ABSTRAK

Gres Monika Simarmata, NIM 7183142040. Pengaruh Lingkungan Keluarga, Motivasi Belajar dan Disiplin Belajar Terhadap Kemandirian Belajar Siswa Jurusan Akuntansi SMK Swasta Jambi Medan. Skripsi Jurusan Akuntansi. Program Studi Pendidikan Akuntansi, Fakultas Ekonomi, Universitas Negeri Medan. 2022.

Permasalahan dalam penelitian ini adalah kemandirian belajar yang kurang baik pada siswa Jurusan Akuntansi SMK Swasta Jambi Medan. Tujuan penelitian ini adalah untuk mengetahui pengaruh lingkungan keluarga terhadap kemandirian belajar siswa Jurusan Akuntansi SMK Swasta Jambi Medan, untuk mengetahui pengaruh motivasi belajar terhadap kemandirian belajar siswa Jurusan Akuntansi SMK Swasta Jambi Medan, untuk mengetahui pengaruh disiplin belajar terhadap kemandirian belajar siswa Jurusan Akuntansi SMK Swasta Jambi Medan.

Penelitian ini dilaksanakan di SMK Swasta Jambi Medan. Populasi dalam penelitian ini adalah seluruh siswa Jurusan Akuntansi SMK Swasta Jambi Medan yang berjumlah 142 siswa. Teknik pengambilan sampel yaitu dengan *simple random sampling*. Jumlah sampel yang digunakan yaitu sebanyak 100 responden. Data yang diperoleh dianalisis menggunakan teknik analisis PLS (*Partial Least Square*) melalui software SmartPLS. Teknik pengumpulan data dalam penelitian ini berupa kuesioner. Data yang diperoleh dianalisis dengan menggunakan uji *PLS Algoritma, PLS Bootstrapping* dan pengujian hipotesis dengan menggunakan p-value dengan uji signifikansi lebih kecil dari 0,05.

Hasil analisis yang diperoleh rata-rata varians direfleksikan diatas 0,5 dan indikator outer loading lebih tinggi dari 0,6. Dari data perhitungan, untuk hipotesis lingkungan keluarga berpengaruh terhadap kemandirian belajar siswa diperoleh p-value lebih kecil dari taraf signifikansi 0,05 (0,028 < 0,05) yang berarti hipotesis diterima sehingga dapat disimpulkan bahwa lingkungan keluarga berpengaruh terhadap kemandirian belajar siswa. Selanjutnya untuk hipotesis motivasi belajar berpengaruh terhadap kemandirian belajar siswa diperoleh p-value lebih kecil dari taraf signifikansi 0,05 (0,000< 0,05) yang berarti hipotesis diterima sehingga dapat disimpulkan bahwa motivasi belajar berpengaruh terhadap kemandirian belajar siswa. Kemudian untuk hipotesis disiplin belajar berpengaruh terhadap terhadap kemandirian belajar siswa diperoleh p-value lebih kecil dari taraf signifikansi 0,05 (0,000< 0,05) yang berarti hipotesis diterima sehingga dapat disimpulkan bahwa disiplin belajar berpengaruh terhadap kemandirian belajar siswa.

Kata Kunci : Lingkungan Keluarga, Motivasi Belajar, Disiplin Belajar, Kemandirian Belajar

ABSTRACT

Gres Monika Simarmata, NIM 7183142040. The Influence of Family Environment, Learning Motivation, and Learning Discipline on Self-directed Learning of Students in Accounting Department of SMK Swasta Jambi Medan. Accounting Department Thesis. Accounting Education Study Program, Faculty of Economics, State University of Medan. 2022.

The problem in this research is that the students of the Accounting Department of SMK Swasta Jambi Medan are not good at Self-Directed Learning. The purpose of this study was to determine the effect of family environment on the Self-directed learning of students in the Accounting Department of SMK Swasta Jambi Medan, to determine the effect of learning motivation on the Self-directed learning of students in the Accounting Department of SMK Swasta Jambi Medan, to determine the effect of learning discipline on the Self-directed learning of students in the Accounting Department of SMK Swasta Jambi Medan.

This research was conducted at SMK Swasta Jambi Medan. The population in this study were all students of the Accounting Department at SMK Swasta Jambi Medan, totaling 142 students. The sampling technique was *simple random sampling*. The number of samples used was 100 respondents. The data obtained were analyzed using the PLS (*Partial Least Square*) analysis technique through the SmartPLS software. The data collection technique in this research is a questionnaire. The data obtained were analyzed using the *PLS Algorithm test, PLS Bootstrapping* and hypothesis testing using the p-values with significance test is less than 0,05.

The analysis results obtained that the average variance is reflected above 0,5 and the outer loading indicator is higher than 0,6. From the calculation data, for the hypothesis that family environment has an effect on student's self-directed learning, the p-value is smaller than the significance level of 0,05 (0,028<0,05), which means that the hypothesis is accepted so that it can be concluded that family environment has an effect on student's self-directed learning. Furthermore, for the hypothesis that learning motivation affects student's self-directed learning, it is obtained that the p-value is smaller than the significance level of 0,05 (0,000<0,05), which means that the hypothesis is accepted so that it can be concluded that learning motivation affects student's self-directed learning. Then for the hypothesis that the learning discipline affects students self-directed learning, the p-value is smaller than the significance level of 0,05 (0,000<0,05), which means that the hypothesis is accepted so that it can be concluded that the learning discipline affects students self-directed learning.

Keywords : Family Environment, Learning Motivation, Learning Discipline, Self-directed Learning