

**KONTRIBUSI KECERDASAN *ADVERSITY* DAN REGULASI DIRI
TERHADAP PRESTASI BELAJAR AKUNTANSI SISWA KELAS XI
KOMPETENSI KEAHLIAN AKUNTANSI KEUANGAN LEMBAGA DI
SMK N 1 TEMPEL**

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui kontribusi kecerdasan *adversity* dan regulasi diri terhadap prestasi belajar akuntansi siswa kelas XI Kompetensi Keahlian Akuntansi Keuangan Lembaga di SMK N 1 Tempel. Metode penelitian ini yakni metode kuantitatif dengan pendekatan *eks post facto* dan teknik pengumpulan data kuesioner dan dokumentasi. Teknik pengambilan sampel penelitian ini menggunakan *Simple Random Sampling* dengan jumlah responden 54 siswa yang diambil dari masing-masing kelas yakni 50% (*random*). Metode analisis pada penelitian ini menggunakan regresi sederhana/ tunggal, regresi ganda, dan korelasi parsial yang diolah menggunakan SPSS versi 20. Hasil penelitian menunjukkan bahwa, (1) terdapat kontribusi signifikan kecerdasan *adversity* terhadap prestasi belajar akuntansi; (2) kontribusi signifikan regulasi diri terhadap prestasi belajar akuntansi; (3) kontribusi signifikan secara simultan kecerdasan *adversity* dan regulasi diri terhadap prestasi belajar akuntansi. Sedangkan untuk uji korelasi parsial dapat diketahui bahwa kehadiran variabel pengontrol kecerdasan *adversity*/ regulasi diri tidak memberikan pengaruh terhadap hubungan antara variabel bebas kecerdasan *adversity*/ regulasi diri dengan variabel prestasi belajar akuntansi.

Kata Kunci : Kecerdasan *Adversity*, Regulasi Diri, Prestasi Belajar Akuntansi.

THE CONTRIBUTION OF ADVERSITY INTELLIGENCE AND SELF-REGULATION TO ACCOUNTING ACHIEVEMENT OF CLASS XI STUDENTS COMPETENCY OF ACCOUNTING FINANCIAL INSTITUTIONS SKILLS AT SMK N 1 TAMPEL

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ABSTRACT

This study aims to determine the contribution of adversity intelligence and self-regulation to accounting achievement of class XI students of the Institute Financial Accounting Expertise Competence at SMK N 1 Tempel. This research method is a quantitative method with an ex post facto approach and questionnaire data collection techniques and documentation. The sampling technique for this study used Simple Random Sampling with a total of 54 students taken from each class, namely 50% (random). The analytical method in this study used simple/single regression, multiple regression, and partial correlation which were processed using SPSS version 20. The results showed that, (1) there is a significant contribution of adversity intelligence to accounting learning achievement; (2) the significant contribution of self-regulation to accounting achievement; (3) the simultaneous significant contribution of adversity intelligence and self-regulation to accounting learning achievement. As for the partial correlation test, it can be seen that the presence of adversity intelligence/self-regulation controlling variable does not affect the relationship between adversity intelligence/self-regulation intelligence independent variable and accounting learning achievement variable.

Keywords: *Adversity Intelligence, Self-Regulation, Accounting Learning Achievement.*