Abstract

In this era, human resources are very important. This can be developed through educational models, especially in the field of mathematics. Math is essential for problem solving and decision making in any environment. In fact, many students still fail in math. This makes this research intended to determine the correlation of Self Regulated Learning with Mathematics Learning Achievement at level XI IPS at SMA Adabiah Kota Padang. Self Regulated Learning is the independent variable, while Learning Achievement is the dependent variable. The instrument is measured through the Self Regulated Learning scale and the mean score of the Mathematics report card. Simple saturated sampling technique was used to select the sample, which was 62 students of XI social studies class at Adabiah High School. Validity and reliability were assessed through Cronbach's Alpha method. The validity coefficient is $r_{xy} = 0.326$ to $r_{xy} = 0.861$, the reliability coefficient $\alpha = 0.896$. The data obtained is $0.333$ on sign. $0.009$ which means the acceptance of a hypothesis. This result explains that there is a positive relationship between Self Regulated Learning and Math Learning Achievement for XI IPS at Adabiah High School in Padang City.

Keywords: self regulated learning, math learning achievement, students

INTRODUCTION

A human resources can be judged by how well they are developed. The first step to advancing a country because a good workforce must have guidelines, knowledge, and a responsible way of thinking. Education is an effort to create a learning environment for students actively through the development of student competencies in terms of intelligence, noble character, self-control, good individual personality, to the spiritualism of students.

Syah (in Ratnasari, 2017) says that learning achievement is the level of student potential in obtaining an achievement/goal from learning. According to Latifah (in Ratnasari, 2017) learning achievement exists when there is a change in time periodization based on learning conditions.

The focus in this study is math learning achievement. In fact, many students still fail in math. This explains biology's greater value to the final score than math. Mathematics should be a required subject in schools. Mathematics is a very important discipline in the advancement of science and technology globally.

Math is essential for problem solving and decision making in any environment. Today's world of work is more competitive with people who are proficient in math having a greater chance of getting a job and being able to overcome others in finance, industry, science, and technological advancement. However, it is not easy to produce students who are skilled and proficient in learning mathematics because the material is arranged coherently with basic calculations that have different levels of difficulty depending on the grade level. The Indonesian Mathematics Teachers Association (AGMI) said that mathematics education in Indonesia is still low, especially in the field of mathematics (Hastuti & Yoenanto, 2018). Factors that function optimally cause low learning achievement. According to Kleade (2016), many Indonesian students who dislike math are the cause of poor math learning achievement.

According to Zimmerman (in Mulyadi et al., 2017), self-regulated learning involves mastering information or skills through personal initiative. It includes how students acquire knowledge, their goals, and their instrumental viewpoints. This approach is very important because it encourages self-directed learning, allowing students to set study schedules, set personal goals, and independently search for the necessary information. Through self-
directed learning, students can manage their own time effectively and utilize various resources, such as technology, to access the information they need.

The results of interviews where conducted by researchers on January 22, 2020 with class XI social studies students at Adabiah High School in Padang City results show that the majority of students find it difficult in mathematics lessons. They emphasize that the lesson is full of formulas and difficult to understand. If the teacher gives an assignment, students tend to struggle until they are lazy in carrying it out. In addition, they believe that math is more boring and difficult than other subjects. Students also say that they have low math scores, and usually only one or two students in the class have math scores that meet the KKM (Minimum Completeness Criteria). The mathematics teacher at SMA Adabiah Kota Padang reported that many students scored below the minimum competency standard, namely 23 out of 30 students in class XI IPS 1 and 24 out of 32 students in class 78. This problem was caused by students not effectively utilizing the learning environment, failing to set a study schedule, and not giving themselves feedback on how to review mathematics lessons. In addition, they had difficulty managing motivation to improve their academic performance and did not monitor or evaluate learning activities to achieve their goals.

