and dependent variable is Basic Accounting Learning Achievement (Y). This section describes each variable data has been processed to see the mean, median, mode, and standard deviation. Besides, it also presented a table frequency distribution, histogram the frequency and pie chart of each variable. The following data processing has been done with the help of the data processing application program's.

a. Basic Accounting Learning Achievement

Based on Basic Accounting Learning Achievement data obtained through documentation in the form of average value of tasks, average of daily tests, midterm test, and final exam, the maximum value was 91 and the minimum value was 76. Further analysis was perfomed by using data processing application program's obtained (Appendix 6: Page 149), Mean (M) is 80.91, Median (Me) is 80.00, Modus (Mo) is 77, and Standard Deviation (SD) is 3.531. Based on calculation (Appendix 6: Page 150) Basic Accounting Learning Achievement frequency distribution can be seen in the following table:

Table 9. Variable Frequency Distribution of Basic Accounting Learning Achievement

No	Interval	Frequency	Frequency (%)
1.	76 – 77	19	20,00
2.	78 – 79	19	20,00
3.	80 – 81	25	26,31
4.	82 – 83	7	7,37
5.	84 – 85	16	16,84
6.	86 – 87	4	4,21
7.	88 – 89	3	3,16
8.	90 – 91	2	2,11
Total		**95**	**100,00**

Source: Primary data processed

Based on table 9 the variable frequency distribution of Basic Accounting Learning Achievement, the histogram can be illustrated as follows:

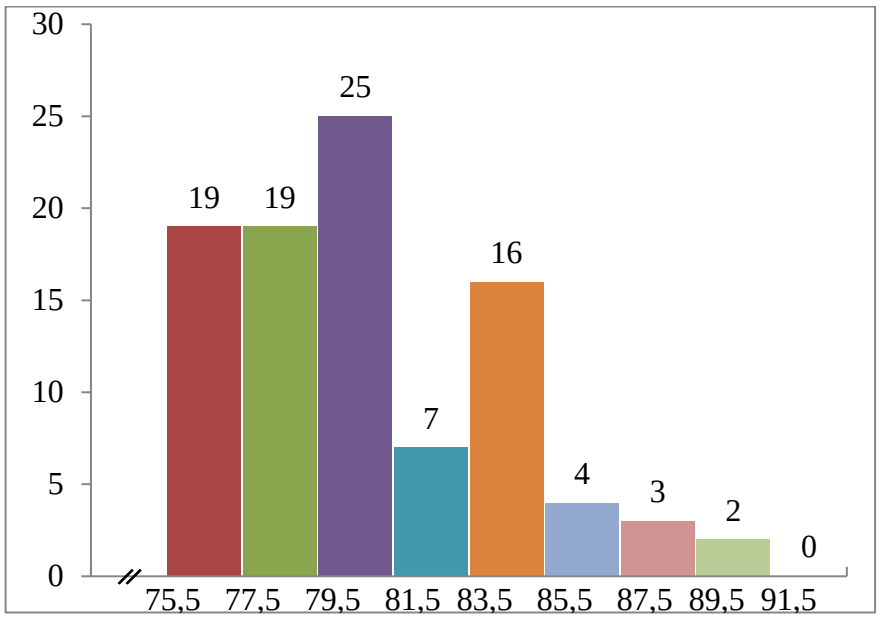

Figure 2. Histogram of Basic Accouting Learning Achievement Frequency Distribution

Identification of tendency to *Tuntas* or *Tidak Tuntas* of Basic Accounting Learning Achievement in this study uses the value of the minimum mastery criteria in accordance with the rules of a given school. If student get grades more or equal to 76, their expressed satisfactory or competent, otherwise if the student achieved less than 76, there are not yet competent. Based on the above data, created a category of the tendency as follows:

Table 10. Basic Accounting Learning Achievement Tendency Categories

No	Score	Frequency	Frequency (%)	Category
1.	<76	3	3,16	Not yet competent
2.	≥76	92	96,84	Competent
		95	100,00	

Source: Primary data processed

Based on table 10 known that Basic Accounting Learning Achievement students who competent are 92 students (96,84%) and not yet competent are 3 students (3,16%). The tendency of Basic Accounting Learning Achievement can be presented in a Pie Chart as follows:

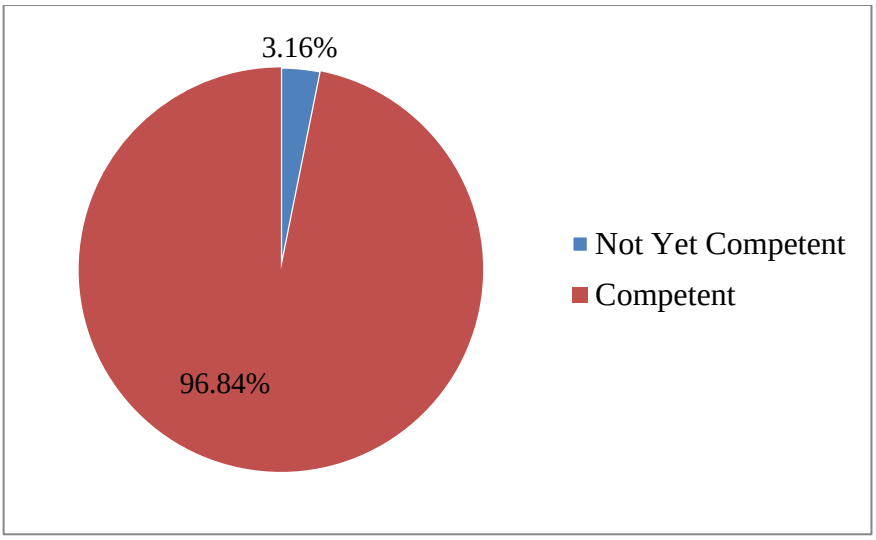

Figure 3. Pie Chart of Basic Accounting Learning Achievement

b. Learning Motivation

Learning Motivation variable data was obtained through a questionnaire consisting of 22 item statements with the number of respondents are 95 students. There are four alternative answers where the highest score is four and lowest score is one, so the highest ideal total score was 88 and lowest ideal total score was 22. Based on data analysis of Learning Motivation using data processing application program's (Appendix 6: Page 149), then can be obtained the maximum score is 79 and the minimum score is 48. Mean (M) is 63.49, Median (Me) is 63, Modus (Mo) is 61 and Standard Deviation (SD) is 6.913.

Based on calculation (Appendix 6: Page 152) Learning Motivation frequency distribution can be seen in the following table:

Table 11. Variable Frequency Distribution Learning Motivation

No	Interval	Frequency	Frequency (%)
1.	48 – 51	3	3,16
2.	52 – 55	9	9,47
3.	56 –59	11	11,58
4.	60 – 63	32	33,68
5.	64 – 67	15	15,79
6.	68 – 71	8	8,42
7.	72 – 75	13	13,68
8.	76– 79	4	4,22
Total		**95**	**100,00**

Based on the table distribution of Learning Motivation can be illustrated a histogram as follows:

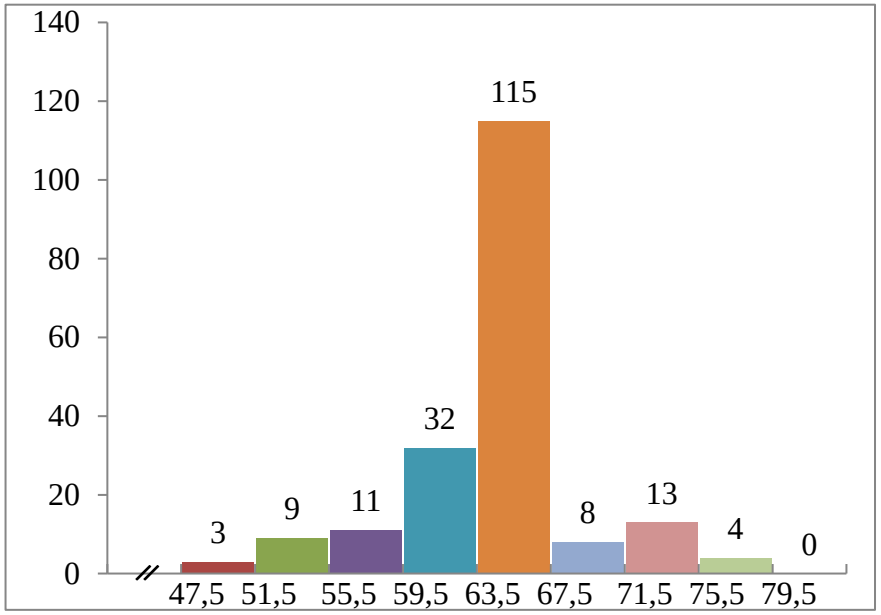

Figure 4.Histogram of Learning Motivation Frequency Distribution

Learning Motivation variable are further classified into three categories, there are high, enough, low. The categorization obtained through calculations the value of Mean Ideal and Standard Deviation Ideal. Based on calculation (Appendix 6 : Page 152), as for tendency of Learning Motivation designed on three categories as follows:

Table 12. Learning Motivation Tendency Categories

No.	Class Interval	Score Range	F	%	Category
1.	X ≥ 66	≥ 66	29	30,53	High
2.	44 ≤ X < 66	44 – 66	66	69,47	Enough
3.	X < 44	< 44	0	0,00	Low
Total			**95**	**100,00**	

Source: Primary Data Processed

Based in the categories of Learning Motivation tendency can be presented in a Pie Chart as follows:

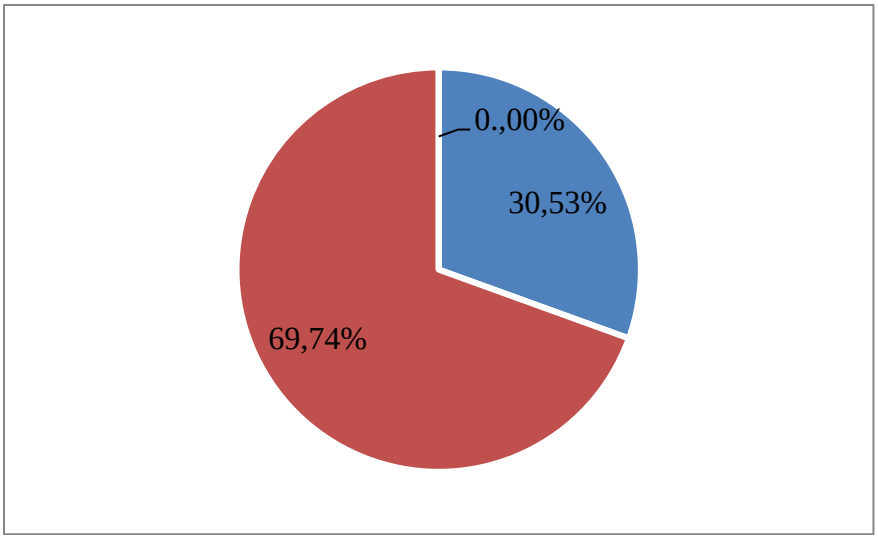

Figure 5. Pie Chart of Learning Motivation

c. The Use of Information Technology

The Use of Information Technology variable data was obtained through a questionnaire consisting of 22 item statements with the number of respondents are 95 students. There are four alternative answers where the highest score is four and lowest score is one, so the highest ideal total score is 88 and lowest ideal total score is 22. Based on data analysis of The Use of Information Technology using data processing application program's (Appendix 6: Page 149), then can be obtained the maximum score is 80 and the minimum score is 46. Mean (M) is 62.94, Median (Me) is 63, Modus (Mo) is 60 and Standard Deviation (SD) is 7.726. Based on calculation (Appendix 6: Page 154) The Use of Information Technology frequency distribution can be seen in the following table:

Table 13. Variable Frequency Distribution Table of The Use of Information Technology

No	Interval	Frequency	Frequency (%)
1.	46 – 50	6	6,32
2.	51 – 55	10	10,53
3.	56 – 60	20	21,05
4.	61 – 65	24	25,25
5.	66 – 70	19	20,00
6.	71 – 75	10	10,53
7.	76 – 80	6	6,32
8.	81 – 85	0	0,00
Total		**95**	**100,00**

Source: Primary Data Processed

Based on the table distribution of The Use of Information Technology can be illustrated a histogram as follows:

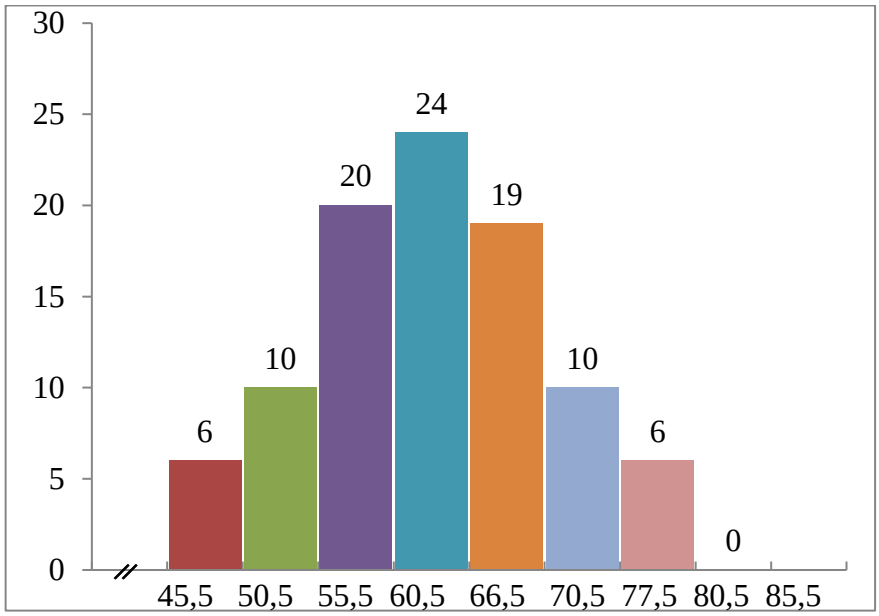

Figure 6. Histogram of The Use Information Technology Frequency Distribution

The Use of Information Technology variable are further classified into three categories, there are high, enough, low. The categorization obtained through calculations the value of Mean Ideal and Standard Deviation Ideal. Based on calculation (Appendix 6 : Page 154), as for tendency of The Use of Information Technology designed on three categories as follows:

