IMPROVING ACCOUNTING LEARNING OUTCOMES: THE ROLES OF FACILITIES, DISCIPLINE, AND COMPUTER SELF-EFFICACY

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ABSTRACT

A student's ability to learn is influenced by a number of variables, including personal characteristics and the surrounding environment. The purpose of this study was to see how learning facilities, computer self-efficacy, and learning discipline affect student learning outcomes in computer accounting subjects. A total of 252 grade XII accounting students at a State Vocational High School in West Jakarta participated in the quantitative research design. 155 respondents were randomly selected to be samples and filled out a questionnaire that served as a data collection tool. Multiple linear regression, coefficient of determination, t-test, and f-test were used in the data analysis process. The findings of the study indicate that, together, learning discipline, computer self-efficacy, and learning facilities have a positive and significant effect on students' computer accounting learning outcomes. The effect of learning discipline, learning facilities, and computer self-efficacy on computer accounting learning outcomes is also significant partially. Based on these results, it is recommended to optimize learning facilities, learning discipline, and improve students' computer self-efficacy in order to improve computer accounting learning outcomes.
Keyword: **Learning facilities, Learning discipline, Computer self-efficacy, Learning outcomes**

ABSTRAK

Kemampuan seorang siswa untuk belajar dipengaruhi oleh sejumlah variabel, termasuk sifat pribadi dan lingkungan sekitarnya. Tujuan dari penelitian ini adalah untuk melihat bagaimana fasilitas belajar, efikasi diri komputer, dan disiplin belajar mempengaruhi hasil belajar siswa pada mata pelajaran komputer akuntansi. Sebanyak 252 siswa akuntansi kelas XII di sebuah SMK Negeri di Jakarta Barat berpartisipasi dalam desain penelitian kuantitatif. 155 responden dipilih secara acak untuk dijadikan sampel dan mengisi kuesioner yang berfungsi sebagai alat pengumpulan data. Regresi linier berganda, koefisien determinasi, uji t, dan uji f digunakan dalam proses analisis data. Temuan penelitian menunjukkan bahwa, secara bersama-sama, disiplin belajar, efikasi diri komputer, dan fasilitas belajar berpengaruh positif dan signifikan terhadap hasil belajar komputer akuntansi siswa. Pengaruh disiplin belajar, fasilitas belajar, dan efikasi diri komputer terhadap hasil belajar akuntansi komputer juga signifikan secara parsial. Berdasarkan hasil tersebut, disarankan untuk mengoptimalkan fasilitas pembelajaran, disiplin belajar, dan meningkatkan efikasi diri komputer siswa guna meningkatkan hasil belajar akuntansi komputer.
Kata kunci: Fasilitas belajar, Disiplin belajar, *Computer self-efficacy*, Hasil belajar

INTRODUCTION

Technological progress is a phenomenon that cannot be avoided in human life today, including in the field of education. In Indonesia, the education system has embraced the Society 5.0 era which prioritizes technology and humanity. Education plays an important role in growing skilled and effective human resources. In response to this, the government has implemented an "independent learning" curriculum (Rohmah & Susilowibowo, 2023). Vocational High Schools (*SMK*), which have implemented the "independent learning" curriculum, are responsible for preparing students with relevant knowledge and skills, including the use of technology such as computers. In the field of accounting expertise, the use of computer technology, especially computer accounting, is important in the learning process. Computer accounting allows educators to teach important skills such as data input, processing, and financial reporting using appropriate computer software (Pratiwi & Listiadi, 2021).

To evaluate students' understanding in computer accounting subjects, it is important to observe their learning outcomes (Nurcahyanty, 2021). Yuwanita et al. (2020), defines learning outcomes as changes in individual behavior that can be measured through increases in knowledge, attitudes and skills. This indicates a transformation from ignorance to better understanding. According to Table 1, out of a total of 108 12th-grade students from the Accounting and Finance Department at Public Vocational High School 13 Jakarta, 52.78% of students have achieved the minimum required grade, while the remaining 47.22% have not yet reached that threshold. The low scores obtained by the students can impact their overall quality of learning. Therefore, it is important to identify factors that can influence their learning outcomes. Based on the results of interviews with resource persons, there are several factors that influence computer accounting learning outcomes. One of them is technical problems related to the internet network, where network stability is often inadequate when implementing accounting computer learning, which results in longer practice times. Apart from that, the facilities at the school are inadequate because there are still several computers that are damaged so you cannot depend on the facilities at the school. The issue of student competency is also an important factor, where some students still do not understand manual accounting well, have not mastered account terms in English, and there are also those who do not understand the flow of creating a database, especially in terms of data import.

