

ABSTRAK

RISMA RAHMAYANTI, 2020, Pengaruh *Self Regulated Learning*, Lingkungan Keluarga Dan Iklim Kelas Terhadap Prestasi Belajar Pada Mata Pelajaran Ekonomi (Survei pada Siswa Kelas XI IPS SMA Negeri Se-Kota Tasikmalaya Tahun Ajaran 2019/2020). Skripsi Pendidikan Ekonomi Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi Tasikmalaya. Dibawah bimbingan Dr. Ade Rustiana, Drs., M.Si. dan Edi Fitriana Afriza, S.Pd., M.M.

Penelitian dilatar belakangi oleh rendahnya prestasi belajar siswa pada mata pelajaran ekonomi di SMA Negeri Se-kota Tasikmalaya. Dimana penelitian bertujuan untuk mengetahui pengaruh *Self Regulated Learning*, Lingkungan Keluarga dan Iklim Kelas Terhadap Prestasi Belajar Pada Mata Pelajaran Ekonomi Kelas XI IPS SMA Negeri Se-Kota Tasikmalaya. Penelitian termasuk kedalam penelitian kuantitatif dengan menggunakan metode *explanatory research* dengan populasi penelitian seluruh siswa kelas XI IPS SMA Negeri Se-Kota Tasikmalaya. Teknik sampling yang digunakan adalah *area probability sampling* sehingga didapat jumlah responden sebanyak 230 responden yang mewakili kelas disetiap area. Data diperoleh dari penyebaran angket dan dianalisis menggunakan regresi linier berganda dengan bantuan *SPSS v.23 for Windows*. Hasil Penelitian menunjukkan bahwa *self regulated learning* berpengaruh positif dan signifikan terhadap prestasi belajar, iklim kelas berpengaruh positif dan signifikan terhadap prestasi belajar sedangkan lingkungan keluarga tidak berpengaruh positif dan signifikan terhadap prestasi belajar siswa, dimana pada dasarnya memang anak lebih banyak belajar bersama guru di lingkungan kelas sehingga lingkungan keluarga tidak berpengaruh terhadap prestasi belajar siswa. Ini terbukti dari hasil pengolahan data bahwasanya variabel yang mendominasi adalah iklim kelas. Simpulan dari penelitian adalah terdapat pengaruh positif dan signifikan *self regulated learning*, lingkungan keluarga dan iklim kelas secara bersama terhadap prestasi belajar siswa. Uji koefisien determinasi (R Square) diketahui pengaruh sebesar 69,5 % sedangkan 30,5% lagi sisanya dijelaskan oleh faktor lain. Saran bagi sekolah, guru dan orang tua agar anak mendapatkan prestasi belajar yang tinggi perlu sekali memperhatikan, membimbing serta memfasilitasi kebutuhan anak dalam proses pembelajaran.

Kata Kunci: SRL, Keluarga, Iklim, Kelas, Prestasi

ABSTRACT

RISMA RAHMAYANTI, 2020, The Influences of Self-Regulated Learning, Family Environment and Class Climate Towards Students' Learning Achievement In Economic Subject. (a Survey of Students in XI-IPS Class SMA Negeri in Tasikmalaya period of 2019/2020). A Thesis of Economic Education Faculty of Educational Sciences and Teachers' Training Siliwangi University Tasikmalaya. Under the guidance of Dr. Ade Rustiana, Drs., M.Si. and Edi Fitriana Afriza, S.Pd., M.M.

This research contextually by students' low learning achievement in economic subject at SMA Negeri in Tasikmalaya. Whereas, the aim of this research to find out the influences of Self-regulated learning, home environment and class climate towards students' learning achievement in economic subject in XI-IPS class at SMA Negeri in Tasikmalaya. The research quantitatively using explanatory research method with the research population of whole students at XI-IPS class in SMA Negeri Tasikmalaya. The sampling method used area probability sampling in result the amount of respondents as much of 230 respondents which is represent of each class. The data obtained from questionnaires and analyzed using multiple linear regression with SPSS v.23 for Windows. The results showed that self-regulated learning had a positive and significant effect on learning achievement, classroom climate had a positive and significant effect on learning achievement, while the family environment had a negative and insignificant effect on student achievement, where basically children were learning more with teachers in the classroom environment so that parental attention had no effect on student achievement. student achievement. This is evident that the dominant variable is class climate. The conclusion from this research is that there is a positive and significant effect of self-regulated learning, family environment and classroom climate together on student learning achievement. The coefficient of determination (R Square) shows the effect of 69.5% while the remaining 30.5% is explained by other factors. Advice for schools, teachers and parents that children get high learning achievement need an attention , guide and facilitate children's needs in the learning process.

Keywords: *SRL, Family, Climate, Class, Achievement.*