ABSTRACT

JULIA THERESYA. The Effect of Parenting Style, Self-Efficacy, and Self Regulated Learning on Adolescents’ Academic Achievement. Supervised by MELLY LATIFAH and NETI HERNAWATI.

Academic achievement as one of learning outcome indicator in adolescents influenced by the self and family environment factors. This study was aimed to analyze the effect of child characteristics, family characteristics, parenting style perceived by adolescents, self-efficacy and self regulated learning on adolescents academic achievement. The study used self report method which involved 91 eighth grade students from two junior high schools in Bogor. Data analysis included descriptive analysis and inference analysis (correlation test and linier regression test). Result showed that majority of samples perceived their parent as authoritative (86.8%) followed by authoritarian (11.0%) and permissive (2.2%). The result also showed that majority of samples had medium level in self-efficacy and self regulated learning. More than a half of samples had under average level in academic achievement. Correlation results showed that there were significant and positive relationship between authoritarian parenting style with birth order, family size as well as gender. Self regulated learning were significantly and positively related with authoritative parenting style (r=0.257, p-value<0.05) and self-efficacy (r=0.330, p-value<0.01). Meanwhile, regression results showed a positive effect of academic achievement on father's education (β=0.315, p-value=0.006) and authoritative parenting styles (β=0.259, p-value=0.014), as well as negatively on gender (β=0.267, p-value=0.014) and permissive parenting style (β=0.203, p-value=0.039).

Keywords: parenting style, self-efficacy, self regulated learning, academic achievement

ABSTRAK

JULIA THERESYA. Pengaruh Gaya Pengasuhan, Self-Efficacy, dan Self Regulated Learning terhadap Prestasi Akademik Remaja. Dibimbing oleh MELLY LATIFAH dan NETI HERNAWATI.

Prestasi akademik sebagai salah satu indikator pencapaian hasil belajar remaja dipengaruhi oleh faktor dari dalam diri dan lingkungan keluarga. Penelitian ini bertujuan menganalisis pengaruh karakteristik remaja, karakteristik keluarga, gaya pengasuhan orang tua menurut persepsi remaja, selfefficacy, dan self regulated learning terhadap prestasi akademik remaja. Penelitian menggunakan teknik self report yang melibatkan 91 siswa kelas VIII dari dua sekolah menengah pertama di Bogor. Hasil korelasi menunjukkan bahwa terdapat hubungan yang positif signifikan antara gaya pengasuhan otoritif dengan jenis kelamin, urutan kelahiran, dan besar keluarga. Self regulated learning berhubungan positif signifikan dengan gaya pengasuhan otoritif (r=0.257, p-value<0.05) dan selfefficacy (r=0.330, p-value<0.01). Sementara itu, pendidikan ayah (β=0.315, p-value=0.006) dan gaya pengasuhan otoritif (β=0.259, p-value=0.014) berpengaruh positif terhadap prestasi akademik, serta jenis kelamin (β=0.267, p-value=0.014) dan gaya pengasuhan permissive (β=0.203, p-value=0.039) berpengaruh negatif.

Kata kunci: gaya pengasuhan, self-efficacy, self regulated learning, prestasi akademik