

ABSTRAK

Dalam menghadapi tuntutan-tuntutan akademik yang ada di Fakultas Psikologi UNIBI, mahasiswa diharuskan untuk selalu aktif dalam mengatur dan mengelola proses pembelajaran mereka baik di dalam kelas maupun di luar kelas. Pengelolaan dan pengaturan kegiatan belajar yang dilakukan oleh mahasiswa disebut dengan *self regulated learning*. Mahasiswa yang melakukan *self regulated* memiliki tujuan dalam belajar, perencanaan dan strategi belajar, sehingga mereka memiliki keterlibatan dalam pembelajaran atau biasa disebut *student engagement*. Tujuan penelitian ini untuk mengetahui apakah *self-regulated learning* dapat menjadi prediktor *student engagement* pada Mahasiswa Fakultas Psikologi UNIBI. Subjek penelitian ini berjumlah 149 orang responden, yang merupakan mahasiswa Fakultas Psikologi UNIBI. Pengumpulan data yang dilakukan menggunakan kuesioner berupa skala likert untuk *self-regulated learning* dan *student engagement*. Analisis data penelitian ini menggunakan teknik analisis regresi sederhana dengan bantuan SPSS 22 for windows. Berdasarkan hasil pengolahan data, diperoleh bahwa *self-regulated learning* dapat memprediksikan *student engagement* dengan kontribusi sebesar 48,3%. Artinya *student engagement* pada Mahasiswa Fakultas Psikologi UNIBI dipengaruhi oleh *self-regulated learning* sebesar 48,3%, sedangkan 51,7% sisanya dipengaruhi oleh faktor lain yang tidak diteliti dalam penelitian ini.

Kata Kunci: *self-regulated learning*, *student engagement*, mahasiswa, psikologi

ABSTRACT

In facing academic demands in the Faculty of Psychology UNIBI, students are required to be active in organizing and managing their learning process both inside and outside the classroom. The management and regulation of learning activities is called self-regulated learning. Students who are self-regulated have clear goals in learning, planning and learning strategies, so that they are involved in their learning. The concept of student's involvement to learning is called student engagement. The purpose of this study is to determine whether self-regulated learning can be a predictor of student engagement in undergraduate students of UNIBI Faculty of Psychology. The subjects of this study included 149 respondents, who were undergraduate students in UNIBI Faculty of Psychology. Data collection was carried out using a Likert scale questionnaire for self-regulated learning and student engagement. The data analysis of this research used a simple regression analysis technique with the help of SPSS 22 for windows. The result found that self-regulated learning can predict student engagement with a contribution of 48.3%. This means that student engagement in UNIBI Psychology Faculty students is influenced by self-regulated learning by 48.3%, while the remaining 51.7% is influenced by other factors not examined in this study.

Keywords: self-regulated learning, student engagement, undergraduate, psychology