

**HUBUNGAN ANTARA DUKUNGAN KELUARGA DENGAN *SELF-REGULATED LEARNING* PADA SISWA DI SMA STELLA DUCE 1 DAN 2
YOGYAKARTA**

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ABSTRAK

Self-regulated learning merupakan kemampuan siswa dalam merancang strategi belajar untuk mencapai tujuan akademik yang telah ditetapkan. Kemampuan ini diperlukan oleh siswa untuk mencapai prestasi akademik. Salah satu faktor eksternal yang berpengaruh dalam *self-regulated learning* adalah dukungan keluarga. Dukungan keluarga merupakan persepsi positif anak terhadap perilaku yang ditunjukkan oleh anggota keluarga bahwa anak layak untuk dihargai dan dipedulikan. Penelitian ini bertujuan untuk mengetahui hubungan antara dukungan keluarga dengan *self-regulated learning* pada siswa di SMA Stella Duce 1 dan 2 Yogyakarta. Populasi penelitian adalah 280 siswa SMA Stella Duce 1 dan 2 Yogyakarta, dan sampel sejumlah 162 siswa diperoleh dari *proportionate stratified random sampling*. Metode pengumpulan data menggunakan Skala Dukungan Keluarga (49 aitem; $\alpha = 0,95$) dan Skala *Self-Regulated Learning* (14 aitem; $\alpha = 0,82$). Analisis statistik menggunakan JASP (*Jeffrey's Amazing Statistics Program*) versi 16.4. Uji *Spearman Rho* menunjukkan bahwa terdapat hubungan positif yang signifikan antara dukungan keluarga dengan *self-regulated learning* ($r_s = 0,169$; $p < 0,05$). Artinya, semakin tinggi dukungan keluarga, maka akan semakin tinggi *self-regulated learning* pada siswa di SMA Stella Duce 1 dan 2 Yogyakarta.

Kata kunci: dukungan keluarga; *self-regulated learning*; siswa SMA boarding school.

**THE RELATIONSHIP BETWEEN FAMILY SUPPORT AND SELF-
REGULATED LEARNING IN STUDENTS AT STELLA DUCE HIGH
SCHOOL 1 AND 2 YOGYAKARTA**

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ABSTRACT

Self-regulated learning is an ability to design learning strategies to achieve predetermined academic goals. This ability is needed by students to reach academic achievement. One of the external factors that influence self-regulated learning is family support. Family support is the child's positive perception of the behavior shown by family members that the child deserves to be valued and cared for. This research aims to determine the relationship between family support and self-regulated learning in students at Stella Duce 1 and 2 High Schools in Yogyakarta. The population of the research was 280 students of Stella Duce High School 1 and 2 Yogyakarta, and a sample of 162 students was obtained from proportionate stratified random sampling. The data collection method used the Family Support Scale (49 items; $\alpha = 0.95$) and the Self-Regulated Learning Scale (14 items; $\alpha = 0.82$). Statistical analysis was conducted with JASP (Jeffrey's Amazing Statistics Program) version 16.4. Spearman Rho test shows that there is a significant positive relationship between family support and self-regulated learning ($r_s = 0,169$; $p < 0.05$). This implies that the higher the family support, the higher the self-regulated learning of students at Stella Duce 1 and 2 High Schools in Yogyakarta.

Keywords: *family support; self-regulated learning; boarding school students.*