ABSTRAK

Nabillah Said, 111611133004, Pengaruh *Self-regulated Learning* dan Penyesuaian Diri Terhadap Motivasi Belajar Pada Santri Baru di Pondok Pesantren Nurul Ulum Malang, *Skripsi*, Fakultas Psikologi Universitas Airlangga Surabaya, 2020.
xviii + 110 Halaman, 54 Lampiran

Penelitian ini ditujukan untuk menguji pengaruh *self-regulated learning* dan penyesuaian diri terhadap motivasi belajar pada santri baru di Pondok Pesantren Nurul Ulum Malang. Dalam penelitian ini, *self-regulated learning* mengacu pada teori yang dikemukakan oleh Zimmerman & Martinez (1990), Penyesuaian Diri mengacu pada Schneiders (1964), dan Motivasi Belajar Ryan & Deci (2017).

Penelitian ini menggunakan pendekatan kuantitatif eksplanatoris untuk menjelaskan alasan terjadinya suatu peristiwa hingga menguji sebuah teori (Neuman, 2014). Penelitian ini dilakukan pada santri baru kelas VII MTs Nurul Ulum Malang sebanyak 89 santri dengan menggunakan alat ukur skala SRL (29 aitem) untuk mengukur *self-regulated learning* dengan reliabilitas sebesar 0,907, skala PD (16 aitem) untuk mengukur skala penyesuaian diri dengan reliabilitas sebesar 0,806, skala MB (23 aitem) dan untuk mengukur motivasi belajar dengan reliabilitas sebesar 0,877.

Analisis data dilakukan dengan teknik analisis linear berganda dengan bantuan program SPSS versi 22. Hasil penelitian menunjukkan bahwa *self-regulated learning,* dan penyesuaian diri mimiliki pengaruh yang signifikan terhadap motivasi belajar dengan nilai signifikansi sebesar 0,000 (<0,05) dan nilai koefisien korelasi sebesar 0,658. Koefisien determinasi (R^2) *self-regulated learning*, dan penyesuaian diri terhadap motivasi belajar sebesar 43,3%.

Kata kunci: *Self-regulated Learning*, Penyesuaian Diri, Motivasi Belajar
Daftar Pustaka, 83 (1951-2018)

ABSTRACT

Nabillah Said, *111611133004, The Effect of Self-regulated Learning, and Self-Adjusment on Learning Motivation in New Santri in Nurul Ulum Islamic Boarding School Malang, Undergraduate Thesis, Faculty of Psychology Airlangga University* **Surabaya, 2020.**
 xviii + 110 page, 54 appendixes

The purpose of this study to examine the effect of self-regulated learning, and self adjustment on learning motivation in new santri in nurul ulum Islamic boarding school malang. In this research, self-regulated learning support refers to the theory stated by Zimmerman & Martinez (1990), self-adjusment refers to the theory stated by Schneiders (1964), and learning motivation refers to the theory stated by Ryan & Deci (2017).

This research uses quantitative with explanatory research type that aims to explain the reason for occurance of an event and make deeper understanding or veruvy a theory (Neuman, 2014). Research was carried out 89 student in 7th grade of Nurul Ulum Junior High School using inventory of self regulated learning SRL (29 items) with reliability of 0,907, inventory of self-adjusment PD (16 items) with reliability of 0,806, and for inventory learning motivation MB (23 items) with reliability of 0,877.

Data analysis that 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-regulted learning, and self-adjusment on learning motivation value of 0,000 (<0,05) and the coefficient correlation is 0,658. Coefficient determination (R^2) self-regulted learning, and self-adjusment on learning motivation is 43,3 %

Keywords: *Self-regulated Learning, Self-Adjusment, Learning Motivation*
Bibliography, 83 (1951-2018)