

## ABSTRACT

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**The Role of Sense of School Belonging in Self-Regulated Learning on High School Students with Achievement Goals as Mediator; Rahmah Hastuti, M.Psi., Psi., Undergraduate Program in Psychology, Universitas Tarumanagara, (i-xviii; 89 pages; R1-R9; Appdx 1-111)**

Ministry Education and Culture found the last two years, the decline of academic achievement is experienced by high school students in Jakarta. Previous studies showed that the decline of academic achievement can be caused by internal factors (such as learning strategies and motivation to achieve goals) and external factors (such as environment). The aimed of this research is to find the role of sense of school belonging in self-regulated learning on high school students with achievement goals as mediator. The participants of this study was 387 students that involved three different private high school in Jakarta. The sampling technique used in this study was purposive sampling. The data was taken in April until May 2019.

This study used three instruments consist of Motivated Strategies for Learning Questionnaire (MSLQ) developed by Pintrich and DeGroot to measure self-regulated learning, to measure sense of school belonging using Psychological Sense of School Membership (PSSM) developed by Goodenow, and to measure achievement goals using Patterns of Adaptive Learning Scales (PALS) developed by Midgley et al. In result of the regression analysis, it was shown that sense of school belonging has positive and significant role in self-regulated with achievement goals as mediator. Then, achievement goals can be a partial mediator in role of sense of school belonging in self-regulated learning. This research is expected to be able to contribute to the development of education psychology, and become a material recommendation for psychoeducation.

*Key words: sense of school belonging, self-regulated learning, achievement goals, high school students*