

## ABSTRAK

RISMAYANTI. 2022. **Hubungan *Self Development* dengan *Self Regulated Learning* pada Pembelajaran Biologi di Kelas XI MIPA 3 SMA Negeri 7 Tasikmalaya.** Jurusan Pendidikan Biologi, Fakultas Keguruan dan Ilmu Pendidikan Universitas Siliwangi, Tasikmalaya.

*Self Regulated Learning* berperan bagi peserta didik salah satunya dapat menyebabkan peserta didik terlibat aktif dalam pembelajaran, serta akan memiliki sikap tanggung jawab dengan mengatur sendiri proses belajar mereka. Untuk mendukung *Self regulated Learning*, hal lainnya yang harus dimiliki peserta didik adalah *Self Development*. Penelitian ini bertujuan untuk mengetahui hubungan *Self Development* dengan *Self Regulated Learning*. Penelitian ini dilaksanakan pada bulan Mei 2022 di SMAN 7 Tasikmalaya. Metode penelitian yang digunakan adalah korelasional dengan populasi peserta didik kelas XI MIPA tahun ajaran 2021/2022. Sampel yang digunakan adalah kelas XI MIPA 3 berdasarkan teknik sampling *cluster random sampling*. Teknik pengumpulan data dalam penelitian ini menggunakan angket *Self Development*, dan angket *Motivated Strategies for Learning Questionnaire (MSLQ)* bagian *self regulated learning strategies*. Teknik analisis data yang digunakan adalah uji korelasi *Pearson Product Moment* dan Uji Regresi Sederhana. Berdasarkan hasil penelitian didapatkan nilai koefisien korelasi (R) sebesar 0,677 dan nilai koefisien determinasi ( $R^2$ ) sebesar 0,458. Kesimpulan yang didapatkan bahwa ada hubungan yang kuat antara *Self Development* dengan *Self Regulated Learning*.

**Kata Kunci:** Korelasi, Pembelajaran Biologi *Self Development*, *Self Regulated Learning*.

## ***ABSTRACT***

RISMAYANTI. 2022. **The Correlation between *Self-Development* with *Self-Regulated Learning* In Biology Learning In Class XI MIPA 3 SMA Negeri 7 Tasikmalaya.** Department of Biology Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya.

*Self Regulated Learning* plays a role for students, one of which can cause students to be actively involved in learning, and will have an attitude of responsibility by self-managing their learning process. To support *Self-regulated Learning*, another hal that students must have is *Self Development*. This study aims to determine the relationship between *Self Development* and *Self Regulated Learning*. This research was conducted in May 2022 at SMAN 7 Tasikmalaya. The research method used is correlational with the population of students of class XI MIPA for the 2021/2022 school year. The sample used was class XI MIPA 3 based on cluster *random sampling technique*. The data collection technique in this study used a *Self Development questionnaire*, and a *Motivated Strategies for Learning Questionnaire (MSLQ)* questionnaire in the *self-regulated learning strategies* section. The data analysis techniques used are the *Pearson Product Moment* correlation test and the Simple Regression Test. Based on the results of the study, the value of the correlation coefficient (R) was obtained at 0.677 and the value of the coefficient of determination ( $R^2$ ) was 0.458. The conclusion was obtained that there is a strong relationship between *Self Development* and *Self Regulated Learning*.

**Keywords: Correlation, Biology Learning, *Self Development*, *Self Regulated Learning***