

## **ABSTRACT**

### **The Correlation of the Self-Regulated Learning and Peer Support toward the Students' Academic Achievement (A Study at SMPN 6 Muaro Jambi)**

**By: Hera Wahyuni**

This research was done due to students' low academic achievement. The self-regulated learning and peer support are two factors which influence it. There are four aims of this research. The first is to describe the students' academic achievement, self-regulated learning, and peer support. The second is to find out the correlation of the self-regulated learning and the students' academic achievement. The third aim is to find out the correlation of the peer support and the students' academic achievement. Finally, it was done to find out the correlation of the self-regulated learning and peer support toward the students' academic achievement.

This design of the research is quantitative by using the correlational method. The population was 218 8th grade students of SMPN 6 Muaro Jambi. 141 of them were the chosen as samples. The instrument used was the Likert scale model. Data were analyzed by using the descriptive statistics, simple and multiple regression.

The research result shows that: (1) the students' academic achievement generally was in the "average" category. Then, the students' self-regulated learning was in the "good" category. Next, the peer support was in the "positive" category, (2) there was a correlation of the self-regulated learning and the students' academic achievement, (3) there was a correlation of peer support and their academic achievement, and (4) both self-regulated learning and peer support influenced the students' academic achievement. The implication of this research can be used as students' need analysis to design a guidance and counseling service program at the school.

## ABSTRAK

### **Hubungan *Self Regulated Learning* dan Dukungan Sosial Teman Sebaya dengan Prestasi Belajar Siswa (Studi pada Siswa SMPN 6 Muaro Jambi)**

**Oleh: Hera Wahyuni**

Penelitian ini dilatarbelakangi oleh masalah rendahnya prestasi belajar siswa. *Self regulated learning* dan dukungan sosial teman sebaya merupakan faktor yang diduga mempengaruhi prestasi belajar siswa. Tujuan dari penelitian ini adalah: (1) mendeskripsikan prestasi belajar siswa, *self regulated learning*, dan dukungan sosial teman sebaya, (2) hubungan *self regulated learning* dengan prestasi belajar siswa, (3) hubungan dukungan sosial teman sebaya dengan prestasi belajar siswa, dan (4) hubungan *self regulated learning* dan dukungan sosial teman sebaya secara bersama-sama dengan prestasi belajar siswa.

Jenis penelitian ini adalah penelitian kuantitatif dengan menggunakan metode korelasional. Populasi dalam penelitian ini adalah siswa kelas VIII SMPN 6 Muaro Jambi yang berjumlah 218 siswa. Sampel diperoleh sebanyak 141 siswa. Instrumen yang digunakan adalah skala model *Likert*. Data dianalisis menggunakan statistik deskriptif, regresi sederhana dan regresi ganda.

Hasil penelitian ini menunjukkan bahwa: (1) secara umum prestasi belajar siswa berada pada kategori sedang, *self regulated learning* siswa berada pada kategori baik, dan dukungan sosial teman sebaya berada pada kategori positif, (2) terdapat hubungan *self regulated learning* dengan prestasi belajar siswa, (3) terdapat hubungan dukungan sosial teman sebaya dengan prestasi belajar siswa, dan (4) terdapat hubungan *self regulated learning* dan dukungan sosial teman sebaya secara bersama-sama dengan prestasi belajar siswa. Implikasi hasil penelitian ini dapat dijadikan sebagai analisis kebutuhan siswa untuk program pelayanan bimbingan dan konseling di SMPN 6 Muaro Jambi.