

**HUBUNGAN ANTARA SCHOOL WELL-BEING DENGAN SELF-REGULATED
LEARNING PADA MAHASISWA PROGRAM STUDI KEDOKTERAN FAKULTAS
KEDOKTERAN UNIVERSITAS DIPONEGORO**

Adam Gumilang Ramadhan

15000118130151

Fakultas Psikologi, Universitas Diponegoro

Jl. Prof Sunario, Kampus Universitas Diponegoro, Tembalang, Semarang, Indonesia 50275

gumilangadam9@gmail.com

ABSTRAK

Kehidupan yang dijalani oleh mahasiswa, tentunya tidak terlepas dari berbagai permasalahan yang harus dihadapi. Permasalahan tersebut dirasakan pula oleh mahasiswa kedokteran, terutama permasalahan terkait proses belajar. Salah satu cara yang dapat dilakukan oleh mahasiswa adalah dengan menerapkan *self-regulated learning*. Salah faktor yang mempengaruhi *self-regulated learning* mahasiswa berasal dari lingkungan. Lingkungan yang dipersepsikan secara positif oleh mahasiswa dapat meningkatkan *self-regulated learning* mahasiswa. Penelitian ini dilakukan bertujuan untuk mengetahui korelasi antara *school well-being* dengan *self-regulated learning* pada mahasiswa Program Studi Kedokteran Fakultas Kedokteran Universitas Diponegoro. Populasi penelitian ini berjumlah 759 mahasiswa yang dilakukan sampel menjadi 251 mahasiswa dengan menggunakan *proportionate stratified random sampling*. Data dikumpulkan menggunakan skala *self-regulated learning* (19 aitem, $\alpha = 0,847$) dan skala *school well-being* (27 aitem, $\alpha = 0,872$). Hasil analisis regresi sederhana menunjukkan nilai korelasi (r) sebesar $= 0,407$ dengan signifikansi $0,000$ ($p < 0,05$), yang menunjukkan bahwa terdapat hubungan yang positif signifikan antara *school well-being* dengan *self-regulated learning*. Semakin tinggi *school well-being* mahasiswa, maka semakin tinggi pula *self-regulated learning* mahasiswa. *School well-being* juga memberikan sumbangan efektif sebesar 16,6% terhadap *self-regulated learning*.

Kata kunci: *self-regulated learning*, *peer attachment*, mahasiswa kedokteran

THE RELATIONSHIP BETWEEN SCHOOL WELL-BEING WITH SELF-REGULATED LEARNING IN UNDERGRADUATED STUDENT ON MEDICAL STUDY PROGRAM FACULTY OF MEDICINE DIPONEGORO UNIVERSITY

Adam Gumilang Ramadhan

15000118130151

Faculty of Psychology, Diponegoro University

Jl. Prof Sunario, Kampus Universitas Diponegoro, Tembalang, Semarang, Indonesia 50275

gumilangadam9@gmail.com

ABSTRACT

The life lived by undergraduated students, cannot be separated from the various problem that must be faced. These problem also felt by medical students, especially problem related to learning process. One way that students can do is to apply self-regulated learning. One influencing factor of student self-regulated learning come from environment. The environment that is perceived positively by students can improve student self-regulated learning. This research was conducted aiming to determine the correlation between school well-being with self-regulated learning in undergraduated students on Medical Study Program Faculty of Medicine Diponegoro University. The population of this study amounted to 759 students who were sampled to 251 students using proportionate stratified random sampling. Data is collected using a self-regulated learning scale (19 items, $\alpha = 0,847$) dan school well-being scale (27 items, $\alpha = 0,872$). The result of simple regression analysis show a correlation value (r) of = 0,407 with a significance of 0,000 ($p < 0,05$), which indicates that there is significant positive relationship between school well-being with self-regulated learning. The result indicates that the higher of student school well-being, the higher of student self-regulated learning, and vice versa. School well-being also contributed an effective contribution of 16,6% to self-regulated learning.

Keywords: self-regulated learning, peer attachment, medical student