

HUBUNGAN ANTARA *ADVERSITY INTELLIGENCE* DAN *SELF- REGULATED LEARNING* PADA MAHASISWA TAHUN KEEMPAT FAKULTAS PSIKOLOGI UNIVERSITAS DIPONEGORO

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara *adversity intelligence* dan *self-regulated learning*. Populasi penelitian ini adalah mahasiswa tahun keempat Fakultas Psikologi Universitas Diponegoro yang berjumlah 240 mahasiswa, sedangkan sampel penelitian sebanyak 140 mahasiswa (83,6% perempuan, 16,4% laki-laki) diperoleh dengan metode *convenience sampling*. Alat ukur dalam penelitian ini adalah Skala *Adversity Intelligence* (64 aitem, $\alpha = 0,949$) dan Skala *Self-Regulated Learning* (60 aitem, $\alpha = 0,906$). Analisis *Spearman Rank* menunjukkan nilai koefisien korelasi sebesar 0,663 dengan signifikansi $p = 0,000$ ($p < 0,05$) yang menunjukkan bahwa terdapat hubungan positif yang signifikan antara *adversity intelligence* dan *self-regulated learning*. Artinya semakin tinggi *adversity intelligence* maka semakin tinggi *self-regulated learning*. Begitupun sebaliknya semakin rendah *adversity intelligence* maka *self-regulated learning* juga akan rendah.

Kata kunci: *adversity intelligence*, *self-regulated learning*, mahasiswa tahun keempat

THE RELATIONSHIP BETWEEN ADVERSITY INTELLIGENCE AND SELF-REGULATED LEARNING ON FOURTH YEAR STUDENT FACULTY OF PSYCHOLOGY UNIVERSITY OF DIPONEGORO

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Abstract

This study aims to determine the relationship between adversity intelligence and self-regulated learning. The population of this study was the fourth year students of the Faculty of Psychology, Diponegoro University, amounting to 240 students, while the research sample was 140 students (83.6% female, 16.4% male) obtained by convenience sampling method. The measuring instruments in this study were the Adversity Intelligence Scale (64 items $\alpha = 0.949$) and the Self-Regulated Learning Scale (60 items $\alpha = 0.906$). Spearman Rank analysis shows a correlation coefficient value of 0.663 with a significance of $p = 0.000$ ($p < 0.05$) which indicates that there is a significant positive relationship between adversity intelligence and self-regulated learning. This means that the higher the adversity intelligence, the higher the self-regulated learning. On the other hand, the lower the adversity intelligence, the lower the self-regulated learning.

Keywords: adversity intelligence, self-regulated learning, fourth year students