METHOD

Variable Identification

The independent variable, which is the stimulus, predictor, or antecedent variable, this variable has an impact on the change of the other variable which makes it called the independent variable. Dependent variables are also known as outputs, characteristics, and effects. According to Sugiyono (2017), this variable causes an influence on the dependent variable. The following are the variables measured in this study:

1. Independent Variable : Self Regulated Learning
2. Dependent Variable : Learning Achievement

Operational Definition

According to Azwar (2014), the operational definition is based on the criteria of a variable. A single variable has an operational definition, which can differ from one study to another.

1. Learning Achievement

Learning achievement is an assessment of the success / failure of learning that aims to find out how far they have progressed through test scores or numbers. Evaluations are conducted to collect these scores, and the results are stored in reports or report cards. Learning achievement will be measured through the report card scores of mathematics subjects in semester 2.

2. Self Regulated Learning

Self-regulated learning is independent learning which involves metacognitive skills, where individuals understand their own cognitive abilities, have learning goals and strategies, and have motivation and attention to the learning process. This allows students to maximize their knowledge and skills. For metacognitive strategies to be successful, students must have a strong desire, actively participate in learning activities, and practice in obtaining their goals. Self-regulated learning variable through Zimmerman's Self Regulated Learning scale (in Merisa, 2018) based on metacognition, motivation and behavioral aspects.

Population and Sample

Azwar (2017) states that the research population is the group of people selected to generalize research findings. The subject group needs to have certain characteristics that distinguish it from other groups. This study involved 62 students who were in class XI
The Relationship between Self-Regulated Learning and Math Learning Achievement in XI IPS Class Students at Adabiah High School in Padang City.

The sample is a component of the population that is both numbered and criteria (Sugiyono, 2013). In this study, all members of the population were taken as saturated samples, namely 62 students in class XI IPS at Adabiah High School in Padang City.

**Data Collection Methods and Tools**

1. **Measurement Tools**

The research measuring instrument is the Self Regulated Learning scale and the average mathematics score of the previous semester's student report card results. How to explain the scale through statements taken from information sources. Stimulation does not explain the trait directly, but is shown through elements or behavioral indicators of the trait being measured (Azwar, 2017). To collect quantitative data, the Likert model scale consists of two categories of statements: favorable statements (supporting) and unfavorable statements (not supporting) (Azwar, 2017).

In this study, the scale has four answer options: SS (strongly agree), S (agree), TS (not agree), and STS (strongly disagree). Azwar (2017) states that the middle response (N/neutral) is not used because subjects tend to choose the middle answer if available, which can make the data less informative and not reflect the true attitude of the subject. According to Azwar (2017), statements are used in the avoidance of stereotypes for half of the items made in the favorable direction, while the others are made in the unfavorable direction. Statements that support or favor a particular attitude are referred to as positive items, while negative items consist of statements that support or do not support a particular attitude. For the Self Regulated Learning scale, the alternative research scale used is:

<table>
<thead>
<tr>
<th>Answer</th>
<th>Favorable</th>
<th>Unfavorable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very suitable</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Suitable</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Not suitable</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Very unsuitable</td>
<td>1</td>
<td>4</td>
</tr>
</tbody>
</table>

**a. Self-regulated Learning Scale**

Self Regulated Learning is measured by the Self Regulated Learning scale, which is compiled based on the theory of Zimmerman (in Mulyadi et al, 2017) about the Aspects of Self Regulated Learning, namely metacognition, motivation, behavior.

**Table 2. Blue Print Self-Regulated Learning scale**

<table>
<thead>
<tr>
<th>No.</th>
<th>Aspects</th>
<th>Item Number</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Metacognition</td>
<td>1,7,13,19,25</td>
<td>4,10,16,22,28</td>
</tr>
<tr>
<td>2</td>
<td>Motivation</td>
<td>2,8,14,20,26</td>
<td>5,11,17,23,29</td>
</tr>
<tr>
<td>3</td>
<td>Behavior</td>
<td>2,9,15,21,27</td>
<td>6,12,18,24,30</td>
</tr>
<tr>
<td></td>
<td>Item Total</td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

**b. Student Report Card Results**

The learning achievement variable in this study was measured using the average mathematics score of students' report cards that had been obtained from the previous semester.

