

ABSTRACT

Ima Datul Ummah. 2026. *The Influence of Gender on Self regulated learning (SRL) and Its Implications on Students' Academic Achievement*. Department of Economic Education, Faculty of Teacher Training and Education, Siliwangi University, Tasikmalaya.

Advisor : Kurniawan, S.Pd., M.M and Gugum Gumilar, S.Pd., M.Pd.

Students' learning achievement is a key indicator of educational success, yet it still shows variability and has not been fully optimal. This condition indicates the role of internal factors, one of which is self regulated learning (SRL). In addition, gender differences tend to show variations in learning processes; however, empirical findings regarding their effect on learning achievement remain inconsistent. Therefore, it is necessary to examine not only the direct effect but also the indirect mechanism through SRL as a mediating variable. This study aims to analyze the effect of gender on SRL, the effect of SRL on learning achievement, and the mediating role of SRL in the relationship between gender and learning achievement. This study employed a quantitative approach using a survey method involving 279 eleventh-grade students of SMA Negeri 8 Tasikmalaya in the 2025/2026 academic year. Data were collected through questionnaires and analyzed using PROCESS Macro Model 4 with a bootstrapping technique of 5,000 resamples. The results show that gender has an effect on SRL, and SRL has an effect on learning achievement. However, gender does not have a direct effect on learning achievement. The mediation test indicates that the indirect effect of gender on learning achievement through SRL is significant, and the total effect is also significant. In conclusion, SRL acts as a full mediator in the relationship between gender and learning achievement. Therefore, self-regulation ability becomes a key factor in improving students' learning achievement

Keywords: Gender, Self regulated learning, Academic Achievement