



## THE INFLUENCE OF SELF-REGULATED LEARNING AND SELF-AWARENESS ON LEARNING OUTCOMES IN ECONOMIC SUBJECTS (Survey of Class XI IPS Students at SMA Negeri 1 Cikatomas Academic Year 2021/2022)

Alvian Septia Agustina

[alvianseptiaagustina@gmail.com](mailto:alvianseptiaagustina@gmail.com)

Ati Sadiyah

[atisadiyah@gmail.com](mailto:atisadiyah@gmail.com)

Raden Roro Suci Nurdianti

[radenrorosucinurdianti@unsilac.id](mailto:radenrorosucinurdianti@unsilac.id)

Economic Education

Faculty of Teacher Training and Education

Siliwangi University

Jl. Siliwangi No. 24 Post Boxes 164 Tel. (0265)330634 Tasikmalaya 46115

Korespondensi penulis: [alvianseptiaagustina@gmail.com](mailto:alvianseptiaagustina@gmail.com)

**ABSTRACT** The research aims to determine the effect of self-regulated learning and self-awareness on learning outcomes in economics subjects. The research method uses quantitative with an explanatory survey design. The population of Class XI IPS students at SMA Negeri 1 Cikatomas for the 2021/2022 academic year is 240 people. The sampling technique used was saturated sampling, so the total sample taken was 240 people. Data collection techniques in this research used questionnaires, statistical tests used multiple linear regression and coefficient of determination, and the hypothesis tests used were partial tests (*t* tests) and simultaneous tests (*f* tests). The research results show that self-regulated learning and self-awareness have an influence on student learning outcomes partially or simultaneously.

**Keywords:** Self Regulated Learning, Self Awareness, Learning Outcomes

**ABSTRAK** Penelitian ini bertujuan untuk mengetahui pengaruh self-regulated learning dan self awareness terhadap hasil belajar mata pelajaran ekonomi. Metode penelitian menggunakan kuantitatif dengan desain survei eksplanatori. Populasi siswa Kelas XI IPS SMA Negeri 1 Cikatomas tahun pelajaran 2021/2022 berjumlah 240 orang. Teknik pengambilan sampel yang digunakan adalah sampling jenuh, sehingga total sampel yang diambil sebanyak 240 orang. Teknik pengumpulan data dalam penelitian ini menggunakan kuesioner, uji statistik menggunakan regresi linier berganda dan koefisien determinasi, serta uji hipotesis yang digunakan adalah uji parsial (uji *t*) dan uji simultan (uji *f*). Hasil penelitian menunjukkan bahwa regulasi diri belajar dan kesadaran diri mempunyai pengaruh terhadap hasil belajar siswa secara parsial maupun simultan.

**Kata Kunci:** Self Regulated Learning, Self Awareness, Hasil Belajar

## INTRODUCTION

Education is one of the most important pillars as an element of state development. With good quality education, it can be concluded that these countries have a strong foundation for the progress of their country. Meanwhile, looking at the current state of education in Indonesia, it turns out that the situation is quite worrying. This is proven by a statement according to Gaol in Arifa & Prayitno (2019:2), which states that:

Based on Global Human Capital Report data published by the World Economic Forum in 2017, Indonesia's ranking in the education sector is ranked 65th out of 130 countries. In this position, Indonesia is still far behind ASEAN member countries, for example Singapore which is in 12th place, Malaysia in 33rd place, Thailand in 40th place and the Philippines in 50th place. The facts from this data show that the quality of education in Indonesia is in fact still far behind. The quality of education itself can be measured by several indicators, for example the competency of graduates, teaching staff, as well as student learning outcomes. Where data on Indonesia's education ranking which is relatively low reflects the existence of poor and unsatisfactory learning outcomes.

