

## ABSTRAK

### HUBUNGAN ANTARA *SELF REGULATED LEARNING* DENGAN *STUDENT ENGAGEMENT* PADA SISWA SMAN 1 BATUSANGKAR

Penelitian ini bertujuan untuk mengetahui secara empirik hubungan antara *Self Regulated Learning* dengan *Student Engagement* Pada Siswa SMAN 1 Batusangkar. Penelitian ini dilakukan pada siswa SMAN 1 Batusangkar dengan sampel yang berjumlah 217 siswa, metode penelitian menggunakan penelitian kuantitatif dengan teknik pengambilan sampel random sederhana (*simple random sampling*). Alat ukur yang digunakan dalam penelitian ini adalah skala *self regulated learning* dan skala *student engagement* dengan menggunakan metode *simple random sampling*. Hasil koefisien validitas pada skala *self regulated learning* berkisar antara 0,341 sampai dengan 0,744 sedangkan koefisien reliabilitasnya sebesar 0,892. Hasil koefisien validitas pada skala *student engagement* berkisar antara 0,308 sampai dengan 0,677 sedangkan koefisien reliabilitasnya sebesar 0,919. Berdasarkan analisis data, diperoleh nilai korelasi sebesar  $r = 0,803$  dengan taraf signifikansi 0,000, yang berarti hipotesis diterima. Hal ini menunjukkan bahwa ada hubungan yang sangat signifikan antara *self regulated learning* dengan *student engagement* pada siswa SMAN 1 Batusangkar yang berarah positif dengan taraf kuat. Besar sumbangan efektif dari variabel *self regulated learning* pada *student engagement* adalah sebesar 64%.

**Kata kunci :** *self regulated learning, student engagement, siswa, SMA*

## ABSTRACT

### THE RELATIONSHIP BETWEEN SELF REGULATED LEARNING AND STUDENT ENGAGEMENT IN STUDENTS OF SMAN 1 BATUSANGKAR

*This research aims to empirically determine the relationship between Self Regulated Learning and Student Engagement in SMAN 1 Batusangkar students. This research was conducted on students of SMAN 1 Batusangkar with a sample of 217 students, the research method used quantitative research with simple random sampling techniques. The measuring instruments used in this research are the self-regulated learning scale and the student engagement scale using the simple random sampling method. The results of the validity coefficient on the self-regulated learning scale ranged from 0,341 to 0,744, while the reliability coefficient was 0,892. The results of the validity coefficient on the student engagement scale ranged from 0,308 to 0,677, while the reliability coefficient was 0,919. Based on data analysis, a correlation value of  $r = 0,803$  with a significance level of 0,000 is obtained, which means the hypothesis is accepted. This shows that there is a very significant relationship between self-regulated learning and student engagement in SMAN 1 Batusangkar students which has a positive direction at a strong level. The effective contribution of the self-regulated learning variable to student engagement is 64%.*

***Keywords: self regulated learning, student engagement, students, high school***