

ABSTRACT

Nanda Mirzawati. 2020. "The Relationship of Self Efficacy and Learning Environment with Student's Self-Directed Learning and its Implications in Guidance and Counseling Services". Thesis. S2 Guidance and Counseling Study Program Faculty of Education, Universitas Negeri Padang.

This research is motivated by the lack of self-directed learning shown by students is one of the problems associated with self-efficacy and the learning environment. The purpose of this study is to describe: (1) Self-efficacy, (2) Learning environment, (3) Self-directed learning, and testing (4) the relationship between self-efficacy and students' self-directed learning, (5) the relationship between learning environment with student self-directed learning, and (6) examine the relationship of self-efficacy and learning environment together with student self-directed learning.

This research uses a quantitative descriptive correlational type method. The population of this study was 391 students of SMP 1 Enam Lingkungan. Sampling was done by a proportional random sampling technique, with a total sample of 198 students. The instrument used was a self-efficacy scale adopted from the Ade Chita Putri Harahap self-efficacy scale, the scale of the learning environment, and the scale of self-directed learning. Data were analyzed using descriptive statistics, simple regression, and multiple regression.

The research findings reveal that: (1) Overall student self-efficacy is in the high category, (2) Student learning environment is in a good category, (3) Student's Self Directed Learning is in the high category, (4) There is a positive and significant relationship between self-efficacy and students' self-directed learning, (5) There is a positive and significant relationship between learning environments with students' self-directed learning, (6) There is a positive and significant relationship between self-efficacy and learning environment together with self-directed learning the student. The implications of the results of this study can be used as input to create guidance and counseling service programs related to independent variables such as information services, individual counseling services, and group guidance services.

Keywords: Self-Directed Learning, Self Efficacy, Learning Environment

ABSTRAK

Nanda Mirzawati. 2020. “Hubungan *Self Efficacy* dan Lingkungan Pembelajaran dengan *Self Directed Learning* Siswa serta Implikasinya dalam Layanan Bimbingan dan Konseling”. Tesis. Program Studi S2 Bimbingan dan Konseling Fakultas Ilmu Pendidikan Universitas Negeri Padang.

Penelitian ini dilatarbelakangi oleh kurangnya *self directed learning* yang ditunjukkan oleh siswa adalah salah satu masalah yang terkait dengan *self efficacy* dan lingkungan pembelajaran. Tujuan dari penelitian ini adalah untuk mendeskripsikan: (1) *Self efficacy*, (2) Lingkungan pembelajaran, (3) *Self directed learning*, dan menguji (4) hubungan antara *self efficacy* dengan *self directed learning* siswa, (5) hubungan antara lingkungan pembelajaran dengan *self directed learning* siswa, dan (6) menguji hubungan *self efficacy* dan lingkungan pembelajaran secara bersama-sama dengan *self directed learning* siswa.

Penelitian ini menggunakan metode kuantitatif jenis deskriptif korelasional. Populasi penelitian ini adalah siswa SMPN 1 Enam Lingkung berjumlah 391 siswa. Pengambilan sampel dilakukan dengan teknik *proportional random sampling*, jumlah sampel sebanyak 198 siswa. Instrumen yang digunakan adalah skala *self efficacy* yang diadopsi dari skala *self efficacy* Ade Chita Putri Harahap, skala lingkungan pembelajaran, dan skala *self directed learning*. Data dianalisis dengan menggunakan statistik deskriptif, regresi sederhana, dan regresi ganda.

Temuan penelitian mengungkapkan bahwa: (1) Secara keseluruhan *self efficacy* siswa berada pada kategori tinggi, (2) Lingkungan pembelajaran siswa berada pada kategori baik, (3) *Self Directed Learning* siswa berada pada kategori tinggi, (4) Terdapat hubungan yang positif dan signifikan antara *self efficacy* dengan *self directed learning* siswa, (5) Terdapat hubungan yang positif dan signifikan antara lingkungan pembelajaran dengan *self directed learning* siswa, (6) Terdapat hubungan yang positif dan signifikan antara *self efficacy* dan lingkungan pembelajaran secara bersama-sama dengan *self directed learning* siswa. 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 konseling perorangan, dan layanan bimbingan kelompok.

Kata Kunci: *Self Directed Learning*, *Self Efficacy*, Lingkungan Pembelajaran