

**HUBUNGAN ANTARA REGULASI DIRI DAN SUASANA KELAS  
DENGAN PRESTASI BELAJAR FISIKA SISWA KELAS X MIPA SMA  
NEGERI DI KECAMATAN MENGWI**

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**ABSTRAK**

Penelitian ini bertujuan untuk mendeskripsikan hubungan antara (1) regulasi diri dengan prestasi belajar fisika siswa, (2) suasana kelas dengan prestasi belajar fisika siswa, dan (3) regulasi diri dan suasana kelas dengan prestasi belajar fisika siswa. Penelitian ini merupakan penelitian korelasional dengan desain *ex-post facto*. Populasi penelitian meliputi seluruh siswa kelas X MIPA SMA Negeri di kecamatan Mengwi yang berjumlah 504 siswa. Sampel penelitian berjumlah 218 siswa yang ditentukan dengan teknik *propotional random sampling*. Data regulasi diri dan suasana kelas dikumpulkan dengan kuesioner dengan reliabilitas masing-masing 0,922 dan 0,913, sedangkan data prestasi belajar fisika dikumpulkan dengan tes esai dengan reliabilitas sebesar 0,859. Analisis data meliputi analisis statistik deskriptif, uji asumsi, uji regresi linier satu prediktor, uji regresi linier ganda dua prediktor, dan uji hipotesis dengan taraf signifikansi 5%. Hasil penelitian menunjukkan (1) regulasi diri dan suasana kelas siswa kelas X MIPA SMA Negeri di kecamatan Mengwi tergolong tinggi, (2) prestasi belajar fisika siswa kelas X MIPA SMA Negeri di kecamatan Mengwi tergolong rendah, (3) terdapat hubungan positif yang signifikan antara regulasi diri dengan prestasi belajar fisika siswa ( $F = 76,8$ ;  $p < 0,05$ ) dengan sumbangan efektif sebesar 18,87%, (4) terdapat hubungan positif yang signifikan antara suasana kelas dengan prestasi belajar fisika siswa ( $F = 41,95$ ;  $p < 0,05$ ) dengan sumbangan efektif sebesar 9,33%, (5) terdapat hubungan positif yang signifikan secara bersama-sama antara regulasi diri dan suasana kelas dengan prestasi belajar fisika siswa ( $F = 42,30$ ;  $p < 0,05$ ) dengan sumbangan efektif sebesar 28,20%.

**Kata-Kata Kunci:** regulasi diri, suasana kelas, prestasi belajar fisika.

**RELATIONSHIP BETWEEN SELF REGULATION AND CLASS  
ATMOSPHERE WITH PHYSICS LEARNING ACHIEVEMENT OF  
STUDENTS CLASS X MIPA OF STATE HIGH SCHOOL IN MENGWI  
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**ABSTRACT**

This study aimed to describe the relationship between (1) self-regulation and student physics learning achievement, (2) classroom atmosphere with student physics learning achievement, and (3) self-regulation and classroom atmosphere with student physics learning achievement. This research is a correlational research with ex-post facto design. The study population included all students of class X MIPA of state high school in mengwi district, totaling 504 students. The research sample of 218 students was determined by proportional random sampling technique. Data on self-regulation and classroom atmosphere were collected with a questionnaire with a reliability of 0.922 and 0.913, respectively, while the physics learning achievement data was collected by an essay test with a reliability of 0.859. Data analysis included descriptive statistical analysis, assumption tests, one predictor linear regression test, two predictors double linear regression test, and hypothesis testing with a significance level of 5%. The results showed (1) self-regulation and class atmosphere of class X MIPA of state high school in mengwi district were classified as high, (2) physics learning achievement class X MIPA of state high school in mengwi district were classified as low, (3) there was a significant positive relationship between self regulation with student physics learning achievement ( $F = 76.8$ ;  $p < 0.05$ ) with an effective contribution of 18.87%, (4) there is a significant positive relationship between classroom

atmosphere and student physics learning achievement ( $F = 41,95$ ;  $p < 0.05$ ) with an effective contribution of 9.33%, (5) there is a significant positive relationship together between self-regulation and classroom atmosphere with student physics learning achievement ( $F = 42.30$ ;  $p < 0,05$ ) with an effective contribution of 28.20%.

**Keywords:** self regulation, classroom atmosphere, physics learning achievement.

