

## ABSTRAK

**Ervina Juliarta Silaban, NIM 7193142004, Pengaruh Intensitas Belajar, Kecerdasan Emosional dan Lingkungan Belajar Terhadap Hasil Belajar Materi Buku Besar Siswa Kelas X Jurusan Akuntansi di SMKN 1 Doloksanggul. Skripsi Jurusan Akuntansi. Program Studi Pendidikan Akuntansi, Fakultas Ekonomi, Universitas Negeri Medan 2023.**

Tujuan penelitian ini adalah untuk mengetahui pengaruh intensitas belajar, kecerdasan emosional, dan lingkungan belajar terhadap hasil belajar materi buku besar siswa kelas X jurusan akuntansi di SMKN 1 Doloksanggul. Penelitian merupakan penelitian kuantitatif dengan pengambilan sampel secara keseluruhan sebanyak 94 siswa. Data pada penelitian ini dikumpulkan dengan penyebaran angket. Angket penelitian ini terlebih dahulu diuji validitas dan reliabilitas. Kemudian data yang terkumpul diolah dengan menggunakan regresi linear berganda dan pengujian hipotesis dengan bantuan *software* SPSS versi 25.

Penelitian menunjukkan bahwa: (1) Intensitas Belajar secara parsial berpengaruh positif dan signifikan terhadap hasil belajar materi buku besar siswa dengan nilai  $t_{hitung} > t_{tabel}$  ( $5,787 > 1,986$ ) dengan nilai signifikansi  $0,000 < 0,05$ . Kecerdasan emosional ; (2) Kecerdasan emosional secara parsial berpengaruh positif dan signifikan terhadap hasil belajar materi buku besar siswa dengan nilai ( $2,378 > 1,986$ ) dengan nilai signifikansi  $0,020 < 0,05$  ; (3) Lingkungan Belajar secara parsial berpengaruh terhadap hasil belajar materi buku besar siswa dengan nilai ( $2,628 > 1,986$ ) dengan nilai signifikansi  $0,010 < 0,05$  ; (4) secara simultan, intensitas belajar, kecerdasan emosional dan lingkungan belajar berpengaruh terhadap hasil belajar materi buku besar siswa. Hal ini ditunjukkan hasil uji F dimana  $F_{hitung} > F_{tabel}$  ( $84,408 > 2,71$ ). Hasil uji  $R^2$  sebesar 0,738 (73,8%).

**Kata Kunci: Intensitas Belajar, Kecerdasan Emosional, dan Lingkungan Belajar**



## ABSTRACT

*Erвина Juliarta Silaban, NIM 7193142004, The Influence of Learning Intensity, Emotional Intelligence and Learning Environment on Learning Outcomes of Ledger Material for Grade X Students majoring in Accounting at SMKN 1 Doloksanggul. Thesis Department of Accounting, Accounting Education Study Program, Faculty of Economics, Medan State University 2023.*

*The purpose of this study was to determine the effect of learning intensity, emotional intelligence, and learning environment on the learning outcomes of ledger material for class X students majoring in accounting at SMKN 1 Doloksanggul. This research is a quantitative research with a total sample of 94 students. Data in this study were collected by distributing questionnaires. This research questionnaire was first tested for validity and reliability. Then the collected data was processed using multiple linear regression and hypothesis testing with the help of SPSS version 25 software.*

*Research shows that: (1) Learning intensity partially has a positive and significant effect on learning outcomes of student ledger material with a  $t_{count} > t_{table}$  ( $5.787 > 1.986$ ) with a significance value of  $0.000 < 0.05$ . Emotional intelligence; (2) Emotional intelligence partially has a positive and significant effect on learning outcomes of student ledger material with a value of ( $2.378 > 1.986$ ) with a significance value of  $0.020 < 0.05$ ; (3) The learning environment partially affects the learning outcomes of student ledger material with a value of ( $2.628 > 1.986$ ) with a significance value of  $0.010 < 0.05$ ; (4) simultaneously, learning intensity, emotional intelligence and learning environment affect the learning outcomes of students' ledger material. This is shown by the results of the F test where  $F_{count} > F_{table}$  ( $84.408 > 2.71$ ). The  $R^2$  test result was 0.738 (73.8%).*

**Keywords:** *Learning Intensity, Emotional Intelligence, and Learning Environment*

