

HUBUNGAN ANTARA *SELF-REGULATED LEARNING* DENGAN RESILIENSI AKADEMIK PADA MAHASISWA TAHUN KETIGA FAKULTAS PSIKOLOGI UNIVERSITAS DIPONEGORO

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara *self-regulated learning* dengan resiliensi akademik. Populasi pada penelitian ini adalah mahasiswa tahun ketiga Fakultas Psikologi Universitas Diponegoro yang berjumlah 397 mahasiswa dan sampel terdiri dari 191 mahasiswa (74% perempuan; rata – rata usia = 21 tahun), yang diperoleh dengan menggunakan teknik *simple random sampling*. Alat ukur yang digunakan adalah Skala *Self-Regulated Learning* (38 aitem, $\alpha = 0,94$) dan Skala Resiliensi Akademik (32 aitem, $\alpha = 0,939$). Uji hipotesis yang dilakukan menggunakan *Spearman's Rho* dan menunjukkan nilai $r_s = 0,90$, $p = 0,000$. ($p < 0,05$), yang memberikan gambaran adanya hubungan positif yang signifikan antara *self-regulated learning* dengan resiliensi akademik. Artinya, semakin tinggi *self-regulated learning* pada mahasiswa, maka semakin tinggi resiliensi akademik mahasiswa tahun ketiga Fakultas Psikologi Universitas Diponegoro, dan sebaliknya.

Kata kunci: *self-regulated learning*, resiliensi akademik, mahasiswa tahun ketiga.

THE RELATIONSHIP BETWEEN SELF-REGULATED LEARNING AND ACADEMIC RESILIENCE AMONG THIRD YEAR STUDENTS OF THE FACULTY OF PSYCHOLOGY AT DIPONEGORO UNIVERSITY

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Abstract

This study aims to determine the correlation between self-regulated learning and academic resilience. The population in this study were third year students of the Faculty of Psychology, Diponegoro University, totaling 397 students and the sample consisted of 191 students (74% female; average age = 21 years), which were obtained using simple random sampling technique. The measurement tools used are the Self-Regulated Learning Scale (38 item, = 0.94) and the Academic Resilience Scale (32 item, = 0.939). The hypothesis test was implemented by Spearman's Rho and resulted in a value of $r_s = 0.90$, $p = 0.000$. ($p < 0.05$), which illustrates a significantly positive correlation between self-regulated learning and academic resilience. Thus, higher self-regulated learning resulted in higher academic resilience of the third year students of the Faculty of Psychology, Diponegoro University and vice versa.

Keywords: self-regulated learning, academic resilience, third year students.