

PENGARUH EFIKASI DIRI DAN MANAJEMEN WAKTU TERHADAP *SELF REGULATED LEARNING* PADA SISWA SMA AHMAD YANI BINJAI

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INTISARI

Studi ini berfokus pada analisa keterikatan antara Efikasi Diri dan Manajemen Waktu terhadap *Self Regulated Learning* pada Siswa SMA Ahmad Yani Binjai. Metode riset yang digunakan adalah metode kuantitatif. Sampel riset terdiri atas 177 siswa yang dipilih melalui *Disproportionate Stratified Random Sampling*. Data dikumpulkan menggunakan tiga instrumen, yaitu skala *Self Regulated Learning* mencakup dari 25 butir, skala Efikasi Diri mencakup 31 butir, dan skala Manajemen Waktu mencakup 27 butir. Sebelum analisis, asumsi diuji: heterokedasitas, normalitas, multikolinearitas, dan autokorelasi. *Statistics 24 of SPSS for Windows* digunakan untuk melakukan analisis data dengan regresi linier berganda. Hasil pengujian hipotesis mayor menunjukkan bahwa Efikasi Diri dan Manajemen Waktu memengaruhi *Self-Regulated Learning* secara signifikan, dengan nilai $F = 85.259$ dan $\text{sig} = 0.000$ ($p < 0.05$). Hasil uji hipotesis minor menunjukkan adanya hubungan positif Efikasi Diri dengan *Self Regulated Learning* dengan $\text{sig} = 0.022$ ($p < 0.05$) dan $\beta = 0.204$, serta hubungan positif antara Manajemen Waktu dengan *Self Regulated Learning* dengan $\text{sig} = 0.000$ ($p < 0.05$) dan $\beta = 0.530$. Secara keseluruhan, Efikasi Diri dan Manajemen Waktu memberikan kontribusi efektif sebesar 48.9 persen terhadap *Self Regulated Learning*. Faktor lain yang tidak diteliti memberikan kontribusi sebesar 51.1 persen.

Kata Kunci: *Self Regulated Learning, Efikasi Diri, Manajemen Waktu*

THE INFLUENCE OF SELF EFFICACY AND TIME MANAGEMENT ON SELF REGULATED LEARNING AMONG STUDENTS OF SMA AHMAD YANI BINJAI

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ABSTRACT

This study focuses on analyzing the relationship between Self-Efficacy and Time Management with Self-Regulated Learning among students of Ahmad Yani Senior High School, Binjai. The research employed a quantitative method. The sample consisted of 177 students, selected using Disproportionate Stratified Random Sampling. Data were collected using three instruments: a Self-Regulated Learning scale consisting of 25 items, a Self-Efficacy scale consisting of 31 items, and a Time Management scale consisting of 27 items. Prior to data analysis, assumption tests were conducted, including heteroscedasticity, normality, multicollinearity, and autocorrelation tests. SPSS Statistics version 24 for Windows was used to analyze the data through multiple linear regression analysis. The results of the major hypothesis test indicated that Self-Efficacy and Time Management significantly influence Self-Regulated Learning, with an F value of 85.259 and a significance value of 0.000 ($p < 0.05$). The minor hypothesis tests showed a positive relationship between Self-Efficacy and Self-Regulated Learning with a significance value of 0.022 ($p < 0.05$) and $\beta = 0.204$, as well as a positive relationship between Time Management and Self-Regulated Learning with a significance value of 0.000 ($p < 0.05$) and $\beta = 0.530$. Overall, Self-Efficacy and Time Management contributed 48.9% to Self-Regulated Learning, while other unexamined factors accounted for the remaining 51.1%.

Keywords: *Self Regulated Learning, Efikasi Diri, Manajemen Waktu*