

ABSTRAK

Pada saat ini perilaku *academic dishonesty* banyak terjadi di kalangan siswa. Perilaku *academic dishonesty* dapat terjadi karena siswa cenderung malas berpikir kompleks dan tidak tahu cara menggunakan strategi belajar yang efektif atau yang disebut dengan *self regulated learning*. *Self regulated learning* merupakan kemampuan seseorang untuk mengontrol dan mengawasi diri sendiri, mampu membuat jadwal belajar sendiri sehingga siswa memiliki pengaturan belajar yang baik. Dimana hal tersebut diharapkan dapat mengurangi perilaku *academic dishonesty* pada siswa. Penelitian ini bertujuan untuk mengetahui hubungan antara *self regulated learning* dengan *academic dishonesty* pada siswa SMA Negeri 1 Rancaekek. Responden dalam penelitian ini berjumlah 298 orang dengan kriteria siswa aktif kelas X dan XI SMA Negeri 1 Rancaekek. Metode penelitian yang digunakan yaitu kuantitatif korelasional. Teknik *sampling* menggunakan *non-probability sampling* dengan jenis *purposive sampling*. Metode pengumpulan data menggunakan kuesioner dalam bentuk *google form*. Hasil penelitian ini menunjukkan bahwa terdapat hubungan negatif antara *self regulated learning* dengan *academic dishonesty* pada siswa SMA Negeri 1 Rancaekek dengan nilai koefisien korelasi: -0,425 dan signifikansi sebesar 0.000 ($p < 0.05$) yang artinya terdapat hubungan yang signifikan antara variabel *self regulated learning* dan *academic dishonesty*. Sehingga dapat disimpulkan bahwa hipotesis H0 pada penelitian ini ditolak dan H1 diterima.

Kata Kunci : *Self Regulated Learning, Academic Dishonesty, Siswa SMA*

ABSTRACT

At this time, academic dishonesty is a common behavior among students. Academic dishonesty can occur because students tend to be lazy to think complexly and do not know how to use effective learning strategies or self-regulated learning. Self-regulated learning is a person's ability to control and supervise themselves, be able to create their own study schedule so that students have a good learning setting. Where this is expected to reduce academic dishonesty behavior in students. This study aims to determine the relationship between self-regulated learning and academic dishonesty in SMA Negeri 1 Rancaekek students. The respondents in this study amounted to 298 people with the criteria of active students in classes X and XI of SMA Negeri 1 Rancaekek. The research method used is quantitative correlation. The sampling technique uses non-probability sampling with a type of purposive sampling. The data collection method uses a questionnaire in the form of a Google form. The results of this study showed that there was a negative relationship between self-regulated learning and academic dishonesty in students of SMA Negeri 1 Rancaekek with a correlation coefficient value: of -0.425 and a significance of 0.000 ($p < 0.05$) which means that there was a significant relationship between the variables of self-regulated learning and academic dishonesty. So it can be concluded that the H_0 hypothesis in this study was rejected and H_1 was accepted.

Keywords: *Self-Regulated Learning, Academic Dishonesty, High School Student*