

# **HUBUNGAN MATH SELF-EFFICACY DAN TEACHER AUTONOMY SUPPORT DENGAN SELF-REGULATED LEARNING SISWA SMA**

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## **ABSTRAK**

Fakta di lapangan menunjukkan adanya masalah yang terjadi yakni masih banyak faktor yang melatarbelakangi siswa SMA dalam mengerjakan tugas, tanggung jawab belajar yang rendah, sehingga belum tercapai regulasi diri dalam belajar yang maksimal. *Self-regulated learning* dapat membawa dampak penting pada siswa dalam proses kegiatan pembelajaran. Penelitian ini bertujuan untuk mengetahui hubungan *math self-efficacy* dan *teacher autonomy support* dengan *self-regulated learning* siswa SMA. Penelitian ini menggunakan metode kuantitatif korelasional. Jumlah subjek dalam penelitian ini sebanyak 111 siswa kelas XI SMA. Teknik pengumpulan data dilakukan melalui kuesioner *math self-efficacy questionnaire (MSEQ)*, *teacher autonomy support wolter's scale*, dan *self-regulated learning scale*. Hasil pengujian hipotesis dengan analisis regresi ganda menunjukkan bahwa *math self-efficacy* dan *teacher autonomy support* dengan *self-regulated learning* tidak berhubungan. Hasil uji regresi (F) antara *math self-efficacy* dan *teacher autonomy support* dan *self-regulated learning* menunjukkan tidak terdapat hubungan yang signifikan  $F=2.926$ . Saran untuk penelitian selanjutnya mencermati kemungkinan faktor-faktor lain yang berperan dalam meningkatkan *self-regulated learning* siswa SMA.

**Kata kunci:** *math self-efficacy*, *teacher autonomy support*, *self-regulated learning*, siswa SMA.

**RELATIONSHIP MATH SELF-EFFICACY AND  
TEACHER AUTOMY SUPPORT WITH  
SELF-REGULATED LEARNING STUDENTS  
OF SENIOR HIGH SCHOOL**

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**ABSTRACT**

Facts on the ground show that there are problems that occur, namely that there are still many factors behind high school students in doing assignments, learning responsibility is low, so that maximum self-regulation learning has not been achieved. Self-regulated learning can have an important impact on students in the process of learning activities. This study aims to determine the relationship between math self-efficacy and teacher autonomy support with high school students' self-regulated learning. This study uses a correlational quantitative method. The number of subjects in this study were 111 students of class XI SMA. Data collection techniques were carried out through the math self-efficacy questionnaire (MSEQ), teacher autonomy support Wolter's scale, and self-regulated learning scale. The results of testing the hypothesis with multiple regression analysis show that math self-efficacy and teacher autonomy support with self-regulated learning are not related. The results of the regression test (F) between math self-efficacy and teacher autonomy support and self-regulated learning show that there is no significant relationship  $F=2.926$ . Suggestions for further research look at the possibility of other factors that play a role in increasing high school students' self-regulated learning.

**Keywords:** math self-efficacy, teacher autonomy support, self-regulated learning, senior high school students.