The learning outcome itself is a change in behavior in an individual as it is the result of a process of carrying out learning activities. In this research, we will examine how learning outcomes will be influenced by several factors at one of the educational institutions, namely SMA Negeri 1 Cikatomas. Before conducting further research, the researcher first made observations regarding the learning outcomes that occurred over the past few semesters. This observation was carried out on class XI IPS students at SMA Negeri 1 Cikatomas regarding the average UAS score in economics subjects with the following results:

**Table 1**

**Observation Results Regarding Learning Outcomes at SMA Negeri 1 Cikaomas**

| Class    | Average Score for Economics Subjects |
|----------|--------------------------------------|
| XI IPS 1 | 35                                   |
| XI IPS 2 | 39                                   |
| XI IPS 3 | 36                                   |
| XI IPS 4 | 42                                   |
| XI IPS 5 | 40                                   |
| XI IPS 6 | 43                                   |
| XI IPS 7 | 43                                   |

*Source: Economics Subject Teacher at SMA Negeri 1 Cikatomasi Taken 2022*

From these figures it can be seen that the learning outcomes achieved cannot still be said to be good. This can be seen from several students' scores which are low and do not even reach the minimum completion criteria, namely 76. Therefore, it can be concluded that the learning outcomes at SMA Negeri 1 Cikatomas are still less than optimal.

Please note that learning outcomes can be influenced by internal, external factors and learning approach factors. Internal factors themselves are the most important factors in influencing individuals, including improving their learning outcomes. As according to Purnomo (2019: 72), states that "psychological factors (internal), which are said to have an important role, can be seen as a way that functions to encourage students' thinking in relation to understanding the learning material, so that mastery of the material presented is easier. and effective".

In the research that will be carried out, we will find out how self-regulated learning and self-awareness influence learning outcomes or not. This research carries the basis of behavioristic theory which was coined by John B. Watson.

In this behavioristic theory, quoted from Sudarti (2019: 59) states that "this behavioristic theory views that learning is a change in behavior, which can be observed, measured and assessed concretely, because of the interaction between stimulus and response. Changes occur through stimulation which causes reactive behavior (response) based on mechanistic laws." The stimulus referred to here is anything that can have an impact on a child's behavior as a change in learning outcomes. So it can be interpreted that the stimulus in question is self-regulated learning and self-awareness, and changes in behavior are the results of learning.

Therefore, from these thoughts, the author was inspired to conduct a research entitled **"THE INFLUENCE OF SELF REGULATED LEARNING AND SELF AWARENESS ON LEARNING OUTCOMES IN ECONOMIC SUBJECTS"**.

## **RESEARCH PROSEDURE**

### **Research Methods**

In this research, the author used quantitative research methods and a survey research design. According to Creswell & Creswell (2018:41), "quantitative research is an approach to testing objective theories by examining the relationships between variables". These variables, in turn, can be measured, usually on instruments, so that the numbered data can be analyzed using statistical procedures. The final written report has a structure consisting of an introduction, literature and theory, methods, results, and discussion.

Survey research according to Creswell & Creswell (2018:207) is "to provide a quantitative description of trends, attitudes and opinions of a population, or a test for associations between population variables, by studying a sample of that population".

### **Research Variable**

Creswell & Creswell (2018:337) suggest that "variables refer to characteristics or attributes of a person or organization that can be measured or observed and that vary between the people or organizations being studied".

In this research there are three variables according to the title, namely "The influence of self-regulated learning and self-awareness on learning outcomes in economics subjects". There are two independent variables that will be examined in this research, namely self-regulated learning (X1), self-awareness (X2). And there is one dependent variable that will be studied, namely learning outcomes (Y).

### **Research Design**

Research design is a step or guideline to guide the course of research. According to Samsu (2017:42) "research design aims to guide researchers to follow the steps or research procedures that must be followed and must not deviate from these steps or procedures".

In this research, the author used a survey with an explanatory survey research design which aims to explain the causal relationship between the variables studied. This research aims to find out whether there is an influence of self-regulated learning and self-awareness on learning outcomes.

