

ABSTRACT

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Based on student engagement theory by Chapman (2003), student engagement in Extracurricular Taekwondo can be defined as willingness of students to participate in extracurricular Taekwondo at school with indicators of cognitive, behavioral and affective aspects of student engagement in learning certain tasks. Wolters, Pintrich and Karabenick (2003) defined self-regulated learning as an active process and support when student determine their learning goals and try to supervise, regulate, and control their cognition, motivation and behavior, as well as guided and constrained by their goals and the contextual features (ex: teacher, other students and class enviroment) in learning environment. The purpose of this study was to determine the correlation of student engagement in extracurricular Taekwondo with self-regulated learning. Subject of this study consists of 142 high school students who take part in extracurricular Taekwondo and using total sampling technique. The results showed student engagement in extracurricular Taekwondo has a positive and significant correlation with self-regulated learning ($r = 0,529$ dan $p = 0,000 < 0,01$).

Keywords: student engagement, self-regulated learning, extracurricular, taekwondo and high school student