

ABSTRAK

Agnes Monica Panjaitan, NIM 7181142014. Pengaruh Minat Belajar, Motivasi Belajar dan Lingkungan Keluarga Terhadap Disiplin Belajar Siswa Jurusan Akuntansi SMKS Prayatna 1 Medan. Skripsi Jurusan Akuntansi. Program Studi Pendidikan Akuntansi, Fakultas Ekonomi, Universitas Negeri Medan. 2022.

Permasalahan dalam penelitian ini adalah disiplin belajar yang kurang baik pada siswa Jurusan Akuntansi SMKS Prayatna 1 Medan. Tujuan penelitian ini adalah untuk mengetahui pengaruh minat belajar terhadap disiplin belajar siswa Jurusan Akuntansi SMKS Prayatna 1 Medan, untuk mengetahui pengaruh motivasi belajar terhadap disiplin belajar siswa Jurusan Akuntansi SMKS Prayatna 1 Medan, untuk mengetahui pengaruh lingkungan keluarga terhadap disiplin belajar siswa Jurusan Akuntansi SMKS Prayatna 1 Medan.

Penelitian ini dilaksanakan di SMKS Prayatna 1 Medan. Populasi dalam penelitian ini adalah seluruh siswa Jurusan Akuntansi SMKS Prayatna 1 Medan yang berjumlah 105 siswa. Teknik pengambilan sampel yaitu dengan *sampel Random Sampling*, jumlah sampel yang digunakan yaitu 83 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 minat belajar berpengaruh terhadap disiplin belajar siswa diperoleh p-value lebih kecil dari taraf signifikansi 0,05 ($0,001 < 0,05$) yang berarti hipotesis diterima sehingga dapat disimpulkan bahwa minat belajar berpengaruh terhadap disiplin belajar siswa. Selanjutnya untuk hipotesis motivasi belajar berpengaruh terhadap disiplin belajar siswa diperoleh p-value lebih kecil dari taraf signifikansi 0,05 ($0,016 < 0,05$) yang berarti hipotesis diterima sehingga dapat disimpulkan bahwa motivasi belajar berpengaruh terhadap disiplin belajar siswa. Kemudian untuk hipotesis lingkungan keluarga berpengaruh terhadap disiplin belajar siswa diperoleh p-value lebih kecil dari taraf signifikansi 0,05 ($0,005 < 0,05$) yang berarti hipotesis diterima sehingga dapat disimpulkan bahwa lingkungan keluarga berpengaruh terhadap disiplin belajar siswa.

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

ABSTRACT

Agnes Monica Panjaitan, NIM 7181142014. The Influence of Learning Interest, Learning Motivation and Family Environment on Student Discipline in Accounting Department at SMKS Prayatna 1 Medan. Thesis Department of Accounting. Accounting Education Study Program, Faculty of Economics, Medan State University. 2022.

The problem in this study is the learning discipline that is not good at the students of the Accounting Department at SMKS Prayatna 1 Medan. The purpose of this study was to determine the effect of interest in learning on the learning discipline of students of the Accounting Department of SMKS Prayatna 1 Medan, to determine the effect of learning motivation on the learning discipline of students of the Accounting Department of SMKS Prayatna 1 Medan, to determine the influence of the family environment on the learning discipline of students of the Accounting Department of SMKS Prayatna 1 Medan.

This research was conducted at SMKS Prayatna 1 Medan. The population in this study were all students of the Accounting Department at SMKS Prayatna 1 Medan, totaling 105 students. The sampling technique used is random sampling, the number of samples used is 83 respondents. The data obtained were analyzed using the PLS (Partial Least Square) analysis technique through SmartPLS software. The data collection technique in this study was in the form of a questionnaire. The data obtained were analyzed using the PLS Algorithm test, PLS Bootstrapping and hypothesis testing using a p-value with a significance test of less than 0.05.

The analysis results obtained that the average reflected variance is above 0.5 and the outer loading indicator is higher than 0.6. From the calculation data, for the hypothesis that interest in learning affects student learning discipline, it is obtained that the p-value is smaller than the significance level of 0.05 ($0.001 < 0.05$) which means the hypothesis is accepted so that it can be concluded that interest in learning affects student learning discipline. Furthermore, for the hypothesis that learning motivation affects student learning discipline, it is obtained that the p-value is smaller than the significance level of 0.05 ($0.016 < 0.05$), which means the hypothesis is accepted so that it can be concluded that learning motivation has an effect on student learning discipline. Then for the hypothesis that the family environment affects student learning discipline, the p-value is smaller than the significance level of 0.05 ($0.005 < 0.05$), which means the hypothesis is accepted so that it can be concluded that the family environment affects student learning discipline.

Keywords : Learning Interest, Learning Motivation, Family Environment, Learning Discipline