THE CORRELATION BETWEEN SELF-REGULATED LEARNING AND MOTIVATION TO THE ACHIEVEMENT OF PAI AND BUDI PEKERTI AT SMPN 2 KEDIRI

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Abstract

This research is the result of quantitative research with multiple correlation design, aiming to test the theory from D.H. Schunk and B.J. Zimmerman that Self-regulated learning is generally characterized as an active participant who efficiently controls their own learning experiences in different ways, and answers questions about how much self-regulated learning, motivation, and learning outcomes of PAI and Budi Pekerti of students SMPN 2 Kediri, and there is correlation between self-regulated learning and motivation to the learning outcomes of PAI and Budi pekerti at SMPN 2 Kediri. Data collection techniques in this study are documentation and questionnaires of self-regulated learning and motivation. While the analysis technique is kendall's tau. The results of this study show, first of all, that self-regulated learning is categorized as very high; second, motivation is categorized high; third, PAI and Budi Pekerti learning outcomes are categorized as high based on score criteria; fourth, there is a significant relationship between self-regulated learning and motivation to the learning outcomes of PAI and Budi Pekerti at SMPN 2 Kediri.

Keywords: *Self-Regulated Learning, Motivation, Learning Outcomes PAI, SMPN 2 Kediri.*

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ملخص

هذه الدراسة نتيجة من البحث الكمي مستخدمة خطة دراسة ارتباط متعددة، بهدف اختبار نظرية د هـ سخونج و بج زيمرمن، بأن التربية الذاتية لها خصائص منها وجود مشاركة فعالة لمراقبة خبرات تعلمهم بأنفسهم بطرق مختلفة، وإجابة على سؤال كم كانت التربية الذاتية، والحافز، ونتائج تعلم تربية المواد الإسلامية، والأخلاق من طلبة المدرسة المتوسطة الحكومية الثانية بمدينة كديري، وهل هناك علاقة بين التربية الذاتية وبين الحافز نحو نتائج التعلم والأخلاق من طلبة المدرسة المتوسطة الحكومية الثانية بمدينة كديري. وطريقة جمع البيانات في هذا البحث هو استخدام التوثيق والاستطلاع من التربية الذاتية والحافز. أما طريقة التحليل فيستخدم منهج كندال. وتتلخص نتائج هذا البحث في أمور كما يلي، الأول: تعتبر التربية الذاتية مرتفعة جدا، والثانية: يعتبر الحافز مرتفعا، والثالث: تعتبر نتائج تعلم تربية المواد الإسلامية مرتفعة اعتمادا على خصائص التقييم، والرابع: توجد علاقة هامة بين التربية الذاتية والحافز نحو نتائج تعلم تربية المواد الإسلامية والأخلاق في المدرسة المتوسطة الثانية بمدينة كديري.

مفتاح الكلمات: التربية الذاتية، الحافز، نتائج تعلم تربية المواد الإسلامية، المدرسة المتوسطة الحكومية الثانية بمدينة كديري

Abstrak

Penelitian ini merupakan hasil penelitian kuantitatif dengan rancangan penelitian korelasi ganda, bertujuan untuk menguji teori dari D.H. Schunk dan B.J. Zimmerman bahwa Self-regulated learning secara umum dicirikan sebagai partisipan aktif yang mengontrol secara efisien pengalaman belajar mereka sendiri dengan cara-cara yang berbeda, serta menjawab pertanyaan

tentang seberapa besar self regulated learning, motivasi, dan hasil belajar PAI dan Budi Pekerti siswa SMPN 2 Kota Kediri, dan adakah hubungan antara self regulated learning dan motivasi terhadap hasil belajar dan Budi pekerti siswa SMPN 2 kota Kediri. Teknik pengumpulan data dalam penelitian ini adalah dokumentasi dan angket dari self regulated learning dan motivasi. Sedangkan teknik analisisnya menggunakan kendall's tau. Hasil dari penelitian ini, Pertama; self regulated learning dikategorikan sangat tinggi, kedua; motivasi dikategorikan tinggi, ketiga; hasil belajar PAI dan Budi Pekerti dikategorikan tinggi yang berpedoman pada kriteria skor, keempat; terdapat hubungan yang signifikan antara self regulated learning dan motivasi terhadap hasil belajar PAI dan Budi Pekerti di SMPN 2 Kota Kediri.

Kata Kunci: *Self Regulated Learning*, *Motivasi, Hasil Belajar PAI, SMPN 2 Kota Kediri.*

Introduction

Learning is a process, which is not only the process of transfer of information to students, but also involves various actions and activities that must be done, especially if the students want the results of learning better. Islamic education is one of the clumps subjects in schools that have an important role in the formation of character and fostering the nation.[1] Islamic education is conducted to prepare learners to believe, understand,

[1] Aminuddin, Aliaras Wahid, Moh Rofiq, *Membangun Karakter dan Kepribadian Melalui Pendidikan Agama Islam* (Yogyakarta: Graha Ilmu, 2006), 44.

and practice the teachings of Islam.[2] Through PAI, both the cognitive, affective, and psychomotor aspects can be summarized in an integrated manner, and the values that exist in the PAI will automatically be internalized within the learners.