2. **Pilot Test of Research Measures**

a. **Validity Test**

Validity refers to how precisely an instrument measures what it wants to measure, which indicates the accuracy of the scale that reveals data about the assessed attributes (Azwar, 2014). This study uses content and construct validity. After conducting a field trial,
a construct validity test was conducted using IBM SPSS 21.0. The results indicate how effectively the test items represent the overall components of the content area (representative aspects) and the extent to which the items reflect the measured behavioral characteristics. The data scale is considered valid if the correlation coefficient is 0.30 or higher ($rx \geq 0.30$) and invalid if the correlation coefficient is below 0.30 ($rx \leq 0.30$). The validity test was carried out using the Cronbach’s Alpha formula with the help of IBM SPSS 21.0.

b. Reliability Test

In fact, reliability refers to the consistency or trustworthiness of the measurement results, which shows the accuracy of the measurement. Unreliable measurements will not be consistent over time (Azwar, 2014). A measuring instrument is considered reliable if it can be used twice for the same measurement and produces comparable results. In testing reliability, I used Cronbach’s Alpha in the SPSS 21 feature. It is said to be reliable when the number is between 0-1. The higher the coefficient, the higher the reliability, and it applies vice versa (Azwar, 2014). The measuring instrument in this analysis is through the amount of alpha cronbach > 0.60.

Data Analysis Technique

This study used Product Moment Pearson technique in measuring the degree of relationship (Azwar, 2017). The upper stages of analysis through SPSS 21 with analysis:

1. Normality Test

Normality is carried out in evaluating the normality of data. In determining this test, it can be concluded that the distribution is normal / not. This test uses one test kolmogorov smirnov one test kolmogorov smirnov which comes from SPSS 21 (Priyatno, 2013).

2. Linearity Test

The linearity test is used in determining the correlation between variables through SPSS 21. The relationship is linear when the significance is less than 0.05. (Priyatno, 2013).

3. Hypothesis Test

Hypothesis testing is used in identifying dependent and independent variables. The Pearson Product Moment correlation method is used in determining the correlation between variables. According to Sugiyono (2017), the hypothesis proposed is that the data sources of two or more variables are identical. In this study, the correlation hypothesis is used with a significance level of $p = 0.01$ which explains the significant correlation between variables. Data analysis was carried out using IBM SPSS version 21.0 for Windows.

Product Moment correlation formula

Description:

\[
\begin{align*}
\text{r} & = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2][N \sum y^2 - (\sum y)^2]}} \\
\end{align*}
\]

Y: Dependent Variable (Learning Achievement)  
X: Independent Variable (Self Regulated Learning)  
$r_{xy}$: Correlation Coefficient between X And Y Variables  
N: Number of Research Subjects  
$\Sigma x$: Sum of The Product of Each Original Score of X and Y  
$\Sigma x$: Sum of Original Scores of X variable  
$\Sigma y$: Sum of Original Variable Scores

4. Determinant Coefficient

As for measuring the coefficient of determination through the equation:

\[
KP = r^2 \times 100\%
\]
The Relationship between Self-Regulated Learning and Math Learning Achievement in XI IPS Class Students at Adabiah High School at Padang City

Maidatul Septiani

Description:
KP = Determinant Coefficient Value
r = Correlation Coefficient Value

Product Moment Pearson, (r) is interpreted as (- ≤ r ≤ 1). r = -1 indicates a perfectly negative relationship, while r = 0 indicates no correlation at all, r = 1 means a very strong correlation. R itself is interpreted as:

<table>
<thead>
<tr>
<th>Skor</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>0,00 – 0,199</td>
<td>Very Low</td>
</tr>
<tr>
<td>0,20 – 0,399</td>
<td>Low</td>
</tr>
<tr>
<td>0,40 – 0,599</td>
<td>Moderate</td>
</tr>
<tr>
<td>0,60 – 0,799</td>
<td>Strong</td>
</tr>
<tr>
<td>0,80 – 1,000</td>
<td>Very Strong</td>
</tr>
</tbody>
</table>