Table 1. List of Odd Mid-Semester Exam Scores for Class XII Accounting Computer Training Subjects for the 2023/2024 Academic Year

Class	Complete	Not Completed	Amount
XII Accounting 1	13	23	36
XII Accounting 2	26	10	36
XII Accounting 3	18	18	36
The number of students	57	51	108
Percentage	52.78	47.22	100

Students' success or failure in learning is influenced by various factors, both originating from individual characteristics and the environment around them (Saufika & Mahmud, 2019). The first factor that is thought to have an influence on student learning outcomes is the students' learning facilities. According to Maulina and Situmorang (2023), who mentions learning facilities as facilities and infrastructure that support the learning process so that it is effective and efficient. Support for this is strengthened by previous research, such as that conducted by Zulfia and Syofyan (2015), which shows the significant influence of home learning facilities on learning outcomes. Similar findings were also found in research Sartika (2020), which confirmed that learning facilities were significantly related to learning achievement.

The second factor that is thought to have an influence on learning outcomes is learning discipline. According to Utama and Salim (2014), learning discipline refers to a person's ability to follow an effective learning system in accordance with set goals, which is also a process of forming good character to create a superior person. Previous research by Runtuwene et al. (2023); and Misnawati and Widodo (2017) also found that learning discipline has a significant and positive influence on student learning outcomes. More broadly, Noltemeyer et al. (2019) in their research stated that learning discipline not only has an impact on student achievement, but also student behavior towards the better.

The third factor that can influence computer accounting learning outcomes is *computer self-efficacy*, as explained by Mawaddah and Syaputra (2022). According to Permana and Rosiana (2022), computer self-efficacy includes an individual's ability to use computer applications, operating systems, handling files and hardware, as well as skills in storing data and using a keyboard. Research by Rohmah and Susilowibowo (2023) shows that computer self-efficacy has a significant positive impact on accurate accounting computer learning outcomes. The relevant research findings above show varying results, with various research locations, and research subjects still focusing on general learning outcomes. This indicates a gap or inconsistency in research, this study attempts to complement the gap in previous research by examining what factors can affect student learning achievement, especially in computer accounting subjects. Therefore, the purpose of this study was to see how learning facilities, computer self-efficacy, and learning discipline affect student learning outcomes in computer accounting subjects.

LITERATURE REVIEW
Learning Outcomes

According to Suhendri (2015), learning outcomes are changes that occur in individuals who are learning, not only in terms of knowledge but also in skills, attitudes, habits, mastery and self-esteem. Learning outcomes are changes that occur in individuals after participating in learning activities (Mintz & Tal, 2016). This change includes increasing the knowledge, skills, attitudes and mastery possessed by the individual himself. Learning outcome indicators are measuring tools used to evaluate students' achievements in a particular subject or skill, including the cognitive, affective and psychomotor domains . Learning outcomes in this research were obtained from student learning evaluation scores which included measurements in the cognitive domain of computer accounting subjects.

Learning Facilities

Facilities can have two different meanings. In general, facilities refer to everything both physical and non-physical that is needed in daily life, or can also be interpreted as physical objects that function as infrastructure (Soemitro & Suprayitno, 2018). Learning facilities are all the facilities and infrastructure available in educational institutions or school environments to support the learning process. Learning facility indicators are standards or measures used to assess the quality and effectiveness of educational facilities. According to Rahmawati and Rosy (2021), several indicators of learning facilities include good study rooms, adequate study furniture, appropriate study equipment, and sufficient lighting.

Learning Discipline

Learning discipline includes the attitudes, actions and behavior of students when they are involved in learning activities that are in accordance with previously agreed rules and norms, both written and unwritten between students, teachers and parents (Yuliwarni et al., 2021). Learning discipline is the ability of a person, especially students, to maintain appropriate attitudes and behavior during the learning process. Learning disciplines play an

important role in achieving students' academic success and personal development. The use of indicators in learning discipline helps measure the extent to which students can maintain behavior that supports learning activities. According to Simbolon (2020), there are four indicators of learning discipline, namely obedience to school rules, obedience in learning activities at school, obedience in doing lesson assignments, and obedience to learning activities at home.

