

## **ABSTRACT**

**CINDY DWIYANTI, 162165057 (2020).** *“The Effect of Self Efficacy and Learning Motivation on Self Regulated Learning (SRL) and Its Implications for Metacognitive Ability in Economic Subject. (Survey on Class X IPS Senior High School in the City of Tasikmalaya Lesson Year 2019/2020”.* Majoring in Economic Education. Faculty of Descent and Education. Siliwangi University. Guidance with Drs. H. Syamsudin Arnasik, M.Pd. and Astri Srigustini, M.Pd.

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*Every student has a differences in the learning process. One of these differences is the ability to control conscious awareness of cognitive activity or metacognitive ability. This research aim to determine the effect of self efficacy and learning motivation on Self Regulated Learning (SRL) and its implications for metacognitive ability in economic subject. The method used in this research is an explanatory survey. The population in this research is whole students class X IPS SMA Negeri Tasikmalaya with number of students as much as 1.560 at 10 schools. School sampling is taken 50% so as to obtain a sample of 318 students from 5 schools by using cluster sampling technique. Data obtained through questionnaires. The results of Path Analysis showed that self efficacy directly effect the Self Regulated Learning (SRL) of 24,56%, learning motivation directly effect the Self Regulated Learning (SRL) of 28,79%, self efficacy directly effect the metacognitive ability of 13,49%, learning motivation directly effect the metacognitive ability of 14,08%, Self Regulated Learning (SRL) directly effect the metacognitive ability of 19,81%, self efficacy effect the metacognitive ability through Self Regulated Learning (SRL) of 4,88%, and learning motivation effect the metacognitive ability through Self Regulated Learning (SRL) of 5,71%.*

*Keywords : leaning motivation, metacognitive ability, self efficacy, Self Regulated Learning (SRL)*