### **Population and Sample**

Usman in Nurdin & Hartati (2019:92) explains that "population is basically all values, whether measurements or calculations, which are qualitative or quantitative in nature, of certain traits or characteristics related to a clear group of objects or subjects."

From this definition, the population of this study is all students in class According to Siyoto & Sodik (2015: 56) "a sample is part of the number and characteristics of a population". Or a sample can also be referred to as a small part of the population taken according to certain procedures that can represent the population. Therefore, the sampling technique used in this research is a saturated sample, which means that the sampling technique is used if all members of the population are used as samples. From this explanation, it means that the sample in this study is the entire population in this study,

namely students of SMAN 1 Cikatomas class XI for the 2022/2023 academic year, totaling 240 respondents.

### **Data Collection Technique**

The data collection techniques used in this research are observation and questionnaires. According to Kurniawan & Puspitaningtyas (2016:78) "data collection is one of the important stages in research". Data is collected from the source (data source). What is meant by data source is an object from which data is obtained.

Before conducting research, it would be better to make observations first. According to Nawawi in Samsu, (2017: 97) "the observation method is the systematic observation and recording of symptoms that appear on the research object". In this research, the author conducted observations in the form of pre-research on all students majoring in Economic Education 2018 (research object). This is intended to obtain initial data regarding the variables to be studied.

Hadjar in Syahrur & Salim (2014: 135) explains "a questionnaire is a list of questions or statements about a certain topic that is given to the subject, either individually or in groups to obtain certain information, such as preferences, beliefs, interests and behavior." In research using this questionnaire, a sufficient number of respondents are required to achieve validity.

### **Instrument Test**

Kurniawan & Puspitaningtyas (2016:88) explain "research instruments are measuring tools used in research, namely tools used to measure observed phenomena (variables)".

Aritonang in Endra (2017: 132) explains that "validity is an instrument related to the instrument's ability to measure or reveal the characteristics of the variable intended to be measured".

Reliability refers to whether item scores on an instrument are internally consistent (i.e., are item responses consistent across constructs?), stable over time (test-retest correlation), and whether there is consistency in test administration and scoring (Creswell & Creswell, 2018:334), then use the Cronbach Alpha formula  $> 0.60$ .

## **RESULTS AND DISCUSSION**

### **Description of Research Subjects**

This research was conducted at SMA N 1 Cikatomas, which is located at Jalan Raya Cikatomas 109, Tasikmalaya Regency, West Java, with the sampling technique used in this research using a non-probability sampling technique, namely saturated samples. The research sample used was 240 respondents. Filling out this research questionnaire uses Google Form media.

### **Analysis Prerequisite Test**

#### **Normality Test**

Normally distributed or not. The normality test in this study used the Kolmogorov-Smirnov nonparametric statistical test with the help of the SPSS 26 application. To find out whether the data used is normally distributed or not, you can look at the significance value. If the significance value is greater than or equal to 0.05 (5%) then the data is normally distributed.

Based on the results of the normality test calculations for X1 and This indicates that the variable being tested has a confidence level greater than ( $\alpha = 0.05$ ), so it can be interpreted that the data is normally distributed.

#### **Linearity Test**

The linearity test is used to determine whether the relationship between research variables is linear or not. To see the data whether there is a significant linear relationship that occurs between the variables studied. Therefore, a linearity test is carried out with the test conditions if the linearity significance value is smaller than 0.05 or the deviation from linearity is greater than 0.05.

Based on the data in the table, it is known that the three variables have a significance value of deviation from linearity greater than 0.05. So it can be concluded that the relationship between each variable is linear.

#### **Uji Heteroscedasticity**

The heteroscedasticity test is used to see whether the errors in the data have the same variance or not. The heteroscedasticity test in this study used the Glajser method which was carried out by regressing all independent variables on the absolute value of their residuals. The results of the Glejser test show that there are no symptoms of heteroscedasticity in the regression model if the significance value is greater than 0.05.