Computer Self-Efficacy

According to Permana and Rosiana (2022), computer self-efficacy is an assessment used to evaluate a person's ability and expertise in operating a computer to complete work or tasks related to information technology. Computer self-efficacy is used to evaluate how confident a person is in their ability to use computers or information technology. The following are several dimensions of computer self-efficacy that are used to measure the level of confidence in operating technology. According to Handayani et al. (2022), there are three dimensions used to describe computer self-efficacy: magnitude, strength and generalizability.

METHOD

In this research, quantitative research methods are used, which is a type of research that produces new findings that can be tested using statistical procedures or other quantitative measurement methods. In this study, the population consisted of students majoring in Accounting class XII at Public Vocational School 13 Jakarta, Public Vocational School 45 Jakarta, and Public Vocational School 42 Jakarta, with a total of 252 students. In determining the number of samples in this study, the Slovin formula was used using a margin of error of 0.05 or 5% so that the number of samples used was 155 respondents. The sampling technique used is probability sampling with proportional random sampling. Data was collected through the use of a questionnaire containing research instruments in the form of statements and through documentation. In order to collect data on learning outcome variables, student learning evaluation scores in the cognitive domain of computer accounting subjects were taken. Meanwhile, the instrument for the learning facilities variable was modified from the indicators presented by Rahmawati and Rosy (2021), including good study rooms, adequate study furniture, appropriate study equipment, and sufficient lighting. The questionnaire for the learning discipline variable was developed from the indicators presented by Simbolon (2020), namely obedience to school rules, learning activities at school, doing lesson assignments, and learning activities at home. The computer self-efficacy variable was modified from the indicators mentioned by Handayani et al. (2022), namely magnitude, strength and generalizability. The instruments used in this study have been tested for validity and reliability. Data processing was carried out using the SPSS 27 program, with data analysis techniques, namely, Multiple linear regression, coefficient of determination, t-test, and f-test.

RESULTS AND DISCUSSION
Multiple Linear Regression Analysis

Based on the results of multiple linear regression analysis, the multiple regression equation is obtained as $Y = 52.587 + 0.170X1 + 0.155X2 + 0.259X3$. Where X1 is the learning facilities variable, which means that based on regression analysis, the regression coefficient value of the learning facilities variable shows a positive number of 0.170. Mark coefficient shows that every one unit increase in the learning facilities variable (X1) is associated with an increase in student learning outcomes of 0.170, assuming other variables remain constant in this study. Likewise, learning discipline that increases by one unit will

contribute to an increase in student learning outcomes by 0.155, and computer self-efficacy by 0.259.

Partial Test (T)

The t test is used to determine whether each independent variable partially has a significant influence on the dependent variable in the regression model. Based on Table 2, partial test findings show that the variables computer self-efficacy (X3), learning discipline (X2), and learning facilities (X1) each have a fairly large influence on learning outcomes. The variable representing learning facilities (X1) shows a t value of 2.169 with a significance of $0.032 < 0.05$, thus indicating the influence of learning facilities on learning outcomes. Learning discipline has quite a big influence on learning outcomes, as evidenced by the learning discipline variable (X2) which has a calculated t value of 2.413 and a significance of $0.017 < 0.05$. With a t value of 2.985 and a significance level of $0.003 < 0.05$, the computer self-efficacy variable (X3) shows a significant impact of computer self-efficacy on learning outcomes.

Table 2. Partial Test (T-Test)

	Coefficients [a]				
	Unstandardized Coefficients		Standardized Coefficients		
Model	B	Std. Error	Beta	T	Sig.
1　(Constant)	52.587	5.473		9.608	.000
Learning Facilities	.170	.078	.176	2.169	.032
Learning Discipline	.155	.064	.205	2.413	.017
Computer Self-Efficacy	.259	.087	.232	2.985	.003
a. Dependent Variable: Learning Outcomes					

Simultaneous Test (F)

The F test is used to assess whether overall the independent variables have a significant effect on the dependent variable. Based on Table 3, F count (13.540) is higher than F table (2.66) based on the table given. This shows that the independent variables, namely learning facilities (X1), learning discipline (X2), and self-efficacy in using computers (X3) - have quite a large influence on the dependent variable, namely learning outcomes (Y).