One of the causes that resulted in low student learning outcomes is that the model or strategy applied was not sufficient. The approaches, methods / strategies, techniques, and procedures we choose is what is called a model. A model, such as a model of communicative language learning, means that it has a view on the nature of languageand language learning. In addition, it is also illustrated how the principles and stages of learning are implemented and how the learning looks like.[3]

According to Eva Latipah, in the learning process students will get a good learning achievement, if he is aware, responsible, and know how to learn efficiently. Such students in Zimmerman's theory are termed as self-regulated learners. A self-regulated learning takes responsibility for their learning activities.[4] SRL

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[2] Muhammad Alim, *Pendidikan Agama Islam (Upaya Pembentukan Pemikiran danKepribadian Muslim)* (Bandung: PT. Remaja Rosdakaya, 2011), 4.

[3] M.Taher Implementasi Model Pembelajaran yang Relevan dengan Pendekatan Ilmiah pada Kurikulum 2013, Balai Diklat Keagamaan Medan. As children and adults become self-disciplined learners, they set more ambitious goals for themselves, learn more effectively, and achieve higher achievement in the classroom. See, J.E. Ormrod, *Psikologi Pendidikan: Membantu Siswa Tumbuh dan Berkembang jilid 2*, Jakarta: Erlangga Publishers, 2009), 41. Being a good planner means being able to manage time effectively, prioritize, and organize, especially for junior and senior high school students, they practice managing time, setting priorities and organizing themselves. See, John W Santrock, *Psikologi Pendidikan, Edisi Kedua*.. (Jakarta: Kencana, 2008), 528.

[4] Eva Latipah, *Strategi Self Regulated Learning dan Prestasi Belajar: Kajian Metaanalisa,* dalam Jurnal Psikologi, Vol. 37 No. 1 (Juni, 2010), 115. Self-alignment in learning is required by each student in order to direct himself to achieving learning goals. Self-governing students tend to organize their study

(Self-regulated learning) is an individual ability in self-monitoring, regulation, and control directed by the learning objectives and environmental conditions. SRL is on goal setting, planning, and self-monitoring that is an important aspect of children achievement.[5] Self-regulated learning refers to learning that occurs largely from the learners' own thoughts, feelings, strategies, and behaviors directed toward the achievement of goals.[6] Self-regulated learning is generally characterized as an active participant who efficiently controls their own learning experiences in different ways.[7]

When students set goals and plans, they should keep in mind their relevance to their lives at any given time. Have them make short-term commitments. Another good strategy is to encourage students to set challenging goals. A challenging goal is a commitment to self-improvement. Interest and engagement in activities are usually triggered by a challenge. Goals that are easy to reach are usually not very attractive and do not require much effort. However, goals should be tailored to the optimal student's

hours, selecting activities and strategies that can support their academic achievement.

[5] Santrock. 2009. *Child Development*. (12th Ed). New York : McGraw Hill Companies, Inc., 498.

[6] D.H. Schunk dan B.J. Zimmerman, *Self-regulated Learning: From Teaching to Self-Reflective Prctice* (New York: The Guilford Press, 1998), viii.

[7] including determining a productive work environment and using resources effectively, organizing and training information to be learned, maintaining positive emotions during academic tasks, and maintaining positive motivational beliefs about their abilities, learning value, and factors affect learning. D.H. Schunk and B.J. Zimmerman (Ed.), *Self-regulation on Learning and Performance: Issues and Educational Applications* (Hillsdale: Lawrence Erlbaum Associates, 1994).

level of ability. If the goal is not realistic, the result is a failure that lowers students' confidence.[8]

Specifically, self-regulated learning takes a more inclusive perspective on students learning to include not only cognitive, but also motivational and affective, as well as contextual social factors.[9] Researchers have found that high achievers are often self-regulated learners. For example, high-achieving students are more self-monitoring of their learning and more systematically evaluate their progress toward a goal than low-performing students. Encouraging students to monitor their own learning, conveying the message that students are responsible for their own behavior and learning requires active and dedicated student participation.[10]

Self-regulated learning includes internal factors within the individual, and it is this internal factor that contributes to the encouragement and motivation for a person to achieve his goal, in this case the student's learning outcomes. Therefore, the researcher is interested to know whether there is a relationship of self-regulated learning to increase confidence directly related to achievement of learning objectives, and motivation to result of

[8] John W. Santrock, *Psikologi Pendidikan.,* 526.

[9] Pintrich, P. R., Wolters, C., and Baxter, G, *Assessing metacognition and self-regulated learning*. In Schraw, G., and Impara, J. (eds.), *Issues in theMeasurement of Metacognition*, Buros Institute of Mental Measurements, Lincoln, NE, 2000.

[10] John W. Santrock, *Psikologi Pendidikan Educational Psychology* (Jakarta: Salemba Humanika, 2009), 220. Students able to organize themselves in learning will be able to analyze the tasks assigned by the teacher to them, then they will be able to define their own learning objectives in learn. With learning arrangements will be able to determine what learning strategies are needed and used to achieve learning objectives, then evaluate for yourself how achievement in learning.

learning of PAI. Students of SMPN 2 Kediri become the object of the research, assuming the school location is very close to the market where school rules are often violated such as playing truant, smoking. Therefore, market environment may contribuete to students attitude and achievement. On the other hand, the vision of SMPN 2 Kediri also put forward faith and taqwa. But on the other side of the school, the school has been the pilot schools in the implementation of Curriculum 2013 in Kediri in last three years. Therefore, the researcher conducted research with the title of Relationship Self-Regulated Learning and Motivation Against Learning Results PAI and Budi Pekerti in SMPN 2 Kediri.

