

ABSTRACT

The Relationship of Self Efficacy and Parent Social Support with Self Regulated Learning

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This research was based on how important to increase the students self regulated learning. Self efficacy and parent social support were the factors assumed to affect the self regulated learning. The purpose of this research were to describe: (1) self efficacy, (2) parent social support, (3) self regulated learning, (4) the relationship between self efficacy with self regulated learning, (5) the relationship between parent social support with self regulated learning, and (6) the simultaneous relationship between self efficacy and parent social support with self regulated learning.

This research used a quantitative method with correlative descriptive type. The population in this research was the students at SMP Negeri 29 Padang many as 522 students. The sample in this research was many as 213 students who selected with a *proportional stratified random sampling* technique. The instrument was a Likert scale model. The data were analyzed by using descriptive statistic, simple regression, and multiple regression.

This discover research show: (1) students self efficacy was at high category, it's mean that students believed and certain with them capability to participated in learning process, (2) students parent social support was at high category, it's mean that spirit, advice, attention from parent could given motivation to students for the learning well, (3) students self regulated learning was at high category, it's mean that students had made strategies of learning well to reached optimum of study, (4) there was a positive and significant relationship between of self efficacy to self regulated learning, (5) there was a positive and significant relationship between of parent social support to self regulated learning, and (6) there was a positive and significant simultaneous relationship between of self efficacy and parent social support with self regulated learning. Implications of these results could be used as suggestion to arrange programs of guidance and counseling service at the school be related to independent variable like as information service, consultancy service, content service, and individual counseling service.

ABSTRAK

Hubungan *Self Efficacy* dan Dukungan Sosial Orangtua dengan *Self Regulated Learning*

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Penelitian ini dilatarbelakangi oleh pentingnya meningkatkan *self regulated learning* pada siswa. *Self efficacy* dan dukungan sosial orangtua merupakan faktor yang diduga mempengaruhi *self regulated learning*. Tujuan dari penelitian ini adalah untuk mendeskripsikan: (1) *self efficacy*, (2) dukungan sosial orangtua, (3) *self regulated learning*, (4) hubungan *self efficacy* dengan *self regulated learning*, (5) hubungan dukungan sosial orangtua dengan *self regulated learning*, dan (6) hubungan secara bersama-sama antara *self efficacy*, dan dukungan sosial orangtua dengan *self regulated learning*.

Penelitian ini menggunakan metode kuantitatif jenis deskriptif korelasional. Populasi dalam penelitian ini adalah siswa SMP Negeri 29 Padang sebanyak 522 siswa. Sampel dari penelitian ini sebanyak 213 siswa, yang dipilih dengan teknik *Proportional Stratified Random Sampling*. Instrumen yang digunakan adalah skala model *Likert*. Data dianalisis dengan menggunakan statistik deskriptif, regresi sederhana, dan regresi ganda.

Hasil penelitian menunjukkan bahwa: (1) *self efficacy* siswa berada pada kategori tinggi, yang berarti bahwa siswa percaya dan yakin akan kemampuannya untuk berpartisipasi dalam kegiatan belajar, (2) dukungan sosial orangtua siswa berada pada kategori tinggi, yang berarti bahwa semangat, nasehat, perhatian yang diberikan orangtua dapat memberikan motivasi kepada siswa untuk belajar dengan baik, (3) *self regulated learning* siswa berada pada kategori tinggi, yang berarti bahwa siswa sudah membuat strategi-strategi pembelajaran dengan baik untuk mencapai hasil belajar yang optimal, (4) terdapat hubungan yang positif dan signifikan antara *self efficacy* dengan *self regulated learning*, (5) terdapat hubungan yang positif dan signifikan antara dukungan sosial orangtua dengan *self regulated learning*, dan (6) terdapat hubungan yang positif dan signifikan antara *self efficacy*, dukungan sosial orangtua secara bersama-sama dengan *self regulated learning*. Implikasi dari hasil penelitian ini dapat digunakan sebagai masukan untuk membuat program layanan bimbingan dan konseling yang berkaitan dengan variabel bebas seperti layanan informasi, layanan konsultasi, layanan konten, dan layanan konseling individu.