

ABSTRACT

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THE EFFECT OF LEARNING INDEPENDENCE, SELF-REGULATION, AND SOCIAL SUPPORT ON LEARNING ACHIEVEMENT AMONG PSYCHOLOGY DEPARTMENT STUDENTS X UNIVERSITY IN THE COVID-19 PANDEMIC ERA

(xvi + 85 pages; 8 images; 24 tables; 24 attachments)

During the Covid-19 pandemic, the Indonesian Government issued a policy to implement Distance Learning (PJJ) or Online Learning. This applies to all levels of education, including higher education. During online learning, students are not only required to have learning independence but also self-regulation and social support to meet the expected learning outcomes. This study aims to analyze the effect of learning independence, self-regulation, and social support on students' learning outcomes. The subjects of this study were 115 students from the Psychology Study Program at University X. The research design used was multiple regression with a quantitative approach. A questionnaire was used as the research instrument. The validity and reliability of the measuring instrument used were adequately credible. The classical assumption test was conducted in the form of a normality test, homogeneity test, and correlation test before the hypothesis testing was carried out with regression testing. Partially, each independent variabel independently affects the dependent variabel. Learning independence affects Learning Outcomes with a significance value of 0.448, self-regulation also affects Learning Outcomes with a significance value of 0.551, and social support also affects Learning Outcomes with a significance value of 0.104. The three independent variabels, namely Learning Independence, Self-Regulation, and Social Support, jointly affect the dependent variabel on Learning Outcomes with a significance value of 0,527.

Keywords: learning independence, self-regulation, social support, learning achievement.

References: 83 (1981-2021)

ABSTRAK

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PENGARUH KEMANDIRIAN BELAJAR, *SELF-REGULATION*, DAN DUKUNGAN SOSIAL TERHADAP PRESTASI BELAJAR MAHASISWA PRODI PSIKOLOGI UNIVERSITAS X DI JAKARTA PADA MASA PANDEMI *COVID-19*

(xvi + 85 halaman: 8 gambar; 24 tabel; 24 lampiran)

Di masa pandemi covid-19, Pemerintah Indonesia mengeluarkan kebijakan pemberlakuan Pembelajaran Jarak Jauh (PJJ). Saat pembelajaran daring, para mahasiswa mesti memiliki kemandirian belajar, *Self-Regulation* dan mendapat dukungan sosial agar menunjang prestasi belajarnya. Penelitian ini bertujuan untuk menganalisis pengaruh kemandirian belajar, *Self-Regulation* dan dukungan sosial terhadap prestasi belajar mahasiswa. Subyek penelitian ini adalah 115 mahasiswa Prodi Psikologi, Universitas X. Desain penelitian yang digunakan adalah regresi berganda dengan pendekatan kuantitatif. Instrumen penelitian menggunakan kuesioner. Uji validitas dan reliabilitas alat ukur yang digunakan cukup kredibel. Dilakukan uji asumsi klasik yakni berupa uji normalitas, uji homogenitas dan uji korelasi sebelum dilakukan pengujian hipotesis dengan uji regresi. Secara parsial masing-masing variabel bebas, secara mandiri, berpengaruh pada variabel terikat. Kemandirian Belajar berpengaruh terhadap Hasil Belajar dengan nilai signifikansi sebesar 0,448; *Self-Regulation* berpengaruh pada hasil belajar dengan nilai signifikansi sebesar 0,551 dan Dukungan Sosial berpengaruh pada Hasil Belajar dengan nilai signifikansi sebesar 0,104. Ketiga variabel bebas yakni Kemandirian Belajar, *Self-Regulation*, dan Dukungan Sosial secara bersama-sama berpengaruh pada variabel terikat Hasil Belajar dengan nilai signifikansi sebesar 0,527.

Kata kunci: kemandirian belajar, *Self-Regulation*, dukungan sosial, hasil belajar
Referensi: 83 (1981-2021)