

ABSTRAK

Nuri Ardilah Zakiah. (2016). Perbandingan Self-Regulated Learnig Siswa Jurusan IPA dan IPS (Survei terhadap Siswa kelas XI SMA Negeri 7 Bandung Tahun Ajaran 2015/2016)

Siswa jurusan IPA dan IPS masih saja beranggapan bahwa siswa jurusan IPA lebih baik dibandingkan jurusan IPS, terutama dalam bidang belajar. Belajar adalah suatu proses untuk memperoleh motivasi dalam pengetahuan, keterampilan, kebiasaan, dan tingkah laku individu. Setiap siswa memiliki tujuan belajar yang berbeda-beda. Belajar seseorang bergantung pada kemampuan dan bagaimana individu tersebut mengontrol dirinya sendiri dan lingkungannya sehingga termotivasi dalam belajar yang menjadi lebih baik dari sebelumnya. Dalam belajar terdapat salah satu strategi belajar, yaitu *self-regulated learning*. *Self-regulated learning* adalah kemampuan individu mengatur dirinya sendiri dalam belajar untuk mencapai tujuan belajar. Penelitian bertujuan untuk mendeskripsikan perbandingan *self-regulated learning* siswa jurusan IPA dengan siswa jurusan IPS SMAN 7 Bandung pada tahun ajaran 2015/2016 berdasarkan model pintrich. Penelitian dilaksanakan untuk membuktikan bahwa terdapat perbedaan *self-regulated learning* siswa jurusan IPA dengan siswa Jurusan IPS. Pendekatan penelitian yang digunakan adalah kuantitatif. Metode penelitian yang digunakan adalah deskriptif, dan desain penelitian adalah perbandingan (komparatif). Alat pengungkap data menggunakan kuesioner *Motivated Strategies for Learning Questionnaire* (MSLQ) yang dikembangkan oleh Pintrich (1991) yang berbentuk skala. Partisipan penelitian terdiri dari 200 siswa kelas XI SMAN 7 Bandung pada tahun ajaran 2015/2016. Hasil penelitian menunjukkan secara umum bahwa *self-regulated learning* siswa jurusan IPA (4,73) dan IPS (4,57) berada pada kategori baik yang artinya siswa sudah termotivasi dan sudah strategi dalam belajarnya dan hasil penelitian menunjukkan tidak terdapat perbedaan yang signifikan antara *self-regulated learning* siswa jurusan IPA dengan Jurusan IPS.

Kata kunci : *Self-regulated, Learning*, motivasi, strategi kognitif.

ABSTRACT

Nuri Ardilah Zakiah. (2016). Perbandingan Self-Regulated Learning Siswa Jurusan IPA dan IPS (Studi Survei terhadap Siswa kelas XI SMA Negeri 7 Bandung Tahun Ajaran 2015/2016)

Students major in science and social studies still assume that students major in science are better than those who major in social ones, especially in learning part. Learning is a process to gain motivation in knowledges, skills, habits, and behavior of individuals. Each student owned a different goal of study. Someone learning process depends on the ability how these individuals control themselves and their environment so they get motivated to learn better than before. There is one of learning strategy which is called as a self-regulated learning. Self-regulated learning is the ability of individuals to govern themselves in learning to meet the learning objectives. The study aims to describe the comparison of self-regulated learning of students major in science and students major in social studies in SMAN 7 Bandung Academic year 2015/2016. It is based on the model of Pintrich. The research was conducted to prove that there are not differences in self-regulated learning of students major in science and students major in social studies. The approach used in this study is quantitative approach. The research method used is descriptive method and the design of study was the comparison (comparative) design. Questionnaires used as the instrument to reveal the data which covers Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich (1991) in the form of scale. The participants of the study consisted of 200 students of class XI SMAN 7 Bandung in the academic year of 2015/2016. The results showed in general that the self-regulated learning of students major in science (4.73) and social studies (4.57) are at a fine level in category, which means students are motivated and are already used strategies in learning. The research showed that there are not significant differences between self-regulated learning of students major in science with those in social major.

Keywords: Self-regulated, Learning, motivation, cognitive strategies