RESULTS AND DISCUSSION

Research Scene Orientation
This research was conducted at Adabiah Padang High School which is located at Jl.Jati Adabiah No. 1, Jati Village, East Padang District, Padang, West Sumatra. In 1958/1959 Adabiah High School was established, the principal of Adabiah High School Hj. Siti Bahari, S.Pd.MM Adabiah high school has majors or specializations, namely science and social studies Adabiah High School is one of the famous private high schools in the city of Padang. The mission of Adabiah Padang High School is to instill a religious attitude, courtesy, discipline, and honesty in everyday life and apply 3S (greetings, smiles, greetings) among students. Guidance and teaching and learning are carried out effectively and of high quality to enhance student potential. Extracurricular activities are expanded according to students' potential and help them become more independent. The 3R culture (reduce, reuse, and recycle) enhances environmental awareness. Learning and daily life incorporate Minangkabau culture. To enhance faith, piety and patriotism, commemorations of religious and national holidays are conducted, and congregational prayers and dhuha prayers are cultivated at school.

The results of testing the scale through validity and reliability tests are as follows:

1). Self Regulated Learning Scale

The validity coefficient was set equal to more than 0.30, so the result was 30 statements from the initial number of items; there were 7 items that fell, so the number of items with great differentiation was 23 statements; the corrected total correlation ranged between 0.326 and 0.861. The distribution of items that have satisfactory and canceled power can be seen in the following table:

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Favourable</th>
<th>Item Number</th>
<th>Unfavorable</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metacognition</td>
<td>1,7,13,19,25</td>
<td>4,10,16,22,28</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LITERATUS is a journal published by Neolectura, issued two times in one year. Literatus is a scientific publication media in the form of conceptual paper and field research related to social impact and cultural studies. It is hoped that LITERATUS can become a media for academics and researchers to publish their scientific work and become a reference source for the development of science and knowledge.

Our focus:
Social and Culture

Our Scope:

### a. Reliability of Measurement Tools

The reliability of the self-learning scale in this study was assessed using Cronbach's alpha method. The test results obtained a value of 0.861 which explains the high reliability and is suitable for use in this study. The reliability coefficient is between 0 to 1.00, with a higher coefficient explaining a more precise measurement (Azwar, 2014). Conversely, a coefficient close to 0 indicates lower reliability. Before hypothesis testing, it would be better to assess the normality and linearity tests of the variables.

#### 1. Normality Test

This study uses the Kolmogorov-Smirnov normality test to assess whether the data population follows a normal distribution. Priyatno (2013) states that data is said to be normally distributed if the significance (p) exceeds 0.05. Data analysis conducted with IBM SPSS version 21.0 produced the following results:

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>KSZ</th>
<th>P</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Regulated Learning Scale</td>
<td>2</td>
<td>1.049</td>
<td>0.221</td>
<td>Normal</td>
</tr>
<tr>
<td>Learning Achievement</td>
<td>2</td>
<td>1.083</td>
<td>0.191</td>
<td>Normal</td>
</tr>
</tbody>
</table>

Based on table 4.2 above, the significance value obtained on the Self Regulated Learning scale is p = 0.221 with KSZ = 1.049 these results show that p > 0.05, meaning that the distribution of the Self Regulated Learning scale is normally distributed, while for Learning Achievement the significance value obtained is p = 0.191 with KSZ = 1.083 these results show that the p value > 0.05, meaning that the distribution is normally distributed.

#### 2. Linearity Test

The linearity test is conducted to ensure that there is a linear relationship between two variables. Priyatno (2013) states that a linear relationship occurs if the significance value (linearity) is below 0.05. The use of IBM SPSS version 21.0 for data processing produced the following results:

<table>
<thead>
<tr>
<th>N</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>62</td>
<td>1</td>
<td>58,836</td>
<td>7.395</td>
<td>0.009</td>
</tr>
</tbody>
</table>

Based on the table above, the value of F = 7.395 is obtained with a significance of p = 0.009, these results show p < 0.05, meaning that the variance in the Self Regulated Learning scale with Learning Achievement is classified as linear.

