

Regulasi diri dalam belajar sebagai mediator dalam hubungan antara academic buoyancy dan keterlibatan belajar pada mahasiswa = Self regulated learning as a mediator in the relationship between academic buoyancy and student engagement among college students

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Abstrak

ABSTRAK

Mahasiswa dituntut mengatur kehidupan akademik dan non akademik secara mandiri. Terlalu banyak kegiatan non akademik mengganggu keterlibatan belajar mahasiswa. Tujuan penelitian ini adalah untuk mengetahui peran regulasi diri dalam belajar sebagai mediator dalam hubungan antara academic buoyancy dan keterlibatan belajar. Sampel penelitian ini adalah 463 mahasiswa S1 Universitas Indonesia laki-laki 25,1 perempuan 74,7 . Keterlibatan belajar diukur menggunakan alat ukur The Student Course Engagement Questionnaire SCEQ . Academic buoyancy diukur menggunakan alat ukur Academic Buoyancy Scale ABS dengan tambahan lima item. Regulasi diri dalam belajar diukur dengan Motivated Strategies for Learning Questionnaire MSLQ dimensi self regulation strategies. Desain penelitian ini adalah non eksperimental dengan tipe korelasional. Uji statistik dilakukan dengan menggunakan regresi linier, dan uji mediasi menggunakan Program Macro PROCESS oleh Andrew Hayes. Hasil penelitian menunjukkan bahwa regulasi diri dalam belajar terbukti memediasi secara parsial dalam hubungan antara academic buoyancy dan keterlibatan belajar. Pada penelitian ini, juga ditemukan adanya kontribusi yang besar dari academic buoyancy terhadap regulasi diri dalam belajar. Saran untuk penelitian selanjutnya adalah untuk meneliti faktor yang memengaruhi hubungan academic buoyancy dan regulasi diri dalam belajar.

ABSTRACT

College students had to manage their academic and non academic life independently. Too many non academic activities could affect their student engagement. The purpose of this study is to determine the mediator role of self regulated learning in the relationship between academic buoyancy and student engagement. There were 463 undergraduate bachelor students in Universitas Indonesia participated in this study male 25,1 and female 74,7 . Student engagement was measured by The Student Course Engagement Questionnaire SCEQ . Academic buoyancy was measured by Academic Buoyancy Scale ABS with five items addition. Self regulated learning was measured by Motivated Strategies for Learning Questionnaire MSLQ with self regulation strategies dimension. The study rsquo s design is non experimental with correlation type. The study used linear regression and tested medation effect by Program Macro PROCESS by Andrew Hayes. The result is self regulated learning has a partial mediation effect in the relationship between academic buoyancy and student engagement. The study also found that there is a huge contribution from academic buoyancy towards self regulated learning. For the future study, it could examine factor influencing the relationship between academic buoyancy and self regulated learning.