

ABSTRAK

HUBUNGAN *SELF-REGULATED LEARNING* DAN PROKRASTINASI AKADEMIK DENGAN PRESTASI BELAJAR SISWA XI IPA SMA N 1 SEPUTIH MATARAM TAHUN AJARAN 2023/2024

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Masalah dalam penelitian ini adalah prestasi belajar siswa rendah. Penelitian ini bertujuan untuk mengetahui hubungan antara *self-regulated learning* dan prokrastinasi akademik dengan prestasi belajar siswa pada kelas XI IPA SMA N 1 Seputih Mataram. Metode penelitian yang digunakan dalam penelitian ini adalah metode kuantitatif. Pengambilan data dalam penelitian ini menggunakan instrumen *self-regulated learning* dan prokrastinasi akademik serta dokumentasi hasil belajar siswa kelas XI IPA. Populasi penelitian ini berjumlah 142 siswa. Teknik analisis data menggunakan uji korelasi parsial. Adapun hasil penelitian menunjukkan dengan presentase terdapat 70% siswa mengalami prokrastinasi sedang, dan 25% siswa mengalami prestasi belajar rendah. Berdasarkan hasil analisa menggunakan korelasi parsial didapatkan hasil terdapat hubungan tidak searah antara *self-regulated learning* dan prokrastinasi akademik dengan prestasi belajar siswa.

Kata kunci: prestasi belajar, prokrastinasi akademik, *self-regulated learning*

ABSTRACT

THE RELATIONSHIP BETWEEN SELF-REGULATED LEARNING AND ACADEMIC PROCRASTINATION WITH LEARNING ACHIEVEMENT OF XI IPA SMA N 1 SEPUTIH MATARAM ACADEMIC YEAR 2023/2024

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The problem in this research is low student learning achievement. This research aims to determine the relationship between self-regulated learning and academic procrastination with student learning achievement in class XI Science at SMA N 1 Seputih Mataram. The research method used in this research is a quantitative method. Data collection in this research used self-regulated learning and academic procrastination instruments as well as documentation of the learning outcomes of class XI Science students. The population of this research was 142 students. The data analysis technique uses a partial correlation test. The research results that in terms of percentage, 70% of students experience moderate procrastination, and 25% of students experience low learning achievement. Based on the results of analysis using partial correlation, it was found that there was a unidirectional relationship between self-regulated learning and academic procrastination and student learning achievement.

Keywords: *learning achievement, academic procrastination, self-regulated learning.*