Based on the results of the heteroscedasticity test calculation in the table above, all independent variables have a significance value greater than 0.05 so it can be concluded that there are no symptoms of heteroscedasticity.

### Statistic Test

#### Multiple Liniear Regression

Multiple linear regression is used to determine the effect of each independent variable on the dependent variable. According to Sudrajat (2016:256), "multiple regression analysis is a statistical technique that can be used to predict the relationship between one dependent variable (criterion) and several independent variables (predicator)". The following are the results of multiple linear regression:

**Table 2**  
**Summary of Multiple Linear Regression Results**

| No | Variabel                            | Koefisien Regresi | Standar Error | t      | Sig.  |
|----|-------------------------------------|-------------------|---------------|--------|-------|
| 1  | Konstanta                           | 72,436            | 6,418         | 11,287 | 0,000 |
| 2  | <i>Self Regulated Learning</i> (X1) | 0,122             | 0,059         | 2,089  | 0,038 |
| 3  | <i>Self Awareness</i> (X2)          | 0,118             | 0,056         | 2,116  | 0,035 |

*Source: Research Data is Processed, 2023*

Based on the table above, it can be seen that the formulation of multiple regression is as follows:

$$Y = 72.436 + 0.122 X1 + 0.118 X2$$

From this equation the following conclusions can be drawn:

- a. The constant value (a) is 72.436, which means that if the Self Regulated Learning and Self Awareness values are 0, then Learning Outcomes will increase by 72.436.
- b. The coefficient value of the Self Regulated Learning variable is 0.122. A positive regression direction means that there is a positive influence of the Self Regulated Learning variable on learning outcomes. This means that if the Self Regulated Learning variable increases by 1 unit, then Learning Outcomes will increase by 0.122.
- c. The coefficient value of the Self Awareness variable is 0.118. A positive regression direction means that there is a positive influence of Self Awareness. This means that

Self Awareness increases by 1 unit, then Learning Outcome behavior will increase by 0.122.

### **Coefficient of Determination ( $R^2$ )**

The coefficient of determination is used to measure the total percentage of variation in the dependent variable Y explained by the independent variables in the regression line, namely to show how large a percentage of the independent variables (Self Regulated Learning and Self Awareness) together explain the dependent variable (learning outcomes).

The coefficient of determination shows how big the percentage contribution of the independent variable is to the dependent variable. The R number itself ranges from 0 to 1, if the R number approaches 1 then the relationship between the independent variable and the dependent variable becomes closer. Meanwhile, if the R number approaches 0, the relationship between the independent variable and the dependent variable becomes weaker. To see the magnitude of the influence of the independent variable on the dependent variable, it can be seen from the following table:

**Table 3**  
**Coefficient of Determination Test Results**

| Model | R                  | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|--------------------|----------|-------------------|----------------------------|
| 1     | 0,189 <sup>a</sup> | 0,036    | 0,028             | 6,980                      |

*Source: Research Data is Processed, 2023*

Based on table 3, the results of the determination efficiency test, it can be seen that the value of R Square is 0.036 or  $0.036 \times 100 = 3.6\%$ . So it can be said that 3.6% of learning outcomes are influenced by Self Regulated Learning and Self Awareness. Meanwhile, the remaining 96.4% was influenced by other variables not examined in this research, such as family environment, peer environment, and so on.

