

Pengaruh *Self Regulated Learning* dan Motivasi Berprestasi Terhadap Prokrastinasi Akademik Siswa Pada Mata Pelajaran Ekonomi SMA Negeri di Kabupaten Sumedang

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ABSTRAK

Persoalan yang terjadi dalam dunia pendidikan termasuk pada strata pendidikan menengah adalah sering terjadinya prokrastinasi akademik, yang berdampak pada tingkat produktivitas siswa. Tujuan penelitian ini dilakukan adalah untuk mengetahui pengaruh *Self Regulated Learning* dan Motivasi Berprestasi terhadap Prokrastinasi Akademik.

Desain penelitian ini termasuk dalam penelitian *ex-post facto*, yakni model penelitian yang kejadiannya sudah terjadi sebelum penelitian dilaksanakan. Penelitian *ex-post facto* hanya mengungkap gejala-gejala yang ada dan telah terjadi sebelumnya, sehingga dalam penelitian ini tidak perlu memberikan perlakuan terhadap variabel dalam penelitian. Penelitian ini merupakan penelitian kuantitatif diukur dengan menggunakan metode *survey explanatory* dengan teknik pengumpulan data melalui kuisioner kepada siswa SMA Negeri di Kabupaten Sumedang. Populasi yang ada sebanyak 1355 siswa, dihitung menggunakan metode Slovin diperoleh sampel sebanyak 308 orang siswa.

Hasil penelitian menunjukkan 1. *Self-regulated learning* siswa pada kelima sekolah sudah tinggi, motivasi berprestasi siswa pada kelima sekolah sudah tinggi, dan Prokrastinasi akademik siswa pada ke lima sekolah rendah, 2. *Self Regulated learning* berpengaruh positif terhadap motivasi berprestasi siswa, 3. Variabel *self regulated learning* dan motivasi berprestasi berpengaruh negatif terhadap prokrastinasi akademik siswa. Temuan ini memberikan interpretasi bahwa untuk mengetahui Prokrastinasi Akademik siswa diperlukan *Self Regulated Learning* dan Motivasi Berprestasi..

Kata kunci : *Self Regulated Learning*, Motivasi Berprestasi, dan Prokrastinasi Akademik

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**The Effect of Self-Regulated Learning and Achievement Motivation on
Students' Academic Procrastination in the Subject of Economics at State Senior
High Schools in Sumedang Regency**

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ABSTRACT

The recurring problem that remains unsolved and frequently happens in the world of education, including at the secondary level, is academic procrastination. The present research aims to find about the influence of self-regulated learning and achievement motivation on academic procrastination.

The research employed an ex-post facto design, i.e. a research model investigating a phenomenon already occurring before the research was conducted. Ex-post facto research only reveals the symptoms that currently exist and have occurred before, so in this research no treatment of variables is necessary. This research is quantitative research that is measured with survey explanatory method and the data collection uses questionnaire that was distributed to National Highschool students at Sumedang regency. The Sum of population were 1355 students, it was counted with Slovin method that resulted the 308 students were used as sample.

The results of the research show that: 1) Self-regulated learning of the students in the five schools was already high, the students' achievement motivation was also high, and their academic procrastination was low; 2) Self-regulated learning positively affected student achievement motivation; and 3) The variables of self-regulated learning and achievement motivation had negative effect on student academic procrastination. Based on the results, it is expected that future researchers can also discuss the variables that have been researched in other education levels, with the hope that the procrastination level of learners is in low category at every level.

Keywords: **Self-Regulated Learning, Achievement Motivation, and Academic Procrastination**

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