Table 14. The Use of Information Technology Tendency Categories

No	Class Interval	Score Range	F	%	Category
1.	$X \geq 66$	≥ 66	35	36,84	High
2.	$44 \leq X < 66$	44 – 66	60	63,16	Enough
3.	$X < 44$	< 44	0	0,00	Low
Total			**95**	**100,00**	

Source: Primary Data Processed

Based in the categories of The Use of Information Technology tendency can be presented in a Pie Chart as follows:

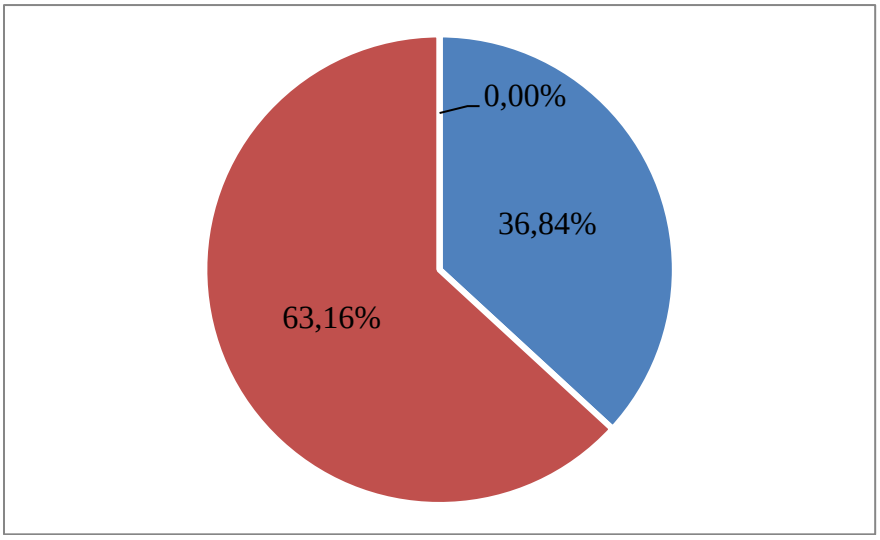

Figure 7 Pie Chart of The Use of Information Technology

2. The Result of Hypothesis Testing

Hypothesis testing in this study by using simple regression analysis techniques to the hypothesis of the first and second, while third hypothesis used multiple regression analysis techniques with two predictors. Hypothesis test measured by data processing application program's.

a. First Hypothesis Test

This test is to find the influence of Learning Motivation on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019. To test the first hypothesis, simple regression analysis was used (Appendix 7: Page 154). Summary of the result of first hypothesis can be seen in this following table:

Table 15. Model Summary of Learning Motivation

The Value of r		**Coef**	**Cons**	**Result**
rx_1y	**r^2x_1y**			
0.645	0.417	0.382	60.077	Positive

Source: Primary Data Processed

Based on table 17 above, correlation coeffiecients (rx_1y) is 0.645. Positive correlation coefficients indicate that Learning Motivation (X_1) has a positive relationship to Basic Accounting Learning Achievement (Y). A positive correlation coefficients also means that the higher the Learning Motivation possessed by students, the higher Basic Accounting Learning Achievement that students will achieve.

Based on table 17 above, determination coeffiecients (r^2x_1y) is 0.417. This determination coeffiecients shows that Learning Motivation

is able to influence by 41.7% changes in Basic Accounting Learning Achievement and 58.3% is influenced by other factors. According on the table above, the the regression equation can be expressed in the following regression equation:

$$Y = 0.382\ X_1 + 60.077$$

The equation shows that the regression coefficient is a positive value of 0.382 meaning if the value of Learning Motivation (X_1) increases, then Basic Accounting Learning Achievement (Y) increases by 0.382.

Simple regression analysis result shows correlation coefficients (r) is 0.645, r_{count} is 0.645 greater than r_{table} is 0.169 in signifancant level 5% (Appendix 9: Page 166). If r_{count} (0.645) greater than r_{table} (0.169), means the first hypothesis “There is a positive influence of Learning Motivation on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019”, accepted.

b. Second Hypothesis Test

This test is to find the influence of The Use of Information Technology on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019. To test the second hypothesis, simple regression analysis was used (Appendix 7: Page 154). Summary of the result of second hypothesis can be seen in this following table:

Table 16. Model Summary of The Use of Information Technology

The Value of r		Coef	Cons	Result
rx_2y	**r^2x_2y**			
0.517	0.267	0.235	66.188	Positive

Source: Primary Data Processed

Based on table 18 above, correlation coeffiecients (rx_2y) is 0.517. Positive correlation coefficients indicate that The Use of Information Technology (X_2) has a positive relationship to Basic Accounting Learning Achievement (Y). A positive correlation coefficients also means that the higher the The Use of Information Technology by students, the higher Basic Accounting Learning Achievement that students will achieve.

Based on table 18 above, determination coeffiecients (r^2x_1y) is 0.267. This determination coeffiecients shows that The Use of Information Technology is able to influence by 26.7% changes in Basic Accounting Learning Achievement and 73.3% is influenced by other factors. According on the table above, the the regression equation can be expressed in the following regression equation:

$$Y= 0.235\ X_2 + 66.188$$

The equation shows that the regression coefficient is a positive value of 0.235 meaning if the value of The Use of Information Technology (X_2) increases, then Basic Accounting Learning Achievement (Y) increases by 0.235.

Simple regression analysis result shows correlation coefficients (r) is 0.517, r_{count} is 0.517 greater than r_{table} is 0.169 in signifancant level 5% (Appendix 9: Page 166). If r_{count} (0.517) greater than r_{table} (0.169), means the second hypothesis "There is a positive influence of The Use of Information Technology on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019", accepted.

c. Third Hypothesis Test

This test is to find the influence of Learning Motivation and The Use of Information Technology simultaneously on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019. To test the third hypothesis, multiple regression analysis with two predictors was used (Appendix 7: Page 154). Summary of the result of third hypothesis can be seen in this following table

Table 17. Model Summary of Multiple Regression Result

$R_{y(1,2)}$	$R^2_{y(1,2)}$	Coef	Cons	F_{count}	Result
0.530	0.281	0.077 0.208	63.155	18.066	Positive

Source: Primary Data Processed

Based on table 19 above, correlation coeffiecients $R_{y(1,2)}$ is 0.530. Positive correlation coefficients indicate that Learning Motivation (X_1)and The Use of Information Technology (X_2) simultaneously has a positive relationship to Basic Accounting Learning Achievement (Y). A positive correlation coefficients also means that the higher Learning

Motivation and The Use of Information Technology by students, the higher Basic Accounting Learning Achievement that students will achieve.

Based on table 19 above, determination coeffiecients $R^2_{y(1,2)}$ is 0.281. This determination coeffiecients shows that Learning Motivation (X_1) The Use of Information Technology (X_2) simultaneously is able to influence by 28.1% changes in Basic Accounting Learning Achievement and 71.9% is influenced by other factors. According on the table above, the the regression equation can be expressed in the following regression equation:

$$Y = 0.077\ X_1 + 0.208\ X_2 + 63.155$$

The regression equation shows:

1) The regression coefficient is a positive value of 0.077 meaning if the value of Learning Motivation (X_1) increases 1 point, then Basic Accounting Learning Achievement (Y) will be increases by 0.077 points, assuming that The Use of Information Technology (X_2) is fixed.
2) The regression coefficient is a positive value of 0.208 meaning if the value of The Use of Information Technology (X_2) increases 1 point, then Basic Accounting Learning Achievement (Y) will be increases by 0.208 points, assuming that Learning Motivation (X_1) is fixed .

Multiple regression analysis result shows F_{count} is 18.066 greater than F_{table} is 3.10 in signifancant level 5% (Appendix 9: Page 166). If

F_{count} (18.066) greater than F_{table} (3.10), means the third hypothesis "There is a positive influence of Learning Motivation and The Use of Information Technology simultaneously on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019", accepted.

2. Relative Contribution (RC) and Effective Contribution (EC)

Based on the results of multiple regression analysis, it can be found the relative contribution and the effective contribution of each independent variable Learning Motivation and The Use Information Technology on Basic Accounting Learning Achievement. Based on the calculation (Appendix 8: Page 159) the magnitude of the relative contribution and effective contribution can be seen in this following:

Table 18. Summarizing of The Relative and Effective Contribution

Variable	Relative Contribution	Effective Contribution
Learning Motivation	27,20%	7,64%
The Use of Information Technology	72,80%	19,89%
Total	100%	27,53%

Source: Primary Data Processed

Based on table 20, the relative contribution of Learning Motivation is 27,20% and the relative contribution of The Use of Information Technology is 72,80%. The effective contribution of Learning Motivation is 7,64% and the effective contribution of The Use of Information Technology is 19,89%. It means, Learning Motivation and

The Use of Information Technology give 27,53% of effective contrubution on Basic Accounting Learning Achievement, while 72,48% from other variables that does not examine in this research.

C. Discussion

This research aimed to examine the influence od Learning Motivation and The Use of Technology Information on Basic Accounting Information Technology. The results of this research can be seen in the following figure:

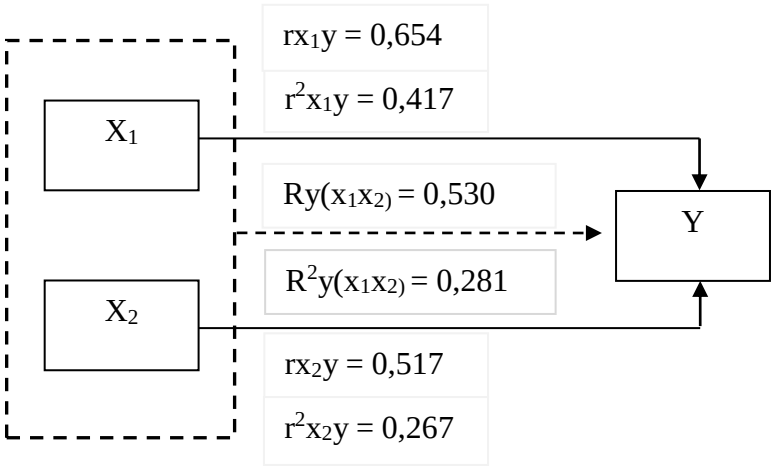

Figure 8. Results Paradigm by Determination Value

Based on figure above, the result of research can be described as follows:

1. The Influence of Learning Motivation on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019

The results of this research show that there is a positive influence of Learning Motivation on Basic Accounting Learning Achievement. The results show the regression equation one predictor $Y= 0.382X_1 + 60.077$, r_{x1y} is 0.645 and determination coefficients r^2_{x1y} is 0.417, it means there is a positive relationship between Learning Motivation and Basic Accounting

Learning Achievement. Learning Motivation is one of the factors that influence Basic Accounting Learning Achievement. The magnitude of the effect of Learning Motivation on Basic Accounting Learning Achievement is 41.7%. The results research is following relevant research from Nansica Eka (2017) that has r^2_{x1y} 0.574. this can be caused by difference in interpretation of questionnaire statements between researchers and respondents.

Based on the results of this study indicate that Learning Motivation gives a positive influence on Basic Accounting Learning Achievement, so the first hypothesis is accepted. The theory strengthens the conclusion from analysis according to Ngalim Purwanto (2007:106) that one of the factors internal individual who influence learning achievement is learning motivation.

Learning Motivation is an internal process that is one of the main factors that determines the success rate of student learning achievement (Levpuscek & Zupancic, 2008). Motivation is important in determining how many students will be learning from a learning activity or how much to absorb the information presented to them. Students are motivated to learn something will use higher cognitive processes in learning the material, so that students will absorb the material better.

Based on one of its functions according to Sardiman A.M (2012:85), Learning Motivation becomes the driving force for someone to do something. Motivation is also a pointer to the direction of action to achieve a specific goal. Learning motivation becomes a driver for a student to

achieve a certain goal, in this study Basic Accounting Learning Achievement is high. Students who have high Learning Motivation will do the best learning activities. They realized they will be diligent in doing the tasks, tenacious facing difficulties, and showing interest in learning.

The result of the study is in line with the research conducted by Yuli Arifayani (2015) "*Pengaruh Motivasi Belajar, Kemandirian Belajar, Lingkungan Teman Sebaya dan Perhatian Orang Tua terhadap Prestasi Belajar Akuntansi Siswa Kelas X SMK YPKK 1 Sleman tahun ajaran 2014/2015*". The result was a positive influence and significant of Learning Motivation on Accounting Learning Achievement with the value of r_{x1y} (0.423) and r^2_{x1y} (0.179).

The results of the study show the value of influence of Learning Motivation on Basic Accounting Learning Achievement is 41.7% (less than 50%). Hence, the role of Learning Motivation on Basic Accounting Learning Achievement need to be considered. Learning Motivation becomes an internal factor that dominant enough to influence learning achievement according to Hamzah B. Uno (2013:27). Learning Motivation is useful for strengthening learning, clarify learning goals, and determine learning perseverance. Therefore Learning Motivation has an important role in improving Basic Accounting Learning Achievement.

