

ABSTRAK

YESI SUSILAWATI .2022. **HUBUNGAN *SELF REGULATED LEARNING* TERHADAP KECERDASAN EKOLOGIS PESERTA DIDIK PADA MATERI PERUBAHAN LINGKUNGAN (Studi Korelasional di Kelas X MIPA 1 dan X MIPA 2 SMAN 7 Tasikmalaya Tahun Ajaran 2021/2022).** Jurusan Pendidikan Biologi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi.

Pada abad 21 ini tingkat kecerdasan ekologis mulai menurun, untuk itu peserta didik harus mempunyai rasa peka terhadap isu-isu lingkungan salah satunya dengan memiliki kemampuan kecerdasan ekologis. Selain itu, kemampuan *self regulated learning* juga penting dimiliki oleh peserta didik sehingga bisa menyadari tujuan apa yang ingin dicapai dalam sebuah pembelajaran. Penelitian ini bertujuan untuk mengetahui hubungan *self regulated learning* terhadap kecerdasan ekologis peserta didik pada materi perubahan lingkungan. Metode yang digunakan dalam penelitian ini adalah metode korelasional. Penelitian ini dilaksanakan di SMAN 7 Tasikmalaya Tahun Ajaran 2021/2022 dengan populasi seluruh kelas X MIPA yang terdiri dari 6 kelas dan sampel diambil dari kelas X MIPA 1 dan X MIPA 2 berdasarkan teknik *purposive sampling* dengan pertimbangan sampel diambil berdasarkan kriteria tertentu. Teknik pengumpulan data dengan menggunakan teknik non-tes berupa angket *Motivation Strategy Learning Questionnaire* (MSLQ) bagian *self regulated learning strategies* sebanyak 15 butir soal dan angket kecerdasan ekologis sebanyak 28 butir soal. Berdasarkan hasil penelitian dapat disimpulkan bahwa ada korelasi antara *self regulated learning* terhadap kecerdasan ekologis peserta didik pada materi perubahan lingkungan di kelas X MIPA 1 dan X MIPA 2 SMAN 7 Tasikmalaya ($R = 0,332$; $R^2 = 0,110$). Kontribusi yang diberikan *self regulated learning* terhadap kecerdasan ekologis sebesar 11%, sehingga korelasinya rendah.

Kata Kunci: *Self Regulated Learning*; Kecerdasan Ekologis; Perubahan Lingkungan

ABSTRACT

YESI SUSILAWATI .2022. ***THE RELATIONSHIP OF SELF REGULATED LEARNING TO THE ECOLOGICAL INTELLIGENCE OF STUDENTS ON THE SUBJECT OF ENVIRONMENTAL CHANGE (Correlational Studies in Class X MIPA 1 and X MIPA 2 SMAN 7 Tasikmalaya Academic Year 2021/2022.*** Departement of Biology Education, Faculty of Teacher Training and Education, Siliwangi University.

In the 21st century the level of ecological intelligence begins to decline, for that students must have a sense of sensitivity to environmental issues one of which is by having the ability of ecological intelligence. In addition, the ability of self regulated learning is also important for students to have so that they can realize what goals they want to achieve in learning. This study aims to determine the relationship of self regulated learning to the ecological intelligence of student's in the material of environmental change. The method used in this research is the correlational method. This research was carried out at SMAN 7 Tasikmalaya in the academic year 2021/2022 with a population of all X MIPA classes consisting of 6 classes and samples were taken from X MIPA 1 and X MIPA 2 classed based on purposive sampling technique with consideration of samples taken based on certain criteria. The data collection technique used a non-test technique in the form of a Motivation Strategy Learning Questionnaire (MSLQ) in the self regulated learning strategies section with 15 questions and an ecological intelligence questionnaire with 28 questions. Based on the results of the study, it can be concluded that there is a correlation between self regulated learning and the ecological intelligence of students on the material of environmental change in class X MIPA 1 and X MIPA 2 at SMAN 7 Tasikmalaya ($R= 0,332$; $R^2=0,110$). The contribution given by self regulated learning to ecological intelligence is 11%, so the correlation is low.

Keywords: *Self Regulated Learning; Ecological Intelligence; Environmental Change.*