ABSTRAK

PENGARUH *SELF-REGULATED LEARNING* DAN PENYESUAIAN DIRI TERHADAP PRESTASI BELAJAR SISWA SMA SEDES SAPIENTIAE JAMBU

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2018

Penelitian ini bertujuan untuk menguji pengaruh *self-regulated learning* dan penyesuaian diri terhadap prestasi belajar siswa SMA Sedes Sapientiae Jambu. Penelitian ini merupakan penelitian korelasional. Teknik sampling yang digunakan adalah *proportionate random sampling*. Sampel penelitian sebanyak 153 responden yang terdiri dari siswa kelas X dan kelas XI pada tahun ajaran 2016/2017. Teknik pengumpulan data menggunakan dokumentasi untuk prestasi belajar serta kuesioner untuk *self-regulated learning* dan penyesuaian diri. Kuesioner meliputi *The Motivated Strategies for Learning Questionnaire* (MSLQ) yang dikembangkan oleh Pintrich dan Groot (1990) untuk mengukur *self-regulated learning* dan *Student Adaptation to College Questionnaire* (SACQ) dari Baker dan Siryk (1989) untuk mengukur penyesuaian diri. Teknik analisis data menggunakan analisis regresi linier berganda.

Hasil analisis data menunjukkan bahwa: (1) *self-regulated learning* tidak berpengaruh terhadap prestasi belajar siswa; (2) penyesuaian diri tidak berpengaruh terhadap prestasi belajar siswa; dan (3) *self-regulated learning* dan penyesuaian diri bukan merupakan prediktor prestasi belajar siswa.

Kata kunci: *self-regulated learning*, penyesuian diri, prestasi belajar.

ABSTRACT

THE INFLUENCE OF SELF-REGULATED LEARNING AND SELF-ADJUSTMENT TO ACADEMIC ACHIEVEMENT IN SEDES SAPIENTIAE JAMBU SENIOR HIGH SCHOOL

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This research aimed to verify the influence of self-regulated learning and self-adjustment to academic achievement of Sedes Sapientiae Jambu Senior High School. This research was correlational study. The sampling technique was proportionate random sampling. Total numbers of the sample were 153 students, consisted of class X and XI in the academic year of 2016/2017. The data collection methods were documentation for gathering student achievement and questionnaires for measuring self-regulated learning and self-adjustment. The questionnaires consisted of The Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich and Groot (1990) to measure students' self-regulated learning and Student Adaptation to College Questionnaire (SACQ) from Barker and Siryk (1989) to measure students' self-adjustment. The data analysis technique was multiple linear regression.

The results of data analysis showed that: (1) self-regulated learning did not influence academic achievement; (2) self-adjustment did not influence academic achievement; and (3) self-regulated learning and self-adjustment were not predictor of academic achievement.

Key word*: self-regulated learning, self-adjustment, academic achievement.*