The description above shows that the higher the Learning Motivation, the higher Basic Accounting Learning Achievement. Conversely, the lower the Learning Motivation, the lower Basic Accounting Learning

Achievement. Therefore to improve the Basic Accounting Learning Achievement Students Class of X in SMK Negeri 7 Yogyakarta, it should increase student Learning Motivation. Student Learning Motivation can increase if all parties such as students, teachers, and schools work together.

Efforts to improve student Learning Motivation can be done through creative and interactive learning from teachers, share the experiences that can inspire the student. Students can increase their Learning Motivation by more trusting on their own abilities and can do tasks individually. The school also plays a role in increasing student Learning Motivation by providing a reward for students with high Learning Achievement. The efforts that have made can increase Learning Motivation so the Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta can increase.

2. The Influence of The Use of Information Technology on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019

The results of this research show that there is a positive influence of The Use of Information Technology on Basic Accounting Learning Achievement. The results show the regression equation one predictor $Y = 0.235X_2 + 66.188$, r_{x2y} is 0.517 and determination coefficients r^2_{x2y} is 0.267, it means there are a positive relationship between The Use of Information Technology and Basic Accounting Learning Achievement. The Use of Information Technology is one of the factors that influence Basic

Accounting Learning Achievement. The magnitude of the effect of The Use of Information Technology on Basic Accounting Learning Achievement is 26.7%.

Based on the results of this study indicate that The Use of Information Technology gives a positive influence on Basic Accounting Learning Achievement, so the second hypothesis is accepted. The theory strengthens the result from analysis according to Slameto (2015:54) one of the external factors that influence learning achievement is the mass media included information technology.

The Use of Information Technology can use as learning resources. The Use of Information Technology commonly used in education are a computer, projectors, and internet networks. The Use of Information Technology can be a reciprocal relationship with the teacher and beneficial to assist in learning activities in the classroom. John King (2017) stated, "technology can be powerful toll for transforming learning." The Use of Information in class can improve student Basic Accounting Learning Achievement.

The results of the study show the value of influence of The Use of Information Technology on Basic Accounting Learning Achievement is 26.7% (less than 50%). Hence, the role of The Use of Information Technology on Basic Accounting Learning Achievement needs to be considered. Today, technology is developing very massively. The development and use of information technology affect almost all aspects of

life including education. This is supported by the opinions from Heather Grinager (2006) stated "the use of information technology are important to provide the student with technology literacy, information literacy, capacity for life-learning and other skills necessary for the 21st-century workplace*".* Therefore The Use of Information Technology has an important role in improving Basic Accounting Learning Achievement and preparing students in the future development of the world.

The description above shows that the higher The Use of Information Technology, the higher Basic Accounting Learning Achievement. Conversely, the lower The Use of Information Technology, the lower Basic Accounting Learning Achievement. The results of this research are consistent with the research conducted by Arvia Ayunthara (2016) entitled "*Pengaruh Penggunaan Teknologi Informasi, Lingkungan Sekolah, dan Manajemen Waktu terhadap Prestasi Belajar Ekonomi Siswa Kelas X SMA Negeri 10 Yogyakarta tahun ajaran 2015/2016*" with regression coefficients is 0.349. Therefore The Use of Information Technology needs to be supported so it can improve Basic Accounting Learning Achievement in SMK Negeri 7 Yogyakarta.

3. **The Influence of Learning Motivation and The Use of Information Technology simultaneously on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019**

The results of this research show that there is a positive influence of Learning Motivation and The Use of Information Technology simultaneously on Basic Accounting Learning Achievement. The results show the regression equation two predictors $Y= 0.077X_1 + 0.208X_2 + 63.155$, $r_{y(1,2)}$ is 0.530 and determination coefficients $r^2_{y(1,2)}$ is 0.267, it means there are a positive relationship between Learning Motivation and The Use of Information Technology on Basic Accounting Learning Achievement. Based on the results of this study indicate that Learning Motivation and The Use of Information Technology simultaneously gives a positive influence on Basic Accounting Learning Achievement, so the third hypothesis is accepted.

The result of this study shows that the higher Learning Motivation and The Use of Information Technology, the higher Basic Accounting Learning Achievement. Conversely, the lower Learning Motivation and The Use of Information Technology, the lower Basic Accounting Learning Achievement. This is consistent with the thinking framework of this study, students who have high Learning Motivation will never easy to give up and have the desire to achieve good learning achievement. Conversely, if students have low Leaning Motivation the desire to achieve a good learning achievement is also low.

The results of the study show the value of influence of Learning Motivation and The Use of Information Technology simultaneously on Basic Accounting Learning Achievement is 7.7% and 20.8% (less than 50%). Hence, the role of Learning Motivation and The Use Information Technology on Basic Accounting

Learning Achievement needs to be considered. Contribution of student learning achievement is supported by the learning motivation of students in schools (Heck, 2007). The statements inline with the opinion of Siti Suprihatin(2015) the learning process will succeed when students have motivation in learning. The success of the learning process will be reflected in the learning achievements. Therefore Learning Motivation has an important role in achieving high learning achievement.

Ali Muhson (2010) stated The Use of Information Technology in the learning process in class, it has become a necessity and a demand in this global era. The Use of Information Technology can facilitate the learning process and optimize Learning Achievements. Therefore Learning Motivation and The Use of Information Technology has an important role in improving Basic Accounting Learning Achievement.

The Use of Information Technology can also increase the desire of students to learn. The Use of Information Technology can help to learn activities both in the classroom and outside the classroom. Students can access other information related to the subjects being studied. If they found difficulties in learning, students can Use of Information Technology to communicate with the teaches of friends to solve problems.

A good Basic Accounting Learning Achievement will easily achieve if supported by Learning Motivation and The Use of Information Technology is high. Both of these factors are important to achieve a good Basic Accounting Learning Achievement.

D. Research Limitation

This research has undertaken and conducted by scientific procedure, but it still has the limitation as follows:

1. The research instruments used in this study were questionnaire and documentation that had inherent limitations. The weakness of questionnaire that the researcher cannot be able to control the answer given by respondents, so the respondent's answer does not necessarily reflect an actual situation. Besides there are differences in understanding the statements between researcher and respondents.
2. This study only examines two variables. They are Learning Motivation and The Use of Information Technology to examine its influence on Basic Accounting Learning Achievement, which contributed effectively 27,53%, while 72,48% comes from other factors which not include in this research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the discuccion that has been outlined previously, and then the conclusions are as follows:

1. There is a positive influence of Learning Motivation on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019, correlation coefficients r_{x1y} = 0.645, and coefficient of determination r^2_{x1y} = 0.417.
2. There is a positive influence of The Use of Information Technology on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019, correlation coefficients r_{x2y} = 0.517, and coefficient of determination r^2_{x2y} = 0.267.
3. There is a positive influence of Learning Motivation and The Use of Information Technology simultaneously on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019, correlation coefficients $R_{y(1,2)}$ = 0.530; coefficient of determination $R^2_{y(1,2)}$ = 0.281; and F_{count} (18.066) > F_{table} (3.10) by 5% significant level.

B. Implication

Based on the results of the discuccion and conclusions drawn in this study, then the implications can be presented as follows:

1. This research shows that there is a positive influence of Learning Motivation on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019. This shows that high Learning Motivation will cause Basic Accounting Learning Achievement to be higher or better. This suggests that to improve Basic Accounting Learning Achievement can be done by increse Learning Motivation.
2. This research shows that there is a positive influence of The Use of Information Technology on Basic Accounting Learning Achievements Student Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019 This shows that high The Use of Information Technology will cause Basic Accounting Learning Achievement to be higher or better. This suggests that to improve Basic Accounting Learning Achievement can be done by encouragement from the teacher to students to be able to increse The Use of Information Technology.
3. This research shows that there is a positive influence of Learning Motivation and The Use of Information Technology simultaneously on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7 Yogyakarta Academic Year 2018/2019. The higher Learning Motivation and The Use of Information Technology will cause Basic Accounting Learning Achievement to be higher.

C. Suggestions

Based on the result of discussion, conclusions, and implications of the advice that can be given are as follows:

1. Teacher

   Based on the data obtained from the questionnaire, item statement ”*Saya mencari isu terkini terkait Akuntansi di internet untuk didiskusikan dengan guru atau teman*” had a lowest score. The teacher can encourage students to more actively looking for the latest issues related to accounting on the internet. The teacher can provide accounting-related cases and discuss these issues in class so a student can learn to express their opinions.

   Questionnaire on the statement “*Ketika tugas Akuntansi Dasar saya berbeda dengan teman yang lain, saya mengganti jawaban tersebut*” had a low score too. Teachers should be able to motivate students to work on a task by them self. Students must be motivated to believe in their abilities.

2. School

   Based on the data obtained from the questionnaire, item statement “*Saya mencari isu terkini terkait Akuntansi di internet untuk didiskusikan dengan guru atau teman*”. School can provide more personal computer in the library to support student activities to look for other teaching materials related accounting. Because there are not enough computers available in the library and makes students wait long enough to use the computer.

3. Further Research

This research shows that there is a positive influence of Learning Motivation and The Use of Information Technology simultaneously on Basic Accounting Learning Achievement Students Class of X SMK Negeri 7. Effective contributions given is equal to 27,53%. This shows that Basic Accounting Learning Achievement 72,47% is influenced by other factors not examined in this study. In the next research, the researcher can find other factors that may influence Basic Accounting Learning Achievement by adding some variable which is not included in this research and by adding subjects of the research, not only in one school but also in many schools in the same region.

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APPENDIX

Appendix 1. Question of Instruments

Instrumen Penelitian

A. Pengantar

Kepada Siswa-siswi Kelas X AKKL

SMK Negeri 1 Yogyakarta

Dalam rangka menyelesaikan tugas akhir skripsi, saya bermaksud melakukan penelitian dengan judul "Pengaruh Motivasi Belajar dan Penggunaan Teknologi Informasi terhadap Prestasi Belajar Akuntansi Dasar Siswa Kelas X SMK Negeri 7 Yogyakarta Tahun Ajaran 2018/2019". Saya mohon bantuan adik-adik untuk mengisi sesuai dengan keadaanya yang sebenarnya. Atas perhatian dan kesedian adik-adik dalam pengisian angket ini, saya sampaikan terima kasih.

Yogyakarta, Oktober 2018

Peneliti

Belindha Yunita Alfarisi
NIM. 14803241019

B. Petunjuk Pengisian

1. Isilah identitas terlebih dahulu pada tempat yang telah disediakan.
2. Jawablah pertanyaan dengan memilih salah satu alternatif jawaban yang tersedia.
3. Berilah tanda check (√) pada salah satu jawaban di kolom yang telah disediakan sesuai dengan pendapat adik-adik.
4. Berikut keterangan alternatif jawaban:

SS: Sangat Setuju	SL: Selalu
S: Setuju	SR: Sering
TS:Tidak Setuju	JR: Jarang
STS:Sangat Tidak Setuju	TP: Tidak Pernah

C. Identitas Responden

Nama :

Kelas :

No. Absen :

Keterangan: Hasil angket tidak akan berpengaruh terhadap nilai adik-adik.

Identitas responden hanya digunakan guna mempermudah pengolahan data.

Kuesioner Motivasi Belajar

No.	**Pernyataan**	**Alternatif Jawaban**			
		SL	SR	JR	TP
1.	Saya berusaha mengerjakan tugas mata pelajaran Akuntansi Dasar yang diberikan oleh guru dengan sebaik-baiknya.				
2.	Saya bertanya kepada guru ketika kesulitan dalam menyelesaikan tugas Akuntansi Dasar.				
3.	Saya menetapkan target yang tinggi pada setiap tugas maupun ujian Akuntansi Dasar.				
4.	Saya mengerjakan pekerjaan rumah (PR) di sekolah.				
5.	Saya mengumpulkan tugas mata pelajaran Akuntansi Dasar tepat waktu.				
6.	Saya meneliti kembali jawaban dari tugas Akuntansi Dasar sebelum dikumpulkan.				
7.	Saya bertanya kepada teman ketika kesulitan mengerjakan tugas Akuntansi Dasar, tidak hanya meniru jawaban yang sudah ada.				
8.	Saya memperhatikan penjelasan guru Akuntansi Dasar selama proses pembelajaran.				
9.	Saya mempelajari Akuntansi Dasar terlebih dahulu di rumah sebelum guru menjelaskan di kelas.				

No.	Pernyataan	Alternatif Jawaban			
		SL	SR	JR	TP
10.	Saat mengerjakan tugas Akuntansi Dasar, saya lebih suka bertanya kepada teman dan mencontoh pekerjaannya.				
11.	Saat ada diskusi kelas terkait Akuntansi Dasar, saya aktif memberikan pendapat.				
12.	Saya menjawab pertanyaan dari guru karena ingin mengetahui pendapat saya benar atau tidak.				
13.	Ketika tugas Akuntansi Dasar saya berbeda dengan teman yang lain, saya mengganti jawaban tersebut.				
14.	Saya mencari soal Akuntansi Dasar dari sumber lain dan mengerjakannya.				
15.	Saya berlomba mengerjakan soal Akuntansi Dasar dengan teman yang lainnya.				
No.	**Pernyataan**	**Alternatif Jawaban**			
		SS	**S**	**TS**	**STS**
16.	Saya merasa kecewa ketika mendapatkan nilai yang tidak maksimal pada mata pelajaran Akuntansi Dasar dan berusaha untuk memperbaikinya.				
17.	Saya berkeinginan untuk bekerja di bidang profesi akuntansi ketika sudah lulus kuliah.				
18.	Saya tidak tahu apa yang harus saya lakukan ketika sudah lulus kuliah.				
19.	Saya merasa tertantang ketika mengerjakan soal Akuntansi Dasar yang sulit.				
20.	Saya senang ketika guru menceritakan pengalamannya berkaitan dengan Akuntansi Dasar.				
21.	Saya akan berhenti mengerjakan soal Akuntansi Dasar ketika menemukan soal yang sulit.				

