

## ABSTRAK

Asti Triyatni. 2019. Pengaruh Dukungan Sosial terhadap *Self Regulated Learning* Pada Siswa MTs Kelas VII Jakarta Barat.

(Dibimbing oleh Yuli Asmi Rozali, M.Psi., Psikolog).

Siswa MTs memiliki pelajaran lebih banyak yaitu pelajaran umum dan agama dengan tuntutan harus berprestasi. Prestasi hal penting dan setiap siswa harus memiliki *self regulated learning*. Faktor yang mempengaruhi *self regulated learning* adalah dukungan sosial. Tujuan penelitian ini untuk mengetahui pengaruh dukungan sosial terhadap *self regulated learning* pada siswa MTs kelas VII Jakarta Barat. Rancangan penelitian ini kuantitatif non-eksperimental berjenis kausal komparatif. Teknik pengambilan sampel *Cluster Sampling* lalu *Simple Random Sampling* dengan jumlah sampel 96 siswa MTs kelas VII Jakarta Barat. Dukungan sosial diukur menggunakan skala dukungan sosial berdasarkan teori Uchino dari Sya'bana (2017) yang dimodifikasi berjumlah 32 aitem valid dengan reliabilitas ( $\alpha$ )=0,900. *Self regulated learning* diukur menggunakan skala *Self regulated learning* berdasarkan teori Zimmerman dari Firlianne (2012) yang dimodifikasi berjumlah 100 aitem valid dengan reliabilitas ( $\alpha$ )=0,967. Hasil uji regresi linear sederhana nilai Sig.(p)=0,000;((p)<0,05) dengan koefisien korelasi sebesar 1,572 artinya ada pengaruh positif yang signifikan dukungan sosial terhadap *self regulated learning* pada siswa MTs kelas VII Jakarta Barat artinya hipotesis diterima. Berdasarkan nilai  $R^2$  menunjukkan dukungan sosial membentuk *self regulated learning* sebesar 37,8% sisanya dipengaruhi faktor lain. Cita-cita, cara belajar, teman belajar, masuk MTs, ikut bimbingan tidak memiliki hubungan dengan *Self regulated learning*. Temuan penelitian ini siswa masuk MTs karena keluarga memiliki *self regulated learning* tinggi dan siswa memiliki teman belajar atau tidak *self regulated learning* rendah.

**Kata kunci:** Dukungan Sosial, *Self Regulated Learning*, Siswa.

## ABSTRACT

*Asti Triyatni.2019. The effect of social support on self regulated learning towards West Jakarta MTs VII grade students.*

*(Guided by Yuli Asmi Rozali, M.Psi., Psychologist).*

*MTs students have more lessons, namely general subjects and religion with demands that they must be able to achieve. Achievement is important and every student must have self regulated learning. The factors that influence self regulated learning is social support. The purpose of this research is determine the influence of social support towards self-regulated learning in West Jakarta grade VII MTs students. The design of this research quantitative non-experimental with a comparative causal type. Sampling Cluster sampling technique, then Simple Random Sampling with sample of 96 students in West Jakarta VII grade MTs. Social support measured using the social support scale based on Uchino theory made by Sya'bana (2017) which has been modified amounts to 32 valid items with reliability ( $\alpha$ )=0.900. Self regulated learning measured using Self regulated learning scale based on Zimmerman theory made by Firlianne (2012) which has been modified amounts to 100 valid items with the reliability ( $\alpha$ )=0.967. The results a simple linear regression test is Sig.(p)=0.000;((p)<0.05) with a correlation coefficient of 1.572 means that there is a significant positive effect of social support on self regulated learning in West Jakarta VII grade MTs students which means hypothesis accepted. Based on the value of  $R^2$ , it shows that social support forms self regulated learning in the amount of 37.8%, the rest by other factors. The goals, the way of learning, having friends to study, entering MTs, participating in counseling have no a relationship with Self regulated learning. The results of this research were students who entered MTs because of the desire family have high self-regulated learning and students who have friends for studying or do not have self regulated learning is low.*

**Keywords:** *Social Support, Self regulated learning, Students.*