HUBUNGAN ANTARA DUKUNGAN SOSIAL ORANG TUA DENGAN *SELF-REGULATED LEARNING* PADA SISWA SMA NEGERI 1 GUBUG DALAM MENGHADAPI PEMBELAJARAN TATAP MUKA DI ERA PANDEMI COVID-19

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara dukungan sosial orang tua dengan *self-regulated learning* pada siswa SMA Negeri 1 Gubug dalam menghadapi pembelajaran tatap muka. Dukungan sosial orang tua adalah suatu pemberian kenyamanan, perhatian, penghargaan yang diterima oleh individu baik verbal maupun nonverbal sebagai tanda dicintai dan dipedulikannya individu tersebut oleh orangtu. Sedangkan *self-regulated learning* merupakan suatu proses pengendalian diri seseorang dalam menetapkan tujuan yang didasari oleh strategi-strategi belajar selama proses belajar yang dijalaninya guna mendapatkan hasil atau nilai yang sesuai dengan harapannya. Sampel dalam penelitian ini berjumlah 70 siswa yang tersebar dalam 5 kelas. Teknik pengambilan sampel menggunakan *convenience sampling*. Alat ukur yang digunakan adalah Skala Dukungan Sosial Orang Tua (17 aitem; α = 0,855) dan Skala *Self-Regulated Learning* (22 aitem; α = 0,880). Analisis data menggunakan teknik *Spearman Rank* yang menunjukkan tidak adanya hubungan yang signifikan antara dukungan sosial orang tua dengan *self-regulated learning* (*rs*= -0,013 ; *p*= 0,915). Hasil penelitian menunjukkan bahwa tidak adanya hubungan antara dukungan sosial orang tua dengan *self-regulated learning* pada siswa SMA Negeri 1 Gubug dalam menghadapi pembelajaran tatap muka di era pandemi covid-19. Berdasarkan uji *Mann Whitney* ditemukan bahwa tidak terdapat perbedaan antara dukungan sosial orang tua dengan *self-regulated learning* jika ditinjau berdasarkan kategori jenis kelamin, sedangkan uji *Kruskal Wallis* ditemukan bahwa tidak terdapat perbedaan jika ditinjau berdasarkan kategori usia, dan kelas.

Kata kunci*: dukungan sosial orang tua, *self-regulated learning*, siswa SMA

THE CORELATION BETWEEN PARENTAL SOCIAL SUPPRT AND SEL-REGULATED LEARNING IN SMA NEGERI 1 GUBUG IN USING FACE-TO-FACE LEARNING DURING PANDEMIC COVID-19

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Abstract

This research is to find out the corelation between parental social supprt and sel-regulated learning in SMA Negeri 1 Gubug students in using face-to-face learning during pandemic covid-19. Parental social support is a provision of comfort, attention, appreciation received by individuals both verbally and nonverbally as a sign of being loved and cared for individual by the parents. Meanwhile, self-regulated learning is a process of controlling a person's self in setting goals based on learning strategies during the learning process he undergoes in order to get results or values that are in accordance with his expectations. The research sample was experiment 70 students spread of 5 classes. The sampling technique used convenience sampling. Measuring instrument is The Parental Social Support Scale (17 items; $\alpha = 0,855$) and the self-regulated learning scale (22 items; $\alpha = 0,880$). Data analysis used the Spearman Rank technique which showed that there was no significant corelation between parental social support and self-regulated learning ($rs = - 0,013$; $p = 0,915$). The results showed that there was no corelation between parental social support and self-regulated learning in SMA Negeri 1 Gubug students in using face-to-face learning during pandemic covid-19. Based on Mann Whitney test it found that there was no difference between parental social support and self-regulated learning when viewed by gender category, while the Kruskal Wallis test it found that there was no difference when viewed by age and class category.

Keyword: parental social support, Self-Regulated learning, Students of Senior high school.