Self-Regulated Learning

Siti Suminarti in his research quoted Bandura that related self-regulated learning is that:

> *Suatu keadaan dimana individu yang belajar sebagai pengendali aktivitas belajarnya sendiri, memonitor motivasi dan tujuan akademik, mengelola sumber daya manusia dan benda, serta menjadi perilaku dalam proses pengambilan keputusan dan pelaksanaan dalam proses belajar.*[11]

Self-regulation in learning is the ability of a metacognitive active individual who has a drive to learn and actively participates in the learning process.[12] Self-Regulated Learning is a process in which a learner activates and sustains his cognition, behavior, and

[11] Siti Suminarti dan Siti Fatimah, Self Regulated Learning dalam meningkatkan Prestasi Akademik pada Mahasiswa, dalam *Jurnal Ilmiah Psikologi Terapan*, Vol. 01, Januari, 2013; 144.

[12] B.J. Zimmerman, "A Social Cognitive View of Self-regulated Learning" dalam *Journal of Educational*, 81, 1989; 4.

feelings that are systematically oriented towards the achievement of a goal. When the goal includes knowledge, then what is discussed is self-regulated learning.[13] Self-regulated learning cconsists of three general aspects, namely:

a. Cognition in self-regulated learning is the ability of students to plan, set goals, organize, monitor themselves, and evaluate themselves on various faces during the admissions process. This process allows them to become self-aware, knowing and determining many approaches in learning,
b. Motivation in self-regulated learning is where students experience high self-efficacy, self-attribution and interest in intrinsic tasks, and
c. Behavior in self-regulated learning is the student's attempt to select, structure, and create an optimizing learning environment. They seek advice, information and places where they are most likely to learn.[14]

Relationship of Self-Regulated Learning and Motivation to learning result of PAI and Budi Pekerti

The existence of the relationship between self-regulated learning, motivation, and learning outcomes can be known from the opinion expressed by Zimmerman that, in the learning process, learners get a good learning achievement if they realize,

[13] Papila Diane, Old, S. W. Feldman, R. D, *Psikologi Perkembangan* (Jakarta: Kencana Prenada Media Grup), 45.

[14] B.J. Zimmerman,.Self-Regulated Learning and Academic Achievement: An Overview. *EDUCATIONAL PSYCHOLOGIST*. No. 1. Vol. 25, Lawrence Erlbaum Associates, Inc, 1990, 4-5.

responsible, and know how to learn efficiently.[15] Self-regulated learning is generally characterized as an active participant who efficiently controls their own learning experience in different ways, including defining a productive work environment and using resources effectively, organizing and training information to learn, maintain emotions which are positive during academic tasks, and maintain positive motivational beliefs about their abilities, learning value, and the factors that influence learning.[16] Glynn also mentions Self-regulated learning is a combination of academic learning skills and self-control that makes learning easier, so the students are more motivated.[17]

High achievers are often self-regulated learners. For example, high-achieving students are more self-monitoring of their learning and more systematically evaluate their progress toward a goal than low-performing students. Encouraging students to monitor their own learning, conveying the message that students are responsible for their own behavior and learning requires active and dedicated student participation.[18]

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[15] Eva Latipah, Strategi Self Regulated Learning dan Prestasi Belajar: kajian Metaanalisis, dalam *Jurnal Psikologi*, Vol. 37, No. 1, Juni, 2010; 115.

[16] D.H. Schunk dan B.J. Zimmerman (Ed.), *Self-regulation on Learning.,* 4.

[17] Glynn, S.M., Aultman, L.P., & Owens, A.M., Motivation to Learn in general education programs. *The Journals of General of Education. 54.* 2, 2005; 150-170.

[18] John W. Santrock, *Psikologi Pendidikan*, 220. Factors that affect learning outcomes can be divided into two, namely internal factors and external factors. External factors are factors that arise from outside the student self- such as teachers, friends, learning facilities, school environment, learning resources, opinions of parents, and others. While the internal factors are factors that arise from within the students themselves include physical circumstances, inetelegece, talent, interest, motivation, independence, and attention. Internal factors that influence in achieving the success of student learning process one of them is the motivation to learn. In the learning process motivation is very big role to the learning outcomes. Because with

Differenet from students who have no motivation, it will cause student learning outcomes to be low. Lack of student attention when the teacher explains the material may happen because of the lack of motivation to learn in the student to get high results. Motivation is very instrumental in learning, with this motivation students become diligent in teaching and learning process, and with this motivation students become diligent in teaching and learning process, and with motivation also the quality of learning results related to the high learning outcomes.

Dealing with the relationship among the three variables, the SRL, the motivations, and the learning outcomes, Montalvo and Torres stataed that self-regulated learning is how they see themselves as helpers in their own behavior, believing that learning is a proactive process, motivating themselves and using possible strategies to achieve satisfactory academic results that children who are able to self-regulate in learning will be better achievement of academic achievement.[19] Journal entitled *Motivation to learn in general education programs. The Journals of the General of Education* also mentions Self-regulated learning is a combination of academic learning and self-control skills that make learning easier, so students are more motivated.[20]

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the motivation can foster interest in student learning. At all ages, motivation plays a very important role in one's life and has a great impact. Students who have high learning motivation tend to have a positive attitude to succeed. See, Slameto, *Belajar dan Faktor-faktor yang Mempengaruhinya* (Jakarta: Rineka Cipta, 2010), 4.

[19] F.T Montalvo dan M. C. G. Torres, "Self-regulated Learning: Current and Future Direction", *Electronic Journal of Research in Educational Psychology*, Vol.II, No.1, 2004; 4.

