

HUBUNGAN ANTARA REGULASI DIRI DALAM BELAJAR DENGAN *STUDENT ENGAGEMENT* MAHASISWA UNIVERSITAS DIPONEGORO PADA MASA TRANSISI PEMBELAJARAN DARING KE PEMBELAJARAN LURING

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ABSTRAK

Proses transisi dari pembelajaran daring ke luring menimbulkan tantangan yang membutuhkan adaptasi dari mahasiswa. *Student engagement* merupakan faktor penting dalam menilai keberhasilan adaptasi mahasiswa di perguruan tinggi. Penelitian sebelumnya menunjukkan bahwa regulasi diri dalam belajar berperan penting dalam meningkatkan *student engagement* mahasiswa selama pembelajaran. Penelitian ini bertujuan untuk mengetahui hubungan antara regulasi diri dalam belajar dengan *student engagement* mahasiswa Universitas Diponegoro pada masa transisi pembelajaran daring ke pembelajaran luring. Sampel dalam penelitian ini sebanyak 460 mahasiswa angkatan 2020 Universitas Diponegoro yang baru mengikuti pembelajaran luring pada semester gasal 2022 ($P = 316$; $L = 144$; $SD_{Usia} = 0,150$) yang ditentukan menggunakan *proportional cluster random sampling*. Alat ukur yang digunakan adalah Skala Regulasi Diri Dalam Belajar (35 aitem, $\alpha = 0,904$) dan Skala *Student Engagement* (39 aitem, $\alpha = 0,908$). Uji hipotesis menggunakan analisis regresi sederhana dan menunjukkan adanya hubungan positif dan signifikan antara regulasi diri dalam belajar dengan *student engagement* ($r_{xy} = 0,725$; $p = 0,000$ ($p < 0,005$); $r^2 = 0,526$), semakin tinggi regulasi diri dalam belajar maka semakin tinggi *student engagement* mahasiswa Universitas Diponegoro pada masa transisi pembelajaran daring ke pembelajaran luring dan sebaliknya. Regulasi diri dalam belajar berkontribusi sebesar 52,6% terhadap peningkatan *student engagement* mahasiswa Universitas Diponegoro pada masa transisi dari pembelajaran daring ke pembelajaran luring.

Kata kunci: Regulasi Diri Dalam Belajar, *Student Engagement*, Mahasiswa, Masa Transisi Pembelajaran Daring Ke Luring

CORRELATION BETWEEN SELF-REGULATED LEARNING AND STUDENT ENGAGEMENT OF DIPONEGORO UNIVERSITY STUDENTS DURING THE TRANSITION PERIOD FROM ONLINE TO OFFLINE LEARNING

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ABSTRACT

The transition period from online to offline learning inflicts challenges that need to be adapted by students. Student engagement is an important factor to assess the success of student adaptation in university. The previous research found that self-regulated learning in students played an important role in increasing student engagement in the learning process. This research aims to find the correlation between self-regulated learning and student engagement of Diponegoro University students during the transition period from online to offline learning. This research involved 460 Diponegoro University students enrolled in the third year ($F = 316$; $M = 144$; $SD_{Age} = 0.150$) who had just taken offline learning in the odd semester of 2022, which was determined using proportional cluster random sampling. Self-Regulated Learning scale (35 items, $\alpha = 0.904$) and Student Engagement scale (39 items, $\alpha = 0.908$) was used in this research as measuring instrument. Linear regression analysis was used to test the hypothesis and showed there is a positive and significant correlation between self-regulated learning and student engagement ($r_{xy} = 0.725$; $p = 0,000$ ($p < 0.005$); $r^2 = 0.526$). The higher the self-regulation in learning, the higher the student engagement of Diponegoro University students during the transition period from online to offline learning and vice versa. Self-regulated learning contributes 52.6% to the increase in student engagement of Diponegoro University students during transition period from online to offline learning.

Keywords: Self-Regulated Learning, Student Engagement, Transition from Online to Offline Learning