ABSTRAK

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Lovika Romnuriani, 1108252, Strategi *Self-Regulated Learning* pada Siswa Setingkat SMA di *Homeschooling* Kak Seto Surabaya, *Skripsi*, Fakultas Psikologi Universitas Airlangga Surabaya, 2013.
xvii + 106 halaman, 6 lampiran

Penelitian ini dilakukan dengan tujuan untuk mengetahui gambaran strategi *self-regulated learning* siswa setingkat SMA *Homeschooling* Kak Seto Surabaya.Menurut Zimmerman (1989), *self-regulated learning* meliputi metakognitif, motivasional, dan perilaku seorang siswa dalam mengatur strategi belajarnya secara mandiri dimana hal ini meliputi dalam keterampilannya mengelolah waktu, mengelolah informasi dan kemampuan untuk mengatur lingkungan sekitarnya yang mendukung siswa dalam belajar (Dalam Chen,2002).

Penelitian ini dilakukan di *Homeschooling* Kak Seto Surabaya.Subjek pada penelitian ini berjumlah 35 orang yang merupakan siswa sekolah menengah atas *Homeschooling* Kak Seto Surabaya. Pengambilan data dilakukan dengan menggunakan kuesioner self-regulated learning yang dimodifikasi dari Laili (2011) yang berjumlah 33 aitem. Analisis data dilakukan menggunakan statistik deskriptif dengan bantuan *software IBM SPSS Statistics 20*.

Dari hasil analisis data diperoleh hasil bahwa sebanyak 54,28% siswa memiliki *self-regulated learning* dalam kategori sedang. Sedangkan sisanya sebanyak 37,14% termasuk dalam kategori tinggi dan 8,57% termasuk dalam kategori rendah. Dimensi yang paling dominan yaitu *behavioral* dan *personal* sedangkan dimensi yang kurang dominan, yaitu *environment*. Dari hasil analisis yang ditinjau dari jenis *homeschooling* dapat diketahui bahwa siswa dengan jenis *homeschooling* komunitas memiliki siswa dengan *self-regulated learning* kategori rendah sedangkan *homeschooling distance learning* tidak satupun siswa yang memiliki skor *self-regulated learning* rendah.

Kata kunci*: Self-regulated learning*, *Homeschooling* Kak Seto Surabaya
Daftar Pustaka, 33 (1990-2013)

ABSTRACT

Lovika Romnuriani, 1108252, Self-Regulated Learning Strategies on Senior High School Students at Homeschooling Kak Seto Surabaya, Undergraduate, School of Psychology, University of Airlangga, 2013.
xvii + 106 pages, 6 attachments

This study was conducted to reveal the students' self-regulated learning strategies on senior high school Student at Homeschooling Kak Seto Surabaya. According to Zimmerman (1989), self-regulated learning includes metacognitive, motivational, and behavioral strategies to manage student learning independently that this includes the skills manage time, manage information and the ability to manage the environment that supports students in learning (in Chen, 2002).

The research was conducted in Homeschooling Kak Seto Surabaya. Subject in this study amounted to 35 people who are high school students Homeschooling Kak Seto Surabaya. Data were collected by using a self-regulated learning questionnaire modified from Laili (2011), amounting to 33 aitem. Data analysis was performed using descriptive statistics with the help of IBM SPSS Statistics 20 software.

From the analysis of the data obtained the result that as many as 54.28% of students have self-regulated learning in the medium category. While the remaining 37.14% in the high category and 8.57% included in the low category. The most dominant dimension is the behavioral dimension while less dominant, namely environment. From the results of the analysis in terms of the types of homeschooling can be seen that the students with the type of homeschooling community has students with self-regulated learning low category while none homeschooling distance learning students who score low self-regulated learning.

Kata kunci*: Self-regulated learning*, *Homeschooling* Kak Seto Surabaya
References, 33 (1990-2013)