

## ABSTRAK

**Rani Pertiwi. (2017). Profil *Self-Regulated Learning* Peserta Didik di Sekolah Menengah Atas. (Penelitian di SMA Negeri 7 Bandung Tahun Ajaran 2017/2018).**

Penelitian ini didasari oleh masih rendahnya *self-regulated learning* di kalangan peserta didik, khususnya kelas XI di SMA Negeri 7 Bandung. Penelitian ini bertujuan untuk memperoleh data empiris tentang gambaran umum *self-regulated learning* peserta didik, gambaran setiap fase dari *self-regulated learning*, juga implikasi bimbingan dan konseling untuk *self-regulated learning* peserta didik. Populasi dalam penelitian ini yaitu peserta didik kelas XI di SMA Negeri 7 Bandung sebanyak 300 orang. Pendekatan yang digunakan adalah pendekatan kuantitatif dengan metode penelitian deskriptif, dan angket berbentuk skala. Hasil penelitian menunjukkan bahwa sebagian besar *self-regulated learning* peserta didik berada pada kategori baik dengan fase pada kategori baik. Implikasi dari penelitian ini adalah pentingnya guru bimbingan dan konseling untuk meningkatkan *self-regulated learning* setiap peserta didik di sekolah atas dasar hasilnya dibuat implikasi bagi upaya pengembangan *self-regulated learning* agar peserta didik dapat mengatur dirinya dengan baik, dapat memproses kegiatan belajarnya dengan baik disekolah, sehingga mencapai kesuksesan untuk dirinya sendiri dalam belajar.

**Kata kunci:** *self-regulated learning*

## ABSTRACT

**Rani Pertiwi. (2017). *Profile Self-Regulated Learning of Students in High School. (Research in SMA Negeri 7 Bandung Academic Year 2017/2018).***

*This research is constituted by low self-regulated learning among the students, especially the class XI SMA Negeri 7 Bandung. This study aimed to obtain empirical data on the general picture of self-regulated learning of students, an idea every phase of self-regulated learning, as well as the implications of guidance and counseling for learning self-regulated learners. The population in this research is the students of class XI SMA Negeri 7 Bandung as many as 300 people. The approach used is quantitative approach with descriptive research method and questionnaire form scale. The results showed that the majority of self-regulated learning of students that are in both categories with the phase in either category. The implication of this study is the importance of teacher guidance and counseling to improve their self-regulated learning every student at the school on the basis of the results were made implications for efforts to develop self-regulated learning so that learners can organize themselves properly, can process their learning activities well in school, so as to achieve success for themselves in the study.*

**Keywords:** *self-regulated learning*