ABSTRAK

LARAS KURNIA FAJARWATI. **Pengaruh *self-regulated learning* terhadap prokrastinasi akademik siswa SMA Negeri Jakarta pada mata pelajaran Biologi.** Skripsi. Jakarta: Program Studi Pendidikan Biologi, Fakultas Matematika dan Ilmu Pengetahuan Alam, Universitas Negeri Jakarta. 2017.

Tujuan dari penelitian ini adalah untuk mengungkapkan pengaruh *self-regulated learning* terhadap prokrastinasi akademik. Penelitian ini dilaksanakan pada semester genap tahun ajaran 2016/2017. Metode yang digunakan adalah metode *ex-post facto*. Jumlah sampel sebanyak 54 peserta didik kelas XI MIA. Hasil pengujian normalitas dan homogenitas menunjukan data sampel berasal dari populasi berdistribusi normal dan homogen. Hipotesis penelitian ini menggunakan two tail dengan hasil $t_{hit} < t_{tabel}$ sebesar $-8{,}64 < -2{,}001$ pada $\alpha = 0{,}05$, maka tolak H_0 yang artinya terdapat perbedaan antara Prokrastinasi akademik siswa yang memiliki *Self-regulated learning tinggi* dengan *Self-regulated learning rendah.* Skor prokrastinasi akademik siswa yang memiliki tingkat self-regulated learning rendah lebih besar dibandingkan skor prokrastinasi akademik siswa yang memiliki tingkat *self-regulated learning* tinggi. Oleh karena itu, berdasarkan perbedaan rata-rata yang diperoleh, prokrastinasi akademik dipengaruhi oleh *tingkat self-regulated learning.*

Kata kunci : prokrastinasi akademik*, Self-regulated learning*

ABSTRACT

LARAS KURNIA FAJARWATI **The influence of self-regulated learning on academic procrastination among state high school Jakarta students in Biology subject** Undergraduate Thesis. Jakarta: Biology Education Program, Faculty of Mathematics and Natural Sciences, Jakarta State University. 2017.

Academic procrastination is the procrastination behavior perpetrated by students to do academic work. The purpose of this study is to reveal the effect of self-regulated learning on academic procrastination. This study was conducted in the even semester of the academic year 2016/2017. The method used is ex-post facto method. The number of samples of 54 students of class XI MIA. The result of normality and homogeneity test showed that the sample data come from normal and homogenous distribution population. The hypothesis of this study using two tail with the result of thit of -8.64 <-2.001 at α = 0.05, then reject H_0 which means there is a difference between academic Procrastination students who have high self-regulated learning with low self-regulated learning. The academic procrastination scores of students with low self-regulated learning level were higher than the students' academic procrastination scores with high self-regulated learning level. Therefore, based on the average difference obtained, academic procrastination is influenced by the level of self-regulated learning.

Keywords: Academic procrastination, Self-regulated learning