

**HUBUNGAN ANTARA REGULASI DIRI DAN SIKAP SOSIAL
DENGAN PRESTASI BELAJAR FISIKA SISWA KELAS X MIPA
SMA NEGERI DI KECAMATAN KUTA**

Oleh

Ni Putu Indah Pratami, NIM 1613021022

Jurusan Fisika dan Pengajaran IPA

Program Studi S1 Pendidikan Fisika

ABSTRAK

Penelitian ini mengkaji masalah rendahnya prestasi belajar fisika siswa kelas X MIPA SMA Negeri di Kecamatan Kuta. Tujuannya adalah 1) mendeskripsikan hubungan antara regulasi diri dengan prestasi belajar fisika siswa; 2) mendeskripsikan hubungan antara sikap sosial dengan prestasi belajar fisika siswa; dan 3) mendeskripsikan hubungan antara regulasi diri dan sikap sosial dengan prestasi belajar fisika siswa. Metode yang digunakan yaitu korelasional dengan desain *ex-post facto*. Seluruh siswa kelas X MIPA SMA Negeri di Kecamatan Kuta yang berjumlah 476 siswa menjadi populasi penelitian ini. Jumlah sampel 250 siswa, diambil dengan teknik *proportional random sampling*. Data regulasi diri dan sikap sosial dikumpulkan menggunakan kuesioner, sedangkan data prestasi belajar fisika menggunakan tes esai. Nilai koefisien reliabilitas pada kuesioner regulasi diri dan sikap sosial masing-masing sebesar 0,908 dan 0,926, dan koefisien reliabilitas tes prestasi belajar fisika sebesar 0,807. Data dianalisis dengan statistik deskriptif, uji asumsi, uji regresi linier sederhana, uji regresi linier berganda, dan uji korelasi. Hasil penelitian menunjukkan: regulasi diri siswa berada pada kategori tinggi dengan skor rata-rata 135 dan standar deviasi 15,4; sikap sosial siswa berada pada kategori tinggi dengan skor rata-rata 137 dan standar deviasi 17,8; dan prestasi belajar fisika berada pada kategori rendah dengan nilai rata-rata 50 dan standar deviasi 13,8. Simpulan penelitian ini: 1) terdapat hubungan positif antara regulasi diri dengan prestasi belajar fisika siswa dengan koefisien korelasi sebesar 0,248 dan sumbangan efektif sebesar 4,47%, 2) terdapat hubungan positif antara sikap sosial dengan prestasi belajar fisika siswa dengan koefisien korelasi sebesar 0,382 dan sumbangan efektif sebesar 11,27%, dan 3) terdapat hubungan positif secara bersama-sama antara regulasi diri dan sikap sosial dengan prestasi belajar fisika siswa dengan koefisien korelasi sebesar 0,397 dan sumbangan efektif sebesar 15,74%.

Kata-kata kunci: regulasi diri, sikap sosial, prestasi belajar

THE RELATIONSHIP BETWEEN SELF-REGULATION AND SOCIAL ATTITUDES WITH STUDENT'S PHYSICS LEARNING ACHIEVEMENT OF THE 10TH GRADE STUDENTS OF MATHEMATICS AND NATURAL SCIENCES IN STATE HIGH SCHOOL IN KUTA DISTRICT

By

Ni Putu Indah Pratami, NIM 1613021022

Department of Physics and Teaching Science

Study Program of Physics Education

ABSTRAK

This study examines the problem of the low physics learning achievement of the 10th grade students of Mathematics and Natural Sciences in State High School in Kuta District. The purpose are 1) describing the relationship between self-regulation with student physics learning achievement, 2) describing the relationship between social attitudes with student physics learning achievement, and 3) describing the relationship of self-regulation and social attitude with student physics learning achievement. The methods used correlational with ex-post facto design. The research's population was 476 students of the 10th grade students of Mathematics and Natural Sciences in State Senior High Schools in Kuta District. The research's sample of 250 students was taken by proportional random sampling technique. Data collection of self-regulation and social attitudes are done using a questionnaire, while for physics learning achievement using essay tests. The value of the reliability coefficient of self-regulation and social attitudes questionnaire were respectively 0.908 and 0.926, while the reliability coefficient of physics learning achievement tests was 0.807. Data were analyzed with descriptive statistics, assumption tests, simple linear regression tests, multiple linear regression tests, and correlation tests. The results show that the students' self-regulation is in the high category with the average value of 135 and the standard deviation of 15.4; social attitudes were in the high category with the average value of 137 and the standard deviation of 17.8; physics learning achievement was in the low category with the average value of 50 and the standard deviation of 13.8. The result of the study concludes that: 1) there is a positive relationship between self-regulation with student physics learning achievement with correlation coefficient of 0.248 and the effective contribution of 4.47%; 2) there is a positive relationship between social attitudes with student physics learning achievement with correlation coefficient of 0.382 and the effective contribution of 11.27%; 3) there is a joint positive relationship between self-regulation and social attitudes with student physics learning achievement with correlation coefficient of 0.397 and a effective contribution of 15.74%.

Keywords: *self-regulation, social attitude, learning achievement*