

## ABSTRAK

**SHAFIQA NAYLA AZZAHRA. Hubungan Antara *Self-Regulated Learning* dengan Kecemasan Akademik pada Siswa Kelas X di SMA Negeri 18 Medan T.A 2025/2026. Skripsi. Medan: Fakultas Ilmu Pendidikan Universitas Negeri Medan, 2026.**

Kecemasan akademik masih menjadi permasalahan pada siswa kelas X SMA Negeri 18 Medan, terutama saat menghadapi ujian, yang ditandai dengan belum optimalnya *self-regulated learning* sehingga sebagian siswa belum memiliki jadwal belajar yang teratur dan lebih fokus belajar menjelang ujian. Penelitian ini bertujuan untuk mengetahui hubungan antara *self-regulated learning* dengan kecemasan akademik pada siswa kelas X SMA Negeri 18 Medan T.A 2025/2026. Penelitian ini menggunakan pendekatan kuantitatif jenis korelasi. Populasi penelitian berjumlah 211 siswa dengan sampel 123 siswa yang ditentukan menggunakan teknik *proportional random sampling*. Instrumen penelitian berupa angket skala likert yang disebarakan melalui *Google Form*. Data dianalisis menggunakan uji korelasi *Product Moment* dengan bantuan SPSS 31 for Windows. Hasil penelitian menunjukkan nilai signifikansi  $0,001 < 0,05$  dengan koefisien korelasi  $-0,437$ , yang menunjukkan hubungan signifikan antara *self-regulated learning* dan kecemasan akademik. Disimpulkan bahwa semakin tinggi *self-regulated learning* siswa, semakin rendah kecemasan akademiknya. Oleh karena itu, guru Bimbingan dan Konseling disarankan memberikan layanan yang berfokus pada pengembangan *self-regulated learning* untuk membantu mengurangi kecemasan akademik siswa.

**Kata Kunci:** *Self-Regulated Learning*, Kecemasan Akademik



## ABSTRACT

**SHAFIQA NAYLA AZZAHRA. The Relationship Between *Self-Regulated Learning* and Academic Anxiety in Tenth-Grade Students at SMA Negeri 18 Medan, Academic Year 2025/2026. Skripsi. Medan: Faculty of Education, State University of Medan, 2026.**

Academic anxiety is still a problem for tenth-grade students of SMA Negeri 18 Medan, especially when facing exams, which is characterized by suboptimal *self-regulated learning* so that some students do not have a regular study schedule and are more focused on studying before the exam. This study aims to determine the relationship between *self-regulated learning* and academic anxiety in tenth-grade students of SMA Negeri 18 Medan in the academic year 2025/2026. This study used a quantitative correlation approach. The study population was 211 students with a sample of 123 students determined using proportional random sampling technique. The research instrument was a Likert scale questionnaire distributed through Google Form. Data were analyzed using the Product Moment correlation test with the help of SPSS 31 for Windows. The results showed a significance value of  $0.001 < 0.05$  with a correlation coefficient of -0.437, which indicates a significant relationship between *self-regulated learning* and academic anxiety. It was concluded that the higher the student's *self-regulated learning*, the lower their academic anxiety. Therefore, Guidance and Counseling teachers are advised to provide services that focus on developing *self-regulated learning* to help reduce students' academic anxiety.

**Keywords:** Self-Regulated Learning, Academic Anxiety