No.	Pernyataan	Alternatif Jawaban			
		SS	S	TS	STS
22.	Bagi saya, mata pelajaran Akuntansi Dasar sulit dan membosankan.				
23.	Saya lebih suka mengerjakan tugas Akuntansi Dasar sendiri daripada dengan teman.				
24.	Saya percaya dengan kemampuan saya dalam mengerjakan tugas Akuntansi Dasar				
25.	Saat ada tugas kelompok, saya lebih dominan mengerjakannya daripada teman lainnya.				

Kuesioner Penggunaan Teknologi Informasi

No.	Pernyataan	Alternatif Jawaban			
		SL	SR	JR	TP
1.	Saya menggunakan teknologi informasi (komputer atau laptop) untuk alat komunikasi dengan teman.				
2.	Saya menggunakan teknologi informasi (*smartphone*) untuk alat komunikasi dengan teman				
3.	Saya menggunakan teknologi informasi (jaringan internet) untuk alat komunikasi dengan teman				
4.	Saya menggunakan teknologi informasi (komputer atau laptop) untuk alat komunikasi dengan guru.				
5.	Saya menggunakan teknologi informasi (*smartphone*) untuk alat komunikasi dengan guru.				
6.	Saya menggunakan teknologi informasi (jaringan internet) untuk alat komunikasi dengan guru.				
7.	Saya menggunakan teknologi informasi (komputer atau laptop) untuk berdiskusi dengan teman terkait materi belajar Akuntansi Dasar.				
8.	Saya menggunakan teknologi informasi (*smartphone*) untuk berdiskusi dengan teman terkait materi belajar Akuntansi Dasar.				
9.	Saya menggunakan teknologi informasi (jaringan internet) untuk berdiskusi dengan teman terkait materi belajar Akuntansi.				
10.	Saya menggunakan teknologi informasi untuk membuka media sosial saat kegiatan pembelajaran berlangsung.				
11.	Saya menggunakan teknologi informasi untuk bermain *game* saat kegiatan pembelajaran berlangsung.				

No.	Pernyataan	Alternatif Jawaban			
		SL	SR	JR	TP
12.	Saya menggunakan teknologi informasi untuk *chatting* saat kegiatan pembelajaran berlangsung.				
13.	Saya menggunakan teknologi informasi untuk telepon saat kegiatan pembelajaran berlangsung.				
14.	Saya menggunakan teknologi informasi untuk mengetahui berita terkait Akuntansi.				
15.	Saya menggunakan teknologi informasi untuk membaca artikel terkait dengan Akuntansi.				
16.	Ketika guru meminta mencari materi terkait Akuntansi melalui teknologi informasi, saya membuka situs lain yang tidak terkait dengan materi pelajaran.				
17.	Setiap saya mengalami kesulitan mengerjakan tugas Akuntansi, saya mencari jawabannya melalui internet.				
18.	Saya menggunakan teknologi informasi untuk melengkapi materi Akuntansi yang diberikan guru.				
19.	Saya mencari isu terkini terkait Akuntansi di internet untuk didiskusikan dengan guru atau teman.				
No.	**Pernyataan**	**Alternatif Jawaban**			
		SS	**S**	**TS**	**STS**
20.	Saya merasa pengetahuan saya bertambah setelah mencari informasi terkait Akuntansi dari internet.				
21.	Dengan adanya teknologi informasi, saya bisa mencari buku pelajaran Akuntansi yang belum tersedia di perpustakaan.				
22.	Saya menggunakan fasilitas internet sekolah tidak untuk mencari materi terkait Akuntansi.				

No.	Pernyataan	Alternatif Jawaban			
		SS	S	TS	STS
23.	Saya lebih suka guru menjelaskan materi Akuntansi menggunakan teknologi informasi (video edukatif) daripada konvensional.				
24.	Saya lebih suka guru mempresentasikan materi Akuntansi menggunakan teknologi informasi (*power point*) daripada konvensional.				
25.	Saya merasa terbebani ketika guru meminta untuk mencari tambahan materi Akuntansi melalui internet.				

Appendix 2. Data of Instruments Questionnaire

1. LEARNING MOTIVATION VARIABLE

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3	4	2	3	3	3	3	4	4	3	3	2	3	3	3	1	4	3	3	3	3	2	2	2	3	2	71
4	3	3	3	2	4	3	3	3	2	1	3	2	2	2	2	4	3	4	3	3	3	3	1	3	2	67
5	4	4	4	2	4	4	4	4	2	2	2	1	2	1	1	4	3	2	3	4	2	3	2	3	2	69
6	4	2	4	3	3	3	3	3	2	3	2	2	2	2	2	4	4	3	4	3	2	3	2	3	2	70
7	4	1	4	3	4	3	3	4	2	2	2	3	3	2	2	4	4	3	4	4	3	4	3	4	2	77
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9	3	4	4	3	4	4	4	4	2	3	3	3	4	1	2	4	3	2	4	4	3	4	2	3	2	79
10	3	3	3	2	3	2	3	4	2	2	2	2	2	3	3	4	2	3	3	3	3	3	2	2	2	66
11	4	3	4	3	4	3	2	4	2	4	3	2	3	2	3	4	4	3	3	3	3	4	3	4	2	79
12	3	2	3	3	4	3	4	3	2	3	4	4	3	4	4	4	3	3	2	2	2	2	1	3	2	73
13	3	4	1	3	3	1	4	3	1	3	3	2	3	1	1	4	3	1	4	3	1	1	4	2	3	62
14	4	3	4	3	3	3	3	3	3	3	2	2	3	2	2	4	3	3	2	3	3	4	2	3	3	73
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35	3	2	3	2	2	2	3	3	4	3	2	1	3	1	2	4	3	4	4	3	3	2	2	3	2	66
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40	3	4	3	2	2	2	3	3	4	3	2	1	4	1	2	4	3	4	4	3	3	2	2	3	2	69
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44	3	2	3	3	3	3	3	3	2	2	2	2	3	1	3	4	4	4	4	3	3	3	2	3	2	70
45	4	4	3	2	4	3	3	3	2	3	2	2	3	2	3	3	3	3	4	3	3	3	3	3	3	74
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Total	212	171	199	164	211	184	198	213	144	183	149	143	183	120	145	221	202	195	197	202	170	186	142	183	139	4456

2. THE USE OF INFORMATION TECHNOLOGY

No	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Jml
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48	1	2	2	1	2	2	2	2	2	3	2	2	4	2	1	4	1	1	1	3	3	2	2	2	3	52
49	2	4	4	2	4	4	2	4	4	3	4	4	3	3	3	4	2	3	3	3	3	4	3	3	4	82
50	2	3	2	2	3	2	2	3	2	2	2	2	3	3	3	4	2	2	2	3	3	3	3	3	3	64
51	1	4	4	2	2	2	3	4	3	3	4	3	4	3	2	4	3	2	2	3	2	2	4	3	3	72
52	2	3	3	2	2	2	3	2	2	3	3	2	4	2	2	3	2	2	2	3	3	3	2	3	2	62
53	3	3	3	2	2	2	3	3	2	4	3	2	4	3	2	4	2	3	2	4	4	4	3	3	4	74
54	4	4	4	4	4	4	2	3	3	3	4	3	4	2	2	4	2	2	3	3	3	2	2	2	4	77
55	4	4	4	4	4	4	2	3	3	3	4	3	4	2	2	4	2	2	3	3	3	2	2	2	4	77
56	2	1	1	1	1	2	3	2	1	4	1	1	4	2	2	4	3	3	2	3	3	4	2	2	2	56
57	3	4	4	3	4	4	3	4	4	2	4	4	3	3	3	4	3	3	3	4	4	4	4	4	4	89

58	2	4	4	2	4	4	2	4	4	1	4	4	4	4	4	1	4	4	4	4	4	3	4	3	3	85
59	2	3	3	2	4	2	1	3	3	3	3	3	4	2	2	4	3	2	1	3	2	2	4	3	3	67
60	3	4	4	3	4	4	3	4	4	2	4	4	3	3	3	4	3	3	3	4	4	4	4	4	4	89
Total	151	223	217	130	170	165	144	199	192	163	219	191	226	152	142	220	146	151	131	192	188	181	162	177	163	4395

Appendix 3. Result of Instrument Questionnaire

1. Learning Motivation Variable

Butir	Total				Keterangan
	Pearson Correlation	Sig. (2-tailed)	r tabel	N	
Butir1	0,522	0,000	0,254	60	Valid
Butir2	0,399	0,002	0,254	60	Valid
Butir3	0,544	0,000	0,254	60	Valid
Butir4	0,383	0,003	0,254	60	Valid
Butir5	0,435	0,001	0,254	60	Valid
Butir6	0,576	0,000	0,254	60	Valid
Butir7	0,131	0,318	0,254	60	Tidak Valid
Butir8	0,591	0,000	0,254	60	Valid
Butir9	0,298	0,021	0,254	60	Valid
Butir10	0,522	0,000	0,254	60	Valid
Butir11	0,331	0,10	0,254	60	Valid
Butir12	0,661	0,000	0,254	60	Valid
Butir13	0,284	0,028	0,254	60	Valid
Butir14	0,390	0,002	0,254	60	Valid
Butir15	0,315	0,014	0,254	60	Valid
Butir16	0,258	0,047	0,254	60	Valid
Butir17	0,392	0,002	0,254	60	Valid
Butir18	0,272	0,036	0,254	60	Valid
Butir19	0,027	0,840	0,254	60	Tidak Valid
Butir20	0,416	0,001	0,254	60	Valid
Butir21	0,605	0,000	0,254	60	Valid
Butir22	0,466	0,000	0,254	60	Valid
Butir23	0,265	0,041	0,254	60	Valid
Butir24	0,390	0,002	0,254	60	Valid
Butir25	0,213	0,103	0,254	60	Tidak Valid

Case Processing Summary

		N	%
Cases	Valid	60	100,0
	Excluded[a]	0	0,0
	Total	60	100,0
a. Listwise deletion based on all variables in the procedure			

Reliability Statistics

Cronbach's Alpha	N of Items
0,782	22

2. The Use of Information Technology Variable

Butir	Total				Keterangan
	Pearson Correlation	Sig. (2-tailed)	r tabel	N	
Butir1	0,438	0,000	0,254	60	Valid
Butir2	0,501	0,000	0,254	60	Valid
Butir3	0,630	0,000	0,254	60	Valid
Butir4	0,530	0,000	0,254	60	Valid
Butir5	0,497	0,000	0,254	60	Valid
Butir6	0,606	0,000	0,254	60	Valid
Butir7	0,441	0,000	0,254	60	Valid
Butir8	0,611	0,000	0,254	60	Valid
Butir9	0,757	0,000	0,254	60	Valid
Butir10	0,085	0,520	0,254	60	Tidak Valid
Butir11	0,570	0,000	0,254	60	Valid
Butir12	0,707	0,000	0,254	60	Valid
Butir13	0,016	0,903	0,254	60	Tidak Valid
Butir14	0,401	0,001	0,254	60	Valid
Butir15	0,656	0,000	0,254	60	Valid
Butir16	0,154	0,239	0,254	60	Tidak Valid
Butir17	0,489	0,000	0,254	60	Valid
Butir18	0,585	0,000	0,254	60	Valid
Butir19	0,675	0,000	0,254	60	Valid
Butir20	0,665	0,000	0,254	60	Valid
Butir21	0,600	0,000	0,254	60	Valid
Butir22	0,272	0,035	0,254	60	Valid
Butir23	0,374	0,003	0,254	60	Valid
Butir24	0,471	0,000	0,254	60	Valid
Butir25	0,379	0,003	0,254	60	Valid

Case Processing Summary

		N	%
Cases	Valid	60	100,0
	Excluded[a]	0	0,0
	Total	60	100,0
a. Listwise deletion based on all variables in the procedure			

Reliability Statistics

Cronbach's Alpha	N of Items
0,878	22

Appendix 4. Questionnaire of Research

Angket Penelitian

A. Pengantar

Kepada Siswa-siswi Kelas X AKL

SMK Negeri 7 Yogyakarta

Dalam rangka menyelesaikan tugas akhir skripsi, saya bermaksud melakukan penelitian dengan judul "Pengaruh Motivasi Belajar dan Penggunaan Teknologi Informasi terhadap Prestasi Belajar Akuntansi Dasar Siswa Kelas X SMK Negeri 7 Yogyakarta Tahun Ajaran 2018/2019". Saya mohon bantuan adik-adik untuk mengisi sesuai dengan keadaannya yang sebenarnya. Atas perhatian dan kesediaan adik-adik dalam pengisian angket ini, saya sampaikan terima kasih.

Yogyakarta, Oktober 2018

Peneliti

Belindha Yunita Alfarisi

NIM. 14803241019

B. Petunjuk Pengisian

1. Isilah identitas terlebih dahulu pada tempat yang telah disediakan.
2. Jawablah pertanyaan dengan memilih salah satu alternatif jawaban yang tersedia.
3. Berilah tanda check (√) pada salah satu jawaban di kolom yang telah disediakan sesuai dengan pendapat adik-adik.
4. Berikut keterangan alternatif jawaban:

SS: Sangat Setuju	SL: Selalu
S: Setuju	SR: Sering
TS: Tidak Setuju	JR: Jarang
STS: Sangat Tidak Setuju	TP: Tidak Pernah

C. Identitas Responden

Nama:

Kelas:

No. Absen:

Keterangan: Hasil angket tidak akan berpengaruh terhadap nilai adik-adik. Identitas responden hanya digunakan guna mempermudah pengolahan data.