### **Hypothesis Test**

#### **Partial Test ( $U_{ji}$ )**

To prove the proposed hypothesis and answer the first problem formulation in the research, the t test was used for partial effects. According to Duwi Priyatno (2017:181) it is "a significance test to determine the effect of variables  $X_1$  and  $X_2$  on Y". To find out

whether the results are significant or not, a comparison between  $t_{count}$  and  $t_{table}$  is carried out. The basis for making partial t test decisions is as follows:

- If  $Sig\ t > 0.05$  then  $H_0$  is accepted.
- If  $Sig\ t < 0.05$  then  $H_0$  is rejected

To analyze the t test, see the table below:

So by using these criteria the  $t_{table}$  value can be calculated, namely:

$$\begin{aligned} t_{table} &= t(a ; n - k - 1) \\ &= t(0.050 ; 240 - 2 - 1) \\ &= t(0.050 ; 237) \\ &= 1.970 \end{aligned}$$

The t test using SPSS is as follows:

**Table 4**  
**Parstial Test Results (t test)**

| Variable                                       | $t_{count}$ | Sig.  |
|------------------------------------------------|-------------|-------|
| <i>Self Regulated Learning (X<sub>1</sub>)</i> | 2,089       | 0,038 |
| <i>Self Awareness (X<sub>2</sub>)</i>          | 2,116       | 0,035 |

*Source: Research Data is Processed, 2023*

The results of the t test calculations for the two independent variables are as follows:

a. Self Regulated Learning (X<sub>1</sub>)

The hypothesis is that there is an influence of Self Regulated Learning (X<sub>1</sub>) on the Economics Learning Results for Class and  $t_{count}$  is 2.089. Because the significant value of  $t < 0.05$  ( $0.038 < 0.05$ ) and  $t_{count} > t_{table}$  ( $2.089 > 1.970$ ) it can be concluded that the hypothesis is accepted, which means that there is an influence of Self Regulated Learning (X<sub>1</sub>) on Economics Learning Results for Class XI IPS SMAN 1 Cikatomas Year 2023..

b. Self Awareness (X<sub>2</sub>)

The hypothesis is that there is an influence of self-awareness (X<sub>2</sub>) on the Economics Learning Results for Class and  $t_{count}$  is 2,116. Because the significant value of  $t < 0.05$  ( $0.035 < 0.05$ ) and  $t_{count} > t_{table}$  ( $2.116 > 2.089$ ) it can be concluded that the hypothesis is accepted, which means that there is an influence of Self Awareness (X<sub>2</sub>) on Economics Learning Results for Class XI IPS SMAN 1 Cikatomas Year 2023.

### Simultaneous Test (f test)

The f test was carried out to determine whether there was an influence of the independent variables namely Self Regulated Learning ( $X_1$ ), Self Awareness ( $X_2$ ) simultaneously or together on the dependent variable namely Learning Outcomes. With the following decision making conditions:

- If the sig value  $< 0.05$  or  $F_{\text{count}} > F_{\text{table}}$  then there is a simultaneous influence of variable X on variable Y.
- If the sig value is  $> 0.05$  or  $F_{\text{count}} < F_{\text{table}}$  then there is no simultaneous influence, the hypothesis is that there is a significant influence of Self Regulated Learning ( $X_1$ ), Self Awareness ( $X_2$ ) on the Economics Learning Results for Class XI IPS SMAN 1 Cikatomas in 2023.

**Table 5**

**Simultaneous Test Results (f test)**

| Model      | Sum of Square | Df  | Means Square | F     | Sig.   |
|------------|---------------|-----|--------------|-------|--------|
| Regression | 428,284       | 2   | 214,142      | 4,395 | 0,013b |
| Residual   | 11546,450     | 237 | 48,719       |       |        |
| Total      | 11974,733     | 239 |              |       |        |

*Source: Research Data is Processeed, 2023*

To analyze the F test in table 5, the value will be calculated first from  $F_{\text{table}}$  is as follows:

$$\begin{aligned}
 F_{\text{table}} &= F(k; n - k) \\
 &= F(2; 240 - 2) \\
 &= F(2; 238) \\
 &= 3.06
 \end{aligned}$$

So the  $F_{\text{table}}$  value obtained is 3.06. Based on the results of simultaneous calculations of the influence of Self Regulated Learning ( $X_1$ ) and Self Awareness ( $X_2$ ) on Learning Outcomes using the SPSS version 26 program. The calculated  $F_{\text{count}}$  was 4.395 with an F significance value of 0.013. Then the sig value.  $F < 0.05$  ( $0.013 < 0.050$ ) and  $F_{\text{count}} > F_{\text{table}}$  ( $4.395 > 3.06$ ). So it can be concluded that the hypothesis is accepted, there is a significant influence between Self Regulated Learning ( $X_1$ ) and Self Awareness ( $X_2$ ) on the Economics Learning Results for Class XI IPS SMAN 1 Cikatomas in 2023.

