

ABSTRAK

Saridewi, Angela Ratna. 2022. Peran *Self-Regulated Learning* Dalam Hubungan Antara *Internet Use* dan Efikasi Diri Akademik Siswa SMA. Yogyakarta: Psikologi, Fakultas Psikologi, Universitas Sanata Dharma

Penelitian ini bertujuan untuk mengetahui peran *self-regulated learning* dalam hubungan antara *internet use* dan efikasi diri akademik siswa SMA. Hipotesis penelitian ini adalah *self-regulated learning* memoderasi hubungan antara *internet use* dengan efikasi diri akademik siswa SMA. Penelitian ini menggunakan pendekatan kuantitatif dengan desain survei korelasional. Subjek dalam penelitian ini berjumlah 266 yang merupakan siswa SMA berusia 15-18 tahun. Alat pengumpulan data yang digunakan dalam penelitian ini adalah Skala Efikasi Diri Akademik, Skala *Self-Regulated Learning*, dan kuesioner terbuka penggunaan internet (*internet use*). Skala Efikasi Diri Akademik memiliki nilai reliabilitas skala sebesar $\alpha = 0,931$, Skala *Self-Regulated Learning* memiliki nilai reliabilitas skala sebesar $\alpha = 0,914$. Kuesioner terbuka penggunaan internet (*internet use*) berisi pertanyaan mengenai durasi lama waktu siswa dalam menggunakan internet. Uji hipotesis dilakukan menggunakan teknik *Multiple Regression Analysis* (MRA). Hasil uji hipotesis menunjukkan nilai $t = -.421$ dan taraf signifikansi sebesar $p = 0,674$ ($p > 0,05$). Berdasarkan hal tersebut, dapat disimpulkan bahwa *self-regulated learning* tidak berperan sebagai moderator dalam hubungan antara *internet use* dan efikasi diri akademik siswa SMA.

Kata kunci : Efikasi Diri Akademik, *Internet Use*, dan *Self-regulated Learning*

ABSTRACT

Saridewi, Angela Ratna. 2022. *The Role of Self-Regulated Learning In The Relation Between Internet Use and Academic Self-Efficacy of High School Student*. Yogyakarta: Psikologi, Fakultas Psikologi, Universitas Sanata Dharma

This research aimed to find out the role of self-regulated learning in the relation between internet use and academic self-efficacy of high school student. The hypothesis of this research suggested that self-regulated learning was able to moderate the relation between internet use and academic self-efficacy of high school student. This research used quantitative approach with correlational survey design. The subject of the research was 266 high school students in the age of 15-18 years old. The tools used for attaining the data were Academic Self-Efficacy Scale, Self-Regulated Learning Scale, and open questionnaire of internet use. The score of scale reliability Academic Self-Efficacy Scale was $\alpha = 0,931$ and $\alpha = 0,914$ for Self-Regulated Learning Scale. The open questionnaire of internet use was represented by list of questions regarding the duration length of internet usage. This research used Multiple Regression Analysis (MRA) technique for hypothesis testing. The result of hypothesis testing showed $t = -.421$ and significance level $p = 0,674$ ($p > 0,05$). In conclusion, self-regulated learning did not work as a moderator in the relation between internet use and academic self-efficacy of high school student.

Keyword: Academic Self-Efficacy, Internet Use, and Self-Regulated Learning