

## **ABSTRAK**

*Penelitian ini bertujuan untuk melihat hubungan antara emotional intelligence dengan self-regulated learning pada siswa kelas Akselerasi di SMA "X" Bandung. Responden berjumlah 7 orang. Penelitian ini menggunakan mixed methods. Teori yang digunakan adalah Emotional Intelligence dari D. Goleman (1997) dan Self-Regulated Learning dari B.Zimmerman dan D.H Schunk (1998, dalam Boekaerts, 2000). Alat ukur yang digunakan adalah kuesioner Emotional Intelligence (32 item kuantitatif dan 28 item kualitatif) dan kuesioner Self-Regulated Learning (30 item kuantitatif dan 32 item kualitatif). Validitas menggunakan judgements dari 3 orang expert. Reliabilitas emotional intelligence adalah 0,874 dan self-regulated learning adalah 0,792.*

*Koefisien korelasi antara emotional intelligence dengan self-regulated learning adalah 0,798 ( $p \leq 0,05$ ), artinya emotional intelligence memiliki hubungan positif secara signifikan terhadap self-regulated learning pada siswa kelas akselerasi di SMA "X", Bandung. Artinya, semakin tinggi emotional intelligence yang dimiliki Siswa Kelas Akselerasi di SMA "X" Bandung, semakin tinggi self-regulated learning. Saran kepada guru BK adalah memberikan materi dan pelatihan bagi siswa untuk meningkatkan emotional intelligence dan memberikan informasi mengenai pentingnya emotional intelligence terhadap self-regulated learning.*

**Kata Kunci** : *emotional intelligence, self-regulated learning, kelas Akselerasi*

## **ABSTRACT**

*This research is intended to see relationship between emotional intelligence and self-regulated learning towards Acceleration Program students in SMA "X", Bandung. Number of respondents is 7 students. This research uses mixed methods. The theory used are Emotional Intelligence, by D. Goleman (1997) and Self-Regulated Learning, by B. Zimmerman and D.H Schunk (1998, in Boekaerts, 2000). Measuring instruments used are Emotional Intelligence Questionnaire (32 quantitative items, 28 qualitative items) and Self-Regulated Questionnaire (30 quantitative items, 32 qualitative items). Validity is determined by valuation from 3 experts. The reliability of emotional intelligence is 0.874 and self-regulated learning is 0.792.*

*Correlation coefficient between emotional intelligence and self-regulated learning is 0.798 ( $p \leq 0,05$ ), that means emotional intelligence is significantly correlated with self-regulated learning towards Acceleration Program students in SMA "X", Bandung. In other words, the higher emotional intelligence owned by Acceleration Program students in SMA "X" Bandung, the higher self-regulated learning owned by the students. Suggestion to counsellor teacher is providing materials and training for students in gaining emotional intelligence and sharing information regarding to the importance emotional intelligence on self-regulated learning.*

**Keywords :** *emotional intelligence, self-regulated learning, Acceleration class*

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