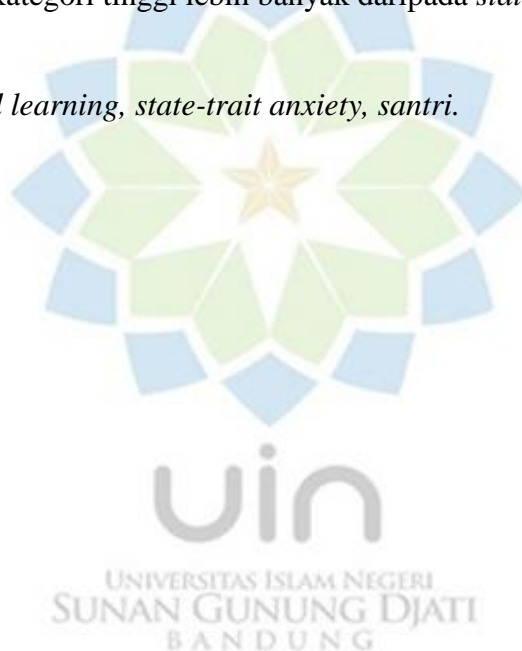


Abstrak

Masalah kecemasan yang dialami santri dapat berakibat pada penurunan kemampuan akademiknya, sehingga *self-regulated learning* menjadi salah satu strategi guna mengatasi kemungkinan ini. Penelitian ini bertujuan untuk melihat pengaruh kemandirian belajar (*self-regulated learning*) terhadap tingkat kecemasan (*anxiety*) pada santri. Jenis penelitian ini merupakan penelitian kuantitatif dengan rancangan kausalitas. Subjek penelitian 126 santri aktif kelas 10 dan 11 Pesantren Al-Amin Sindangkasih jenjang MA/SMA. Teknik analisis data dalam penelitian ini adalah regresi linier sederhana. Hasil analisis menunjukkan bahwa tingkat kecemasan (*anxiety*) dan *self-regulated learning* santri dominan pada kategori sedang. Uji regresi menunjukkan bahwa *self-regulated learning* tidak berpengaruh signifikan terhadap tingkat *anxiety* pada santri dengan sumbangsih sebesar 2.3%, dan arah pengaruh negatif. Aspek *behavior* dalam *self-regulated learning* memiliki pengaruh yang lebih besar (2.8%) daripada aspek *cognition* dan *motivation*. Pengaruh *self-regulated learning* lebih besar ditemukan pada aspek *trait anxiety*. Santri dengan *Trait anxiety* kategori tinggi lebih banyak daripada *state anxiety* dengan kategori yang sama.

Kata Kunci : *self-regulated learning, state-trait anxiety, santri.*



Abstract

Anxiety problems experienced by students can result in a decrease in their academic abilities, so self-regulated learning is one strategy to overcome this possibility. This study aims to examine the effect of self-regulated learning on the level of anxiety in students. This type of research is a quantitative research with causality design. The research subjects were 126 active students in grades 10 and 11 of the Al-Amin Sindangkasih Islamic Boarding School at the MA/SMA level. The data analysis technique in this research is simple linear regression. The results of the analysis show that the level of anxiety (anxiety) and self-regulated learning of students is dominant in the medium category. The regression test showed that self-regulated learning had no significant effect on the level of anxiety in students with a contribution of 2.3%, and the direction of the influence was negative. Aspects of behavior in self-regulated learning have a greater influence (2.8%) than aspects of cognition and motivation. The effect of self-regulated learning is greater in the trait anxiety aspect. Santri with high category of Trait anxiety more than state anxiety with the same category.

Keywords: *self-regulated learning, state-trait anxiety, santri*