### DISCUSSION OF RESEARCH RESULTS

### **The Influence of Self Regulated Learning on Learning Outcomes**

Learning a behavior that is caused by experience so that there is a change in behavior in oneself. Every individual needs learning as a guide and broadens their insight. Obtaining good results in learning is the greatest desire for every student. However, you need to realize that human abilities are of course different. Therefore, often only a small portion of students can obtain good learning results. A child who is undergoing formal education at school usually does not have a specific learning goal, only participates in daily activities and is required to follow all the lessons taught by the teacher without having a specific learning goal.

Students who have academic goals in learning are people who have self-regulated learning, which will later give rise to students' desire to actively participate in learning both in terms of motivation, intention and behavior. Therefore, it can be concluded that self-regulated learning is a person's ability to control himself to focus on the academic goals he wants to achieve. He can easily control himself and take an active role in terms of learning motivation and various behaviors that support it. If you look at the various phenomena that occur in middle school age students, with various influences from the development of gadgets, social interactions and external culture, most students are less focused on their learning goals. However, there are still many students who have ambitions and place the obligation to study as a priority for themselves.

From this, researchers want to know whether there is an influence of self-regulated learning on learning outcomes for Class XI IPS students at SMAN 1 Cikatomas. The results of partial hypothesis calculations ( $t$  test), the influence of self-regulated learning on learning outcomes is significant,  $t < 0.05$  ( $0.035 < 0.05$ ) and  $t_{\text{count}} > t_{\text{table}}$  ( $2.116 > 2.089$ ), it can be concluded that the hypothesis is accepted, which means there is an influence self regulated learning significantly affects the economics learning outcomes of class XI IPS SMAN 1 Cikatomas.

Then the results of the multiple regression analysis, the regression coefficient for the Self Regulated Learning variable is 0.122. A positive regression direction means that there is a positive influence of the Self Regulated Learning variable on learning outcomes. This means that if the Self Regulated Learning variable increases by 1 unit, then Learning Outcomes will increase by 0.122. The higher the Self Regulated Learning, the higher the learning outcomes obtained. Apart from that, judging from the calculation of interval

level values, Self Regulated Learning is in the high category. This can be considered as an indication that students at SMAN 1 Cikatomas have the ability to manage and control themselves in the learning process. This ability is an important aspect in achieving academic success and overall personal development.

High results in Self Regulated Learning can also indicate that students have the skills to plan, monitor and evaluate their own learning process. They may be able to identify their learning goals, organize effective learning strategies, and overcome obstacles that may arise during the learning process.

If we refer to research conducted by Wulan Imelda (2022) (Thesis) FKIP Unpas, entitled "The Influence of Self Regulated Learning on Student Learning Outcomes in Economic Subjects (Survey in Class XI IPS SMA Pasundan 3 Bandung)", it proves that Self Regulated Learning influences learning outcomes. The results of previous research show that there is a significant influence of self-regulated learning on student learning outcomes of 0.697 or 69.7%.

Based on the explanation above, the researcher states that the Self Regulated Learning variable significantly influences the learning outcomes of Class XI IPS students at SMAN 1 Cikatomas.

### **The Influence of Self Awareness on Learning Outcomes**

Learning outcomes refer to the level of knowledge, understanding, skills and achievements obtained by students in an educational program. Learning outcomes include the extent to which students have achieved the learning objectives that have been set. It can be measured in a variety of ways, such as by exams, assignments, projects, tests, and other evaluations.

