

ABSTRAK

Stevanus Kurniawan Setiadi Tampubolon. Pengaruh Pengaturan Diri Penggunaan Handphone Dan Dukungan Orangtua Terhadap Minat Belajar Siswa Kelas X Teknik Permesinan Di Smk Negeri 5 Medan Tahun Ajaran 2024/2025. Skripsi. Fakultas Teknik Universitas Negeri Medan. Juni 2025.

Penelitian berikut mengkaji pengaruh pengaturan diri dan dukungan orangtua terhadap siswa kelas X SMKN 5 Medan. Dengan memakai metode perhitungan dan desain ex post facto, sampel sebanyak 33 siswa dipilih secara acak dari populasi 63 siswa. Instrument penelitian meliputi angket guna mengukur pengaturan diri Penggunaan handphone, dukungan orangtua dan minat belajar. Output riset mengindikasikan jika pengaturan diri Penggunaan handphone dan dukungan orangtua berkontribusi signifikan terhadap peningkatan minat belajar. Pengujian F menghasilkan nilai 295.650 dengan signifikansi 0,0 ($p < 0,05$) dengan koef determinan (R^2) sebesar 95,2%, yang artinya lebih dari setengah variasi nilai hasil menuntut ilmu mampu dipaparkan melalui dua elemen berikut. Berdasarkan temuan ini, disarankan agar mengoptimalkan Penggunaan handphone dan melakukan penyuluhan kepada orangtua atas Penggunaan handphone pada siswa bisa di kendalikan dengan baik.

Kata Kunci: Pengaturan Diri, Penggunaan Handphone, Minat Belajar



ABSTRACT

Stevanus Kurniawan Setiadi Tampubolon. *The Influence of Self-Regulation in Mobile Phone Use and Parental Support on Learning Interest of Grade X Mechanical Engineering Students at SMK Negeri 5 Medan Academic Year 2024/2025.* Undergraduate Thesis. Faculty of Engineering, Universitas Negeri Medan. June 2025.

This study aims to determine the influence of self-regulation in mobile phone use and parental support on the learning interest of Grade X students at SMK Negeri 5 Medan. This research used a quantitative method with an ex post facto design. A sample of 33 students was randomly selected from a population of 63. Questionnaires were used as Instruments to measure self-regulation in mobile phone use, parental support, and learning interest. The results showed that both self-regulation and parental support had a significant effect on students' learning interest. The F-test yielded a value of 295.650 with a significance level of 0.0 ($p < 0.05$), and the coefficient of determination (R^2) was 95.2%. This indicates that more than half of the variation in learning interest can be explained by these two factors. Based on these findings, it is recommended to optimize mobile phone use and provide parental guidance to help students manage their phone usage effectively.

Keywords: Self-Regulation, Mobile Phone Use, Learning Interest

