

## ABSTRAK

**LIA KHAIRUNNISA 2020 HUBUNGAN *SELF REGULATED LEARNING* DENGAN LITERASI SAINS PESERTA DIDIK PADA MATERI KEANEKARAGAMAN HAYATI (Studi Korelasional di Kelas X MIPA 5 dan X MIPA 7 SMAN 5 Kota Tasikmalaya Tahun Ajaran 2020/2021).** Jurusan Pendidikan Biologi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Siliwangi.

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Penelitian ini bertujuan untuk mengetahui hubungan *Self Regulated Learning* dengan Literasi Sains peserta didik pada materi keanekaragaman hayati. Metode yang digunakan adalah metode korelasional. Penelitian ini dilaksanakan di SMAN 5 Kota Tasikmalaya tahun ajaran 2020/2021 dengan populasinya adalah seluruh kelas X MIPA yang terdiri dari 7 kelas dan sampel diambil dari kelas X MIPA 5 dan X MIPA 7 berdasarkan teknik dasar *purposive sampling*. Teknik pengumpulan data dengan menggunakan kuesioner MSLQ bagian *Self Regulated Learning Strategies* yang sudah dimodifikasi sebanyak 23 pernyataan untuk memperoleh data *Self Regulated Learning* dan menggunakan soal literasi sains Gormanly sebanyak 32 butir soal pilihan majemuk untuk memperoleh data literasi sains. Hasil penelitian menunjukkan bahwa ada hubungan *Self Regulated Learning* dengan Literasi Sains peserta didik pada materi keanekaragaman hayati di kelas X MIPA SMAN 5 Kota Tasikmalaya. Hal ini berdasarkan hasil uji hipotesis (korelasi pearson) bahwa nilai signifikansi  $\leq 0,05$  yaitu 0,005 dengan koefisien sebesar 0,362 artinya memiliki keeratan hubungan rendah. Kontribusi *Self Regulated Learning* dengan literasi sains adalah 13,1% sedangkan sisanya 86,9% dipengaruhi oleh variabel lain yang tidak diteliti.

**Kata Kunci :** *Self Regulated Learning*; Literasi Sains; Keanekaragaman Hayati

## **ABSTACT**

**LIA KHAIRUNNISA 2020 RELATIONSHIP OF SELF REGULATED LEARNING WITH SCIENCE LITERATION OF STUDENTS IN BIODIVERSITY MATERIALS (Correlational Studies in Class X MIPA 5 and X MIPA 7 SMAN 5 Kota Tasikmalaya Academic Year 2020/2021).** Department of Biology Education, Faculty of Teacher Training and Education, Siliwangi University.

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*This study aims to determine the relationship between Self Regulated Learning and Science Literacy of students on biodiversity material. The method used is the correlation method. This research was conducted at SMAN 5 Tasikmalaya City in the academic year 2020/2021 with a population of all class X MIPA consisting of 7 classes and samples were taken from class X MIPA 5 and X MIPA 7 based on the basic technique of purposive sampling. The data collection technique used the MSLQ questionnaire in the Self Regulated Learning Strategies section which had been modified as many as 23 statements to obtain Self Regulated Learning data and using Gormanly's science literacy questions as many as 32 multiple choice questions to obtain scientific literacy data. The results showed that there was a relationship between Self Regulated Learning and Science Literacy of students on biodiversity material in class X MIPA at SMAN 5 Tasikmalaya City, this was proven based on the results of hypothesis testing (Pearson correlation) that the significance value was  $\leq 0.05$ , namely 0.005 with a coefficient of 0.362 means that it has a low relationship. The contribution of Self Regulated Learning to scientific literacy is 13.1% while the remaining 86.9% is influenced by other variables which are not researched.*

*Keywords: Self Regulated Learning; Science Literacy; Biodiversity*