

**HUBUNGAN *SELF REGULATED LEARNING* DENGAN
STRES AKADEMIK PADA MAHASISWA SEMESTER AWAL
SELAMA PERKULIAHAN DARING**

Ahmad Rizqi Alfin¹ Iin Ervina² Anggraeni Swastika Sari³

INTISARI

Penelitian ini bertujuan untuk mengetahui hubungan *self regulated learning* dengan stres akademik pada mahasiswa semester awal selama perkuliahan daring. Jenis penelitian ini adalah kuantitatif korelasional dengan variabel *self regulated learning* dan stres akademik. Karakteristik responden penelitian ini ialah mahasiswa semester awal angkatan 2020 dan 2021 di Fakultas Psikologi Universitas Muhammadiyah Jember yang mengikuti perkuliahan secara daring, berjumlah 127 responden dengan metode *random sampling*. Teknik pengumpulan data menggunakan adaptasi skala *self regulated learning* (16 item; $\alpha=0,801$) dari penelitian (Sari dan Linsiya, 2022) dan adaptasi skala stres akademik yang di modifikasi (44 item; $\alpha=0,856$) dari penelitian (Putri, 2017). Analisa data menggunakan *Spearman's Rho* dengan bantuan SPSS 25 for Windows. Hasil penelitian menunjukkan adanya hubungan *self regulated learning* dengan stres akademik pada mahasiswa semester awal ($r=-0,335$; $p<0,05$). Artinya semakin tinggi *self regulated learning* maka semakin rendah stres akademik.

Kata Kunci : Self Regulated Learning, Stres Akademik, Perkuliahan Daring

¹Peneliti

²Dosen Pembimbing I

³Dosen Pembimbing II

**THE RELATIONSHIP OF SELF REGULATED LEARNING WITH
ACADEMIC STRESS IN EARLY SEMESTER STUDENTS
DURING ONLINE LEARNING**

Ahmad Rizqi Alfin¹ Iin Ervina² Anggraeni Swastika Sari³

ABSTRACT

This study aims to determine the relationship between self-regulated learning and academic stress in early semester students during online lectures. This type of research is quantitative correlation with self-regulated learning variables and academic stress. The characteristics of the respondents in this study were the first semester students of the 2020 and 2021 classes at the Faculty of Psychology, University of Muhammadiyah Jember who took lectures online, totaling 127 respondents using a random sampling method. The data collection technique uses a self-regulated learning scale adaptation (16 items; $\alpha=0.801$) from research (Sari and Linsiya, 2022) and a modified academic stress scale adaptation (44 items; $\alpha=0.856$) from the study (Putri, 2017). Data analysis using Spearman's Rho with the help of SPSS 25 for Windows. The results showed that there was a relationship between self-regulated learning and academic stress in early semester students ($r=-0.335$; $p<0.05$). This means that the higher the self-regulated learning, the lower the academic stress.

Keyword : Self Regulated Learning, Academic Stress, Online Learning

¹Reseacher

²Firsth Supervisor

³Second Supervisor