Learning outcomes are a description of student achievements in an educational context. These accomplishments may include knowledge of a particular subject, practical skills, understanding of concepts, critical thinking abilities, and other aspects of learning. Good learning outcomes usually reflect the effectiveness of teaching, hard work of students, and the support provided by educational institutions.

It is important to measure and monitor student learning outcomes as a tool to evaluate the effectiveness of educational programs and ensure that students achieve the desired achievements. It can also help learners in planning the next steps in their academic and professional development.

Of course, self-awareness itself does not just arise in a person, but behind it there are factors that influence it, such as gender, age and education. From this explanation, it can be concluded that self-awareness is awareness, understanding and comprehension of oneself. Just as humans must understand each other, an individual must also understand and comprehend oneself. Self-awareness comes as a form of caring and loving yourself. Likewise, in learning activities at school, self-awareness plays a role in how to optimize learning according to one's own abilities, so that the desired learning results will be achieved.

The results of partial hypothesis calculations (t test), the influence of Self Awareness on learning outcomes is significant at  $t < 0.05$  ( $0.035 < 0.05$ ) and  $t_{\text{count}} > t_{\text{table}}$  ( $2.116 > 2.089$ ). Therefore, it can be concluded that the hypothesis is accepted, which means that there is an influence of Self Awareness on the learning outcomes of Class XI IPS students at SMAN 1 Cikatomas. Then the coefficient value of the Self Awareness variable is 0.118. A positive regression direction means that there is a positive influence of the Self Awareness variable on learning outcomes. This means that if the Self Awareness variable increases by 1 unit, then learning outcomes will increase by 0.118. The better and higher the Self Awareness, the higher the learning outcomes obtained by Class XI IPS students at SMAN 1 Cikatomas. Apart from that, judging from the calculation of the interval level scores, on average they have a high level of Self-Awareness, which can influence the way students solve problems, interact with other people, and make decisions. By having a better understanding of themselves, students can be more effective in setting goals, managing stress, and choosing an educational or career path that suits their interests and strengths.

If we refer to research conducted by Marianus Duman (2018) at Mercu Buana University, Jakarta (Thesis), entitled "The Influence of Emotional Intelligence (Self-Awareness, Self-Regulation and Motivation) on Student Learning Outcomes at St. Paul High School, Central Jakarta", the results This research shows that data analysis is done using multiple linear regression. The research results show that emotional intelligence (Self-Awareness, Self-Regulation and Motivation) has a significant effect on student learning outcomes. Self-awareness and self-regulation are variables that have a significant influence on student learning outcomes.

Based on the explanation above, the researcher states that the Self Awareness variable has a significant effect on the learning outcomes of Class XI IPS students at SMAN 1 Cikatomas.

### **The Influence of Self Regulated Learning and Self Awareness on Learning Outcomes**

The desire of every student to have high learning achievement and satisfactory learning achievement, because in this case there must be supporting factors such as self-actualization and good learning readiness to get high learning achievement. Education and teaching is a process that is aware of goals, goals are an effort to provide a formulation of the expected results of students after carrying out learning experiences, the achievement of teaching goals is seen from the learning achievements achieved by students with high achievements from students who have indications of good knowledge. A person's recognition of their learning achievements is important, because by knowing the results that have been achieved, students will make more efforts to improve their learning achievements. In this way, increasing learning achievement can be more optimal because students feel motivated to improve the learning achievement they have achieved. The results achieved by someone in their learning efforts are stated in the report card.

The results of simultaneous hypothesis calculations (f test), the influence of self-regulated learning and self-awareness on learning outcomes, obtained an F value of 4.395 with an F significance value of 0.013. Then the sig value.  $F < 0.05$  ( $0.013 < 0.000$ ) and  $F_{count} > F_{table}$  ( $4.395 > 3.06$ ). Therefore, it can be concluded that self-regulated learning and self-awareness simultaneously affect learning outcomes. Then it is known that the coefficient of determination or R Square is 0.036. Based on these results, the variables self-regulated learning and self-awareness together contributed 3.6% to learning outcomes, the remaining 96.4% was determined by other variables not involved in this research.

