

Peran Self-Regulated Learning dan Persepsi Dukungan Sosial sebagai Mediator dalam Hubungan Mindfulness dan Motivasi Akademik pada Mahasiswa yang Mengikuti Pembelajaran Jarak Jauh = The Role of Self-Regulated Learning and Perceived Social Support as Mediators in the Relationship between Mindfulness and Academic Motivation among University Students Participating in Distance Learning

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Abstrak

Pembelajaran Jarak Jauh (PJJ) selama pandemi COVID-19 memberikan tantangan bagi mahasiswa untuk menjaga motivasi akademiknya. Mahasiswa secara umum dinilai memiliki beban akademik dan non-akademik yang lebih berat dibandingkan jenjang pendidikan sebelumnya. Oleh karena itu, perlu diteliti lebih lanjut variabel apa saja yang berperan penting terhadap motivasi akademik mahasiswa. Penelitian ini bertujuan untuk menguji peran self-regulated learning dan persepsi dukungan sosial sebagai mediator dalam hubungan mindfulness dan motivasi akademik mahasiswa yang berkuliah secara PJJ. Partisipan penelitian terdiri dari 161 orang mahasiswa yang berkuliah di Indonesia secara PJJ karena pandemi COVID-19. Terdapat empat alat ukur yang digunakan yaitu Academic Motivation Scale (AMS), Mindful Attention Awareness Scale (MAAS), Self-Regulated Online Learning (SROL) dan Multidimensional Scale of Perceived Social Support (MSPSS). Data diambil melalui kuesioner daring dan dianalisis dengan model mediasi. Hasil penelitian menunjukkan self-regulated learning tidak memediasi hubungan mindfulness dan motivasi akademik. Peningkatan mindfulness tidak berdampak pada peningkatan self-regulated learning kendati self-regulated learning ditemukan dapat memprediksi motivasi akademik secara positif dan signifikan. Pada sisi lainnya, persepsi dukungan sosial memediasi hubungan antara mindfulness dengan motivasi akademik. Mindfulness dapat membantu peningkatan persepsi dukungan sosial yang dirasakan mahasiswa yang kemudian berdampak pula pada peningkatan motivasi akademik mahasiswa.

.....Distance learning during the COVID-19 pandemic posed challenge for university students to maintain their academic motivation. University students have a heavier academic and non-academic workload compared to previous levels of education. Therefore, it is important to investigate what variables play significant role in university students' academic motivation. This study aims to examine the role of self-regulated learning and perceived social support as mediators in the relationship between mindfulness and academic motivation among university students who participated in distance learning. Participants were 161 university students in Indonesia who participated in distance learning during COVID-19 pandemic. Four instruments were used, namely: Academic Motivation Scale (AMS), Mindful Attention Awareness Scale (MAAS), Self-Regulated Online Learning (SROL) and Multidimensional Scale of Perceived Social Support (MSPSS). The results indicated self-regulated learning did not mediate the relationship between mindfulness and academic motivation. Increased mindfulness did not increase self-regulated learning, even though self-regulated learning was found to predict academic motivation significantly positive. On the other hand, perceived social support was found to mediate the relationship between mindfulness and academic motivation. These results revealed that mindfulness can help university students to increase their perceived social support which then also has an impact on increasing their academic motivation.