

**ABSTRAK**

**Sofi Fitria Hidayah, 111314153030, Pelatihan Strategi *Self-Regulated Learning* untuk Meningkatkan Belajar Mandiri Pada Siswa SMA Negeri 4 Surabaya, Tesis, Fakultas Psikologi Universitas Airlangga Surabaya, 2016.**

**xiii + 125 halaman, 5 lampiran**

Penelitian ini bertujuan untuk mengetahui efektivitas pelatihan strategi *self-regulated learning* dalam meningkatkan belajar mandiri pada siswa SMA. Peningkatan pada belajar mandiri dapat dilakukan dengan meningkatkan *self-regulated learning* dengan mengajarkan siklus-siklus dalam *self-regulated learning* yang meliputi *self evaluation and monitoring*, *goal setting and strategic planning*, *strategy-implementation monitoring*, *strategy-outcome monitoring*.

Penelitian ini adalah penelitian pra-eksperimental dengan desain *one-group pretest-posttest design*. Subjek penelitian berjumlah 10 orang siswa kelas XI di SMA Negeri 4 Surabaya. Beberapa alat pengumpul data yang digunakan adalah tes prestasi pelatihan strategi *self regulated learning*, skala, dan wawancara *inter rater* belajar mandiri yang disusun oleh peneliti yang berlandaskan dari teori yang dikemukakan oleh Candy (1991). Data dianalisis dengan menggunakan statistik parametrik *paired sample t-test* dan statistik nonparametrik *wilcoxon signed rank test*.

Hasil analisis data terhadap skor subjek pada alat ukur menunjukkan bahwa: (1) alat ukur tes prestasi dengan nilai  $t = -17,804$  dan  $sign = 0,00 < 0,05$  yang berarti bahwa pelatihan strategi *self-regulated learning* dapat meningkatkan pengetahuan *self-regulated learning* pada peserta; (2) alat ukur sikap belajar mandiri dengan nilai  $t = -7,178$  dan  $sign = 0,000 < 0,05$ , yang berarti bahwa pelatihan strategi *self-regulated learning* dapat meningkatkan belajar mandiri pada peserta. *Effect size* pelatihan ini menunjukkan skor sebesar 0,92 yang berarti bahwa pelatihan strategi *self-regulated learning* memberikan pengaruh yang cukup kuat pada sikap belajar mandiri peserta pelatihan; (3) alat ukur wawancara *inter rater* dengan nilai  $Z = -2,805$  dan  $sign = 0,005 > 0,05$  yang berarti bahwa pelatihan strategi *self-regulated learning* dapat meningkatkan perilaku belajar mandiri pada peserta. Peneliti menyarankan agar peserta dapat terus meningkatkan belajar mandirinya. Bagi sekolah, peneliti menyarankan untuk juga memberikan pelatihan strategi *self-regulated learning* pada siswa kelas lainnya. Bagi peneliti selanjutnya, peneliti dapat menggunakan metode pengumpulan data yang lebih komprehensif, menggunakan kelompok kontrol, dapat mencapai tingkat *true experiment*, dan dapat melakukan evaluasi di tingkat *result*.

Kata Kunci : Belajar Mandiri, Pelatihan Strategi *Self-Regulated Learning*, Siswa SMA Negeri 4 Surabaya.

**ABSTRACT**

**Sofi Fitria Hidayah, 111314153030, Self-Regulated Learning Strategy Training to Improve Self-Directed Learning of SMA Negeri 4 Surabaya Students, Thesis, Faculty of Psychology, Airlangga University, Surabaya, 2016.**

**xiii + 125 pages, 5 appendices**

The purpose of this study was to know the effect of self-regulated learning strategy training to improve self-directed learning in SMA Negeri 4 Surabaya students. The improvement of self regulated learning could increase self-directed learning with teaching the cycle of self-regulated learning which contained self evaluation and monitoring, goal setting and strategic planning, strategy-implementation monitoring, and strategy-outcome monitoring.

This study was a pre-experimental study type use one-group pretest-posttest design. The participants are 10 eleventh-grade students in SMA Negeri 4 Surabaya. The data were collected by achievement test of self-regulated learning strategy training, self-directed learning scale, and inter rater interview that was based on Candy's theory (1991). Data were analyzed by using parametric statistical paired sample t-test and nonparametric statistical wilcoxon signed rank test.

The results of data analysis of the subject scores on measuring tools showed that: (1) the achievement test showed  $t = -17,804$  and  $sign = 0,00 < 0,05$  that meant the self-regulated learning strategy training could improve the participant's knowledge; (2) the self-directed learning scale showed  $t = -7,178$  and  $sign = 0,00 < 0,05$ , so that it can be concluded that the self-regulated learning strategy training could improve self-directed learning attitude in participants. The effect size of training showed a score of 0,92, that meant self-regulated learning strategy training provide a strong enough influence on self-directed learning participants; (3) The inter rater interview tool showed  $Z = -2,805$  and  $sign = 0,005 < 0,05$  that meant the self-regulated learning strategy training can improve self-directed learning behavior in participants. The researcher suggested that trainee can improve their self-directed learning continuously. The researcher recommended to school to apply the self-regulated learning strategy training to other grade students. Further research should consider using the more comprehensive of collecting data method, using control group, and evaluating result level.

**Key Words: Self-Directed Learning, Self-Regulated Learning Strategy Training, SMA Negeri 4 Surabaya Students.**