[20] Glynn, S.M., Aultman, L.P., & Owens, A.M. Motivation to Learn., 150-170.

D.H. Schunk and B.J. Zimmerman said that self-regulated learning is generally characterized as an active participant who efficiently controls their own learning experience in different ways, including determining a productive work environment and using resources effectively, organizing and training information to learn, nurturing positive emotions during academic tasks, and maintaining positive motivational beliefs about their abilities, learning values, and the factors that influence learning.[21]

So, with motivation students will be able to apply self-regulated learning well because the motivation of achievement to move students to set goals in the form of need for achievement in learning, have the initiative in planning learning procedures and acts lead to achievement. The intersection between achievement motivation and self-regulated learning is on the efforts shown by students who have motivation to achieve the desired achievement.

[21] The theory is supported by research written by Paul R. Pintrich and Elisabeth V. De Groot, entitled "*Motivational and Self-Regulated Learning Component of Clasroom Academic Performance*". Motivation and Self-Regulated Learning Class Components Academic achievement, which the purpose of this study is to examine the relationship between motivation, self-learning, and classroom achievement for 173 seventh graders from eight science and seven English classes. The results of the regression analysis revealed that there is a significant relationship between the three variables. The relationship of student motivation, self-regulated learning and academic achievement were obtained with younger or older students or different classes. Successful academic performance is not enough with only motivation, self-regulated learning also appears in a successful academic performance. Paul R. Pintrich and Elisabeth V. De Groot, *Journal of Educational Psychology*. Vol. 82, No. 1, 1990; 33-40.

Research Method

This research is quantitative research, and there are three variables. There are two independent variable (x_1, x_2), and one dependent variable (y). The two independent variables are Self-Regulated Learning and motivation, and dependent variable is learning result of PAI and Budi Pekerti. The population taken from this research is class VII students of SMPN 2 Kediri with total number of 320. The sampling technique is simple random sampling is sampling that gives equal opportunity for every element in population to become sample.[22]

Based on these indicators, a blue print is prepared, following the scaling of self-regulated learning. There are 57 questions in the instrument, 33 questions for variables X and 24 for variable Y.

No	Indicators	No of item		Total
		F	UF	
1	Cognitive			
	a) Students' ability to plan	1, 23	2	
	b) Students' ability to set goals	3, 24	4	
	c) Students' ability to manage	5, 25	6	15
	d) Students' ability to self	7, 26	8	

[22] Ali Anwar, *Staitistika untuk Penelitian Pendidikan dan Aplikasinya dengan SPSS dan Excel* (Kediri: IAIT Press, 2009), 29. Noteworthy in determining the size of the sample is the number of population, population characteristics, and the level of error that is tolerated, using the formula Issac and Michael is known as 167 samples to be taken respondents from 10 classes. Questionnaire data collection techniques or questionnaires, and documentation.

	monitor e) Students' ability self evvaluate	9, 27	10	
2	Motivation a) High *Self-efficacy* b) Self attribution c) Interested in intrinsic tasks	11, 28 13, 29 15, 30	12 14 16	9
3	behavior a) Effort to choose b) structure c) create optimal environment to learn.	17, 31 19, 32 21, 33	18 20 22	9
Total				33

a. Motivation Scale

The instrument used to determine the motivation is taken from Hamzah B. Uno in his book entitled *Teori Motivasi dan Pengukurannya.* There are some motivation indicators that can be classified as follows:

No	Indicators	No of item		Total
		F	UF	
1	Drive and willing to succeed.	34, 46	35, 47	4
2	Drive and need to learn	36, 48	37, 49	4
3	Hope and future expectation.	38, 50	39, 51	4
4	Appreciation in learning	40, 52	41, 53	4
5	Interesting activities in learning	42, 54	43, 55	4
6	Conducive learning environment	44, 56	45, 57	4
Total				24

Validity test of the instrument is intended to determine the level of research instrument ability to reveal data in accordance with the research problem. The procedure of the validity test is by correlating the score on the item with the total score. The formula that used to analyze the validity of research instruments is person product moment correlation as follows:[23]

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X^2)\}\{N\sum Y^2 - (\sum Y^2)\}}}$$

Keterangan:

r_{xy} = koefisien korelasi x dan y

N = jumlah subjek

$\sum x$ = jumlah seluruh skor *x*

$\sum y$ = jumlah seluruh skor *y*

$\sum xy$ = jumlah hasil perkalian antar skor x dan y

[23] Sukardi, *Metode Penelitian Pendekatan* (Jakarta: Bumi Aksara, 2003), 274.

Reliability test was carried out when it is already valid. reliability test of the instrument is to show the stability in the measure. The formula used in this reliability test is the alpha formula.[24] The form of the formula is:

$$r_{11} = \left[\frac{k}{(k-1)}\right]\left[1 - \frac{\sum a_b^2}{a_1^2}\right]$$

keterangan:

r_{11} = reabilitas instrument

k = banyaknya butir pertanyaan

$\sum a_b^2$ = jumlah varian butir

a_1^2 = varian total

Kriteria keputusan butir soal reliabel jika $r_{11} > r_{tab}$

b. Data description

1. *Self Regulated Learning* (x_1)

To test the validity and reliability of the instrument, the researcher used SPSS for Windows version 21.0. Decision making to determine valid items is calculated r compared to r_table with the number of samples minus the variable. When calculated r is ≥ r table, then the item is valid, but when calculated r is < r table, then the item is valid.[25] To know calculated r, calculated r must be ≥ r tablewith df = 157, so it is known thta r table is 0.156 with (a) 0,05.

a) Validity and Reliability Test of Self-Regulated Learning Instrument

[24] Ibid.
[25] Ibid., 13.