Kuesioner Motivasi Belajar

No.	Pernyataan	Alternatif Jawaban			
		SL	SR	JR	TP
1.	Saya berusaha mengerjakan tugas mata pelajaran Akuntansi Dasar yang diberikan oleh guru dengan sebaik-baiknya.				
2.	Saya bertanya kepada guru ketika kesulitan dalam menyelesaikan tugas Akuntansi Dasar.				
3.	Saya menetapkan target yang tinggi pada setiap tugas maupun ujian Akuntansi Dasar.				
4.	Saya mengerjakan pekerjaan rumah (PR) di sekolah.				
5.	Saya mengumpulkan tugas mata pelajaran Akuntansi Dasar tepat waktu.				
6.	Saya meneliti kembali jawaban dari tugas Akuntansi Dasar sebelum dikumpulkan.				
7.	Saya memperhatikan penjelasan guru Akuntansi Dasar selama proses pembelajaran.				
8.	Saya mempelajari Akuntansi Dasar terlebih dahulu di rumah sebelum guru menjelaskan di kelas.				
9.	Saat mengerjakan tugas Akuntansi Dasar, saya lebih suka bertanya kepada teman dan mencontoh pekerjaannya.				
10.	Saat ada diskusi kelas terkait Akuntansi Dasar, saya				

No.	Pernyataan	Alternatif Jawaban			
		SL	SR	JR	TP
	aktif memberikan pendapat.				
11.	Saya menjawab pertanyaan dari guru karena ingin mengetahui pendapat saya benar atau tidak.				
12.	Ketika tugas Akuntansi Dasar saya berbeda dengan teman yang lain, saya mengganti jawaban tersebut.				
13.	Saya mencari soal Akuntansi Dasar dari sumber lain dan mengerjakannya.				
14.	Saya berlomba mengerjakan soal Akuntansi Dasar dengan teman yang lainnya.				
No.	**Pernyataan**	**Alternatif Jawaban**			
		SS	S	TS	STS
15.	Saya merasa kecewa ketika mendapatkan nilai yang tidak maksimal pada mata pelajaran Akuntansi Dasar dan berusaha untuk memperbaikinya.				
16.	Saya berkeinginan untuk bekerja di bidang profesi akuntansi ketika sudah lulus kuliah.				
17.	Saya tidak tahu apa yang harus saya lakukan ketika sudah lulus kuliah.				
18.	Saya senang ketika guru menceritakan pengalamannya berkaitan dengan Akuntansi Dasar.				
19.	Saya akan berhenti mengerjakan soal Akuntansi Dasar ketika menemukan soal yang sulit.				
20.	Bagi saya, mata pelajaran Akuntansi Dasar sulit dan membosankan.				
21.	Saya lebih suka mengerjakan tugas Akuntansi Dasar sendiri daripada dengan teman.				
22.	Saya percaya dengan kemampuan saya dalam mengerjakan tugas Akuntansi Dasar				

Kuesioner Penggunaan Teknologi Informasi

No.	Pernyataan	Alternatif Jawaban			
		SL	SR	JR	TP
1.	Saya menggunakan teknologi informasi (komputer atau laptop) untuk alat komunikasi dengan teman.				
2.	Saya menggunakan teknologi informasi (*smartphone*) untuk alat komunikasi dengan teman				
3.	Saya menggunakan teknologi informasi (jaringan internet) untuk alat komunikasi dengan teman				
4.	Saya menggunakan teknologi informasi (komputer atau laptop) untuk alat komunikasi dengan guru.				
5.	Saya menggunakan teknologi informasi (*smartphone*) untuk alat komunikasi dengan guru.				
6.	Saya menggunakan teknologi informasi (jaringan internet) untuk alat komunikasi dengan guru.				
7.	Saya menggunakan teknologi informasi (komputer atau laptop) untuk berdiskusi dengan teman terkait materi belajar Akuntansi Dasar.				
8.	Saya menggunakan teknologi informasi (*smartphone*) untuk berdiskusi dengan teman terkait materi belajar Akuntansi Dasar.				
9.	Saya menggunakan teknologi informasi (jaringan internet) untuk berdiskusi dengan teman terkait materi belajar Akuntansi.				
10.	Saya menggunakan teknologi informasi untuk bermain *game* saat kegiatan pembelajaran berlangsung.				
11.	Saya menggunakan teknologi informasi untuk *chatting* saat kegiatan pembelajaran berlangsung.				
12.	Saya menggunakan teknologi informasi untuk mengetahui berita terkait Akuntansi.				

No.	Pernyataan	Alternatif Jawaban			
		SL	SR	JR	TP
13.	Saya menggunakan teknologi informasi untuk membaca artikel terkait dengan Akuntansi.				
14.	Setiap saya mengalami kesulitan mengerjakan tugas Akuntansi, saya mencari jawabannya melalui internet.				
15.	Saya menggunakan teknologi informasi untuk melengkapi materi Akuntansi yang diberikan guru.				
16.	Saya mencari isu terkini terkait Akuntansi di internet untuk didiskusikan dengan guru atau teman.				
No.	**Pernyataan**	**Alternatif Jawaban**			
		SS	**S**	**TS**	**STS**
17.	Saya merasa pengetahuan saya bertambah setelah mencari informasi terkait Akuntansi dari internet.				
18.	Dengan adanya teknologi informasi, saya bisa mencari buku pelajaran Akuntansi yang belum tersedia di perpustakaan.				
19.	Saya menggunakan fasilitas internet sekolah tidak untuk mencari materi terkait Akuntansi.				
20.	Saya lebih suka guru menjelaskan materi Akuntansi menggunakan teknologi informasi (video edukatif) daripada konvensional.				
21.	Saya lebih suka guru mempresentasikan materi Akuntansi menggunakan teknologi informasi (*power point*) daripada konvensional.				
22.	Saya merasa terbebani ketika guru meminta untuk mencari tambahan materi Akuntansi melalui internet				

Appendix 5. Data of Research

1. Learning Achievement Variable

No.	Nama	Rerata Tugas	Rerata UH	PTS	PAS	Nilai	Keterangan
1	Aditya Bagus Prasetyo	92	79.75	78	85	84	Tuntas
2	Agung Ayu Natastya R	80	76.75	78	77	78	Tuntas
3	Alifa Vinica Aisya	79.25	79.25	75	75	77	Tuntas
4	Alifah Safinatun N	88	77.75	77	77	80	Tuntas
5	Anggi Katarina S	76	79.5	77	77	77	Tuntas
6	Apriliani Nurul A	82	78	75	75	78	Tuntas
7	Arifah Fajri Kusumastuti	80.5	77.75	75	75	77	Tuntas
8	Avita Pramudya	83.75	78.25	75	75	78	Tuntas
9	Avo Gita Mahendra	90.5	86.75	85	85	87	Tuntas
10	Chyntia Novita Anggraeni	81.25	77.75	77	77	78	Tuntas
11	Danisa Indah Pratiwi	92.5	88	85	85	88	Tuntas
12	Desvania Putri	80	77.5	75	75	77	Tuntas
13	Dhiya Salsabila Fitriana	81	84.75	77	77	80	Tuntas
14	Diana Novi Lestari	85.5	81.75	77	77	80	Tuntas
15	Era Cahyaning Janarto	85.5	77.5	75	75	78	Tuntas
16	Erni Tri Setyaningsih	85.5	83.25	85	85	85	Tuntas
17	Eva Dwi Yuniarti	92.5	77.25	75	75	80	Tuntas
18	Farida Hijrahyani	80.5	80.5	85	85	83	Tuntas
19	Karin Fernanda	88.75	85	81	81	84	Tuntas

No.	Nama	Rerata Tugas	Rerata UH	PTS	PAS	Nilai	Keterangan
	Saputra						
20	Lelly Nur Ayda	92	91	85	85	88	Tuntas
21	Miftah Amalia N	89.75	78.5	77	77	81	Tuntas
22	Mohamad Nor Said	75	77.75	77	77	77	Tuntas
23	Mulia Rahma A	88	78.5	75	75	79	Tuntas
24	Nirmala Hanum Nastiti	85	78.25	77	77	79	Tuntas
25	Puspaningrum S	92.5	83.75	85	85	87	Tuntas
26	Rizky Khoirul Munna	83.75	77.75	81	81	81	Tuntas
27	Rosa Febriana	87	81.25	75	75	80	Tuntas
28	Sekar Ayuningtyas	85.5	77.75	77	77	79	Tuntas
29	Sherlyntan Mutiara Faiza	83.75	79.5	77	77	79	Tuntas
30	Siti Aisah	83.75	83.75	85	85	84	Tuntas
31	Sylvi Dewinda Putri	84.25	78	75	75	78	Tuntas
32	Vidya Pridhatu Wijaya	75	83.5	85	85	82	Tuntas
33	Aida Yanuarti	90.5	86.25	80	90	87	Tuntas
34	Aisyah Rachmadania	75	78.75	75	75	76	Tidak Tuntas
35	Almira Rachmatika	75	77.25	75	75	76	Tidak Tuntas
36	Andi Azmi R	86.5	78	75	81	80	Tuntas
37	Angelina Putri Miardi	85.5	85.5	75	76	81	Tuntas
38	Angellina Putri Ellinsya	85.5	86.5	90	77	85	Tuntas

No.	Nama	Rerata Tugas	Rerata UH	PTS	PAS	Nilai	Keterangan
39	Annisa Rachmawati Shaliqat	88	78.75	75	77	80	Tuntas
40	Aviana Hanum F	84	82.5	75	81	81	Tuntas
41	Eka Chita	85.5	83.25	75	77	80	Tuntas
42	Fadhila Purnama Putri	88	90.75	95	85	90	Tuntas
43	Fajar DS	88.5	81.75	75	77	81	Tuntas
44	Fernando A.S	89	82.75	75	77	81	Tuntas
45	Gilar Nur Nugrahani	84	83.5	88	81	84	Tuntas
46	Hanna Azharia	83.5	77.5	75	75	78	Tuntas
47	Ika Putri Fatihah	91.5	88.5	75	85	85	Tuntas
48	Layung Pinayungan	88	78.75	75	77	80	Tuntas
49	Mahya Alya Afifah	90.5	91.25	88	85	89	Tuntas
50	Martha Wahyu Anden D	77.5	79	75	77	77	Tuntas
51	Meira Ayu W	86.5	87.5	88	75	84	Tuntas
52	Putri Sari R	78.5	78.5	75	77	77	Tuntas
53	Rahma Annisa Dewi	91.5	87.5	75	77	83	Tuntas
54	Rahmawati	86.5	80.5	85	77	82	Tuntas
55	Rahmi Fitria K	88	85.25	75	75	81	Tuntas
56	Risna Nur S	90.5	81.5	85	81	85	Tuntas
57	Sabana A.D	86.5	84	75	77	81	Tuntas
58	Sasikirana Shata	90.5	79.25	78	76	81	Tuntas
59	Shezil Alifianan D.A	75	77.75	75	81	77	Tuntas
60	Siti Indah Rudiman	85.5	83.75	75	75	80	Tuntas
61	Syafira Nathania Dewi	85.5	78.75	75	75	79	Tuntas

No.	Nama	Rerata Tugas	Rerata UH	PTS	PAS	Nilai	Keterangan
62	Uslifa Nurfagfira	90.5	91.5	95	85	91	Tuntas
63	Yogi Danang R	88.5	85.25	75	76	81	Tuntas
64	Yossi Andwika Salwa	91.5	84.25	85	81	85	Tuntas
65	Adina Destri Putri Aji	77.5	81.5	93	85	84	Tuntas
66	Aisyah Martta Tsaini	77.5	79.5	85	77	80	Tuntas
67	Alay Shinta Ariuna	77.5	77	83	77	79	Tuntas
68	Aljani Rahardian Noer	77.5	88.5	90	75	83	Tuntas
69	Amanda Devin Prima	79.5	79.5	75	75	77	Tuntas
70	Annisa Budi A	79.5	85.5	75	82	81	Tuntas
71	Ardhito Sandi A	77.5	86.25	75	85	81	Tuntas
72	Ayu Nawaroh	77.5	80	75	75	77	Tuntas
73	Ayuni Sekar Putri U	79.5	80	80	85	81	Tuntas
74	Bintang Eunca Cahyam	82.5	89.75	75	81	82	Tuntas
75	Cindhy Febriana	82.5	78.25	75	77	78	Tuntas
76	Dea Rinda Anggreini	77.5	80	75	75	77	Tuntas
77	Debora Maharani	80.5	80.5	88	85	84	Tuntas
78	Dinda Rahmatiana	77.5	86.5	88	85	84	Tuntas
79	Fepi Aurel Lia T	79.5	80	75	77	78	Tuntas
80	Flaviana Elsa	77.5	79.25	75	78	77	Tuntas
81	Gilang Wisnu Y	82.5	89.5	78	85	84	Tuntas
82	Hasri	79.5	90.5	85	85	85	Tuntas

No.	Nama	Rerata Tugas	Rerata UH	PTS	PAS	Nilai	Keterangan
	Kusumaningrum						
83	Laksmi Kusumasari	77.5	80	75	77	77	Tuntas
84	Latifah Aini	77.5	79.25	75	75	77	Tuntas
85	Maria Arum Saraswati	85.5	88.25	85	81	85	Tuntas
86	Maria Yuswita	82.5	85	88	78	83	Tuntas
87	Mustika Dewi M	85.5	79.5	75	75	79	Tuntas
88	Novia Diah Fitriyani	90	82.5	85	85	86	Tuntas
89	Shinta Rachmawati Sutrisno	77.5	80	75	75	77	Tuntas
90	Siefa Najiyah Putri	77.5	78.25	75	75	76	Tidak Tuntas
91	Surya Fajri Octaviana H	77.5	79	75	77	77	Tuntas
92	Talitha Rasendria Nugraheni	77.5	84	75	77	78	Tuntas
93	Valentyna Putri Prasetyo	77.5	81.75	75	77	78	Tuntas
94	Vicha Adethya R	82.5	80.75	85	75	81	Tuntas
95	Vita Aranzya P	82.5	79.75	78	77	79	Tuntas

