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**HUBUNGAN ANTARA REGULASI DIRI DALAM BELAJAR DENGAN
PRESTASI AKADEMIK**

(Studi Korelasional terhadap Siswa Kelas XI SMAN 5 Tasikmalaya Tahun Ajaran
2020/2021)

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diajukan untuk memenuhi sebagian syarat untuk mendapat gelar Sarjana
Pendidikan dalam Bidang Keilmuan Bimbingan dan Konseling



oleh

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UNIVERSITAS PENDIDIKAN INDONESIA
2021**

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Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar
Sarjana Pendidikan pada Fakultas Ilmu Pendidikan

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**HUBUNGAN ANTARA REGULASI DIRI DALAM BELAJAR DENGAN
PRESTASI AKADEMIK**

**(Studi Korelasional terhadap Siswa Kelas XI SMAN 5 Tasikmalaya Tahun
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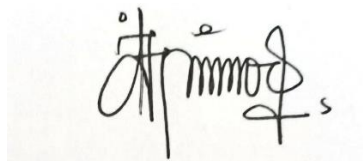
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HALAMAN PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul “**Hubungan antara Regulasi Diri dalam Belajar dengan Prestasi Akademik (Studi Korelasional terhadap Siswa Kelas XI SMAN 5 Tasikmalaya Tahun Ajaran 2020/2021)**” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

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ABSTRAK

Penelitian ini membahas tentang regulasi diri dalam belajar dan prestasi akademik siswa yang dilatarbelakangi oleh kebutuhan siswa untuk memiliki regulasi diri dalam belajar dalam menghadapi tuntutan-tuntutan belajar di sekolah untuk mencapai prestasi akademik yang baik. Penelitian ini bertujuan untuk menggambarkan profil regulasi diri dalam belajar, profil prestasi akademik, serta menganalisis hubungan antara regulasi diri dalam belajar dengan prestasi akademik siswa kelas XI SMAN 5 Tasikmalaya Tahun Ajaran 2020/2021. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Populasi dalam penelitian ini sebanyak 427 siswa dengan sampel sebanyak 212 siswa menggunakan teknik *simple random sampling*. Data penelitian mengenai regulasi diri dalam belajar diperoleh dengan menyebarkan kuesioner secara digital. Sedangkan data prestasi akademik diperoleh dari hasil nilai rapor semester 3. Data tersebut dianalisis menggunakan uji korelasi dengan teknik analisis korelasi *Spearman's Rank Order*. Hasil penelitian menunjukkan bahwa secara umum, profil regulasi diri dalam belajar siswa berada pada kategori sedang dengan persentase 69%. Sedangkan profil prestasi akademik siswa berada pada kategori cukup dengan persentase sebesar 70.8%. Berdasarkan hasil uji hipotesis, diketahui nilai koefisien korelasi sebesar 0.208. Hasil uji signifikansi menunjukkan bahwa $3.544 > 1.652$ ($t_{hitung} > t_{tabel}$) maka dinyatakan bahwa H_0 ditolak dan H_a diterima. Dengan demikian, dapat disimpulkan bahwa adanya hubungan positif signifikan antara regulasi diri dalam belajar dengan prestasi akademik siswa Kelas XI SMAN 5 Tasikmalaya.

Kata kunci: Regulasi diri dalam belajar, Prestasi akademik, Korelasi

ABSTRACT

This study examines self-regulated learning and student academic achievement. This research is motivated by the need for students to have self-regulated learning in the face of learning in school to achieve good academic achievement. This study aims to describe the profile of self-regulated learning, the profile of academic achievement, and to analyze the relationship between self-regulated learning and the academic achievement of class XI students of SMAN 5 Tasikmalaya in the 2020/2021 academic year. This study uses a quantitative approach with a correlational design. The population in this study were 427 students with a sample of 212 students using simple random sampling technique. Research data on self-regulated learning were obtained by means of a digital questionnaire. While the academic data were obtained from the results of semester 3 report cards. The data were analyzed using a correlation test with the Spearman's Rank Order correlation analysis technique. The results showed that in general, the students' self-regulated learning profile was in the medium category with a proportion of 69%. Meanwhile, the students' academic achievement was in the moderate category with a proportion of 70.8%. Based on the results of hypothesis testing, it is known that the correlation coefficient value is 0.208. The results of the significance test show that $3,544 > 1,652$ ($t_{value} > t_{table}$) then it is stated that H_0 is rejected and H_a is accepted. Thus, the results obtained that there is a significant positive relationship between independent learning and academic achievement of eleventh grade students of SMAN 5 Tasikmalaya.

Keywords: Self-regulated learning, Academic achievement, Correlation

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