Test Results of Validity and Reliability of Self-Regulated Learning Instruments.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
x1	124.3174	111.808	.257	.823
x2	125.3234	104.196	.454	.816
x3	124.2934	113.847	.107	.827
x4	124.9102	106.347	.331	.822
x5	124.6228	109.381	.356	.820
x6	125.1677	106.309	.414	.818
x7	124.4970	108.661	.417	.819
x8	125.2754	108.008	.359	.820
x9	124.4012	108.736	.416	.819
x10	124.7305	109.740	.269	.823
x11	124.8263	112.795	.113	.829
x12	125.1497	105.983	.452	.817
x13	124.3473	112.505	.236	.824
x14	125.2096	105.384	.449	.817
x15	124.8443	108.626	.389	.819
x16	125.3054	107.997	.338	.821
x17	124.1916	110.312	.333	.821
x18	124.9581	106.763	.413	.818
x19	124.4970	112.071	.195	.825

x20	125.5749	109.234	.274	.823
x21	124.7964	110.850	.208	.825
x22	126.5808	117.932	-.152-	.838
x23	124.4251	109.330	.402	.819
x24	124.1198	111.323	.260	.823
x25	124.8623	107.517	.443	.817
x26	124.9701	109.041	.408	.819
x27	124.5928	108.532	.461	.818
x28	124.5569	110.863	.309	.822
x29	124.4311	107.440	.410	.818
x30	124.4731	109.516	.390	.820
x31	124.6946	106.900	.441	.817
x32	124.5689	109.440	.353	.820
x33	124.1377	112.794	.226	.824

Reability Statistics

Cronbach's Alpha	N of Items
.826	33

The validity of the item is decided by comparing the Corrected Item-Total Correlation Self-Regulated Learning value with r_table 0.05; 157 = 0.156. The item is valid if the value is greater than 0.156. The result of the comparison is known that the invalid item is an item number of .107, item number 11 is .113, and item number 22 is -.152-. More details can be seen in the table below:

Variable	Indicators	Item Valid		Item invalid	
		F	UF	F	UF
Self Regulated Learning	Cognitive				
	f) Students' ability to plan	1, 23	2	-	-
	g) Students' ability to set goals	3, 24	4	3	-
	h) Students' ability to manage	5, 25	6	-	-
	i) Students' ability to self monitor	7, 26	8	-	-
	j) Students' ability self evvaluate	9, 27	10	-	-
	Motivation				
	d) High *Self-efficacy*	11,	12	11	
	e) Self attribution	28	14	-	-
	f) Interested in intrinsic tasks	13, 29	16	-	-
		15, 30			-
	Behavior				
	d) Effort to choose	17,	18		
	e) structure	31	20	-	-
	f) create optimal environment to	19, 32	22	- -	- 22

	learn.	21, 33			
Total		**33**		**3**	

Reliability of item is decided by comparing the value of Cronbach's Alpha if Item Deleted with r_tabble value 0.05; 157 = 0.156. Since each alpha coefficient is greater than 0.156, all items are reliable, since they are corroborated by an overall alpha coefficient of 0.826 which is greater than 0.05; 157 = 0.156.

To answer the first problem formulation about how big self-regulated learning, the researcher used categorization to know the magnitude of self-regulated learning. Categorization by an assumption is that the subject score in the group is an estimate of the subject score in the population and that the subject scores in the population are normally distributed.[26] Azwar S. in his book *Penyusunan Skala Psikologis* mentions the criteria in determining the categorization of scores are as follows:

$x \leq -1{,}5\sigma$	very low
$-1{,}5\sigma < x \leq -0{,}5\sigma$	low
$-0{,}5\sigma < x \leq +0{,}5\sigma$	moderate
$+0{,}5\sigma < x \leq 1{,}5\sigma$	high
$+1{,}5\sigma < x$	very high

[26] Syaifuddin Azwar, *Penyusunan Skala Psikologi* (Yogyakarta: Pustaka Pelajar, 2012), 146.

From the criteria of categorization rules above, the standard deviation of self-regulated learning is 10.64313 and the obtained criteria are:

Interval score	**Interval score SRL**	**Criteria**
$x \leq -1{,}5\sigma$	$x \leq$ -16,96	Very low
$-1{,}5\sigma < x \leq -0{,}5\sigma$	-16,96 < $x \leq$ -5,32	Low
$-0{,}5\sigma < x \leq +0{,}5\sigma$	-5,32 < $x \leq$ 5,32	Moderate
$+0{,}5\sigma < x \leq 1{,}5\sigma$	5,32 < $x \leq$ 16,96	Strong
$+1{,}5\sigma < x$	16,96 < x	Very strong

From the above categorization, it is found seen that self-regulated learning in SMPN 2 Kediri is categorized very high.

