

**PENGARUH KOMUNIKASI INTERPERSONAL DAN *PARENTAL INVOLVEMENT* TERHADAP *SELF-REGULATED LEARNING* PADA SISWA SMP DI KOTA SERANG**

**TESIS**

Diajukan untuk memenuhi sebagian syarat memperoleh gelar Magister Pendidikan dalam Bidang Psikologi Pendidikan



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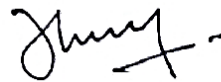
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## ABSTRAK

**Tena Syifaurohmah (2012968).** *Pengaruh Komunikasi Interpersonal dan Parental Involvement terhadap Self-regulated Learning pada Siswa SMP di Kota Serang.* Tesis. Program Studi Psikologi Pendidikan, Sekolah Pascasarjana, Universitas Pendidikan Indonesia. Bandung. (2023).

Pendidikan di Indonesia mengalami masa transisi dari era pandemi Covid-19 ke *new normal* hingga masa normal kembali. Hal tersebut menyebabkan proses pembelajaran di sekolah perlu adanya penyesuaian dalam mengatur kegiatan pembelajaran. Dampaknya, siswa pun harus mengubah kebiasaan belajar mereka sesuai dengan kondisi lingkungannya serta memilih strategi yang tepat untuk menyelesaikan permasalahan pembelajaran yang mereka hadapi. Penelitian ini bertujuan untuk mendeskripsikan, menguji, dan menganalisis pengaruh komunikasi interpersonal dan *parental involvement* terhadap *self-regulated learning* pada siswa sekolah menengah pertama di Kota Serang. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional. Adapun teknik pengambilan sampel dilakukan dengan teknik *convenience sampling*. Jumlah responden dalam penelitian ini sebanyak 210 siswa SMP Negeri di Kota Serang dengan rentang usia 12-15 tahun. Instrumen yang digunakan dalam penelitian ini merupakan adaptasi dari instrumen Skala Komunikasi Interpersonal untuk mengukur komunikasi interpersonal siswa, *Parental Involvement Rating Scale (PIRS)* untuk mengukur *parental involvement*, dan *Self-regulation of Learning Scale (SRLS)* untuk mengukur *self-regulated learning* siswa. Hasil penelitian ini menunjukkan bahwa terdapat pengaruh yang signifikan antara komunikasi interpersonal dan *parental involvement* terhadap *self-regulated learning* pada siswa sekolah menengah pertama di Kota Serang.

**Keywords:** Komunikasi Interpersonal, *Parental Involvement*, *Self-regulated Learning*

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## **ABSTRACT**

**Tena Syifaurohmah (2012968).** *The Influence of Interpersonal Communication and Parental Involvement on Self-regulated Learning in Middle School Students in Serang City.* Thesis. Educational Psychology Study Program, Graduate School, Indonesian University of Education. Bandung. (2023).

*Education in Indonesia is experiencing a transition period from the Covid-19 pandemic era to the new normal until the normal period returns. This causes the learning process in schools to require adjustments in organizing learning activities. As a result, students must change their learning habits according to their environmental conditions and choose the right strategy to solve the learning problems they face. This research aims to describe, test and analyze the influence of interpersonal communication and parental involvement on self-regulated learning in junior high school students in Serang City. This research uses a quantitative approach with correlational methods. The sampling technique was carried out using convenience sampling technique. The number of respondents in this study were 210 public junior high school students in Serang City with an age range of 12-15 years. The instrument used in this research is an adaptation of the Interpersonal Communication Scale instrument to measure students' interpersonal communication, the Parental Involvement Rating Scale (PIRS) to measure parental involvement, and the Self-regulation of Learning Scale (SRLS) to measure students' self-regulated learning. The results of this study show that there is a significant influence between interpersonal communication and parental involvement on self-regulated learning in junior high school students in Serang City.*

**Keywords:** *Communication Interpersonal, Parental Involvement, Self-regulated Learning*

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