ABSTRAK

Penelitian ini bertujuan untuk mengetahui Hubungan antara *self-regulated learning* dengan penyesuaian diri akademik pada mahasiswa baru di masa pandemi covid-19. Hipotesis yang diajukan adalah ada hubungan positif antara *self-regulated learning* dengan penyesuaian diri akademik pada mahasiswa baru di masa pandemic covid-19. Subjek penelitian ini berjumlah 125 orang yang memiliki karakteristik sebagai mahasiswa baru di perguruan tinggi tahun 2021/2022 dan telah menempuh pembelajaran secara online minimal 1 semester. Cara pengambilan data menggunakan metode *purposive sampling*. Pengambilan data penelitian ini menggunakan skala *self-regulated learning* dan skala penyesuaian diri akademik. Teknik analisis data yang digunakan adalah korelasi *product moment*. Berdasarkan analisis data diperoleh koefisien korelasi (R) sebesar 0,734 dengan $p = 0,000$ ($p < 0,01$). Hasil tersebut menunjukkan bahwa ada hubungan positif antara *self-regulated learning* dengan penyesuaian diri akademik. Diterimanya hipotesis menunjukkan koefisien determinasi (R^2) sebesar 0,538 yang menunjukkan bahwa variabel *self-regulated learning* berkontribusi sebesar 53,8% terhadap variabel penyesuaian diri akademik dan sisanya 46,2% dipengaruhi oleh faktor lain yaitu kepribadian, proses belajar, kondisi fisik, lingkungan, serta budaya dan agama

Kata Kunci: *Self-regulated learning*, penyesuaian diri akademik, mahasiswa baru

ABSTRACT

This study aims to determine the relationship between self-regulated learning and academic adjustment in new students during the covid-19 pandemic. The hypothesis proposed is that there is a positive relationship between self-regulated learning and academic adjustment for new college students during the covid-19 pandemic. The subjects of this study amounted to 125 people who had the characteristics of being new college students at universities in 2021/2022 and had taken online learning for at least 1 semester. How to collect data using purposive sampling method. The data collection in this study used a self-regulated learning scale and an academic adjustment scale. The data analysis technique used is product moment correlation. Based on the data analysis, the correlation coefficient (R) was 0.734 with p = 0.000 (p < 0.01). These results indicate that there is a positive relationship between self-regulated learning and academic adjustment. The acceptance of the hypothesis shows a coefficient of determination (R²) of 0.538 which indicates that the self-regulated learning variable contributes 53.8% to the academic adjustment variable and the remaining 46.2% is influenced by other factors, namely personality, learning process, physical condition, environment, as well as culture and religion.

Keywords*: Self-regulated learning, academic adjustment, new college students*