

Dukungan sosial dan regulasi diri dalam belajar untuk membangun adaptabilitas karir pada mahasiswa baru Universitas Indonesia = Social support and self regulated learning in building career adaptability among students at Universitas Indonesia

Wahyu Indianti, author

Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=20416090&lokasi=lokal>

Abstrak

[ABSTRAK

Latar belakang penelitian ini berawal dari masalah yang sering muncul dalam perkembangan karir pada remaja terutama dalam hal memilih, meningkatkan, dan mempertahankan konsistensi dalam memilih karir seperti pilihan pendidikan. Kemampuan itu disebut adaptabilitas karir. Penelitian ini mempertanyakan faktor apa yang mempengaruhi peningkatan adaptabilitas karir. Asumsi yang ditegakkan adalah ketika individu berhasil menerapkan regulasi diri dalam belajar, yang pembentukannya dipengaruhi oleh dukungan sosial, maka perencanaan, pemilihan dan pengembangan karir akan lebih mudah dilakukan. Untuk membuktikan asumsi tersebut, penelitian ini melihat keterkaitan antara dukungan sosial sebagai sumber yang membantu pembentukan keterampilan regulasi diri dalam belajar dengan pembangunan adaptabilitas karir sebagai sikap dan kesiapan dalam menghadapi tantangan perkembangan karir. Penelitian ini menguji kesesuaian model yang melihat peranan dukungan sosial dalam internalisasi regulasi diri dalam belajar sehingga dapat meningkatkan pembangunan adaptabilitas karir yang tinggi. Penelitian ini mengukur tiga variabel yaitu dukungan sosial sebagai variabel independen, regulasi diri dalam belajar sebagai variabel mediator dan adaptabilitas karir sebagai variabel dependen. Partisipan dalam penelitian ini berjumlah 1012 mahasiswa baru dari semua fakultas yang ada di UI dengan pengolahan data menggunakan structural equation model dari Lisrel 8.80, teknik regresi berganda untuk menguji hipotesis yang ditegakkan dan menggunakan anovar untuk memperkaya hasil penelitian. Hasil penelitian ini menunjukkan model yang diajukan sesuai dengan data di lapangan dan membuktikan bahwa variabel regulasi diri dalam belajar adalah mediator penuh antara variabel dukungan sosial dengan variabel adaptabilitas karir. Artinya dukungan sosial hanya akan bermakna dalam pembangunan adaptabilitas karir apabila dimediasi oleh regulasi diri dalam belajar. Perlunya peningkatan peranan dukungan sosial untuk membantu remaja dalam internalisasi regulasi diri dalam belajar agar mereka dapat membangun adaptabilitas karir yang kuat.;

<hr>

ABSTRACT

The background of this study come from problems that often arise in career developmental skill, especially in terms of choosing a career, improve, and maintain consistency in choosing a career (e.g. education). That ability is called career adaptability. This study questioned what factors influence the increase career adaptability. The assumption made is when an individual successfully implementing self-regulation in learning, that its formation is influenced by social support, the planning, selection and career development will be easier to do. To prove these assumptions, this study will look at a relationship between social support as an agent of the formation of self-regulation skills in the development of career adaptability as attitude and readiness to face the challenges of career development task and the situational changes. This study examined the suitability of the model that saw the role of social support in the internalization of self-regulated learning

to improve the development of strong and high career adaptability. This study measured three variables: social support as an independent variable, self-regulated learning as mediator variables and career adaptability as the dependent variable. Participants in this study amounted to 1012 new students of all faculties at the UI. For processing the data, this study using structural equation model of Lisrel 8.80, and using multiple regression techniques to test the hypothesis. Anovar was used to rich the rusult. The results of this study indicate that the model proposed in accordance with the data in the field and prove that the variables of self-regulated learning is a full mediator between social support and career adaptability. The implication from this study is, social support such as parents, teachers and peers, had a strategic influence in building regulated learning skill in order to strengthen career adaptability in young people;The background of this study come from problems that often arise in career developmental skill, especially in terms of choosing a career, improve, and maintain consistency in choosing a career (e.g. education). That ability is called career adaptability. This study questioned what factors influence the increase career adaptability. The assumption made is when an individual successfully implementing self-regulation in learning, that its formation is influenced by social support, the planning, selection and career development will be easier to do. To prove these assumptions, this study will look at a relationship between social support as an agent of the formation of self-regulation skills in the development of career adaptability as attitude and readiness to face the challenges of career development task and the situational changes. This study examined the suitability of the model that saw the role of social support in the internalization of self-regulated learning to improve the development of strong and high career adaptability. This study measured three variables: social support as an independent variable, self-regulated learning as mediator variables and career adaptability as the dependent variable. Participants in this study amounted to 1012 new students of all faculties at the UI. For processing the data, this study using structural equation model of Lisrel 8.80, and using multiple regression techniques to test the hypothesis. Anovar was used to rich the rusult. The results of this study indicate that the model proposed in accordance with the data in the field and prove that the variables of self-regulated learning is a full mediator between social support and career adaptability. The implication from this study is, social support such as parents, teachers and peers, had a strategic influence in building regulated learning skill in order to strengthen career adaptability in young people;The background of this study come from problems that often arise in career developmental skill, especially in terms of choosing a career, improve, and maintain consistency in choosing a career (e.g. education). That ability is called career adaptability. This study questioned what factors influence the increase career adaptability. The assumption made is when an individual successfully implementing self-regulation in learning, that its formation is influenced by social support, the planning, selection and career development will be easier to do. To prove these assumptions, this study will look at a relationship between social support as an agent of the formation of self-regulation skills in the development of career adaptability as attitude and readiness to face the challenges of career development task and the situational changes. This study examined the suitability of the model that saw the role of social support in the internalization of self-regulated learning to improve the development of strong and high career adaptability. This study measured three variables: social support as an independent variable, self-regulated learning as mediator variables and career adaptability as the dependent variable. Participants in this study amounted to 1012 new students of all faculties at the UI. For processing the data, this study using structural equation model of Lisrel 8.80, and using multiple regression techniques to test the hypothesis. Anovar was used to rich the rusult. The results of this study indicate that the model proposed in accordance with the data in the field and prove that the variables of self-regulated

learning is a full mediator between social support and career adaptability. The implication from this study is, social support such as parents, teachers and peers, had a strategic influence in building regulated learning skill in order to strengthen career adaptability in young people, The background of this study come from problems that often arise in career developmental skill, especially in terms of choosing a career, improve, and maintain consistency in choosing a career (e.g. education). That ability is called career adaptability. This study questioned what factors influence the increase career adaptability. The assumption made is when an individual successfully implementing self-regulation in learning, that its formation is influenced by social support, the planning, selection and career development will be easier to do. To prove these assumptions, this study will look at a relationship between social support as an agent of the formation of self-regulation skills in the development of career adaptability as attitude and readiness to face the challenges of career development task and the situational changes. This study examined the suitability of the model that saw the role of social support in the internalization of self-regulated learning to improve the development of strong and high career adaptability. This study measured three variables: social support as an independent variable, self-regulated learning as mediator variables and career adaptability as the dependent variable. Participants in this study amounted to 1012 new students of all faculties at the UI. For processing the data, this study using structural equation model of Lisrel 8.80, and using multiple regression techniques to test the hypothesis. Anovar was used to rich the rusult. The results of this study indicate that the model proposed in accordance with the data in the field and prove that the variables of self-regulated learning is a full mediator between social support and career adaptability. The implication from this study is, social support such as parents, teachers and peers, had a strategic influence in building regulated learning skill in order to strengthen career adaptability in young people]