

ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara dukungan sosial teman sebaya dengan *self-regulated learning* pada mahasiswa yang tinggal di kos. Penelitian ini mengajukan hipotesis bahwa terdapat hubungan positif antara dukungan sosial teman sebaya dengan *self-regulated learning* pada mahasiswa yang tinggal di kos. Subjek penelitian berjumlah 238 mahasiswa berusia 18-25 tahun yang tinggal di kos dan dipilih menggunakan teknik purposive sampling. Pengumpulan data menggunakan Skala Dukungan Sosial Teman Sebaya dan Skala *Self-Regulated Learning*. Analisis data dilakukan menggunakan uji korelasi Spearman Rank. Hasil penelitian menunjukkan terdapat hubungan positif yang kuat antara dukungan sosial teman sebaya dengan *self-regulated learning* ($r_s = 0,732$; $p = 0,000$), sehingga hipotesis yang diajukan diterima. Koefisien determinasi (R^2) sebesar 0,499 menunjukkan bahwa dukungan sosial teman sebaya memberikan kontribusi sebesar 49,9% terhadap *self-regulated learning*, sedangkan 50,1% dipengaruhi oleh faktor lain di luar penelitian.

Kata kunci: dukungan sosial teman sebaya, *self-regulated learning*, mahasiswa kos.

ABSTRACT

This study aimed to examine the relationship between peer social support and self-regulated learning among university students living in boarding houses (kos). The study hypothesized that there is a positive relationship between peer social support and self-regulated learning among students living in boarding houses. The participants consisted of 238 university students aged 18-25 years who were selected using a purposive sampling technique. Data were collected using the Peer Social Support Scale and the Self-Regulated Learning Scale. The data were analyzed using the Spearman Rank correlation test. The results revealed a strong positive relationship between peer social support and self-regulated learning ($r_s = 0.732$; $p = 0.000$), indicating that the proposed hypothesis was supported. The coefficient of determination (R^2) was 0.499, indicating that peer social support contributed 49.9% to self-regulated learning, while the remaining 50.1% was influenced by other factors beyond the scope of this study.

Keywords: peer social support, self-regulated learning, university students living in boarding houses.