

## ABSTRAK

Husnul Muasyaroh, 111411131154, Pengaruh Penggunaan *Information and Communications Technology* (ICT) dengan Tujuan Akademik dan Non-Akademik terhadap Kemampuan *Self Regulated Learning* Pada Mahasiswa, *Skripsi*, Fakultas Psikologi Universitas Airlangga, 2018.

XIX + 123 halaman, 64 lampiran

Penelitian ini bertujuan untuk mengetahui pengaruh penggunaan *information and communications technology* (ICT) dengan tujuan akademik dan non-akademik terhadap kemampuan *self regulated learning* pada mahasiswa. *Self-regulated learning* didefinisikan sebagai kemampuan individu untuk secara aktif selama proses pembelajaran dengan cara menetapkan tujuan, mengawasi, mengatur, dan mengontrol kognitif, motivasi, dan perilaku mereka sesuai dengan konteks (Pintrich, 2000). Penggunaan ICT merupakan salah satu bagian dari aspek lingkungan dalam *self regulated learning* (Nilson, 2013).

Penelitian ini menggunakan pendekatan kuantitatif dengan metode survey. Pengumpulan data menggunakan MSLQ (*Motivated Strategies for Learning Questionnaire*) *short version* dengan reliabilitas sebesar 0,916 (Usinger & Boyer, 2012) dan *Student Mobile Technology Experience* (SMTE) *Survey* (Kashou, 2016). Penelitian ini melibatkan 272 mahasiswa angkatan aktif Fakultas Psikologi Universitas Airlangga. Analisis data dilakukan menggunakan teknik statistik regresi linear berganda dengan bantuan SPSS.

Dari hasil analisis data, diatas menunjukkan bahwa terdapat pengaruh yang signifikan ( $p = 0,004$ ,  $p < 0,05$ ,  $R = 0,201$ ) antara penggunaan ICT dengan tujuan akademik (X1) dan non-akademik (X2) terhadap kemampuan *self regulated learning* (Y) dengan sumbangan pengaruh sebesar 4%. Dari hasil persamaan analisis regresi juga didapatkan persamaan yaitu  $Y = 275,380 + 0,382X_1 - 0,275X_2$ . Persamaan tersebut menunjukkan bahwa penggunaan ICT dengan tujuan akademik (X1) berpengaruh positif terhadap kemampuan *self regulated learning*, sedangkan penggunaan ICT dengan tujuan non-akademik (X2) berpengaruh negatif terhadap kemampuan *self regulated learning*.

**Kata kunci:** kemampuan *self regulated learning*, Penggunaan ICT, tujuan akademik, tujuan non-akademik, mahasiswa.

Daftar pustaka, 73 (1980-2018)

## ABSTRACT

Husnul Muasyaroh, 111411131154, *The Effect of Using Information and Communications Technology (ICT) based on Academic and Non-academic Purposes towards Self Regulated Learning of University Students, Undergraduate Thesis*, Faculty of Psychology, Universitas Airlangga, 2018

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*This research aims at finding out the effect of using information and communications technology (ICT) based on academic and non-academic purposes towards self-regulated learning of university students. Self-regulated learning is defined as the ability of individuals being active during the learning process in terms of how to set goals, monitor, manage, and control the cognition, motivation, and behavior based on the context (Pintrich, 2000). The use of ICT is one of the environmental aspects in self-regulated learning (Nilson, 2013).*

*This study is a quantitative research that uses survey method. The data of self-regulated learning were obtained by using MSLQ (Motivated Strategies for Learning Questionnaire), the short version with the reliability coefficient amounted 0,916 (Usinger& Boyer, 2012). Measurement on ICT use was adapted from Student Mobile Technology Experience (SMTE) Survey (Kashou, 2016). This research involved 272 university students from faculty of Psychology, Universitas Airlangga. To analyze the data, the researcher utilized multiple linear regression with SPSS.*

*The results of data analysis shows that there is a significant effect ( $p = 0.004$ ,  $p = 0.05$ ,  $R = 0.201$ ) in the use of ICT for academic purpose ( $X_1$ ) and non-academic purpose ( $X_2$ ) towards self-regulated learning ability ( $Y$ ). The use of ICT for academic and non-academic purposes simultaneously influences self-regulated learning as much as 4%. The results of the multiple linear regression also obtains the equation that is  $Y = 275.380 + 0,382X_1 - 0,275X_2$ . The equation shows that the use of ICT for academic purpose has a positive effect toward self-regulated learning, while the use of ICT for non-academic purpose has a negative effect toward self-regulated learning.*

**Keywords:** *self-regulated learning, use of ICT, academic purpose, non-academic purpose, university students.*

*References, 73 (1980-2018)*