2. Motivation (x_2)

Validity and Reliability Test of Motivational

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
x1	84.7844	57.471	-.030-	.706
x2	84.9940	51.211	.338	.670
x3	84.6287	53.307	.364	.671
x4	85.0898	51.636	.376	.667
x5	83.9581	54.860	.301	.678
x6	84.2275	51.936	.475	.662
x7	85.5389	56.575	.043	.698
x8	84.6826	51.073	.496	.658

x9	85.3413	59.624	-.166-	.717
x10	84.9880	52.759	.316	.673
x11	84.4012	55.507	.195	.684
x12	86.5329	56.528	.041	.698
x13	83.8982	55.261	.248	.681
x14	84.7665	49.843	.516	.653
x15	84.7784	54.884	.247	.680
x16	85.3713	51.042	.400	.664
x17	84.9820	54.777	.157	.688
x18	85.1198	50.190	.532	.653
x19	84.1737	54.518	.277	.678
x20	86.4551	55.683	.083	.696
x21	84.2814	55.240	.207	.683
x22	85.2096	52.637	.387	.668
x23	84.8982	57.718	-.035-	.704
x24	85.7725	52.767	.269	.678

Reliability Statistics

Cronbach's Alpha	N of Items
.689	24

Item validity is done by comparing corrected value of Item-Total Correction on item number 1 with value -.030, item number 7 value .043, item number 9 value -.166, item number 12 value .041, item number 20 value. 083, item number 23 value -.035 with r_table value 0,05; 157 = 0,157 item said valid

if thevalue greater than 0.156. More details can be seen in the table below:

Variable	Indicators	Item Valid		Item invalid	
		F	UF	F	UF
Motivation	Willingness to be succeessful	34. 46	35. 47	34	-
	Drive and need to study	36. 48	37. 49	-	-
	Future expectation	38. 50	39. 51	-	-
	Learning appreciation	40. 52	41. 53	40	53
	Interesting activities in learning	42. 54	43. 55	42	-
	Conducive learning environment, so that students learn better	44. 56	45. 57	56	45
Total		**24**		**6**	

To know the reliability of items is by knowing Alpha if Item Deleted with r_tablel; 0.05; 157 = 0.156. Since each alpha coefficient is greater than 0.156, then all items are reliable. This is confirmed by an overall alpha coefficient of 0.689 which is greater than r_table 0.05; 157 = 0.156.

The second research problem is how much motivation in SMPN 2 Kediri, the researcher also used categorization to determine the magnitude of student motivation. Based on the results obtained that the standard deviation of the motivation of learners is 7.28184:

Criteria score motivation

Interval skor	Interval skor motivasi	Kriteria tingkat motivasi
$x \leq -1{,}5\sigma$	$x \leq -10{,}92$	Very low
$-1{,}5\sigma < x \leq -0{,}5\sigma$	$-16{,}96 < x \leq -3{,}64$	Low
$-0{,}5\sigma < x \leq +0{,}5\sigma$	$-3{,}64 < x \leq 3{,}64$	Moderate
$+0{,}5\sigma < x \leq 1{,}5\sigma$	$3{,}64 < x \leq 10{,}92$	Strong
$+1{,}5\sigma < x$	$10{,}92 < x$	Very strong

Based on the above table it can be seen that student motivation in SMPN 2 Kediri is high.

3. Learning Outcomes (y)

To answer the third research problem how the results of learning PAI and Budi Pekerti students in SMPN 2 Kediri are, the researcher also used categorization in Azwar's book. Based on the calculation results obtained, the standard deviation of learning results of PAI and Budi Pekerti is 2.46742 with categorization as following:

Criteria score results of learning PAI and Budi Pekerti

Interval score	Interval score on motivation	criteria
$x \leq -1{,}5\sigma$	$x \leq -3{,}70$	Very low
$-1{,}5\sigma < x \leq -0{,}5\sigma$	$-3{,}70 < x \leq -1{,}23$	Low

-0,5σ < *x* ≤ +0,5σ	-1,23< *x* ≤ 1,23	Moderate
+0,5σ < *x* ≤ 1,5σ	1,23< *x* ≤ 3,70	Strong
+1,5σ < *x*	3,70< *x*	Very strong

From these scores when viewed from the compilation scale, it is found that the results of learning PAI and Budi Pekerti in SMPN 2 Kediri City is categorized high. Learning outcomes are the maximum results that have been achieved by learners after experiencing the process of teaching and learning in learning a particular subject matter.

c. Normality test

The normality test is performed to know that the bound variable (y) follows the standard normal distribution.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
SRL	,066	167	,070	,986	167	,096
Motivasi	,057	167	,200*	,993	167	,647
HasilBelajarPAI	,125	167	,000	,965	167	,000

*. This is a lower bound of the true significance.

1) Lilliefors Significance Correction

To know the normality, Sig score is used which is on the kolmogrov-Smirnov table. The rule used to know is whether or not the distribution is normal if p ≥ 0.05, then the distribution is normal, and if p <0.05, then it is not normal. From the table it is known that the variables x1 and x2 are

significant, they are 0.070 ≥ 0.05, x2 is significant with 0.200 ≥ 0.05, while the variable y is not significant because it has significant level 0.000 <0.05

Besides seen from kolmogrov-Smirnov table, the significant level of x1 and x2 can be known also from Q-Q Plot of SRL and Q-Q Plot of Motivation s as follows:

a) Variable x_1 (*Self Regulated Learning*)

Based on normality test where Sig in variable x1 is 0.70, then the data of Self-Regulated Learning is normal because of more than 0.05. Based on the graph of normality it can be seen that the distribution of data is around the test line leading to the top right and is not far from the line. Thus the data is said to be normal. From the Q-Q chart Plot of SRL, it can be seen that the distribution of data from these variables are clustered so it can be said that the variable is normally distributed. Detrended Normal Q-Q of Plot SRL forms a particular pattern so that the data can be said to be normal.

b) Variable x_2 (Motivation)