2. LEARNING MOTIVATION VARIABLE

N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Jml
1	4	4	4	3	4	4	3	4	4	4	2	2	2	4	4	4	4	4	4	4	2	4	78
2	3	2	4	3	3	2	4	2	1	1	3	3	2	3	3	3	3	4	1	3	1	2	56
3	3	3	2	2	4	2	3	3	2	2	2	1	1	3	2	3	2	3	3	3	1	2	52
4	4	2	2	3	4	2	4	3	2	2	3	1	1	4	3	3	2	3	3	3	2	3	59
5	4	2	3	2	3	2	4	3	2	3	3	2	2	4	4	2	3	3	2	3	2	3	61
6	4	2	3	2	4	2	4	3	3	2	2	2	3	4	3	2	3	4	2	2	2	3	61
7	4	2	3	3	3	3	4	3	2	3	3	3	1	4	3	3	3	3	2	2	2	3	62
8	3	3	2	3	3	3	3	3	2	2	3	2	3	4	3	3	2	3	3	3	3	3	62
9	4	3	4	3	3	3	3	3	2	3	3	2	2	4	4	3	3	3	3	4	2	3	67
10	4	4	4	2	4	4	4	2	2	1	2	1	1	4	3	2	3	4	2	3	2	3	61
11	4	1	4	3	4	3	4	2	2	3	3	2	2	4	4	3	4	4	3	4	3	4	70
12	4	3	2	2	4	2	3	3	2	2	2	1	1	3	2	3	2	3	3	3	1	2	53
13	3	2	4	2	4	3	3	3	2	2	3	2	2	4	3	3	3	3	3	3	2	3	62
14	4	3	4	3	4	3	4	4	3	2	3	2	3	4	4	3	3	3	3	4	3	4	73
15	3	4	1	3	3	1	3	3	3	2	3	1	1	4	3	1	4	3	1	1	4	2	54
16	4	2	4	3	4	4	4	3	2	2	4	3	4	4	4	3	3	3	3	4	2	3	72

N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Jml
17	4	4	4	3	4	4	4	4	3	3	2	3	3	4	3	3	3	3	3	3	2	3	72
18	3	2	4	2	4	3	3	3	2	2	3	2	2	4	3	3	3	3	3	3	2	3	62
19	3	2	4	3	4	3	4	3	3	3	2	2	2	3	4	3	3	4	2	3	2	3	65
20	4	3	3	2	4	4	4	3	4	4	3	3	3	4	4	3	3	3	3	4	3	4	75
21	4	4	4	3	4	2	4	4	2	2	2	2	2	4	3	3	3	3	3	3	2	3	66
22	4	2	4	3	4	3	3	3	2	2	3	2	2	3	3	2	2	3	3	3	2	3	61
23	2	4	3	4	4	3	3	4	2	2	3	2	3	4	2	2	3	4	3	3	2	3	65
24	4	3	3	4	4	3	4	4	2	2	4	2	1	4	3	4	3	3	4	4	3	3	71
25	4	4	3	3	4	3	3	4	3	3	3	2	3	4	4	4	3	3	3	4	3	3	73
26	4	2	4	3	4	3	3	3	2	2	3	2	2	3	3	2	2	3	3	3	2	3	61
27	4	3	4	4	4	4	4	3	3	4	3	1	1	4	4	4	3	3	4	4	2	3	73
28	3	2	4	3	4	3	4	3	3	1	4	2	3	3	2	4	3	2	2	3	2	3	63
29	3	3	3	3	3	4	4	3	2	1	3	1	2	3	4	2	3	2	2	3	2	2	58
30	4	4	4	4	4	4	4	4	4	3	3	4	1	4	4	4	3	4	4	4	2	3	79
31	4	3	3	3	4	4	4	3	2	2	2	2	3	4	4	4	3	3	4	4	1	3	69
32	4	3	4	3	4	4	4	4	2	3	3	2	3	4	4	4	3	4	3	3	2	3	73
33	4	2	4	3	3	2	3	4	3	2	2	2	2	4	4	3	4	4	2	3	4	3	67

N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Jml
34	2	3	2	2	3	2	3	3	2	2	2	1	1	3	2	3	2	3	3	3	1	2	50
35	2	2	2	2	2	2	3	3	2	2	3	1	1	3	2	3	2	3	3	3	1	2	49
36	4	4	2	3	3	2	3	1	2	2	3	2	2	3	3	3	2	3	3	4	3	4	61
37	4	2	3	3	3	2	3	3	2	2	3	3	2	4	4	3	3	4	3	4	2	3	65
38	4	3	4	2	4	4	4	3	4	4	3	3	3	4	4	3	3	3	3	4	3	4	76
39	3	2	2	4	4	4	3	3	2	3	1	2	3	4	1	4	1	3	3	4	2	4	62
40	3	2	3	3	4	2	3	3	2	2	3	1	2	4	3	3	3	3	3	3	2	3	60
41	4	2	3	3	4	2	4	2	3	2	4	1	4	4	3	2	2	3	2	3	3	2	62
42	4	3	4	3	4	3	4	3	3	3	3	2	2	4	3	3	4	3	3	4	3	3	71
43	4	3	4	2	3	3	4	3	3	2	3	2	2	4	2	3	4	3	4	3	2	3	66
44	2	2	4	4	2	2	3	4	2	2	2	3	1	3	3	3	2	3	3	3	1	3	57
45	2	2	3	3	3	3	2	3	2	3	3	2	3	4	4	4	1	4	3	3	2	3	62
46	3	2	3	2	3	2	3	3	2	2	2	2	2	4	3	3	3	3	3	3	2	2	57
47	4	4	3	3	4	3	4	3	3	2	3	2	2	4	4	2	4	3	3	4	3	4	71
48	3	2	2	3	4	2	3	4	2	2	2	3	2	3	3	3	3	3	2	2	3	3	59
49	4	4	4	3	4	3	4	4	2	2	3	3	2	4	4	3	3	3	3	3	2	2	69
50	4	2	3	3	3	2	3	3	2	2	2	2	2	3	2	3	2	3	2	3	2	3	56

N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Jml
51	4	3	4	4	4	4	4	4	3	3	4	2	2	4	4	4	3	4	3	3	2	3	75
52	2	3	2	2	3	2	3	3	2	3	3	1	1	3	2	3	2	3	3	3	1	2	52
53	3	4	4	3	4	4	3	3	4	3	2	2	4	4	2	4	4	3	3	3	2	4	72
54	4	2	3	2	3	2	3	3	2	1	3	1	2	4	3	4	4	3	3	2	3	3	60
55	4	3	4	3	4	4	4	3	2	2	3	1	3	4	4	3	3	3	3	3	2	3	68
56	3	2	3	3	4	2	3	3	3	2	2	2	1	4	4	2	3	4	3	3	4	3	63
57	4	4	3	2	3	3	3	3	4	4	3	3	2	3	3	4	3	4	4	4	1	4	71
58	4	2	2	3	3	3	3	3	2	2	3	2	1	4	3	3	3	3	3	3	3	2	60
59	3	2	3	2	3	2	3	3	2	3	2	2	2	4	4	3	2	3	2	3	2	3	58
60	2	2	3	2	4	4	4	3	2	2	3	2	2	3	4	3	3	3	4	3	2	3	63
61	3	3	3	3	3	3	3	3	2	3	3	2	2	4	3	3	3	4	3	3	3	3	65
62	4	3	4	2	4	4	4	3	4	4	3	3	3	4	4	3	3	3	3	4	3	4	76
63	4	4	4	4	3	4	4	4	3	3	3	1	2	4	4	4	4	4	3	3	3	3	75
64	4	3	4	3	4	4	4	4	3	3	4	2	2	4	4	3	3	4	3	3	2	3	73
65	4	3	2	3	3	3	4	2	3	3	2	1	2	4	4	4	3	3	3	3	2	4	65
66	4	2	3	3	3	4	4	3	3	2	3	2	2	4	3	3	2	3	3	3	2	3	64
67	3	2	2	3	4	2	3	3	2	2	3	1	1	3	3	2	3	4	3	3	2	3	57

N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Jml
68	3	2	2	2	4	4	2	1	3	2	1	4	1	4	4	2	4	4	3	3	2	4	61
69	3	2	2	1	3	4	3	2	4	2	3	2	2	3	2	3	3	4	3	3	3	3	60
70	2	4	4	2	4	4	4	3	2	4	2	1	1	4	4	2	3	4	2	2	3	3	64
71	3	2	3	3	4	2	3	3	3	2	2	2	2	3	3	3	3	3	3	3	2	3	60
72	2	2	3	3	4	2	4	2	3	2	2	1	2	4	1	3	3	4	2	3	1	2	55
73	4	3	4	3	3	3	4	3	2	3	4	2	4	3	4	4	3	4	3	4	2	4	73
74	4	2	3	2	4	3	4	3	2	2	3	1	3	3	3	3	3	3	3	3	3	3	63
75	4	4	4	3	4	4	4	3	3	3	3	2	1	4	3	4	3	3	4	3	3	3	72
76	2	1	2	2	4	3	4	4	2	3	2	2	2	3	4	4	3	3	2	3	2	2	59
77	3	3	3	3	3	3	3	3	3	2	3	2	2	3	4	4	3	3	3	3	3	3	65
78	3	3	2	2	4	3	3	3	3	2	4	2	3	4	3	4	2	3	3	2	2	2	62
79	3	2	4	3	3	4	4	3	3	2	3	1	2	3	2	1	2	4	3	3	3	3	61
80	2	3	3	2	3	3	3	3	2	2	3	2	3	3	3	3	4	3	2	1	3	3	59
81	3	4	3	3	3	3	3	3	3	3	3	2	2	3	2	4	3	3	3	3	1	3	63
82	4	3	2	3	3	3	3	3	3	2	3	2	3	4	3	3	3	3	2	3	2	3	63
83	4	3	2	2	3	2	3	3	2	2	2	1	1	3	2	3	2	3	3	4	1	2	53
84	4	3	2	3	3	2	3	3	2	2	2	1	1	3	2	3	2	3	3	3	1	2	53

N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Jml
85	4	2	3	3	4	3	3	2	2	2	2	2	2	4	4	3	3	4	3	3	3	3	64
86	4	2	4	3	3	4	3	3	2	2	3	2	2	4	3	4	3	2	3	3	3	3	65
87	4	2	3	3	3	4	3	3	2	2	3	1	1	4	3	3	2	3	3	3	3	3	61
88	3	2	4	2	3	3	3	3	3	2	2	2	3	4	3	3	3	3	3	3	2	3	62
89	2	3	2	3	3	2	3	4	2	2	4	1	1	3	2	3	2	3	3	3	1	2	54
90	2	2	2	2	2	2	3	3	2	2	2	1	1	3	2	3	2	3	3	3	1	2	48
91	4	3	4	2	3	2	3	3	2	2	2	1	1	3	2	3	2	3	3	3	1	2	54
92	2	2	3	2	4	4	4	3	2	2	3	2	2	3	4	3	3	3	4	3	2	3	63
93	3	3	3	3	3	3	3	3	2	3	3	2	2	4	3	3	3	4	3	3	3	3	65
94	3	2	4	3	3	4	4	3	3	2	3	1	2	3	2	2	2	4	3	3	2	3	61
95	4	2	2	3	4	4	3	3	3	2	3	2	3	2	4	3	3	3	3	3	2	2	63
T	324	254	298	261	334	283	326	291	236	224	261	178	194	344	299	290	269	310	274	296	208	278	6032

3. THE USE OF INFORMATION TECHNOLOGY VARIABLE

N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Jml
1	2	4	4	2	4	4	2	4	4	4	3	2	2	4	4	1	3	4	3	4	4	4	72
2	2	4	4	2	4	4	2	4	2	4	3	3	2	2	2	2	3	4	3	2	2	2	62
3	2	3	3	1	1	1	2	2	2	3	3	2	2	3	2	1	3	3	2	2	2	3	48
4	2	4	4	1	4	2	2	2	2	4	4	1	1	3	3	1	3	3	3	3	1	3	56
5	2	3	3	2	3	2	2	3	3	4	3	2	2	2	2	2	3	3	3	3	3	3	58
6	2	4	4	1	2	2	2	4	4	4	3	3	2	3	3	2	4	3	3	3	3	3	64
7	2	4	4	1	4	4	2	2	3	4	3	2	3	4	3	1	3	3	2	4	2	3	63
8	3	3	3	2	3	2	2	3	3	4	4	3	2	2	2	1	3	3	3	3	3	3	60
9	2	4	3	2	4	3	2	3	4	4	4	3	2	3	3	2	3	4	4	3	3	3	68
10	4	4	4	2	2	2	4	4	4	4	3	2	2	2	2	2	3	3	2	2	4	2	63
11	2	4	4	3	2	2	4	4	4	4	2	4	3	4	4	3	3	4	3	2	4	2	71
12	1	1	4	1	1	2	1	1	4	4	1	2	2	3	2	1	2	2	4	3	4	3	49
13	4	4	4	2	2	2	4	4	4	4	3	2	2	2	2	2	3	3	2	2	4	2	63
14	1	4	4	1	4	4	3	4	4	4	4	3	2	4	3	2	4	4	2	3	3	3	70
15	4	4	4	4	4	4	3	4	4	4	3	1	3	4	4	2	4	4	3	3	3	4	77

