

ABSTRAK

Annisa Septia Harahap, NIM 7203342003. Pengaruh Persepsi Mahasiswa Mengenai Pengenalan Lapangan Persekolahan, Emotional Quotient dan Intelligence Quotient Terhadap Kesiapan Menjadi Guru. Skripsi, Jurusan Akuntansi, Program Studi Pendidikan Akuntansi, Fakultas Ekonomi, Universitas Negeri Medan 2024.

Masalah dalam penelitian ini adalah kurang optimalnya kesiapan menjadi guru mahasiswa Pendidikan Akuntansi Universitas Negeri Medan. Penelitian ini bertujuan untuk mengetahui pengaruh persepsi mahasiswa mengenai pengenalan lapangan persekolahan, emotional quotient dan intelligence quotient terhadap kesiapan menjadi guru pada mahasiswa program studi Pendidikan Akuntansi Universitas Negeri Medan. Populasi dalam penelitian ini adalah seluruh mahasiswa Pendidikan Akuntansi Stambuk 2020. Teknik pengambilan sampel dilakukan dengan menggunakan total sampling. Sehingga jumlah sampel dalam penelitian ini sebanyak 83 sampel. Teknik pengumpulan data menggunakan angket sebanyak 19 pernyataan. Teknik analisis data yang digunakan dalam penelitian ini adalah metode analisis regresi liner berganda. Kemudian data yang terkumpul diolah menggunakan bantuan SPSS versi 25.

Dari hasil analisis data semua diuji asumsi klasik terpenuhi. Dari hasil analisis regresi linear berganda diperoleh nilai $Y = 1.339 + 0,371 X_1 + 0,471 X_2 + 0,433 X_3$. Berdasarkan hasil uji parsial untuk variabel pengenalan lapangan persekolahan memperoleh nilai thitung > ttabel ($2,216 > 1,990$) dengan nilai signifikan kurang dari taraf 0,05 ($0,030 < 0,05$). Untuk variabel emotional quotient memperoleh nilai thitung > ttabel ($3,483 > 1,990$) dengan nilai signifikan kurang dari taraf 0,05 ($0,001 < 0,05$). Untuk variabel intelligence quotient memperoleh nilai thitung > ttabel ($2,395 > 1,990$) dengan nilai signifikan kurang dari taraf 0,05 ($0,019 < 0,05$). Selanjutnya Pengenalan Lapangan Persekolahan Emotional Quotient dan Intelligence Quotient secara simultan berpengaruh signifikan terhadap Kesiapan Menjadi Guru dengan F hitung > F tabel yaitu $29,183 > 2,720$ dan nilai signifikansinya $0,000 < 0,05$. Hasil uji koefisien determinans (R^2) variabel pengenalan lapangan persekolahan, emotional quotient dan intelligence quotient memberi kontribusi sebesar 50,8% terhadap kesiapan menjadi guru pada mahasiswa prodi Pendidikan Akuntansi. Sedangkan sisanya 48,2% dipengaruhi oleh variabel lain yang tidak diteliti pada penelitian ini yaitu seperti minat, bakat dan lingkungan keluarga.

Kata Kunci: Pengenalan Lapangan Persekolahan, Emotional Quotient, Intelligence Quotient Dan Kesiapan Menjadi Guru.

ABSTRACT

Annisa Septia Harahap, NIM 7203342003. The Influence of Student Perceptions Regarding Introduction to the School Field, Emotional Quotient and Intelligence Quotient on Readiness to Become Teachers. Thesis, Accounting Department, Accounting Education Study Program, Faculty of Economics, Medan State University 2024.

The problem in this study is the lack of optimal readiness to become a teacher of Accounting Education students of Medan State University. This research aims to determine the influence of student perceptions regarding introduction to the school field, emotional quotient and intelligence quotient on readiness to become teachers among students in the Accounting Education study program, Medan State University. The population in this study is all Accounting Education students stambuk 2020. The sampling technique is carried out using total sampling. So that the number of samples in this study was 83 samples. The data collection technique used a questionnaire of 19 statements. The data analysis technique used in this study is the multiple liner regression analysis method. Then the collected data is processed using the help of SPSS version 25.

From the results of data analysis all tested classical assumptions are met. From the results of multiple linear regression analysis, the value of $Y = 1.339 + 0.371 X_1 + 0.471 X_2 + 0.433 X_3$ was obtained. Based on the partial test results for the variable of field introduction, schooling obtained a calculated value of $> t_{table}$ ($2.216 > 1.990$) with a significant value of less than the level of 0.05 ($0.030 < 0.05$). For the emotional quotient variable, the calculated value of $> t_{table}$ ($3.483 > 1.990$) with a significant value of less than the level of 0.05 ($0.001 < 0.05$). For the intelligence quotient variable, the calculated value $> t_{table}$ ($2.395 > 1.990$) with a significant value of less than the level of 0.05 ($0.019 < 0.05$). Furthermore, Introduction to the Schooling Field, Emotional Quotient and Intelligence Quotient simultaneously have a significant effect on Readiness to Become a Teacher with calculated $F > F_{table}$, namely $29.183 > 2.720$ and the significance value is $0.000 < 0.05$. The results of the coefficient of determinants (R^2) test of the variables of school field introduction, emotional quotient and intelligence quotient contributed 50.8% to the readiness to become a teacher in Accounting Positioning study program students. While the remaining 48.2% was influenced by other variables that were not studied in this study, such as interests, talents and family environment.

Keywords: introduction to schooling, emotional quotient, intelligence quotient and readiness to become a teacher