ABSTRACT

SALWA ALYA GINA. 2024. *The Correlation of Self-Regulated Learning and Metacognitive on Students' Academic Resilience in Biology Subjects at SMA Negeri 1 Tasikmalaya*. *Department of Biology Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya.*

Academic resilience as a basic competence for the 21st century is influenced by several factors that students must have at least, including self-regulated learning and metacognitive skills. This research aims to determine the correlation between self-regulated learning and metacognition on students' academic resilience in biology subjects at SMA Negeri 1 Tasikmalaya. This research was carried out from January to February 2024. The method used was correlational with samples taken using a quota sampling technique, namely all students in class X, class XI and class XII with a concentration on biology subjects totaling 211 people. It consists of three validated instruments, namely the Motivated Strategies for Learning Questionnaire (MSLQ), Metacognitive Awareness Inventory (MAI), and Academic Resilience Scale (ASR-30). The data were analyzed using bivariate and multivariate correlation regression tests. Based on the research results: (1) there is a very strong correlation ($R = 0.811$ and $R2 = 0.658$) between self-regulated learning and students' academic resilience; and (2) there is a strong correlation ($R = 0.792$ and $R2 = 0.627$) between metacognition and academic resilience. Meanwhile, the correlation between self-regulated learning and metacognition on academic resilience shows a very strong correlation ($R = 0.813$ and $R2 = 0.661$), with a contribution of 66.1%, while the remaining 33.9% is determined by other variables not examined in this study. Between the two independent variables in this study, the one that makes a greater effective contribution (EC) to academic resilience is self-regulated learning, amounting to 50.7%. So it can be concluded that the importance of self-regulated learning and metacognitive needs to be implemented into the learning process and objectives as basic competence training for the 21st century to increase academic resilience.
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Keywords: Academic Resilience; Correlation; Metacognitive; Self-Regulated Learning.