Table 3. Simultaneous Test (F-Test)

	ANOVA[a]					
Model	Sum of Squares	df	Mean Square	F	Sig.	
1　Regression	1514.481	3	504.827	13.540	.000 [b]	
Residual	5629.816	151	37.284			
Total	7144.297	154				
a. Dependent Variable: Learning Outcomes						
b. Predictors: (Constant). Computer Self-Efficacy. Learning Facilities. Learning Discipline						

Coefficient of Determination (R^2)

The coefficient of determination is used to determine the percentage contribution or influence of the independent variables (learning facilities, learning discipline, and computer self-efficacy) on the dependent variable (learning outcomes). Based on the Model Summary provided in Table 4, an R^2 value or coefficient of determination is obtained of 0.212. This means that independent variables such as learning facilities, learning discipline, and computer self-efficacy together contribute 21.2 % to the dependent variable, namely learning outcomes.

Table 4. Coefficient of Determination Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.460 [a]	.212	.196	6.106
a. Predictors: (Constant), Computer Self-Efficacy, Learning Facilities, Learning Discipline				

Discussion

The findings of the hypothesis test show that at a significance level of 0.032 which is greater than 0.05, the calculated t value of the learning facilities variable in the t test is 2.169 which exceeds the t table value of 1.975. This shows that the learning outcome variable is influenced significantly and positively at least in part by the learning facility variable. This research supports the findings of previous research conducted by Sirosa et al. (2021) which showed that students received significant benefits from the facilities school in terms of their academic achievement. This suggests a favorable relationship between a superior learning environment and student academic success. Another research by Mandey (2021) also shows similar results, namely that home learning facilities have a positive and significant effect on students' learning achievement. In the other study conducted by Sojanah and Ferlinda (2019), the results indicate that learning facilities have a positive and significant influence on learning outcomes.

The results of hypothesis testing show that in the t-test, the t-value for the study discipline variable is 2.413, which exceeds the critical t-value of 1.975 at a significance level of 0.017, which is smaller than 0.05. This indicates that individually, the study discipline variable has a positive and significant influence on the learning outcomes variable. The findings of this research are in line with previous research by Irwani (2020) which shows that learning discipline has a significant influence significant impact on student learning achievement. Other relevant research is by Prianca and Putra (2022) which also found a positive influence between learning discipline and students' mathematics learning outcomes. According to a related study conducted by Prasetyo and Riyanto (2019), it was found that there is a positive and significant relationship between study discipline and learning outcomes.

The results of hypothesis testing show that in the t-test, the computed t value for the learning discipline variable is 2.985, surpassing the tabulated t value of 1.975 at a significance level of 0.003, which is less than 0.05. Consequently, it can be concluded that the computer self-efficacy variable significantly and positively affects the learning outcome variable, at least partially. In line with research conducted by Saufika and Mahmud (2019) the results of the significance test of individual parameters in this research show that computer self-efficacy on learning achievement shows that there is a positive and significant influence of computer self-efficacy on learning achievement. This is also reinforced by research by Thongsri et al. (2019) which states that in the context of digital computer self-efficacy is very important to increase students' chances of learning success. Through testing the coefficient of determination, it is known that the R Square value obtained from this research is 0.212. This indicates that the percentage of independent variables consisting of learning facilities, learning discipline, and computer self-efficacy together influence learning outcomes by 21.2%, while the remainder is influenced by other factors not examined in this research.

CONCLUSION AND RECOMMENDATION
Conclusion

The findings of this research show that, (1) learning facilities have a significant and positive effect on computer accounting learning outcomes. This means that students'

computer accounting learning outcomes will increase with improvements to learning facilities. (2) Learning discipline has a positive and significant effect on computer accounting learning outcomes. This shows how increasing student discipline will improve learning goals. (3) Learning outcomes related to accounting computers are positively and significantly influenced by computer self-efficacy. This shows that learning outcomes in computer accounting subjects increase along with the level of student computer self-efficacy. Computer accounting learning outcomes are influenced positively and significantly by learning facilities, learning discipline, and computer self-efficacy together. This shows that increasing computer self-efficacy, learning discipline, and learning facilities all increase student improvement in accordance with computer accounting learning objectives.

Recommendation

Based on the conclusions and limitations of the study, several important recommendations for future researchers can be formulated as follows: (1) In the future, it is hoped that researchers can incorporate additional variables that potentially influence the outcomes of computerized accounting learning. These variables may include both internal and external factors that could significantly affect learning outcomes overall. (2) It is advisable for future researchers to provide clearer instructions in their questionnaires. Clear instructions will assist respondents in filling out the questionnaire correctly and in accordance with the intended purposes of the questions asked. (3) For future research, it is recommended that researchers use a larger sample size. This will enhance the accuracy of the data obtained and strengthen their research findings. By implementing these recommendations, it is expected that future research can make a more significant contribution to understanding the factors influencing computerized accounting learning outcomes.

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