

ABSTRAK

Dila Fajria Sianipar, NIM: 7181142005. Pengaruh *Self Efficacy*, Tekanan Akademik, dan Disiplin Belajar Terhadap Kecurangan Akademik Siswa Jurusan Akuntansi SMK Negeri 1 Medan. Program Studi Pendidikan Akuntansi, Fakultas Ekonomi, Universitas Negeri Medan, 2023.

Permasalahan dalam penelitian ini adalah tingginya tingkat kecurangan akademik siswa di jurusan akuntansi SMK Negeri 1 Medan, dikarenakan rendahnya *self efficacy* yang dimiliki siswa, tingginya tekanan akademik yang dirasakan siswa, dan kurangnya kedisiplinan siswa dalam belajar. Tujuan penelitian ini adalah untuk mengetahui pengaruh *self efficacy*, tekanan akademik, dan disiplin belajar terhadap kecurangan akademik siswa jurusan akuntansi di SMK Negeri 1 Medan.

Penelitian ini dilakukan di SMK Negeri 1 Medan. Populasi dalam penelitian ini seluruh siswa jurusan akuntansi SMK Negeri 1 Medan yang berjumlah 410 orang. Teknik pengambilan sampel dilakukan dengan *Purposive Sampling*, dengan jumlah sampel sebanyak 85 orang. Data dianalisis dengan teknik analisis PLS (*Partial Least Square*) melalui software *SmartPLS*. Teknik pengumpulan data dilakukan dengan wawancara dan pembagian kuesioner. Data yang didapatkan dianalisis melalui uji *PLS Algoritma*, koefisien jalur dan pengujian hipotesis menggunakan Uji-t.

Hasil analisis yang diperoleh dari rata – rata varians direfleksikan diatas 0,5 dan indikator *outer loadings* lebih tinggi dari 0,70. Dari data perhitungan, untuk hipotesis *self efficacy* berpengaruh terhadap kecurangan akademik, diperoleh P-Value sebesar $0,04 < 0,05$ yang berarti hipotesis diterima. Maka dapat disimpulkan bahwa *self efficacy* berpengaruh terhadap kecurangan akademik siswa. Pada hipotesis tekanan akademik berpengaruh terhadap kecurangan akademik, diperoleh P-Value sebesar $0,03 < 0,05$ yang berarti hipotesis diterima. Maka dapat disimpulkan bahwa tekanan akademik berpengaruh terhadap kecurangan akademik. Selanjutnya hipotesis disiplin belajar berpengaruh terhadap kecurangan akademik, diperoleh P-Value sebesar $0,00 < 0,05$ yang berarti hipotesis diterima. Maka dapat disimpulkan bahwa disiplin belajar berpengaruh terhadap kecurangan akademik siswa.

Kata Kunci: *Self Efficacy*, Tekanan Akademik, Disiplin Belajar, Kecurangan Akademik, *Partial Least Square* (PLS).

ABSTRACT

Dila Fajria Sianipar, NIM: 7181142005. The Influence of Self Efficacy, Academic Pressure, and Learning Discipline on Academic Cheating of Accounting Major Students at SMK Negeri 1 Medan. Accounting Education Study Program, Faculty of Economics, Medan State University, 2023.

The problem in this study is the high level of academic difficulty of students in the accounting department of SMK Negeri 1 Medan, due to the low self-efficacy of students, the high academic pressure students feel, and the lack of student discipline in learning. The purpose of research is to know the influence of self-efficacy, academic pressure, and learning discipline on academic fraud in students majoring in accounting at SMK Negeri 1 Medan.

This research was conducted at SMK Negeri 1 Medan. The population in this study were all students majoring in accounting at SMK Negeri 1 Medan, totaling 410 people. The sampling technique is purposive sampling, with a total sample of 85 people. Data were analyzed using the PLS (Partial Least Square) analysis technique through the SmartPLS software. Data collection techniques were carried out by interviewing and distributing questionnaires. The data obtained were analyzed through the PLS Algorithm test, path coefficients and hypothesis testing using the t-test.

The results of the analysis obtained from the average variance are reflected above 0.5 and the outer loadings indicator is higher than 0.70. From the calculation of the data, for the hypothesis that self-efficacy affects the academic card, a P-Value of $0.04 < 0.05$ is obtained, which means the hypothesis is accepted. So it can be concluded that self-efficacy affects students' academic cards. On the hypothesis that academic pressure affects academic cheating, a P-Value of $0.03 < 0.05$ is obtained, which means the hypothesis is accepted. So it can be translated that academic pressure has an effect on academic lockout. Furthermore, the hypothesis of learning discipline has an effect on academic cheating, obtained a P-Value of $0.00 < 0.05$, which means the hypothesis is accepted. So it can be concluded that learning discipline has an effect on students' academic cheating.

KeyWords: Self Efficacy, Academic Pressure, Learning Discipline, Academic Cheating, *Partial Least Square* (PLS).