ABSTRAK

Ilyas Satya Anugrah, 111511133022, Pengaruh *Self-regulated Learning*, *Self-efficacy*, dan Keterlibatan Orangtua terhadap Prestasi Belajar pada Mata Pelajaran Kimia di SMA Antartika Sidoarjo, *Skripsi*, Fakultas Psikologi Universitas Airlangga, 2019.
xxi + 108 halaman + 17 lampiran

Penelitian ini bertujuan untuk mengetahui pengaruh dari *self-regulated learning*, *self-efficacy*, dan keterlibatan orangtua terhadap prestasi belajar pada mata pelajaran kimia di SMA Antartika Sidoarjo. Dalam penelitian ini, *self-regulated learning* mengacu pada teori yang dikemukakan oleh Zimmerman & Martinez (1990), *self-efficacy* mengacu pada Bandura (1986), dan keterlibatan orangtua mengacu pada Vukovic, dkk (2013).

Penelitian ini menggunakan pendekatan kuantitatif eksplanatoris untuk menjelaskan alasan terjadinya suatu peristiwa hingga menguji sebuah teori (Neuman, 2014). Penelitian ini dilakukan pada siswa kelas XII IPA SMA Antartika Sidoarjo sebanyak 224 siswa dengan menggunakan alat ukur skala SRL (33 item) untuk mengukur *self-regulated learning* dengan reliabilitas sebesar 0,939, skala SE (10 item) untuk mengukur *self-efficacy* dengan reliabilitas sebesar 0,736, skala KO (10 item) untuk mengukur keterlibatan orangtua dengan reliabilitas sebesar 0,924, sedangkan prestasi belajar kimia diukur dengan menggunakan nilai rata-rata rapor semester 1 hingga semester 5.

Analisis data dilakukan dengan teknik analisis linear berganda dengan bantuan program statistik SPSS versi 22. Hasil penelitian menunjukkan bahwa *self-regulated learning*, *self-efficacy*, dan keterlibatan orangtua memiliki pengaruh yang signifikan terhadap prestasi belajar kimia dengan nilai signifikansi sebesar 0,000 ($p<0,05$) dan nilai koefisien korelasi sebesar 0,382. Koefisien determinasi (R^2) *self-regulated learning*, *self-efficacy*, dan keterlibatan orangtua terhadap prestasi belajar kimia sebesar 14,6%.

Kata kunci: *Self-regulated Learning*, *Self-efficacy*, Keterlibatan Orangtua, Prestasi Belajar Kimia
Daftar Pustaka, 89 (1971-2019)

ABSTRACT

Ilyas Satya Anugrah, 111511133022, *The Effect of Self-regulated Learning, Self-efficacy, and Parental Involvement on Chemistry Learning Achievement in Antartika Senior High School Sidoarjo*, **Undergraduate Thesis, Faculty of Psychology** Universitas Airlangga, 2019.
xxi + 108 pages + 17 appendixes

The purpose of this study is to examine the effect of self-regulated learning, self-efficacy, and parental involvement on chemistry learning achievement in antartika senior high school sidoarjo. In this research, self-regulated learning support refers to the theory stated by Zimmerman & Martinez (1990), self-efficacy refers to the theory stated by Bandura (1986), and parental involvement refers to the theory stated by Vukovic et. al. (2013).

This research uses quantitative with explanatory research type that aims to explain the reason for occurance of an event and make a deeper understanding or verify a theory (Neuman, 2014). Research was carried out on 224 students in 12th grade of Antartika Senior High School Sidoarjo using the inventory of self-regulated learning SRL (33 items) with reliability of 0,939, inventory of self efficacy SRL (10 items) with reliability of 0,736, inventory of parental involvement KO (10 items) with reliability of 0,924, and inventory of chemistry learning achievement using average report card for semester 1 to semester 5.

Data analysis that was used in this research is multiple linear regression by using SPSS version 22. The research shows that there is a positive and significant effect of self-regulated learning, self efficacy, and parental involvement on chemistry learning achievement (p=0,000; p<0,05) and the coefficient correlation is 0,382. Coefficient of determination (R^2) of self-regulated learning, self-efficacy, and parental involvement on chemistry learning achievement is 14,6%.

Keywords: *Self-regulated Learning, Self-efficacy, Parental Involvement, Chemistry Learning Achievement*
Bibliography, 89 (1971-2019)