Sig on variable x2 is 0.200 where the variable of motivation can be said be normal because of more than 0,05. Based on the graph of normality it can be seen that the distribution of data is around the test line leading to the top right and is not far from the line. Thus the data is said to be normal. From the Q-Q chart Plot of Motivation, it can be seen that the distribution of data from these variables looks clustered so that it can be said that the variable is normally

distributed. Detrended Normal Q-Q Plot of Motivation distribution data form a certain pattern so that data can be said normal.

c) Variable y (Learning Results PAI and Character)

Based on the normality test results where Sig in variable y is 0.000, the result of Learning PAI and Character Budi Pekerti not normal because less than 0.05. Variable y is normal graph Q-Q plot Learning Results PAI and Character data distribution around the test line leading to the top right and located not far on the line. Thus the data is said to be normal while the normal detrended Q-Q plots spread separately then the data is not normally distributed.

It can be concluded that the data obtained from the variables x1, x2, and y, is not normally distributed, so using non parametric test was used. It is Kendall's tau analysis.

d. Hypothesis testing

In testing the hypothesis, the researcher used SPSS 21.0 for windows program with the following results

Correlations

			SRL	Motivasi	Hasil Belajar PAI
Kendall's tau_b	SRL	Correlation Coefficient	1,000	,483**	,234**
		Sig. (2-tailed)	.	,000	,000
		N	167	167	167

	Motivasi	Correlation Coefficient	,483**	1,000	,220**
		Sig. (2-tailed)	,000	.	,000
		N	167	167	167
	Hasi lBelajar PAI	Correlation Coefficient	,234**	,220**	1,000
		Sig. (2-tailed)	,000	,000	.
		N	167	167	167

**. Correlation is significant at the 0.01 level (2-tailed).

From the table of Kendall's tau of SPSS 21.0 for windows program, it can be seen that the correlation number between variables x1 with y is 0.234. The correlation between x2 and y is 0.220, whereas the correlation between x1 with x_2 is 0.483. Meanwhile, the correlation interpretation can be seen in the following table:

Coeficient Interval	Correlation streghth
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Moderate
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

From the above correlation, variables x1 and x2 are located at the level of moderate relationship of 0.483. The variables x1 and y and x2 and y are respectively at a low level of relationship of 0.234 and 0.220.

The result of calculation with microsoft Excel, variable x together with variable y is 0.264. When compared with calculated r with r table with dk = 0.156 then calculated r > r_table with value of 0.264> 0.156. The conclusion is if the correlation coefficient ≥ r_table then Ho is rejected and Ha accepted, while the correlation coefficient <r_tabel then Ho accepted and Ha rejected. Because the correlation coefficient is > r_tabel then there is correlation and Ha is accepted, which means that there is a relationship between Self-Regulated Learning and Motivation of Learning Results PAI and Budi Pekerti in SMPN 2 Kediri.

The results studies show that in accordance with the theory proposed by Zimmerman that in the learning process, learners get a good learning achievement when he realized, responsible, and know how to learn efficiently.[27] Also supported Zimmerman quoted by Fasikhah and Fatimah describes the relationship between self-regulated learning and the motivation that SRL is the ability of learners to participate actively in the learning process, either metacognitive, motivational, or behavioral. Metacognitive in question is the ability to plan, organize, self-instruction, monitor and evaluate himself in learning.

[27] Eva Latipah, *Strategi Self Regulated Learning.,* 115.

Discussion

Self-Regulated Learning at SMPN 2 Kediri

Based on the analysis, it is found out that self-regulated learning is categorized as a very high level of SRL. B.J. Zimmerman explains that self-regulated learning takes responsibility for their learning activities.[28] Zimmerman also explains self-regulation in learning is the ability of individuals who are active metacognitively who have the impetus to learn and participate actively in the learning process.[29] From the theory, the students of class VII of SMPN 2 Kediri are able to organize themselves in their study.

It is also in line with Zimmerman's theory that self-regulated learning is the process of regulating and managing metacognition, motivation, and learning strategies in the learning process to achieve certain goals. For example intelligence, talent, and other abilities through the process of self-directed cognitive, motivation and behavior that makes students able to bridge himself to organize learning.

Motivation at SMPN 2 Kediri

The second formulation of the problem is how much motivation of students at SMPN 2 Kediri. It is found that the motivation is categorized as high. John W. Santrock said motivation is a process that gives spirit, direction, and persistence behavior.[30] Meanwhile, according to Djali, motivation is the

[28] Ibid., 115.
[29] B.J. Zimmerman, "A Social Cognitive View of Self-regulated Learning"., 4.
[30] John W. Santrock, *Psikologi Pendidikan*., 511.

process of generating, directing, and consolidate the behavior towards a goal.[31] From some motivation theory it is known someone has motivation if driven desire to do towards certain purpose, and the above theory proves once again that the motivation of class VII of SMPN 2 Kediri is high.[32]

Results Learning PAI and Budi Pekerti in SMPN 2 Kediri

Regarding the results of learning PAI and Budi Pekerti of students at SMPN 2 Kediri, the researcher used the categorization proposed Azwar S. Based on the scale of preparation, the conclusion of learning results PAI and Budi Pekerti in SMPN 2 Kediri is categorized high. Learning outcomes are the maximum results that have been achieved by learners after experiencing the process of teaching and learning in learning a particular subject matter. Learning outcomes are also related to learning activities because learning activities are a process whereas learning outcomes are some of the results achieved by a person after experiencing the learning process by first indicating the evaluation of the learning process undertaken. The result of categorization in this variable shows the high learning result that is interpreted by the students of class VII in SMPN 2 Kediri high

[31] Djali, *Psikologi Pendidikan* (Jakarta: Bumi Aksara, 2011), 101.

