

ABSTRAK

Fatonah, Tria Noor. 2023. *Hubungan Regulasi Diri dan Kecemasan Belajar dengan Hasil Belajar Matematika Siswa Kelas VII*. Skripsi. Tanjungpinang: Program Studi Pendidikan Matematika, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Maritim Raja Ali Haji. Pembimbing I: Assist. Prof. Dr. Desi Rahmatina, S.Pd., M.Sc. Pembimbing II: Assist. Prof. Mariyanti Elvi, S.Pd., M.Pd.

Kata Kunci: hasil belajar, kecemasan belajar, regulasi diri

Penelitian ini bertujuan untuk mengetahui hubungan regulasi, kecemasan belajar dengan hasil belajar matematika siswa kelas VII MTs Negeri Tanjungpinang. Penelitian ini merupakan penelitian korelasional dengan pendekatan kuantitatif. Populasi pada penelitian ini adalah seluruh siswa kelas VII yang berjumlah 218. Teknik pengambilan sampel menggunakan teknik *simple random sampling* dengan undian sehingga diperoleh sampel penelitian yaitu kelas VII-5. Untuk mengukur regulasi diri dan kecemasan belajar siswa menggunakan instrumen penelitian lembar kuesioner dan hasil belajar menggunakan nilai Ujian Tengah Semester Genap. Uji validasi instrumen regulasi diri dan kecemasan belajar yang terdiri dari 20 item dinyatakan valid sebanyak 15 item. Uji reliabilitas kuesioner regulasi diri dan kecemasan belajar dinyatakan reliabel. Hasil uji prasyarat normalitas dinyatakan normal. Berdasarkan uji hipotesis dapat dinyatakan bahwa: (1) terdapat hubungan positif antara regulasi diri dengan hasil belajar matematika dilihat dari nilai r_{hitung} sebesar $0,914 > r_{tabel}$ yaitu $0,355$ dengan tingkat hubungan sangat kuat. (2) terdapat hubungan negatif antara kecemasan belajar dengan hasil belajar matematika dilihat dari nilai r_{hitung} sebesar $-0,445 > r_{tabel}$ yaitu $0,355$ dengan tingkat hubungan sedang. (3) terdapat hubungan positif antara regulasi diri dan kecemasan belajar secara bersama-sama dengan hasil belajar matematika dilihat dari nilai *Sig. F Change* $0,00 > 0,05$ dan R sebesar $0,915$ dengan tingkat hubungan sangat kuat.

ABSTRACT

Fatonah, Tria Noor. 2023. The Relationship between Self-Regulation and Learning Anxiety with Mathematics Learning Outcomes of Grade VII Students. Thesis. Tanjungpinang: Mathematics Education Study Program, Faculty of Teacher Training and Education, Raja Ali Haji Maritime University. Advisor I: Assist. Prof. Dr. Desi Rahmatina, S.Pd., M.Sc. Supervisor II: Assist. Prof. Mariyanti Elvi, S.Pd., M.Pd.

Keywords: *learning outcomes, learning anxiety, self-regulation*

This study aims to determine the relationship between regulation, learning anxiety with mathematics learning outcomes of seventh grade students of MTs Negeri Tanjungpinang. This research is a correlational research with a quantitative approach. The population in this study were all seventh grade students totaling 218. The sampling technique used simple random sampling technique by lottery so that the research sample was obtained, namely class VII-5. To measure self-regulation and learning anxiety, students used a research instrument questionnaire sheet and learning outcomes using even semester midterm exam scores. The validation test of the instrument of self-regulation and learning anxiety consisting of 20 items was declared valid as many as 15 items. The reliability test of the self-regulation and learning anxiety questionnaire was declared reliable. The results of the normality prerequisite test were declared normal. Based on hypothesis testing, it can be stated that: (1) there is a positive relationship between self-regulation and math learning outcomes seen from the r_{count} value of $0.914 > r_{table}$ which is 0.355 with a very strong relationship level. (2) there is a negative relationship between learning anxiety and math learning outcomes seen from the r_{count} value of $-0.445 > r_{table}$ which is 0.355 with a moderate level of relationship. (3) there is a positive relationship between self-regulation and learning anxiety together with math learning outcomes seen from the Sig value. F Change $0.00 > 0.05$ and R_{adj} of 0.915 with a very strong relationship level.