

Pengaruh self-regulated learning siswa atlet berbakat di Sekolah Khusus Olahragawan Ragunan DKI Jakarta = The effect of self-regulated learning of gifted athlete students in Special Sports School DKI Jakarta ragunan on non academic performance of sports.

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Abstrak

Penelitian ini bertujuan untuk melihat pengaruh self-regulated learning siswa atlet terhadap performa non akademik di Sekolah Khusus Olahragawan Ragunan DKI Jakarta. Partisipan penelitian ini adalah siswa atlet yang bersekolah di SKO Ragunan DKI Jakarta yang berjumlah 43 siswa. Penelitian ini menggunakan alat ukur The Self- Regulated Learning yang disusun oleh Toering dkk. (2011) untuk mengukur selfregulated learning yang terdiri dari 6 dimensi, planning, self-monitoring, effort, selfefficay, evaluation, dan reflection. Selain itu, penelitian ini menggunakan Sport Success Scale (SSS) untuk mengukur performa non akademik olahraga pada siswa atlet yang disusun oleh Mousavi dan VaezMousavi (2015). Hasil utama dari analisis regresi linear dalam penelitian ini ( $F = 51.75$ ,  $p < 0,05$ ) dengan  $R^2 = 0,558$  yang berarti terdapat pengaruh self-regulated learning terhadap performa non akademik sebesar 55,8%. Berdasarkan hasil analisis tersebut bahwa terdapat pengaruh self-regulated learning yang signifikan terhadap performa non akademik, sehingga hipotesis alternatif dalam penelitian ini diterima.

.....This study aims to examine the effect of student athlete self-regulated learning on nonacademic performance at the Ragunan Special School for Athletes, DKI Jakarta. The participants of this study were student athletes who attended SKO Ragunan DKI Jakarta, totaling 43 students. This study uses a measuring instrument The Self-Regulated Learning compiled by Toering et al (2011) to measure self-regulated learning which consists of 6 dimensions, planning, self-monitoring, effort, self-efficacy, evaluation, and reflection. In addition, this study uses the Sport Success Scale (SSS) to measure non-academic sports performance in student athletes compiled by Mousavi and VaezMousavi (2015). The main result of linear regression analysis in this study ( $F = 51.75$ ,  $p < 0.05$ ) with  $R^2 = 0,558$  which means that there is an effect of self-regulated learning on non-academic performance of 55.8%. Based on the results of the analysis that there is a significant effect of self-regulated learning on non-academic performance, so the alternative hypothesis in this study is accepted.