

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara kecemasan akademik dengan *self-regulated learning* pada mahasiswa kelas karyawan di Universitas Mercu Buana Yogyakarta. Hipotesis penelitian ini adalah terdapat hubungan yang negatif antara kecemasan akademik dengan *self-regulated learning* pada mahasiswa kelas karyawan di Universitas Mercu Buana Yogyakarta. Subjek penelitian ini berjumlah 82 mahasiswa aktif kelas karyawan di Universitas Mercu Buana Yogyakarta (Kuliah sambil Bekerja) serta sudah menempuh minimal dua semester. Data dikumpulkan menggunakan Skala Kecemasan Akademik dan Skala *Self-Regulated Learning*. Data dianalisis menggunakan korelasi *product moment* dengan program SPSS v.26. Berdasarkan analisis data, diperoleh koefisien korelasi ($r = -0.641$; $p \leq 0.050$). Hasil tersebut menunjukkan terdapat hubungan yang negatif antara kecemasan akademik dengan *self-regulated learning*. Koefisien determinasi (R^2) sebesar 0.411, hal tersebut menunjukkan bahwa variabel kecemasan akademik memberikan sumbangan efektif sebesar 41.1% terhadap variabel *self-regulated learning*.

Kata kunci: mahasiswa kelas karyawan, kecemasan akademik, *self-regulated learning*

ABSTRACT

This study aims to determine the relationship between academic anxiety and self-regulated learning in employee class students at Mercu Buana University Yogyakarta. The hypothesis of this research is that there is a negative relationship between academic anxiety and self-regulated learning in student employees at Mercu Buana University, Yogyakarta. The subject of this study opened 82 active students in the employee class at Mercu Buana University Yogyakarta and had taken at least two semesters. Data were collected using the Academic Anxiety Scale and the Self-Regulated Learning Scale. Data were analyzed using product moment correlation with SPSS v.26 program. Based on data analysis, the correlation coefficient ($r = -0.641$; $p \leq 0.050$). These results indicate that there is a negative relationship between academic anxiety and independent learning. The coefficient of determination (R^2) is 0.411, it shows that the academic anxiety variable provides an effective contribution of 41.1% to the independent learning variable.

Keywords: *employee class students, self-regulated learning, academic anxiety*