

ABSTRAK

Mahasiswa sering menghadapi berbagai tuntutan akademik yang dapat memengaruhi kesejahteraan psikologisnya. Salah satu faktor yang diduga berhubungan dengan kesejahteraan psikologis mahasiswa adalah *Self-Regulated Learning* (SRL), yaitu kemampuan individu untuk mengatur, memonitor, dan mengendalikan proses belajar secara mandiri. Penelitian ini bertujuan untuk mengetahui hubungan antara *Self-Regulated Learning* (SRL) dan *Psychological Well-Being* (PWB) pada mahasiswa. Hipotesis yang diajukan dalam penelitian ini adalah terdapat hubungan positif antara *Self-Regulated Learning* dan *Psychological Well-Being* pada mahasiswa. Penelitian ini menggunakan pendekatan kuantitatif korelasional dengan partisipan sebanyak 217 mahasiswa yang dipilih menggunakan teknik purposive sampling. Pengumpulan data dilakukan menggunakan *Self-Regulated Learning Scale* (SRLS) dan *Ryff's Psychological Well-Being Scale* (RPWBS). Analisis data dilakukan menggunakan korelasi Pearson Product Moment dengan bantuan program SPSS. Hasil penelitian menunjukkan bahwa terdapat hubungan positif yang signifikan antara *Self-Regulated Learning* dan *Psychological Well-Being* dengan nilai koefisien korelasi sebesar $r = 0,615$ dan nilai signifikansi $p = 0,000$ ($p < 0,05$). Hasil tersebut menunjukkan bahwa hipotesis penelitian diterima, yaitu terdapat hubungan positif antara *Self-Regulated Learning* dan *Psychological Well-Being* pada mahasiswa. Semakin tinggi *Self-Regulated Learning* yang dimiliki mahasiswa, maka semakin tinggi pula *Psychological Well-Being* yang dimiliki. Sebaliknya, semakin rendah *Self-Regulated Learning*, maka semakin rendah *Psychological Well-Being* pada mahasiswa. Temuan ini menunjukkan bahwa *Self-Regulated Learning* berhubungan positif dengan *Psychological Well-Being* pada mahasiswa.

Kata kunci: Mahasiswa; *Psychological Well-Being*; *Self-Regulated Learning*.

ABSTRACT

Students often face various academic demands that may affect their psychological well-being. One factor that is assumed to be related to students' psychological well-being is *Self-Regulated Learning* (SRL), which refers to an individual's ability to regulate, monitor, and control their learning process independently. This study aimed to examine the relationship between *Self-Regulated Learning* (SRL) and *Psychological Well-Being* (PWB) among university students. The hypothesis proposed in this study was that there is a positive relationship between *Self-Regulated Learning* and *Psychological Well-Being* among students. This study employed a quantitative correlational approach involving 217 students selected using a purposive sampling technique. Data were collected using the *Self-Regulated Learning Scale* (SRLS) and *Ryff's Psychological Well-Being Scale* (RPWBS). Data were analyzed using the Pearson Product-Moment Correlation with the assistance of SPSS software. The results showed a significant positive relationship between *Self-Regulated Learning* and *Psychological Well-Being*, with a correlation coefficient of $r = 0.615$ and a significance value of $p = 0.000$ ($p < 0.05$). These findings indicate that the research hypothesis was accepted. The higher the students' *Self-Regulated Learning*, the higher their *Psychological Well-Being*. Conversely, lower levels of *Self-Regulated Learning* were associated with lower levels of *Psychological Well-Being*. The findings suggest that *Self-Regulated Learning* is positively related to *Psychological Well-Being* among university students.

Keywords: *Psychological Well-Being; Self-Regulated Learning; university students.*