

ABSTRAK

Amalia Rahmatianti. (1304860). Kecenderungan Umum *Self-Regulated Learning* dan Implikasinya bagi Layanan Dasar Bimbingan Belajar (Studi Deskriptif terhadap Peserta Didik Kelas X SMK Negeri se-Kabupaten Bangka Tahun Ajaran 2016/2017). Depertemen Psikologi Pendidikan dan Bimbingan, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia.

Self-regulated learning sebagai salah satu faktor penunjang dalam pembelajaran membantu peserta didik mengoptimalkan proses belajar sehingga tujuan belajar dapat tercapai. Penelitian bertujuan untuk mendeskripsikan kecenderungan umum *self-regulated learning* peserta didik kelas X SMK Negeri se-Kabupaten Bangka tahun ajaran 2016/2017 dan implikasinya bagi layanan dasar bimbingan belajar melalui pendekatan kuantitatif dengan metode deskriptif dan desain survei. Pengumpulan data dalam penelitian menggunakan instrumen *Motivated Strategies for Learning Questionnaire* (MSLQ) dengan jumlah responden sebanyak 743 orang. *Self-regulated learning* peserta didik secara umum berada pada kategori buruk. Hasil penelitian berimplikasi bagi layanan dasar bimbingan belajar untuk meningkatkan *self-regulated learning* peserta didik.

Kata Kunci: *Self-Regulated Learning, Layanan Dasar Bimbingan Belajar*

ABSTRACT

Amalia Rahmatianti. (1304860). The General Tendency of Self-Regulated Learning and Its Implications for Curriculum Guidance (A Descriptive Study of The Tenth Grade Students of SMK Negeri in Bangka Regency Academic Year 2016/2017). Department of Educational Psychology and Guidance, Faculty of Education Sciences, Universitas Pendidikan Indonesia.

Self-regulated learning as one of the supporting factors in learning assists students in optimizing learning process so that learning objectives can be met. The research aims to describe the general tendency of self-regulated learning among the tenth grade students of SMK Negeri in Bangka Regency academic year 2016/2017 and its implications for the curriculum guidance through quantitative approach with descriptive method and survey design. Data were collected using the instrument of Motivated Strategies for Learning Questionnaire (MSLQ) distributed to a total of 743 respondents. Self-regulated learning of the students in general was at the “poor” category. This finding has implications for curriculum guidance to improve students’ self-regulated learning.

Keywords: ***Self-Regulated Learning, Curicullum Guidance***