---

**Aspects** | **Favourable** | **Unfavorable** | **Total**
---|---|---|---|
Motivation | 2, 14, 20, 26 | 5, 11, 17, 23, 29 |
Behavior   | 3, 9, 15, 21, 27 | 6, 12, 18, 24, 30 |
Total Items | 8 | 15 | 3

Description: Bold Items are fallen items
3. **Hypothesis Test**

Processing of research data on the relationship between Self Regulated Learning and Learning Achievement in class XI social studies students at Adabiah High School, Padang City as many as 62 students using the Pearson Product Moment statistical test with the help of the IBM SPSS version 21.0 program can be seen as follows:

<table>
<thead>
<tr>
<th>P</th>
<th>(α)</th>
<th>Correlation Value</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>0,008</td>
<td>0,01</td>
<td>0,333</td>
<td>Sig (2-tailed) 0,008 &lt;0,01 level of significant (α), hypothesis is accepted</td>
</tr>
</tbody>
</table>

Based on table 4.4 above, the correlation coefficient between the Self Regulated Learning variable and Learning Achievement is \( r = 0,333 \) with a significance level of \( p = 0,008 \). This shows that there is a low correlation and a positive or unidirectional direction between the two variables, which means that if Self Regulated Learning is high, then students' Learning Achievement will be higher, on the other hand, if Self Regulated Learning is lower, then students' Learning Achievement will also be low. This is reinforced by the results of the significance test with the help of IBM SPSS version 21.0, obtained \( p = 0,008 <0,01 \) level of significance (α), the hypothesis is accepted, that there is a relationship between Self Regulated Learning and Learning Achievement in XI IPS students of Adabiah High School Padang City. The following is a descriptive statistical table of Self Regulated Learning with Learning Achievement based on Empirical Mean as follows:

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-regulated learning</td>
<td>62</td>
<td>77,69</td>
<td>5,139</td>
<td>65</td>
<td>90</td>
</tr>
<tr>
<td>Learning Achievement</td>
<td>62</td>
<td>83,47</td>
<td>2,946</td>
<td>80</td>
<td>91</td>
</tr>
</tbody>
</table>

Based on the empirical mean value, grouping based on categorization criteria can be carried out. The aim is to divide individuals into different groups in stages according to a continuum based on the measured characteristics (Azwar, 2016), with the following provisions:

<table>
<thead>
<tr>
<th>Norms</th>
<th>Categorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>( X &lt; (\mu - 1,0 \sigma) )</td>
<td>Low</td>
</tr>
<tr>
<td>( (\mu - 1,0 \sigma) \leq X &lt; (\mu + 1,0 \sigma) )</td>
<td>Moderate</td>
</tr>
<tr>
<td>( (\mu + 1,0 \sigma) \leq X )</td>
<td>High</td>
</tr>
</tbody>
</table>

Based on the norms above, the categorization of research subjects on the Self Regulated Learning and Learning Achievement variables is obtained as follows:

Based on the relationship between Self Regulated Learning and Learning Achievement, the following is an analysis of the relationship between the variables of Self Regulated Learning (X) and Learning Achievement (Y) in class XI IPS students of Adabiah High School Padang City.
Table 10.  
Category of Self Regulated Learning and Learning Achievement

<table>
<thead>
<tr>
<th>Variables</th>
<th>Score</th>
<th>Total</th>
<th>Percentage (%)</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self Learning</td>
<td>&lt;72</td>
<td>11</td>
<td>18%</td>
<td>Low</td>
</tr>
<tr>
<td></td>
<td>73-81</td>
<td>43</td>
<td>69%</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>2&gt;</td>
<td>8</td>
<td>13%</td>
<td>High</td>
</tr>
<tr>
<td>Achievements</td>
<td>80</td>
<td>14</td>
<td>22%</td>
<td>Low</td>
</tr>
<tr>
<td>Learning Math</td>
<td>81-85</td>
<td>32</td>
<td>52%</td>
<td>Moderate</td>
</tr>
<tr>
<td></td>
<td>86&gt;</td>
<td>16</td>
<td>26%</td>
<td>High</td>
</tr>
</tbody>
</table>

Based on table 4.7 above, it can be illustrated that 11 students 18% have low self-regulated learning, 43 students 69% have moderate self-regulated learning and 8 students 13% have high *self-regulated learning*. Meanwhile, 14 students 22% obtained low learning achievement, 32 students 52% had moderate learning achievement and 16 students 26% had high learning achievement.