Based on the explanation above, the researcher states that the variables self-regulated learning and self-awareness simultaneously affect learning outcomes simultaneously in Class XI IPS students at SMAN 1 Cikatomas.

## **CLOSING**

### **Conclusion**

Based on the results of data analysis and discussion described in CHAPTER IV, the following conclusions are obtained:

1. There is an influence of self-regulated learning variables on learning outcomes.
2. There is an influence of the self-awareness variable on learning outcomes.
3. There is an influence of self-regulated learning and self-awareness variables on learning outcomes.

From the results of the research that has been carried out, it can be concluded that both partially and simultaneously self-regulated learning and self-awareness have a significant influence on learning outcomes.

### **Suggestion**

Based on the research results, the suggestions in this research are as follows:

1. For Further Researchers

As a basis for further research: The results of this research can become a basis for further research in the fields of education, psychology or related sciences. Future researchers can deepen understanding of the relationship between SRL, self-awareness, and learning outcomes.

2. For students majoring in economic education:

As reference material: This research can be a reference source for students majoring in economics education who want to understand how factors such as SRL and self-awareness can influence learning outcomes. This can be used in writing a final assignment, thesis, or dissertation.

3. For Economic Education Majors

Curriculum development: The results of this research can assist economics education departments in developing more effective curricula by including elements that focus on the development of SRL and self-awareness

4. For Students

Increased self-awareness: Learners can use the findings of this research to increase their self-awareness, including an understanding of learning styles, personal barriers, and effective learning strategies. They can identify ways to develop their SRL skills.

5. For SMAN 1 Cikatomas Schools

- a. Development of educational programs: The results of this research can assist schools in designing more effective educational programs, by including specific training and support for the development of students' SRL and self-awareness.
- b. Evaluation of program impact: Schools can use this research as a basis for evaluating the impact of the programs they implement on the development of students' SRL and self-awareness.

**BIBLIOGRAPHY**

- Arifa, F. N., & Prayitno, U. S. (2019). Peningkatan Kualitas Pendidikan: Program Pendidikan Profesi Guru Prajabatan dalam Pemenuhan Kebutuhan Guru Profesional di Indonesia. *Aspirasi: Jurnal Masalah-Masalah Sosial*, 10(1), 1–17. <https://doi.org/10.46807/aspirasi.v10i1.1229>
- Creswell, J. W., & Creswell, J. D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (5th ed., Vol. 53). Los Angeles: SAGE.
- Endra, F. (2017). *pedoman metodologi penelitian (Statistika Praktis)*. Taman Sidoarjo: Zifatama Jawa.
- Kurniawan, A. W., & Puspitaningtyas, Z. (2016). *Metode penelitian kuantitatif*. Yogyakarta: Pandiva Buku.
- Nurdin, I., & Hartati, S. (2019). *Metodologi Penelitian Sosial*. Surabaya: Media Sahabat Cendekia.
- Purnomo, H. (2019). *Psikologi Pendidikan*. Yogyakarta: LP3M UMY.
- Samsu. (2017). *METODE PENELITIAN : (Teori dan Aplikasi Penelitian Kualitatif, Kuantitatif, Mixed Methods, serta Research & Development)*. Jambi: Pusat Studi Agama dan Kemasyarakatan (PUSAKA).
- Siyoto, S., & Sodik, A. (2015). *Dasar Metodologi Penelitian*. Yogyakarta: Literasi Media Publishing.
- Sudarti, D. O. (2019). Kajian Teori Behavioristik Stimulus dan Respon Dalam Meningkatkan Minat Belajar Siswa. *Jurnal Tarbawi*, 16(2).