

PERAN SELF-REGULATED LEARNING DALAM MEMODERASI PENGARUH LINGKUNGAN TEMAN SEBAYA DAN MEDIA SOSIAL TERHADAP PRESTASI BELAJAR MATA PELAJARAN AKUNTANSI KOMPUTERSISWA KELAS XI KOMPETENSI KEAHLIAN AKUNTANSI SMK N 1 KENDAL

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Abstract	Prestasi belajar komputer akuntansi siswa dipengaruhi oleh beberapa faktor. Dalam penelitian ini faktor yang diduga mempengaruhi prestasi belajar akuntansi adalah lingkungan teman sebaya, media sosial dan Self-Regulated Learning. Masalah dalam penelitian ini berdasarkan hasil observasi awal yang menunjukkan bahwa prestasi belajar komputer akuntansi siswa kelas XI kompetensi keahlian akuntansi SMK N 1 Kendal tergolong rendah. Tujuan penelitian ini adalah untuk mendeskripsikan peran dari Self-Regulated Learning yang menjadi memoderasi pengaruh lingkungan teman sebaya dan media sosial dalam meningkatkan prestasi belajar akuntansi komputer siswa kelas XI kompetensi keahlian akuntansi SMK N 1 Kendal. Populasi penelitian ini adalah siswa SMK N 1 Kendal kelas XI kompetensi keahlian akuntansi tahun ajaran 2014/2015. Jumlah sampel sebanyak 84 siswa yang merupakan sampel proportional random sampling. Metode yang digunakan dalam pengumpulan data adalah dokumentasi dan kuesioner atau angket. Metode analisis yang digunakan adalah teknik analisis deskriptif dan uji nilai selisih mutlak. Analisis deskriptif menunjukkan bahwa lingkungan teman sebaya, media sosial dan Self-Regulated Learning masuk dalam kriteria cukup dan prestasi belajar komputer akuntansi masuk dalam kriteria rendah. Students' achievement in computer accounting was effected by many factors. In this study, the factors which were suspected, could effect the accounting learning achievement were peer environment, social media, and self regulated learning. Based on the results of this study at the beginning, the research problem was the students' accounting computer learning achievement at eleventh grade of accounting competence skill in SMK N 1 Kendal was low. This study aimed at knowing the effect of peer environment, social media, the use of regulated learning in moderating the effects of peer environment, social media on the students' accounting computer achievement at eleventh grade in accounting in SMK N 1 Kendal. The population in this study was eleventh grade students in accounting competence skill in academic year 2014/2015. The number of the sample was 84 students. They were proportional random sampling sample. The methods that were used in collecting data were documentation and questionnaire. The analytical methods that were used were descriptive analysis techniques and absolute difference value test. The descriptive analysis showed that peer environment, social media, self regulated learning were enough. And the students accounting computer learning achievement was low.
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