

**MEMPREDIKSI PRESTASI BELAJAR DENGAN *SELF-REGULATED LEARNING* DAN STRES AKADEMIK PADA SISWA AKSELERASI DAN SISWA REGULER**

**(Studi pada siswa di salah satu SMA Negeri di Kabupaten Tambun Selatan)**

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**ABSTRAK**

**Herawati (1001994). Memprediksi Prestasi Belajar dengan *Self-Regulated Learning* dan Stres Akademik Pada Siswa Akselerasi dan Siswa Reguler** (Studi pada siswa di salah satu SMA Negeri di Kabupaten Tambun Selatan). Skripsi Departemen Psikologi Fakultas Ilmu Pendidikan Universitas Pendidikan Indonesia (2016).

Penelitian ini bertujuan untuk mengetahui pengaruh *self-regulated learning* dan stres akademik terhadap prestasi belajar siswa akselerasi dan siswa reguler tingkat sekolah menengah atas. Selain itu, juga bertujuan untuk mengetahui perbandingan pada variabel diatas. Penelitian ini menggunakan pendekatan kuantitatif dengan desain penelitian korelasional dan komparatif. Alat ukur yang digunakan adalah raport hasil nilai siswa, *Motivated Strategies for Learning-Questionnaire (MSL-Q)* dan *Student-life Stress Inventory (SSI)* yang sudah diadaptasi kedalam bahasa Indonesia. Jumlah sampel dalam penelitian ini adalah 118 siswa yang terdiri dari 38 siswa akselerasi dan 81 siswa reguler. Pengambilan sampel dalam penelitian ini menggunakan teknik *proportional stratified random sampling*. Analisis regresi menunjukkan terdapat pengaruh *self-regulated learning* terhadap prestasi belajar siswa akselerasi ( $r_{xy}=.198$ ) dan siswa reguler ( $r_{xy}=.078$ ). Pada hasil uji komparasi menunjukkan terdapat perbedaan *self-regulated learning* ( $r=0,005$ ) dan prestasi belajar ( $r=0,000$ ) siswa akselerasi dan siswa reguler, dimana siswa akselerasi memiliki *self-regulated learning* yang lebih tinggi. Stres akademik diantara keduanya tidak memiliki perbedaan dimana keduanya memiliki derajat stres akademik yang tergolong sedang. Saran dari penelitian ini untuk para pendidik diharapkan mampu memfasilitasi kebutuhan belajar siswa secara fisik dan psikologis untuk menunjang performa akademiknya agar siswa mampu menjadi *self-regulated learner* di sekolah, sehingga stres akademik yang dialami oleh siswa dapat diminimalisir.

**Kata Kunci:** *Self-Regulated Learning*, Stres Akademik, Prestasi Belajar, Akselerasi

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<sup>2</sup> Penulis Penanggung Jawab 1

<sup>3</sup> Penulis Penanggung Jawab 2

**PREDICTING STUDENT'S ACADEMIC ACHIEVEMENT WITH SELF-REGULATED LEARNING AND STRESS ON ACCELERATION STUDENTS AND REGULAR STUDENTS  
(Study Case on one of High School in Tambun Selatan).**

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**ABSTRACT**

**Herawati (1001994).** Predicting Student's Academic Achievement with Self-Regulated Learning and Stress on Acceleration Students and Regular Students (Study Case on one of High School in Tambun Selatan). Script. Department of Psychology. Faculty of Educational Science. Indonesia Education of University. (2016).

This research aims to determine the impact of self-regulated learning on student's academic achievement and academic stress on acceleration and regular high school students. This research also compare on both of variables. This research uses quantitative approach with correlational and comparative research design. Instruments that used in this research are school report card, Motivated Strategies for Learning-Questionnaire (MSL-Q) and Student-life Stress Inventory (SSI) that had been adapted in Bahasa Indonesia. This research is using proportional stratified random technique sampling within 118 samples that consist of 38 acceleration students and 81 regular students. Using analytical regression, the result shows that there are significant impact between self-regulated learning and student's academic achievement on acceleration students ( $r_{xy}=.198$ ) and regular students ( $r_{xy}=.078$ ). Using comparison test, result also shows that there are different between self-regulated learning ( $r=0,005$ ) and student's academic achievement ( $r=0,000$ ) on both of acceleration students and regular students. Result shows that acceleration students had more self-regulated learning than regular student. Result also shows that stress on both of acceleration students and regular students are in moderate. This research suggest to educators to provide facilitation on student needs in learning on both of physically and psychologically way, in order to support student's academic achievement performance, so the students can have self-regulated learner and stress can be minimized in school.

**Keywords:** Self-Regulated Learning, Academic Stress, Achievement, Acceleration.