N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Jml
16	2	4	4	3	2	2	4	4	4	4	2	4	3	4	4	3	3	4	3	2	4	2	71
17	4	4	4	3	4	4	2	2	3	4	4	2	2	2	3	1	3	3	3	3	2	3	65
18	2	4	4	2	4	4	2	4	4	1	1	2	3	3	4	2	4	4	3	3	2	4	66
19	2	3	3	2	3	2	2	3	3	4	3	2	2	3	3	3	4	4	3	3	3	2	62
20	3	3	3	2	3	2	3	4	4	4	4	3	2	3	3	3	3	3	4	4	3	3	69
21	2	4	4	2	4	4	2	4	4	4	4	3	3	3	3	3	4	4	4	3	4	4	76
22	1	1	4	1	1	2	1	1	4	4	1	2	2	3	2	1	2	2	4	3	4	3	49
23	1	4	4	1	4	4	1	4	4	4	4	4	4	2	3	2	3	3	3	3	2	2	66
24	2	4	4	2	3	4	4	4	4	4	3	4	4	4	2	2	3	4	3	4	3	3	74
25	4	4	4	2	4	4	2	4	4	4	3	4	2	4	4	2	4	4	3	4	4	4	78
26	3	4	4	2	3	3	2	3	3	4	3	3	2	2	2	2	3	3	3	4	3	3	64
27	4	4	4	2	3	4	3	3	4	4	4	2	2	1	2	4	4	3	3	3	4	4	71
28	3	4	4	2	2	2	3	3	3	4	3	3	3	3	3	2	4	3	3	3	3	3	66
29	2	3	3	1	3	3	2	3	3	3	3	3	3	3	3	2	3	3	2	3	3	3	60
30	4	4	4	4	4	4	3	3	4	4	3	2	4	2	3	4	4	4	4	4	4	4	80
31	2	3	4	1	2	2	2	4	4	4	4	2	2	2	2	1	3	3	3	3	2	2	57
32	1	4	4	2	3	3	2	4	4	4	3	4	3	4	4	2	4	4	3	2	3	2	69

N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Jml
33	2	4	3	2	3	2	4	4	4	3	4	2	3	2	3	2	3	3	3	4	2	2	64
34	1	4	4	1	2	2	1	3	3	4	3	1	1	2	2	1	2	2	4	4	2	3	52
35	1	4	3	1	2	2	1	3	3	4	3	1	1	2	2	1	2	2	4	4	2	3	51
36	1	4	4	1	2	2	2	3	3	4	3	3	2	3	2	2	3	3	3	3	3	3	59
37	2	3	3	2	2	2	2	3	3	4	4	2	2	1	2	1	3	3	4	2	2	2	54
38	3	4	4	1	4	4	4	4	4	4	4	3	3	3	3	2	4	4	3	3	3	3	74
39	4	4	4	2	4	4	3	3	3	4	3	3	3	3	3	3	4	4	3	2	2	3	71
40	1	3	3	1	3	3	1	3	2	4	4	1	1	2	2	1	3	3	3	2	3	3	52
41	2	4	4	1	2	2	2	2	2	4	3	2	1	3	2	2	3	3	3	2	2	3	54
42	4	4	4	2	4	4	4	4	4	4	3	3	3	3	4	2	4	4	4	3	3	4	78
43	2	4	4	1	1	1	2	2	2	4	4	4	3	2	2	2	4	2	3	3	2	4	58
44	1	4	4	1	2	2	2	3	3	4	3	3	2	3	2	2	3	3	3	3	3	3	59
45	1	4	4	1	4	4	2	2	4	4	3	3	3	3	3	1	4	4	4	1	3	4	66
46	1	2	3	1	2	2	2	2	3	3	3	2	2	2	2	2	3	3	3	3	3	2	51
47	2	4	4	2	2	2	3	4	4	4	4	3	3	3	3	2	3	3	3	2	3	2	65
48	1	4	4	1	2	2	2	4	4	4	3	3	2	2	2	2	3	3	3	3	3	3	60
49	1	4	4	2	3	3	2	4	4	4	3	4	3	4	4	2	4	4	3	2	3	2	69

N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Jml
50	1	4	1	1	3	1	2	3	3	3	2	2	1	3	2	1	3	3	3	1	1	2	46
51	3	3	3	2	3	3	3	3	3	4	4	4	4	2	3	2	3	4	4	3	2	3	68
52	1	4	1	1	3	1	2	3	3	3	2	2	1	3	2	1	3	3	3	1	1	2	46
53	1	4	4	1	4	4	1	4	4	4	3	3	3	3	3	1	2	2	2	4	2	2	61
54	1	4	4	1	3	3	2	3	3	4	3	3	2	2	1	1	3	3	2	3	3	3	57
55	3	4	4	3	4	4	3	4	3	3	3	3	3	4	4	3	3	3	3	3	3	4	74
56	3	4	4	3	4	4	2	3	3	4	3	2	3	3	3	2	2	2	3	3	3	2	65
57	3	2	2	3	3	3	3	2	2	4	4	3	2	3	3	2	3	3	3	2	2	3	60
58	2	4	4	2	4	3	2	3	3	3	3	3	3	4	3	2	3	3	3	4	4	3	68
59	2	4	4	4	4	4	1	4	4	4	3	2	2	4	4	4	3	3	3	4	1	1	69
60	3	3	3	3	3	3	2	2	2	4	4	3	2	3	2	2	3	3	2	3	2	3	60
61	2	4	4	3	3	2	4	4	3	3	3	3	2	3	3	2	2	3	3	3	2	3	64
62	4	4	4	2	4	4	4	4	4	4	3	3	3	3	4	2	4	4	4	3	3	4	78
63	1	4	4	1	4	4	3	4	4	4	4	3	2	3	3	2	3	4	2	4	3	3	69
64	4	3	3	3	3	3	3	3	3	4	4	4	4	2	3	2	4	3	4	3	2	3	70
65	2	4	4	2	2	2	2	3	3	4	3	2	2	2	2	2	4	4	4	3	3	4	63
66	2	4	4	1	2	2	1	3	3	4	4	2	2	2	3	1	3	3	3	4	3	3	59

N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Jml
67	1	4	4	1	2	2	1	3	3	4	3	1	1	2	2	1	2	2	4	4	2	3	52
68	1	4	4	1	4	4	1	4	4	3	3	1	1	2	2	1	4	4	1	3	2	1	55
69	2	3	2	2	3	2	2	3	2	3	3	3	3	2	2	2	3	3	3	3	3	3	57
70	1	4	4	1	2	4	1	4	4	4	4	2	1	3	2	1	4	4	2	3	3	3	61
71	4	4	4	2	2	2	3	3	3	3	3	2	2	4	3	2	3	3	3	3	3	3	64
72	1	1	4	1	1	2	1	1	4	4	1	2	2	3	2	1	2	2	4	3	4	3	49
73	2	4	4	1	4	4	3	3	4	4	4	2	3	4	2	2	4	4	3	3	4	4	72
74	4	4	4	2	2	2	4	4	4	4	3	4	2	2	3	2	3	3	3	3	3	2	67
75	2	4	4	2	4	4	3	3	3	4	3	2	3	3	4	2	4	4	3	2	3	3	69
76	2	4	4	2	2	1	1	2	2	4	3	2	2	2	2	1	3	3	4	4	4	3	57
77	4	4	4	3	3	3	2	3	3	4	4	2	3	3	2	3	3	3	3	2	2	3	66
78	4	4	4	3	3	3	3	3	3	4	4	3	2	3	3	2	3	4	4	3	4	3	72
79	2	4	4	2	2	2	2	3	4	4	3	2	1	2	2	2	3	2	3	2	3	3	57
80	3	4	4	3	2	2	2	4	4	3	3	3	3	3	2	2	3	3	4	2	3	3	65
81	2	3	3	2	3	3	2	3	3	4	3	2	2	3	3	1	3	3	3	4	4	3	62
82	2	4	4	2	4	4	3	3	3	3	3	3	2	3	3	2	3	3	3	2	2	1	62
83	3	3	3	3	3	3	3	3	3	4	4	3	3	3	3	2	3	3	3	2	3	3	66

N	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	Jml
84	2	4	4	2	4	4	3	3	3	3	3	3	2	3	3	2	3	3	3	2	2	1	62
85	2	4	3	1	2	2	3	4	3	4	3	2	2	3	2	2	4	3	3	2	4	3	61
86	1	4	3	2	3	2	2	3	4	4	4	3	2	4	3	1	3	4	3	2	3	3	63
87	1	4	4	1	3	3	2	4	3	3	3	3	2	2	3	2	3	3	3	2	3	3	60
88	2	4	4	1	2	2	2	3	3	4	3	1	1	2	1	1	3	3	2	4	3	3	54
89	2	4	4	1	3	3	1	3	4	4	3	3	3	3	3	2	3	3	3	3	3	3	64
90	2	3	3	2	2	2	3	2	2	3	3	2	2	2	2	2	3	3	3	2	3	2	53
91	3	4	4	3	2	2	3	3	3	4	4	3	2	2	3	3	3	3	4	3	4	3	68
92	3	3	3	3	3	3	2	2	2	4	4	3	2	3	2	2	3	3	2	3	2	3	60
93	2	4	4	3	3	2	4	4	3	3	3	3	2	3	3	2	2	3	3	3	2	3	64
94	2	4	4	2	2	2	2	3	3	4	3	2	2	3	3	2	3	3	3	2	3	3	60
95	2	3	4	2	2	2	2	2	3	4	3	2	2	3	2	2	3	3	3	2	2	3	56
Total	209	349	349	176	273	262	222	301	314	359	303	243	217	265	254	178	300	304	291	271	268	271	5979

Appendix 6. Statistic Descriptive

DATA DESCRIPTION

Statistics

		Motivasi_Belajar	Penggunaan_Teknologi_Informasi	Prestasi_Belajar
N	Valid	95	95	95
	Missing	0	0	0
Mean		63.49	62.94	80.91
Std. Error of Mean		0.709	0.793	0.36
Median		63	63	80
Mode		61	60	77
Std. Deviation		6.913	7.726	3.513
Variance		47.785	59.698	12.342
Range		31	34	15
Minimum		48	46	76
Maximum		79	80	91
Sum		6032	5979	7686

a. Multiple modes exist. The smallest value is shown

Basic Accounting Learning Achievement Variable

1. **Compile the Frequency Distribution Table of Basic Accounting Learning Achievement Variable is carried out these following steps:**

   a. Count the Number of Interval Class

      Total Interval Class (K) = 1 + 3,3 log n

      = 1 + 3,3 log 95

      = 7,5264878795 rounded to 8

   b. Count the Data Range

      Data Range (R) = max score – min score

      = 91 - 76

      = 15

   c. Calculate the Class Length

      Class Length = Data Range : Total Interval Class

      = 15 : 8

      = 1,875 rounded to 2

   d. Compile the Frequency Distribution Table of Basic Accounting Learning Achievement

No.	Interval	Frequency	Persentase (%)
1.	76 – 77	19	20%
2.	78 – 79	19	20%
3.	80 – 81	25	26,31%
4.	82 – 83	7	7,37%
5.	84 – 85	16	16,84%
6.	86 – 87	4	4,21%
7.	88 – 89	3	3,16%
8.	90 – 91	2	2,11%
Total		**95**	**100%**

2. Compile the Categorization of Tendency of Basic Accounting Learning Achievement Variable

Categorization of Tendency Variable divided into two categories based on minimum mastery criteria from the average of tasks, average of daily test, midterm evaluation, and final exams in SMK Negeri 7 Yogyakarta.

