

HUBUNGAN LITERASI DIGITAL DAN DUKUNGAN SOSIAL DENGAN *SELF-REGULATED LEARNING* PADA MAHASISWA DI MASA PANDEMI

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ABSTRAK

Self-Regulated Learning merupakan kemampuan dalam mengatur pikiran, perasaan dan tindakan diri sendiri dalam mencapai tujuan pembelajaran. *Self-Regulated Learning* sangat penting bagi siswa untuk mencapai tujuan belajar. Namun, tidak semua siswa memiliki *Self-Regulated Learning* yang cukup baik. Banyak faktor yang mempengaruhi *Self-Regulated Learning* mahasiswa, yaitu ada literasi digital sebagai faktor personal dan dukungan sosial merupakan faktor lingkungan. Penelitian ini bertujuan untuk menguji hubungan antara Literasi Digital dan Dukungan Sosial dengan *Self-Regulated Learning*. Partisipan dalam penelitian ini adalah 294 mahasiswa aktif Fakultas Psikologi Universitas Surabaya angkatan 2017-2021. Data diperoleh dengan menggunakan angket tertutup berupa skala Literasi digital, Dukungan sosial dan *Self-Regulated Learning* serta pertanyaan terbuka yang menggali faktor-faktor lain yang dapat mempengaruhi *Self-Regulated Learning*. Teknik analisis data yang digunakan adalah teknik korelasi *Spearman rho*. Analisis data menunjukkan bahwa ada hubungan antara Literasi digital dengan *Self-Regulated Learning*, dengan $r=0.439$ dan $p=0.000$ ($p>0.05$), sehingga hipotesis yang diajukan diterima. Sedangkan Dukungan sosial dengan *Self-Regulated Learning* mendapatkan hasil $r=0.325$ $p=0.000$ ($p>0.05$), hipotesis juga diterima. Dalam penelitian ini juga ditemukan bahwa tingkat usia dapat mempengaruhi *Self-Regulated Learning*. Diharapkan dalam penelitian selanjutnya dapat mengkaji faktor-faktor lain yang lebih berperan penting dalam *Self-Regulated Learning* seperti motivasi dalam belajar.

Kata Kunci: Literasi Digital, Dukungan sosial, *Self-Regulated Learning*.

THE RELATIONSHIP OF DIGITAL LITERACY AND SOCIAL SUPPORT WITH SELF-REGULATED LEARNING STUDENTS IN PANDEMIC

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ABSTRACT

Self-Regulated Learning is the ability to regulate one's own thoughts, feelings and actions in achieving learning goals. Self-Regulated Learning is very important for students to achieve learning goals. However, not all students have a good enough Self-Regulated Learning. Many factors affect students' self-regulated learning, namely digital literacy as a personal factor and social support as an environmental factor. This study aims to examine the relationship between Digital Literacy and Social Support with Self-Regulated Learning. The participants in this study were 294 active students of the Faculty of Psychology, University of Surabaya, class of 2017-2021. The data was obtained by using a closed questionnaire in the form of digital literacy scale, social support and self-regulated learning as well as open-ended questions that explore other factors that can affect self-regulated learning. The data analysis technique used is the Spearman rho correlation technique. Data analysis shows that there is a relationship between digital literacy and Self-Regulated Learning, with $r=0.439$ and $p=0.000$ ($p>0.05$), so that the proposed hypothesis is accepted. While social support with Self-Regulated Learning got the result $r=0.325$ $p=0.000$ ($p>0.05$), the hypothesis was also accepted. In this study it was also found that age level can affect Self-Regulated Learning. It is hoped that further research can examine other factors that play a more important role in Self-Regulated Learning such as motivation in learning.

Keywords: *Digital Literacy, Social Support, Self-Regulated Learning.*