

PERAN DUKUNGAN SOSIAL ORANG TUA DAN *SELF-REGULATED LEARNING* TERHADAP PRESTASI AKADEMIK PADA SISWA MADRASAH TSANAWIYAH NEGERI 2 KOTA KEDIRI

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Abstrak

Pembelajaran tatap muka ketika masa pemberlakuan pembatasan kegiatan masyarakat karena covid-19 yang berkepanjangan memengaruhi prestasi akademik pada siswa. Tujuan penelitian ini untuk menguji peran dukungan orangtua dan *self-regulated learning* terhadap prestasi akademik siswa. Hipotesis penelitian ini adalah adanya peran dukungan sosial orangtua dan *self-regulated learning* terhadap prestasi akademik siswa. Pengambilan data dilakukan di Madrasah Tsanawiyah Negeri 2 Kota Kediri secara luring dengan jumlah partisipan 177 siswa yang terdiri dari kelas VIII dan IX. Penelitian ini menggunakan tiga instrumen, yaitu skala dukungan sosial orangtua, skala *self-regulated learning*, dan indeks prestasi siswa semester genap tahun ajaran 2021/2022. Hasil analisis regresi ganda pada penelitian ini menunjukkan bahwa dukungan sosial orangtua dan *self-regulated learning* berperan secara bersama-sama terhadap prestasi akademik siswa dengan nilai $F = 20,061$ ($p < 0,001$) dengan R^2 sebesar 0,187. Artinya dukungan sosial dan *self-regulated learning* secara bersama-sama berperan sebesar 18,7% terhadap prestasi akademik siswa. Hasil dari penelitian ini menunjukkan bahwa hipotesis dukungan sosial orangtua dan *self-regulated learning* berpengaruh terhadap prestasi akademik siswa terbukti.

Kata kunci : dukungan orangtua, *self-regulated learning*, prestasi akademik.

THE ROLE OF PARENTS SOCIAL SUPPORT AND SELF-REGULATED LEARNING ON ACADEMIC ACHIEVEMENT IN STUDENTS OF MADRASAH TSANAWIYAH NEGERI 2 KOTA KEDIRI

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Abstract

Face-to-face learning which done in a long-term of Partial Lockdown Period (PPKM) that caused by Covid-19 were affecting to students' academic achievements. This research is aimed to test the role of parental social support and self-regulated learning on students' academic achievements. Hypothesis of this study is the role of parental social support and self-regulated learning has influence over students' academic achievements. The participants in this study were 177 students. This research using three instruments, namely parental social support scale, self-regulated learning scale, and students' achievement index in second semester of 2021/2022 school year. The result of multiple-regression analysis in this research shows that both, parental social support and self-regulated learning, are influencing over students' academic achievements for the F score = 20,061 ($p < 0,001$) and $R^2 = 0,187$. In conclusion, both, parental social support and self-regulated learning, are influencing 18,7% over students' academic achievements and it proves that the hypothesis is accepted.

Keywords : parental social support;self-regulated learning;academic achievement

