

ABSTRAK

PENGARUH *SELF REGULATED LEARNING*, *LEARNING FACILITIES*, DAN *PEER RELATIONSHIP* TERHADAP *STUDENT ENGAGEMENT*

(Studi Empiris pada Mahasiswa Program Studi Akuntansi Universitas Sanata
Dharma Angkatan 2021-2023)

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Penelitian ini bertujuan untuk mengetahui pengaruh *self regulated learning*, *learning facilities*, dan *peer relationship* terhadap *student engagement* mahasiswa akuntansi Universitas Sanata Dharma. *Student engagement* penting karena dapat memengaruhi keberhasilan akademik dan pengembangan keterampilan sosial mahasiswa. Faktor-faktor seperti *self regulated learning*, *learning facilities*, dan *peer relationship* berperan dalam meningkatkan keterlibatan mahasiswa.

Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei. Teknik pengambilan sampel yang digunakan adalah *convenience sampling*, dimana peneliti memilih responden berdasarkan kemudahan akses dan ketersediaan responden untuk dijadikan sampel. Data yang diperoleh dianalisis menggunakan *Partial Least Square Structural Equation Modeling* (PLS-SEM) melalui aplikasi *SmartPLS*.

Hasil analisis dan pembahasan dari penelitian ini menunjukkan bahwa *self regulated learning*, *learning facilities*, dan *peer relationship* berpengaruh terhadap *student engagement* mahasiswa akuntansi Universitas Sanata Dharma. Berdasarkan hasil penelitian tersebut disarankan program studi akuntansi universitas sanata dharma dapat lebih mendorong keterlibatan mahasiswa melalui seminar yang berkaitan dengan pentingnya *self regulated* terhadap keterlibatan mahasiswa, menambah kegiatan yang dapat memperkuat hubungan sosial antar mahasiswa seperti mentoring, dan tetap menjaga tingkat kelengkapan fasilitas akademik yang baik dan nyaman dengan cara tetap menjaga kualitas.

Kata kunci : *Regulated, Facilities, Peer, Student, Egagement*

ABSTRACT

**THE EFFECT OF SELF REGULATED LEARNING,
LEARNING FACILITIES, AND PEER RELATIONSHIP
ON STUDENT ENGAGEMENT**

*(An Emperical Study on Accounting Students of Sanata Dharma University Class
of 2021-2023)*

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This study aims to determine the effect of self-regulated learning, learning facilities, and peer relationships on student engagement of accounting students at Sanata Dharma University. Student engagement is important because it can affect academic success and the development of students' social skills. Factors such as self-regulated learning, learning facilities, and peer relationships are considered to play a role in increasing student engagement.

This research employed a quantitative approach using a survey method. The sampling technique used was convenience sampling, in which the researcher selected respondents based on ease of access and their availability to be included in the sample. The collected data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) through the SmartPLS application.

The results of the analysis and discussion showed that self-regulated learning, learning facilities, and peer relationships had an influence on student engagement among accounting students at Universitas Sanata Dharma. Based on these findings, it was suggested that the accounting study program at Universitas Sanata Dharma further promote student engagement by organizing seminars related to the importance of self-regulated learning, increasing activities that strengthen social relationships among students such as mentoring, and maintaining the quality of academic facilities by ensuring they remain well-equipped and comfortable.

Keywords: *Regulated, Facilities, Peer, Student, Egagement*