

Kontribusi parental beliefs dan self-regulated learning terhadap pemahaman bacaan siswa SMP di Bali = The contribution of parental beliefs and self-regulated learning toward reading comprehension of Junior High School in Bali

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Abstrak

Penelitian menguji kontribusi *parental belief*s dan *self-regulated learning* siswa secara bersama-sama terhadap pemahaman bacaan siswa SMP di Bali. Pengujian untuk melihat kontribusi antara *parental beliefs* suku Bali terhadap pemahaman bacaan siswa dan kontribusi *self-regulated learning* terhadap pemahaman bacaan juga dilakukan secara terpisah. Sampel penelitian ini terdiri dari 71 anak yang merupakan siswa SMP dan orang tua yang berasal dari suku Bali yang berdomisili di Kabupaten Karangasem, Bali. Sampel penelitian diperoleh dengan menggunakan metode *nonprobability sampling* melalui teknik *convenience sampling*.

Dalam penelitian digunakan alat ukur yang berupa pertanyaan terbuka untuk mengukur pemahaman bacaan siswa, alat ukur *The Parental Beliefs Questionnaire* untuk mengukur *beliefs* orang tua dan *Motivated Strategies for Learning* untuk mengukur *self-regulated learning* siswa, dan pengukuran IQ menggunakan CFIT 2A. Data penelitian dianalisis dengan menggunakan analisis regresi berganda dan analisis regresi sederhana yang dilakukan dengan menggunakan SPSS 23 serta analisis kualitatif.

Hasil penelitian menunjukkan bahwa *parental beliefs* dan *self-regulated learning* siswa secara bersama-sama memengaruhi pemahaman bacaan siswa SMP di Bali. Begitu pula dengan *self-regulated learning* yang berpengaruh secara signifikan positif terhadap pemahaman bacaan. Akan tetapi, *parental beliefs* tidak memiliki kontribusi langsung secara positif terhadap pemahaman bacaan. Pada penelitian selanjutnya perlu mengukur *beliefs* dan perilaku dari orang tua sekaligus terkait dengan pemahaman bacaan pada siswa SMP.

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The research examined the contribution of parental beliefs and students' self-regulated learning simultaneously toward students' reading comprehension of junior high school in Bali. The separate examination has also been carried out namely the contribution of Balinese parental beliefs on students' reading comprehension and the contribution of students' self-regulated learning on reading comprehension. The sample of this research consisted of 71 junior high school students and Balinese parents living in Kabupaten Karangasem, Bali. This research sample was obtained using the nonprobability sampling method through convenience sampling technique.

The research used questionnaires taken from Reading Comprehension Measuring Tools in order to measure students' reading comprehension, The Parental Beliefs Questionnaire to measure parents' beliefs and Motivated Strategies for Learning to measure students' self-regulated learning and CFIT 2A to measure students' intelligence. The research data were analyzed using multiple regression analysis and simple regression analysis conducted using SPSS 23 and qualitative analysis.

The results showed that parental beliefs and students' self-regulated learning simultaneously influenced

students' reading comprehension in Bali. Students' self-regulated learning also had a significantly positive effect on reading comprehension. However, Balinese's parental beliefs did not directly contribute to reading comprehension. Thus, for further research it is necessary to measure the effect of parents' beliefs and behaviours simultaneously on students' reading comprehension in junior high school.