

**REGULASI DIRI MEMEDIASI PENGARUH RESILIENSI DAN  
LINGKUNGAN KELUARGA TERHADAP HASIL BELAJAR  
(Survey pada Siswa Kelas XI IPS SMA Negeri se-Kabupaten Cianjur pada  
Mata Pelajaran Ekonomi)**

**TESIS**

Diajukan sebagai salah satu syarat memperoleh gelar Magister Pendidikan  
Program Studi Magister Pendidikan Ekonomi

Dosen Pembimbing  
Prof. Dr. H. Disman, M.S.  
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2022**

Risa Cahya Maulani Falencya Galizty, 2022  
*REGULASI DIRI MEMEDIASI PENGARUH RESILIENSI DAN LINGKUNGAN KELUARGA TERHADAP  
HASIL BELAJAR (Survey pada Siswa Kelas XI IPS SMA Negeri se-Kabupaten Cianjur pada Mata  
Pelajaran Ekonomi)*

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Sebuah Tesis yang diajukan untuk Memenuhi Salah Satu Syarat Memperoleh  
Gelar Magister Pendidikan pada Program Studi Pendidikan Ekonomi  
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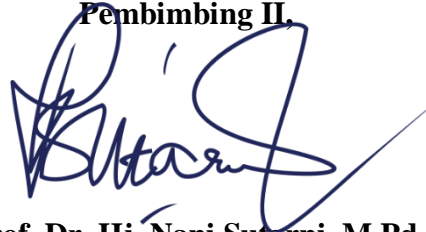
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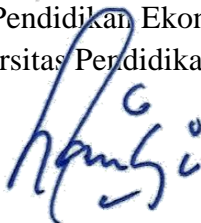
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**Risa Cahya Maulani FG (2002014) “Regulasi Diri Memediasi Pengaruh Resiliensi dan Lingkungan Keluarga terhadap Hasil Belajar (Survey pada Siswa Kelas XI IPS SMA Negeri se-Kabupaten Cianjur pada Mata Pelajaran Ekonomi)”. Pembimbing I: Prof. Dr. H. Disman, M.S., Pembimbing II: Prof. Dr. Hj. Nani Sutarni, M.Pd.**

### **ABSTRAK**

Penelitian ini dilatarbelakangi oleh rendahnya hasil belajar siswa pada mata pelajaran ekonomi di SMA Negeri se-Kabupaten Cianjur. Tujuan penelitian ini adalah untuk mengetahui dan menganalisis regulasi diri memediasi pengaruh resiliensi dan lingkungan keluarga terhadap hasil belajar siswa. Metode yang digunakan dalam penelitian ini adalah survey eksplanatori dengan teknik pengumpulan data melalui angket dan observasi. Populasi penelitian ini adalah seluruh siswa kelas XI IPS SMA Negeri se-Kabupaten Cianjur dan diperoleh sampel sebanyak 223 siswa dengan teknik *simple random sampling*. Data yang telah terkumpul kemudian dianalisis menggunakan analisis regresi linear berganda dengan variabel mediator. Hasil penelitian menunjukkan bahwa: (i) resiliensi dan lingkungan keluarga berada pada kategori tinggi, sedangkan regulasi diri dan hasil belajar berada pada kategori sedang. (ii) resiliensi berpengaruh terhadap regulasi diri. (iii) lingkungan keluarga berpengaruh terhadap regulasi diri. (iv) resiliensi berpengaruh terhadap hasil belajar. (v) lingkungan keluarga berpengaruh terhadap hasil belajar. (vi) regulasi diri berpengaruh terhadap hasil belajar. (vii) resiliensi berpengaruh terhadap hasil belajar baik secara langsung maupun tidak langsung melalui regulasi diri. (viii) lingkungan keluarga berpengaruh terhadap hasil belajar baik secara langsung maupun tidak langsung melalui regulasi diri. Hasil penelitian ini memberikan implikasi bahwa konsep resiliensi, lingkungan keluarga, dan regulasi diri, relevan dan dapat mengestimasi hasil belajar siswa.

**Kata Kunci: Resiliensi, Lingkungan Keluarga, Regulasi Diri, Hasil Belajar**

**Risa Cahya Maulani FG (2002014) "Self-Regulation Mediates the Effect of Resilience and Family Environment on Student Learning Outcomes (Survey of Class XI Social Studies Students of State Senior High Schools in Cianjur Regency on Economics Subjects)". Advisor I: Prof. Dr. H. Disman, M.S., Advisor II: Prof. Dr. Hj. Nani Sutarni, M.Pd.**

### **ABSTRACT**

*This research is based by the low learning outcomes of students in economic subjects in SMA Negeri in Cianjur Regency. The purpose of this study was to determine and analyze self-regulated learning mediating the effect of resilience and family environment on student learning outcomes. The method used in this research is an explanatory survey with data collection techniques through questionnaires and observations. The population of this study was all students of class XI IPS SMA Negeri in Cianjur Regency and obtained a sample of 223 students with simple random sampling technique. The data that has been collected is then analyzed using multiple linear regression analysis with mediator variables. The results showed that: (i) resilience and family environment were in the high category, while self-regulated learning and learning outcomes were in the medium category. (ii) resilience affects self-regulated learning. (iii) family environment influences self-regulated learning. (iv) resilience has an effect on learning outcomes. (v) family environment influences learning outcomes. (vi) self-regulated learning affects learning outcomes. (vii) resilience affects learning outcomes either directly or indirectly through self-regulated learning. (viii) family environment influences learning outcomes either directly or indirectly through self-regulated learning. The results of this study indicate that the concepts of resilience, family environment, and self-regulated learning, are relevant and can estimate student learning outcomes.*

**Keywords: Resilience, Family Environment, Self-Regulated Learning, Learning Outcomes**

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