

**ABSTRAK**

Dony Danang Joyo Setiawan, 11111578, Hubungan antara *Self-Regulated Learning* dengan Prestasi Akademik Mahasiswa Fakultas Psikologi Universitas Airlangga, *Skripsi*, Fakultas Psikologi Universitas Airlangga Surabaya, 2016. xviii + 80 halaman, 46 Lampiran.

*Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan antara Self-Regulated Learning dengan Prestasi Akademik. Self-Regulated Learning yang dimaksud adalah upaya yang dilakukan individu untuk mengatur diri dalam belajar, dengan mengikutsertakan kemampuan metakognisi, motivasi, dan perilaku aktif dalam usaha mencapai tujuan pembelajaran. Terdapat sebelas indikator di dalam Self-Regulated Learning yaitu self evaluation, organizing dan transforming, goal setting dan planning, seeking information, keeping records dan monitoring, environmental structuring, self consequences, rehearsing dan memorizing, seeking social assistance, reviewing records, dan mengemukakan ide. Prestasi akademik mahasiswa adalah hasil yang diperoleh oleh mahasiswa dalam proses belajarnya di perguruan tinggi selama jangka waktu tertentu. Hasil dari proses belajar dinyatakan dalam bentuk nilai atau angka*

*Penelitian dilakukan pada mahasiswa Fakultas Psikologi Universitas Airlangga angkatan 2015. dengan jumlah sebanyak 139 mahasiswa. Alat pengumpulan data menggunakan kuesioner Self-Regulated Learning sebanyak 50 butir item dan data dokumentasi Indeks Prestasi Kumulatif (IPK) mahasiswa. Uji reliabilitas pada alat ukur Self Regulated Learning dengan bantuan program statistic SPSS versi 20 for Windows diperoleh koefisien reliabilitas sebesar 0,917. Analisis data menggunakan teknik kolerasi product moment dari Pearson, dengan bantuan program statistic SPSS versi 20 for Windows.*

*Hasil analisis data penelitian menunjukkan bahwa koefisien kolerasi (r) antara Self-Regulated Learning dengan Prestasi Akademik sebesar 0,544 dengan p sebesar 0,000 ( $p < 0,01$ ), Hal ini berarti terdapat hubungan positif yang signifikan antara Self-Regulated Learning dengan Prestasi Akademik pada mahasiswa Fakultas Psikologi Airlangga. Artinya jika self-regulated learning mahasiswa tinggi maka prestasi akademiknya juga tinggi, begitu juga sebaliknya.*

**Kata kunci :** *Self-Regulated Learning, Prestasi Akademik, Mahasiswa*

Daftar Pustaka, 63 (1899-2016)

**ABSTRACT**

Dony Danang Joyo Setiawan, 111111578, *Relationships between Self-Regulated Learning with Academic Achievement in student of the Faculty of Psychology, University of Airlangga, Undergraduate Thesis, Faculty of Psychology Airlangga University Surabaya, 2016*  
xviii + 80 pages, 46 appendix.

*This research aims to determine whether there is a relationship between Self-Regulated Learning in Academic Achievement. Self-Regulated Learning in question is an attempt by individuals to organize themselves in learning, to include the ability of metacognition, motivation, and active behavior in order to achieve the learning objectives. There are eleven indicators of Self-Regulated Learning is self evaluation, organizing and transforming, goal setting and planning, seeking information, keeping records and monitoring, environmental structuring, self consequences, rehearsing and memorizing, seeking social assistance, reviewing records, and express ideas , Student academic achievement is the result obtained by the students in their learning in college for a certain period. The results of the learning process expressed in the form of value or rate.*

*Research conducted on students of the Faculty of Psychology Airlangga University, 2015. force with a total of 139 students. Tool data collection using questionnaires Self-Regulated Learning as much as 50 grains items and documentation data grade point average (GPA) students. Reliability test in the meter Self-Regulated Learning with the help of statistical program SPSS version 20 for Windows obtained reliability coefficient of 0.917. Data analysis using the technique of Pearson product moment correlation, with the help of statistical program SPSS version 20 for Windows.*

*The results of the analysis of research data shows that correlation coefficient (r) between Self-Regulated Learning in Academic Achievement of 0,544 with p equal to 0.000 ( $p < 0.01$ ), This means there is a significant positive relationship between Self-Regulated Learning on Academic Achievement students of the Faculty of Psychology Airlangga. This means that if the self-regulated learning, the high student academic achievement is also high, and vice versa.*

**Keywords:** *Self-Regulated Learning, Academic Achievement, Collage Student.*

Bibliography, 63 (1899-2016)