

**HUBUNGAN REGULASI DIRI DAN *SELF-EFFICACY*
DENGAN HASIL BELAJAR FISIKA
SISWA KELAS XI MIPA SMA NEGERI
DI KECAMATAN BANJAR TAHUN AJARAN
2021/2022**

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ABSTRAK

Rendahnya hasil belajar fisika siswa kelas XI MIPA SMA Negeri di Kecamatan Banjar menjadi masalah utama yang dikaji pada penelitian ini. Tujuan penelitian untuk menganalisis (1) hubungan antara regulasi diri dengan hasil belajar fisika siswa kelas XI MIPA SMA Negeri di Kecamatan Banjar tahun ajaran 2020/2021 (2) hubungan antara *self-efficacy* dengan hasil belajar fisika siswa kelas XI MIPA SMA Negeri di Kecamatan Banjar tahun ajaran 2020/2021, dan (3) hubungan antara regulasi diri dan *self-efficacy* dengan hasil belajar fisika siswa kelas XI MIPA SMA Negeri di Kecamatan Banjar tahun ajaran 2020/2021. Jenis penelitian ini adalah *ex-post facto* dengan metode kuantitatif korelasional. Populasi penelitian adalah seluruh siswa kelas XI MIPA SMA Negeri di Kecamatan Banjar yaitu SMA Negeri 1 dan SMA Negeri 2 yang berjumlah 249 siswa. Sampel diambil dengan teknik *proporsional random sampling* yang berjumlah 151 siswa. Penilaian regulasi diri dan *self-efficacy* dengan menggunakan kuesioner, sedangkan hasil belajar fisika dengan menggunakan tes pilihan ganda. Nilai koefisien reliabilitas kuesioner regulasi diri dan *self-efficacy* masing-masing sebesar 0,941 dan 0,914 sedangkan tes hasil belajar fisika sebesar 0,83. Uji asumsi yang dilakukan meliputi uji normalitas sebaran data, uji linieritas data dan keberartian regresi, multikolinieritas, autokorelasi, dan heteroskedastisitas. Kesimpulan penelitian ini menunjukkan terdapat (1) hubungan positif antara regulasi diri dengan hasil belajar fisika dan sumbangan efektif sebesar 3,44%, (2) hubungan positif antara *self-efficacy* dengan hasil belajar fisika dan sumbangan efektif sebesar 2,26%, (3) hubungan positif antara regulasi diri dan *self-efficacy* dengan hasil belajar fisika serta sumbangan efektif sebesar 5,7%.

Kata kunci: regulasi diri, *self-efficacy*, hasil belajar fisika.

THE RELATIONSHIP BETWEEN SELF REGULATION AND SELF-EFFICACY WITH STUDENT' PHYSICS LEARNING OUTCOMES OF CLASS XI MIPA SMANS IN BANJAR CITY IN THE ACADEMIC YEARS 2021/2022

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ABSTRACT

The low level of physics learning achievement in class XI MIPA of SMAN (State Senior High School) in Banjar City became the main problem in this study. This study aimed at analyzing: (1) the relationship between self regulation and physics learning outcomes of class XI MIPA students of SMANs in Banjar City in academic year 2021/2022, (2) the relationship between self-efficacy and physics learning outcomes of class XI MIPA students of SMANs in Banjar City in academic year of 2021/2022, and (3) the relationship between self regulation and self-efficacy with physics learning outcomes of class XI MIPA students of SMANs in Banjar City in academic year of 2021/2022. This type of research was ex-post facto with correlational quantitative methods. The population of this study was all students of class XI MIPA of SMANs in Banjar City, namely SMA 1 and SMA 2 which amounted to 249 students. The sample was taken by proportional random sampling technique which amounted to 151 students. Assessment of self regulation and self-efficacy used questionnaires, while learning outcomes of physics used multiple choice tests. The value of the reliability coefficient of self regulation and self-efficacy were 0.941 and 0.914 respectively while the physics learning outcomes test was 0.83. Test assumptions carried out included data distribution normality test, data linearity test, and regression significance, multicollinearity, autocorrelation, and heteroscedasticity. The conclusion of this study shows that there is (1) a positive relationship between self-regulation and physics learning outcomes with 3,44% effective contribution, (2) a positive relationship between self-efficacy and physics learning outcomes with 2,26% effective contribution, and (3) a positive relationship between self regulation and self-efficacy with physics learning outcomes with 5,7 % effective contribution.

Keywords: self regulation, self-efficacy, physics learning outcomes