4. Effective Contribution

The coefficient of determination formula, which is the square of the correlation coefficient multiplied by 100%, can be used to determine how much the Self-Regulated Learning variable contributes to the Learning Achievement variable. The degree of the coefficient of determination is sought using the following formula:

\[
KP = r^2 \times 100\%
\]

**Description:**

- KP = Determinant Coefficient Value
- \(r\) = Correlation Coefficient Value
- \(KP = r^2 \times 100\%\)
- \(= (0.333)^2 \times 100\%\)
- \(= 0.110889 \times 100\%\)
- \(= 11.0889\%\)
- \(= 11.08\%\)
- \(= 11\%\)

Based on this formula, it can be seen that Self Regulated Learning contributes 11% to Learning Achievement, while the remaining 89% is influenced by other factors. Research conducted on XI IPS students of Adabiah High School in Padang city shows a low but positive relationship between Self Regulated Learning and learning achievement. The Product Moment (Pearson) correlation test conducted using IBM SPSS version 21.0 shows a significance level (\(\alpha\)) of 0.01 and a correlation coefficient (\(r_{xy}\)) of 0.333, with a p-value (sig) of 0.009. Because the p-value of 0.009 is less than 0.01, the hypothesis is accepted. The higher the Self Regulated Learning, the higher the Learning Achievement of XI IPS Adabiah High School students, and the lower the Self Regulated Learning, the lower the Mathematics Learning Achievement. This is because students can manage their learning effectively to achieve higher math scores.

Descriptive research on a sample of 62 students showed that, for the Self Regulated Learning variable, 18% of students were in the low category, 69% in the moderate category, and 13% in the high category.
Many factors significantly affect student success in achieving academic achievement. It can come from within the student (internal) or from external sources. Internal factors include physiological and psychological conditions such as interest, intelligence, talent, and motivation. External factors include the student's environment and learning methods. Among these factors, intelligence is an important internal component that affects academic success. Intelligence greatly affects a student's learning progress, and under similar conditions, students with higher levels of intelligence tend to achieve more than students with lower intelligence (Slameto, 2013).

Academic achievement is critical to determining the effectiveness of the learning process. Evaluating the outcomes of this process to inform future actions is essential. Given that each individual has a different level of understanding, teachers must meet the needs of students. According to Fatkurahman & Sulistyorini (in Nurkhakim, 2019), academic achievement results from student activities changing their behavior through interactions with their environment.

When using evaluation tools and strategies, it is important to thoroughly understand the indicators of academic performance. Syah (in Wahab, 2015) emphasizes the importance of knowledge and understanding of the different types of academic performance and asserts that the selection and use of evaluation tools must be appropriate, credible and valid. Although many variables affect learning outcomes, they can be categorized into two groups: internal and external factors.

Judging from descriptive research on a sample of 62 people, for the Self Regulated Learning variable, it was found that 11 students (18%) had Self Regulated Learning in the low category, 43 students (69%) had Self Regulated Learning in the moderate category, and 8 students (13%) Self Regulated Learning in the high category, while for the learning achievement variable in class XI social studies students at Adabiah High School Padang City 14 students (22%) had learning achievement in the low category, 34 students (52%) had learning achievement in the moderate category, as many as 16 students (26%) had learning achievement in the high category.

CONCLUSIONS

As a result of the data collection and analysis, the researcher came to the following conclusions:
1. There is a relationship between Self-Regulated Learning and Learning Achievement in Class XI Social Studies Students at Adabiah High School in Padang City.
2. The effective contribution of the Self Regulated Learning variable to Learning Achievement is 11%.

BIBLIOGRAPHY


