ABSTRAK
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HUBUNGAN DUKUNGAN SOSIAL TEMAN SEBAYA DAN SELF-REGULATED LEARNING PADA SISWA SMA X DALAM MELAKUKAN PEMBELAJARAN DARING DI MASA PANDEMI COVID-19
Skripsi program gelar jenjang Sarjana Strata I
Fakultas Psikologi Universitas Surabaya
Laboratorium Psikologi Pendidikan (2021)

Pada Maret 2020 Indonesia dilanda pandemi covid-19 sehingga membuat seluruh kegiatan belajar mengajar di sekolah ditiadakan. Pembelajaran yang sebelumnya dilakukan secara luring, saat ini diadakan secara daring. Terdapat banyak kendala yang dialami oleh siswa ketika menjalani kegiatan pembelajaran secara daring seperti kesulitan untuk membuat rencana belajar dan membagi waktu antara mengerjakan tugas dan pekerjaan rumah dengan baik. Penelitian ini bertujuan untuk melihat hubungan antara Dukungan Sosial Teman Sebaya dan *Self-Regulated Learning* siswa SMA X yang melakukan pembelajaran daring pada masa pandemi covid-19. Penelitian ini menggunakan metode kuantitatif dengan teknik pengambilan sampel *Purposive non-random sampling*. Subyek pada penelitian ini adalah siswa kelas XI SMA X sebanyak 147 siswa. Pengumpulan data dilakukan dengan menggunakan skala Likert yang terdiri dari dua skala yaitu skala Dukungan Sosial Teman Sebaya dan skala *Self-Regulated Learning*. Diperoleh hasil bahwa terdapat hubungan yang positif antara Dukungan Sosial Teman Sebaya dengan *Self-Regulated Learning* dengan nilai r = 0,295 dan tingkat signifikansi p = 0,000. Hal ini menunjukkan adanya hubungan antara dukungan sosial teman sebaya dan *self-regulated learning* pada siswa kelas XI SMA X. Siswa yang menerima dukungan sosial teman sebaya berupa dukungan emosional dan instrumental/informasional pada saat pembelajaran daring dapat membuat siswa mengatur strategri belajarnya.

Kata Kunci: Dukungan Sosial Teman Sebaya, *Self-Regulated Learning,* Pembelajaran Daring

Abstract

In March 2020 Indonesia was hit by the Covid-19 pandemic so that all teaching and learning activities in schools were eliminated. Lessons that were previously conducted offline are now being held online. There are many obstacles that students experience when undergoing online learning activities such as difficulties in making study plans and dividing time between doing assignments and homework properly. This study aims to see the relationship between Peer Social Support and Self-Regulated Learning of X high school students doing online learning during the Covid-19 pandemic. This study uses quantitative methods with purposive non-random sampling technique. The subjects in this study were 147 students of class XI SMA X. The data was collected using a Likert scale which consists of two scales, namely the Peer Social Support scale and the Self-Regulated Learning scale. The results showed that there is a positive relationship between Peer Social Support and Self-Regulated Learning with a value of r = 0.295 and a significance level of p = 0.000. This shows that there is a relationship between peer social support and self-regulated learning in class XI SMA X students. Students who receive peer social support in the form of emotional and instrumental / informational support when online learning can make students manage their learning strategies.

Keywords: Peer Social Support, Self-Regulated Learning, Online Learning