

THE RELATIONSHIP BETWEEN SELF-REGULATED LEARNING WITH MATHEMATICS ACHIEVEMENT IN JUNIOR HIGH SCHOOL STUDENTS

Prima Soraya Anas & Asmadi Alsas
Faculty of Psychology, Gadjah Mada University

Abstract

This research aims to determine the relationship between self-regulated learning and mathematics achievement in junior high school students. The dependent variable in this research is mathematics achievement which is measured using the mid-term examination. The independent variable is self-regulated learning measured using a scale of self-regulated learning developed based on Zimmerman's theory (1989). Hypothesis was there is positive relationship between self-regulated learning and mathematics achievement. Subjects were 129 grade VIII students of SMP Negeri 1 Kasihan Bantul in the year of 2016/2017. Data was analysed using Pearson's product-moment correlation technique. Results showed that there is a significant positive relationship between self-regulated learning and mathematics achievement, $r = 0.351$ and $p < 0.01$. As a conclusion, the hypothesis was accepted.

Keywords: *mathematics achievement, self-regulated learning.*

HUBUNGAN ANTARA *SELF-REGULATED LEARNING* DENGAN PRESTASI BELAJAR MATEMATIKA PADA SISWA SMP

Prima Soraya Anas & Asmadi Alsas
Fakultas Psikologi Universitas Gadjah Mada

Intisari

Penelitian ini bertujuan untuk mengetahui hubungan antara *self-regulated learning* dengan prestasi belajar matematika. Variabel dependen dalam penelitian ini adalah prestasi belajar matematika yang diukur dengan nilai UTS matematika. Variabel independen dalam penelitian ini adalah *self-regulated learning* diukur menggunakan skala *self-regulated learning* mengacu pada teori Zimmerman (1989). Hipotesis yang diajukan dalam penelitian ini adalah “terdapat hubungan positif antara *self-regulated learning* dengan prestasi belajar matematika.” Subjek dalam penelitian ini berjumlah 129 siswa kelas VIII SMP Negeri 1 Kasihan Bantul tahun ajaran 2016/2017. Metode analisis data yang digunakan yaitu teknik korelasi *product moment* dari Pearson. Hasil analisis data dalam penelitian ini menunjukkan bahwa terdapat hubungan positif yang signifikan antara *self-regulated learning* dengan prestasi belajar matematika, dengan $r = 0,351$ dan $p < 0,01$, sehingga hipotesis dapat diterima.

Kata kunci: prestasi belajar matematika, *self-regulated learning*.