

ABSTRAK

HUBUNGAN ANTARA *SELF REGULATED LEARNING* DENGAN PRESTASI AKADEMIK MAHASISWA

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Penelitian ini bertujuan untuk mengetahui hubungan antara *self regulated learning* dengan prestasi akademis mahasiswa. Hipotesis yang diajukan dalam penelitian ini adalah ada hubungan positif antara *self regulated learning* dengan prestasi akademis mahasiswa. Subjek penelitian ini adalah 85 mahasiswa/mahasiswi Fakultas Psikologi, Universitas Sanata Dharma, Yogyakarta yang telah menempuh minimal 6 semester, sedang aktif berkuliah, dan tidak pernah cuti. Pengumpulan data yang digunakan dalam penelitian ini adalah skala *self regulated learning* dan metode dokumentasi yang berupa IPK. Reliabilitas skala *self regulated learning* diuji dengan menggunakan metode koefisien reliabilitas Alpha Cronbach dan diperoleh hasil sebesar 0,925 dari 83 aitem. Data dianalisis dengan menggunakan teknik korelasi *Spearman*. Hasil analisis data menunjukkan nilai koefisien korelasi (r) sebesar 0,725 dan taraf signifikansi sebesar 0,000 ($p < 0,01$). Berdasarkan hasil tersebut, maka hipotesis yang menyatakan ada hubungan positif antara *self regulated learning* dengan prestasi akademis mahasiswa diterima.

Kata kunci: *self regulated learning*, prestasi akademis mahasiswa

ABSTRACT

THE RELATION BETWEEN SELF REGULATED LEARNING AND STUDENT'S ACADEMIC ACHIEVEMENT

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This study aimed to determine the relation between self-regulated learning and student's academic achievement. The hypothesis proposed in this research was that there was a positive relation between self-regulated learning and student's academic achievement. The subject of this research were 85 students of psychology faculty, Sanata Dharma university, Yogyakarta which have passed a minimum of 6 semesters, is on active lecture, and never leave before. Collection of data used in this research was self-regulated learning scales and documentation methods in IPK. Reliability of self-regulated learning scales tested using reliability coefficient alpha cronbach and obtained results for 0,925 of 83 items. The research data were analyzed using Spearman correlation techniques. The results showed the value of the correlation coefficient (r) of 0,725 and 0,000 level of significance ($p < 0,01$). According to these results, the hypothesis that there was a positive relation between self-regulated learning and academic achievement of students is accepted.

Key words: self-regulated learning, student's academic achievement