

ABSTRAK

Hubungan Iklim Sekolah Dan Kematangan Emosional Dengan *Self Regulated Learning* Pada Siswa SMA N 1 Stabat

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Penelitian ini bertujuan untuk mengetahui ; Hubungan iklim sekolah dan kematangan emosi dengan *Self Regulated Learning* pada siswa. Hipotesis yang diajukan adalah ; Ada hubungan iklim sekolah dan kematangan emosi dengan *Self Regulated Learning* pada siswa. Populasi berjumlah 779 orang siswa, sampel yang diambil berjumlah 89 orang siswa. Penentuan jumlah sampel dapat dilakukan dengan cara perhitungan statistik yaitu dengan menggunakan Rumus Slovin. Data diperoleh dengan menyebarkan skala, yaitu skala *Self Regulated Learning*, skala iklim Sekolah dan skala Kematangan Emosional, sebelum digunakan ketiga skala diujicobakan kepada 30 orang siswa. Analisis data menggunakan tehnik analisis Regresi Berganda.

Hasil penelitian menunjukkan a). Ada hubungan positif yang sangat signifikan antara iklim sekolah dan kematangan emosional dengan *self regulated learning*. Hal ini ditunjukkan dengan koefisien $F_{reg} = 17,778$; $p < 0,001$. Diketahui $F_{tabel} = 3,10$. Nilai $F_{hit} > F_{tabel}$ memiliki makna bahwa iklim sekolah dan kematangan emosional memiliki hubungan yang linier dengan *self regulated learning*. Berdasarkan hasil penelitian ini, maka hipotesis yang diajukan dinyatakan diterima. b). Diketahui iklim sekolah dan kematangan emosional memiliki sumbangan efektif secara bersama-sama terhadap *self regulated learning* sebesar 29,3%. Dari hasil ini diketahui bahwa masih terdapat 70,7% sumbangan dari faktor lain terhadap *self regulated learning*. c). Ada hubungan positif yang sangat signifikan antara iklim sekolah dengan *self regulated learning* pada siswa dengan koefisien korelasi $r_{x1y} = 0,481$; $p < 0,001$, dan sumbangan efektif sebesar 23,2%. d). Ada hubungan positif yang signifikan antara kematangan emosional dengan *self regulated learning*, dengan koefisien korelasi $r_{x2y} = 0,223$; $p = 0,035$; dan sumbangan efektif sebesar 5,0 %. e). Hasil lain diperoleh dari penelitian ini, yakni diketahui bahwa subjek penelitian ini para siswa SMA Negeri 1 Stabat, memiliki *self regulated learning* yang sangat tinggi, iklim sekolah yang sedang, dan kematangan emosional yang dimiliki sangat baik.

Kata kunci : *self regulated learning*, iklim sekolah, dan kematangan emosional

ABSTRACT

Climate Relationship With Schools And Emotional Maturity Self-Regulated Learning In High School Students N 1 Stabat

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This study aims to determine ; relationship school climate and emotional maturity with Self Regulated Learning in students. The hypothesis is; There is a school climate relationship and emotional maturity with Self Regulated Learning in students. A population of 779 students, the samples were taken totaling 89 students. Determination of the number of samples can be done by statistical calculation by using formula Slovin. Data obtained by distributing scale, the scale of Self-Regulated Learning, school climate scale and the scale of Emotional Maturity, before use third-scale tested on 30 students. Analysis of data using multiple regression analysis techniques.

The results showed a). There is a significant positive relationship between school climate and emotional maturity with self-regulated learning. This is evidenced by the coefficient Freg = 17.778; $p < 0.001$. Unknown Ftabel = 3.10. Fhit value > F table has a meaning that the school climate and emotional maturity have a linear relationship with the self-regulated learning. Based on these results, the hypothesis are accepted. b). Unknown school climate and emotional maturity has effective contribution together towards self-regulated learning 29,3%. From these results it is known that there is still a 70.7% contribution from other factors toward self-regulated learning. c). There is a very significant positive relationship between the school climate with self-regulated learning in students with r_{x1y} correlation coefficient = 0.481; $p < 0.001$, and the effective contribution of 23.2%. d). There was a significant positive relationship between emotional maturity with self-regulated learning, with r_{x2y} correlation coefficient = 0.223; $p = 0.035$; and the effective contribution of 5.0%. e). Other results obtained from this study, that it is known that the subject of this study, students SMA Negeri 1 Stabat, has self-regulated learning is very high, school climate being, and emotional maturity are extremely good.

Keywords: self-regulated learning, school climate, and emotional maturity