Competent = $X \geq 76$

Not Yet Competent = $X < 76$

Based on that categorization, Category of Tendency Basic Accounting Learning Achievement Variable as follows:

No	Score	Frequency	Persentase	Category
1.	< 76	3	3,16	Competent
2.	≤76	92	96,84	Not Yet Competent
		95	100%	

Learning Motivation Variable

1. **Compile the Frequency Distribution Table of Learning Motivation Variable is carried out these following steps:**

   a. Count the Number of Interval Class

      Total Interval Class (K) = 1 + 3,3 log n

      = 1 + 3,3 log 95

      = 7,5264878795 rounded to 8

   b. Count the Data Range

      Data Range (R) = score max – score min

      = 79- 48

      = 31

   c. Calculate the Class Length

      Class Length = Data Range : Total Interval Class

      = 31 : 8

      = 3,875 rounded to 4

   d. Compile the Frequency Distribution Table of Learning Motivation

No.	Interval	Frequency	Persentase (%)
1.	48 – 51	3	3,16%
2.	52 – 55	9	9,47%
3.	56 –59	11	11,58%
4.	60 – 63	32	33,68%
5.	64 – 67	15	15,79%
6.	68 – 71	8	8,42%
7.	72 – 75	13	13,68%
8.	76– 79	4	4,21%
Total		**95**	**100%**

2. Compile the Categorization of Tendency of Learning Motivation

Categorization of Tendency of Learning Motivation divided into three categories with the following condition:

High Category : $X \geq (Mi + 1SDi)$

Enough Category : $(Mi - 1SDi) \leq X < (Mi + 1SDi)$

Low Category : $X < Mi - 1SDi$

Value of Mean Ideal (Mi) and Standar Deviasi Ideal (SDi) as follows:

- Mean Ideal $= \frac{1}{2}$ (score max + score min)

  $= \frac{1}{2}$ (88 + 22)

  = 55

- Standar Deviasi Ideal (SDi) $= \frac{1}{6}$ (score max – score min)

  $= \frac{1}{6}$ (88 – 22)

  = 11

Three Categorization of Tendency Learning Motivation as follows:

High Category $= X \geq (Mi + 1SDi)$

$= X \geq (55 + 1 \times 11)$

$= X \geq 66$

Enough Category = (Mi – 1SDi) ≤ X <(Mi + 1SDi)

= (55 – 1 x 11) ≤ X < (55 + 1 x 11)

= 44 ≤ X < 66

Low Category =X < Mi – 1SDi

= X < 55 – 1 x 11

= X < 44

Based on the criteria, categorization of tendency Learning Motivation Variable are follows:

No.	Interval Class	Score Range	F	%	Category
1.	X ≥ 66	≥ 66	29	30,53%	High
2.	44 ≤ X < 66	44 – 66	66	69,47%	Enough
3.	X < 44	< 44	0	00,00%	Low
Total			**95**	**100%**	

The Use of Information Technology Variable

1. **Compile the Frequency Distribution Table of The Use of Information Technology Variable is carried out these following steps:**

   a. Count the Number of Inteval Class

      Total Interval Class (K) = 1 + 3,3 log n

      = 1 + 3,3 log 95

      = 7,5264878795 rounded to 8

   b. Count of Data Range
      Data Range (R) = score max – score min

      = 80 - 46

      = 34

   c. Calculate the Class Length

      Class Length = Data Range: Total of Class Interval

      = 34 : 8

      = 4,25 rounded to 5

   d. Compile the Frequency Distribution Table of the Use of Information Technology

No.	Interval	Frequency	Persentase (%)
1.	46 – 50	6	6,32%
2.	51 – 55	10	10,53%
3.	56 – 60	20	21,05%
4.	61 – 65	24	25,25%
5.	66 – 70	19	20%
6.	71 – 75	10	10,53%
7.	76 – 80	6	6,32%
8.	81 – 85	0	0%
Total		**95**	**100%**

2. Compile the Frequency Distribution Table of the Use of Information Technology

Categorization of Tendency of the Use of Information Technology divided into three categories with the following condition:

High Category : $X \geq (Mi + 1SDi)$

Enough Category : $(Mi - 1SDi) \leq X < (Mi + 1SDi)$

Low Category : $X < Mi - 1SDi$

Value of Mean Ideal (Mi) and Standar Deviasi Ideal (SDi) as follows:

- Mean Ideal $= \frac{1}{2}$ (score max + score min)

  $= \frac{1}{2}$ (88 + 22)

  = 55

- Standar Deviasi Ideal (SDi) $= \frac{1}{6}$ (score max – score min)

  $= \frac{1}{6}$ (88– 22)

  = 11

Three Categories of Tendency from The Use of Information Technology Variable are follows:

High Category = $X \geq (Mi + 1SDi)$

= $X \geq$ (55 + 1 x 11)

= $X \geq 66$

Enough Category = (Mi – 1SDi) ≤ X <(Mi + 1SDi)

= (55 – 1.11) ≤ X < (55 + 1 x 11)

= 44 ≤ X < 66

Low Category =X < Mi – 1SDi

= X < 55 – 1 x 11

= X < 44

Based on the criteria, categorization of tendency The Use of Information Technology Variable are follows:

No.	Interval Class	Score Range	F	%	Category
1.	X ≥ 66	≥ 66	35	36,84%	High
2.	44 ≤ X < 66	44 – 66	60	63,16%	Enough
3.	X < 44	< 44	0	00,00%	Low
Total			**95**	**100%**	

Appendix 7. Hypothesis Result

HYPOTHESIS TEST 1

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Motivasi_Belajar[b]	.	Enter

a. Dependent Variable: Prestasi_Belajar

b. All requested variables entered.

Model Summary

Model	r	r Square	Adjusted r Square	Std. Error of the Estimate
1	.645[a]	.417	.41	2.698

a. Predictors: (Constant), Motivasi_Belajar

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	483.345	1	483.345	66.417	.000[b]
	Residual	676.803	93	7.277		
	Total	1160.147	94			

a. Dependent Variable: Prestasi_Belajar

b. Predictors: (Constant), Motivasi_Belajar

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	60.077	2.571		23.370	.000
Motivasi_Belajar		0.328	.040	.645	8.150	.000

a. Dependent Variable: Prestasi_Belajar

HYPOTHESIS TEST 2

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Penggunaan_ Teknologi_Informasi[b]	.	Enter

a. Dependent Variable: Prestasi_Belajar

b. All requested variables entered.

Model Summary

Model	r	r Square	Adjusted r Square	Std. Error of the Estimate
1	.517[a]	.267	.259	3.024

a. Predictors: (Constant), Penggunaan_Teknologi_Informasi

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	309.761	1	309.761	33.876	.000[b]
	Residual	850.386	93	9.144		
	Total	1160.147	94			

a. Dependent Variable: Prestasi_Belajar

b. Predictors: (Constant), Penggunaan_Teknologi_Informasi

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	66.118	2.559		25.833	.000
Penggunaan_Teknologi _Informasi		.235	.040	.517	5.820	.000

a. Dependent Variable: Prestasi_Belajar

HYPHOTESIS TEST 3

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Penggunaan_Teknologi_Informasi, Motivasi_Belajar[b]	.	Enter

a. Dependent Variable: Prestasi_Belajar

b. All requested variables entered.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.530[a]	.281	.266	3.010

a. Predictors: (Constant), Penggunaan_Teknologi_Informasi, Motivasi_Belajar

b. Dependent Variable: Prestasi_Belajar

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	326.366	2	163.183	18.006	.000[b]
	Residual	833.781	92	9.063		
	Total	1160.147	94			

a. Dependent Variable: Prestasi_Belajar

b. Predictors: (Constant), Penggunaan_Teknologi_Informasi, Motivasi_Belajar

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	63.115	3.379		18.68	.000
Motivasi_Belajar		.077	.057	.133	1.354	.001
Penggunaan_Teknologi _Informasi		.208	.045	.458	4.568	.000

a. Dependent Variable: Prestasi_Belajar

Appendix 8. Effective Contribution and Relative Contribution

No.	X1	X2	Y	X1Y	X2Y
1	78	72	84	6552	6048
2	56	62	78	4368	4836
3	52	48	77	4004	3696
4	59	56	80	4720	4480
5	61	58	77	4697	4466
6	61	64	78	4758	4992
7	62	63	77	4774	4851
8	62	60	78	4836	4680
9	67	68	87	5829	5916
10	61	63	78	4758	4914
11	70	71	88	6160	6248
12	53	49	77	4081	3773
13	62	63	80	4960	5040
14	73	70	80	5840	5600
15	54	77	78	4212	6006
16	72	71	85	6120	6035
17	72	65	80	5760	5200
18	62	66	83	5146	5478
19	65	62	84	5460	5208
20	75	69	88	6600	6072
21	66	76	81	5346	6156
22	61	49	77	4697	3773
23	65	66	79	5135	5214
24	71	74	79	5609	5846
25	73	78	87	6351	6786
26	61	64	81	4941	5184
27	73	71	80	5840	5680
28	63	66	79	4977	5214
29	58	60	79	4582	4740

No.	X1	X2	Y	X1Y	X2Y
30	79	80	84	6636	6720
31	69	57	78	5382	4446
32	73	69	82	5986	5658
33	67	64	87	5829	5568
34	50	52	76	3800	3952
35	49	51	76	3724	3876
36	61	59	80	4880	4720
37	65	54	81	5265	4374
38	76	74	85	6460	6290
39	62	71	80	4960	5680
40	60	52	81	4860	4212
41	62	54	80	4960	4320
42	71	78	90	6390	7020
43	66	58	81	5346	4698
44	57	59	81	4617	4779
45	62	66	84	5208	5544
46	57	51	78	4446	3978
47	71	65	85	6035	5525
48	59	60	80	4720	4800
49	69	69	89	6141	6141
50	56	46	77	4312	3542
51	75	68	84	6300	5712
52	52	46	77	4004	3542
53	72	61	83	5976	5063
54	60	57	82	4920	4674
55	68	74	81	5508	5994
56	63	65	85	5355	5525
57	71	60	81	5751	4860
58	60	68	81	4860	5508

No.	X1	X2	Y	X1Y	X2Y
59	58	69	77	4466	5313
60	63	60	80	5040	4800
61	65	64	79	5135	5056
62	76	78	91	6916	7098
63	75	69	81	6075	5589
64	73	70	85	6205	5950
65	65	63	84	5460	5292
66	64	59	80	5120	4720
67	57	52	79	4503	4108
68	61	55	83	5063	4565
69	60	57	77	4620	4389
70	64	61	81	5184	4941
71	60	64	81	4860	5184
72	55	49	77	4235	3773
73	73	72	81	5913	5832
74	63	67	82	5166	5494
75	72	69	78	5616	5382
76	59	57	77	4543	4389
77	65	66	84	5460	5544
78	62	72	84	5208	6048
79	61	57	78	4758	4446
80	59	65	77	4543	5005
81	63	62	84	5292	5208
82	63	62	85	5355	5270
83	53	66	77	4081	5082
84	53	62	77	4081	4774
85	64	61	85	5440	5185
86	65	63	83	5395	5229
87	61	60	79	4819	4740

No.	X1	X2	Y	X1Y	X2Y
88	62	54	86	5332	4644
89	54	64	77	4158	4928
90	48	53	76	3648	4028
91	54	68	77	4158	5236
92	63	60	78	4914	4680
93	65	64	78	5070	4992
94	61	60	81	4941	4860
95	63	56	79	4977	4424
Total	6032	5979	7686	489494	485051

Description:

X1 : Learning Motivation

X2 : The Use of Information Technology

Y : Basic Accounting Learning Achievement

Known:

a_1 = 0,077

a_2 = 0,208

$R_{y(1,2)}$ = 0,530

$R^2_{y(1,2)}$ = 0,281 atau 28,1%

$\sum X_1Y$ = 489494

$\sum X_2Y$ = 485051

JK_{reg} = (a_1 Ẋ $\sum X_1Y$) + (a_2 Ẋ $\sum X_2Y$)

= (0,077 Ẋ 489494) + (0,208 Ẋ 485051)

= 37691,04 + 100890,61

= 138581,65

EFFECTIVE CONTRIBUTION

Learning Motivation

(SR%)X_1 = $\frac{a1 \dot{X} \sum X1Y}{JK_{reg}}$ Ẋ 100%

= $\frac{37691,04}{138581,65}$ Ẋ 100%

= 27,20%

The Use of Information Technology

$(SR\%)X_2 = \frac{a2 \dot{X} \sum X2Y}{JK_{reg}} \dot{X}\ 100\%$

$= \frac{100890,61}{138581,65} \dot{X}\ 100\%$

$= 72,80\%$

RELATIVE CONTRIBUTION

Learning Motivation

$(SE\%)\ X_1 = (SR\%)X_1 \text{ x } R^2$

$= 27,20\% \text{ x } 28,1\%$

$= 7,64\%$

The Use of Information Technology

$(SE\%)\ X_2 = (SR\%)X_2 \text{ x } R^2$

$= 72,80\% \text{ x } 28,1\%$

$= 19,89\%$

Appendix 9. Statistic Tables

Table r

df = (N-2)	One Tailed				
	0.05	**0.025**	**0.01**	**0.005**	**0.0005**
	Two Tailed				
	0.1	**0.05**	**0.02**	**0.01**	**0.001**
84	0.1786	0.2120	0.2505	0.2764	0.3487
85	0.1775	0.2108	0.2491	0.2748	0.3468
86	0.1765	0.2096	0.2477	0.2732	0.3449
87	0.1755	0.2084	0.2463	0.2717	0.3430
88	0.1745	0.2072	0.2449	0.2702	0.3412
89	0.1735	0.2061	0.2435	0.2687	0.3393
90	0.1726	0.2050	0.2422	0.2673	0.3375
91	0.1716	0.2039	0.2409	0.2659	0.3358
92	0.1707	0.2028	0.2396	0.2645	0.3341
93	**0.1698**	0.2017	0.2384	0.2631	0.3323
94	0.1689	0.2006	0.2371	0.2617	0.3307
95	0.1680	0.1996	0.2359	0.2604	0.3290
96	0.1671	0.1986	0.2347	0.2591	0.3274
97	0.1663	0.1975	0.2335	0.2578	0.3258
98	0.1654	0.1966	0.2324	0.2565	0.3242
99	0.1646	0.1956	0.2312	0.2552	0.3226
100	0.1638	0.1946	0.2301	0.2540	0.3211

Table F; 0,05

(N2)	(N1)			
	1	2	3	4
70	3.98	3.13	2.74	2.50
71	3.98	3.13	2.73	2.50
72	3.97	3.12	2.73	2.50
73	3.97	3.12	2.73	2.50
74	3.97	3.12	2.73	2.50
75	3.97	3.12	2.73	2.49
76	3.97	3.12	2.72	2.49
77	3.97	3.12	2.72	2.49
78	3.96	3.11	2.72	2.49
79	3.96	3.11	2.72	2.49
80	3.96	3.11	2.72	2.49
81	3.96	3.11	2.72	2.48
82	3.96	3.11	2.72	2.48
83	3.96	3.11	2.71	2.48
84	3.95	3.11	2.71	2.48
85	3.95	3.10	2.71	2.48
86	3.95	3.10	2.71	2.48
87	3.95	3.10	2.71	2.48
88	3.95	3.10	2.71	2.48
89	3.95	3.10	2.71	2.47
90	3.95	3.10	2.70	2.47
91	3.95	3.10	2.70	2.47
92	3.94	**3.10**	2.70	2.47
93	3.94	3.09	2.70	2.47
94	3.94	3.09	2.70	2.47
95	3.94	3.09	2.70	2.47

Appendix 10. Research Permission Letter