

ABSTRAK

Puryanti, 111211133002, Hubungan antara Dukungan Sosial Guru dengan *Self Regulation Learning* pada Siswa Kurikulum 2013, *Skripsi*, Fakultas Psikologi Universitas Airlangga, x + 73 halaman, 36 lampiran

Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan antara dukungan sosial guru dengan self regulation learning pada siswa Kurikulum 2013. Dukungan sosial yang dimaksud adalah dukungan sosial yang bersumber dari guru. Selanjutnya akan diteliti lebih lanjut apakah terdapat hubungan antara dukungan sosial guru dengan self regulation learning.

Subjek penelitian ini adalah siswa tingkat SLTA di Indonesia yang sedang menjalani Kurikulum 2013. Pengambilan data dilakukan secara online dengan jumlah subjek 153 siswa. Alat pengumpul data berupa kuisioner skala dukungan sosial yang terdiri dari 25 item dengan reliabilitas sebesar 0,918 dan skala self regulation learning yang terdiri dari 50 item dengan reliabilitas sebesar 0,937. Analisis data dilakukan dengan teknik statistic Produc Moment dengan bantuan SPSS versi 16 for Window.

Dari hasil analisis data didapatkan nilai koefisien korelasi sebesar 0,564 dengan taraf siginifikasi atau nilai p sebesar 0,000 ($p < 0,001$). Sehingga hipotesis dalam penelitian ini diterima, artinya ada hubungan yang signifikan antara dukungan sosial guru dengan self regulation learning pada siswa Kurikulum 2013. Semakin tinggi dukungan sosial yang diberikan oleh guru, maka semakin tinggi pula self regulation learning pada siswa Kurikulum 2013.

Kata kunci : *dukungan sosial, guru, self regulation learning, siswa, kurikulum 2013*

ABSTRACT

Puryanti, 111211133002, The Relation between Social Support of Teachers and Self-Regulated Learning in Students with Curriculum 2013, Graduating Paper, Faculty of Psychology Airlangga University, x + 73 pages, 36 Appendixes.

This study aims to identify whether there is a relation between social support of teachers and self-regulated learning in students with curriculum 2013. Social support intended in this research is the support that is got from the teachers. Furthermore, this research also identifies whether there is a relation between social support of the teachers and self-regulated learning.

The subject of this research is senior high school students in Indonesia using curriculum 2013. The data is sourced by online and participated by 153 students. The data is collected using the scale of questionnaire in social support that consists of 25 items with reliability 0,918 and the scale of self-regulated learning that consists of 50 items with reliability 0,937. The data is analyzed using statistic technique of product moment supported by SPSS 16 for window.

The result shows that the correlation coefficient value of 0,564 with significance level or the value of p is 0,000 ($p < 0,001$). Therefore, the hypothesis in this research is accepted. It shows that there is a significant relation between social support of the teachers and self-regulated learning in students with curriculum 2013. The higher the social support that is given by the teachers, the higher the self-regulated learning in students with curriculum 2013.

Keywords: *Social support, teachers, self-regulated learning, students, curriculum 2013*