[32] The condition of the student environment, interesting activities in learning and the need in learning also influences the motivation of learning from students. Highly motivated students will endeavor to complete self-employment and be optimistic. What good learning outcomes can be achieved through the ability of students to organize themselves in their learning? Students are able to organize themselves if they are aware, responsible, and know how to learn efficiently. By having learning goals and motivation students will overcome the problems encountered in the learning process.

also in achieving learning objectives especially PAI and Budi Pekerti.[33]

Santrock also explains high-achieving learners are often self-regulated learners. For example, high-achieving learners monitor their learning more and more systematically evaluate their progress toward a goal than low-performing learners. Encouraging learners to monitor their own learning, conveying the message that learners are responsible for their own behavior and learning requires active and dedicated student participation.[34]

Relationship of Self-Regulated Learning and Motivation to Learning Outcomes of PAI and Budi Pekerti in SMPN 2 Kediri

To answer the fourth problem if there is any correlation between self-regulated learning and motivation to result of learning of PAI and Budi Pekerti in SMPN 2 Kediri, the researcher collect data from questionnaire about self-regulated learning as variable x1, and motivation as variable x2. As for the dependent variable (dependent variable) the researcher uses the results of the scores of the first semester of grade VII. Based on the analysis, it is known that calculated r is 0.264, when compared to r table is

[33] Purwanto in his book of learning evaluation mentions that the results of learning shows the true ability of students who have experienced the process of transfer of knowledge from someone who can be said to be adults or have less knowledge. So with the learning outcomes, one can know how far a student can catch, understand, and have a particular subject matter. On the basis of that educators can determine better teaching and learning strategies. Purwanto, *Evaluasi Hasil Belajar* (Yogyakarta: Pustaka Belajar, 2010), 42.

[34] John W. Santrock, *Psikologi Pendidikan.*, 220. The theory once again proves that learning outcomes have a very close relationship with self-regulated learning variables.

0.05, 157 of 0.156. It is known that the calculated r is ≥ r table. It can be concluded that Ho is rejected and Ha is accepted. It means that there is a significant relationship between self-regulated learning and motivation of learning outcomes. The results of the study have proved that self-regulated learning and motivation have significant relationship to learning outcomes of PAI and Budi Pekerti. With the analysis, the researcher concludes that if this relationship is improved, the better the students' learning outcomes.

The results of the above analysis prove the theory put forward by John W. Santrock who states that high-achieving learners are often students who also learn to manage themselves. For example, compared with low-achieving learners, high-achieving learners define more specific goals, use more learning strategies, monitor their own learning processes, and be more systematic in evaluating their own progress.[35]

The correlation between the three variables, the SRL, the motivations, with the learning outcomes according to Montalvo and Torres is that self-regulated learning is how they see themselves as helpers in their own behavior, believing that learning is a proactive process, motivating themselves and using possible strategies to achieve satisfactory academic results that

[35] Ibid., 296. Schunk and Zimmerman, quoted in Robert E. Slavin also explained that self-directed learning is closely related to the targets of learners. Learners who are highly motivated to learn something have greater possibilities than other students who consciously plan their lessons, do lesson plans, and remember the information they get.

children who are able to self-regulate in learning will be better achievement of academic achievement.[36]

Furthermore, D.H. Schunk and B.J. Zimmerman stated that Self-regulated learning is generally characterized as an active participant who efficiently controls their own learning experiences in different ways, including defining a productive work environment and using resources effectively, organizing and training information to learn, nurturing emotions which are positive during academic tasks, and maintain positive motivational beliefs about their abilities, learning value, and the factors that influence learning. Of the several theories above proves that self-regulated learning and motivation related to the learning outcomes of a person, and vice versa.

Conclusion

1. Self-regulated learning of class VII at SMPN 2 Kediri with the standard deviation of 10.64313 can be categorized very high.
2. The motivation at SMPN 2 Kediri, with the standard deviation of the learners motivation of 7.28184 can be categorized as high.
3. The learning outcome of PAI and Budi Pekerti class VII at SMPN 2 Kediri, with the standard deviation of 2.46742 can be categorized as high.

[36] F.T Montalvo and M. C. G. Torres, "Self-regulated Learning: Current and Future Direction", *Electronic Journal of Research in Educational Psychology,* Vol.II, No.1, 2004; 4. Journal entitled Motivation to Learn in general education programs. *The Journals of General of Education* also mentions Self-regulated learning is a combination of academic learning skills and self-control that makes learning easier, so the students are more motivated. See Also, Glynn, S.M., Aultman, L.P., & Owens, A.M. Motivation to Learn., 150-170.

4. There is a significant correlation between self-regulated learning and motivation toward learning result of PAI and Budi Pekerti at SMPN 2 Kediri of 0.264. The result of multiple correlation is compared with calculated r with r table with dk = 0,156 then the calculated r > r_table with the value of 0.264> 0.156 with the level of significance below 0.05 that is 0.000. So it can be concluded that the higher the learners in managing their learning and motivation is, the higher the results of learning PAI and Budi Pekerti students are. So if the proportion of r values by 27% and 73% is influenced by other factors then Self-regulated learning takes a more inclusive perspective on students learning to include not only cognitive, but also motivation and affective, as well as factors -contextual social factors.

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