

## Hubungan antara self regulated learning dan creative self efficacy pada mahasiswa arsitektur = The correlation of self regulated learning and creative self efficacy among architecture college student

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### Abstrak

[Penelitian ini dilakukan untuk mendapat gambaran mengenai hubungan antara self-regulated learning (SRL) dan creative self-efficacy (CSE) pada mahasiswa arsitektur. Self-regulated learning didefinisikan sebagai sejauh mana pelajar menggunakan proses metakognisi, motivasi, dan tingkah lakunya untuk berpartisipasi aktif dalam proses belajarnya. Creative self-efficacy didefinisikan sebagai keyakinan yang sementara pada individu mengenai kemampuan dirinya untuk melakukan tugas spesifik tertentu yang membutuhkan produksi solusisolusi baru, orisinal, atau sesuai. Creative self-efficacy terdiri dimensi creative thinking self-efficacy (CTSE) dan creative performance self-efficacy (CPSE). Pengukuran SRL menggunakan alat ukur Strategi Self-Regulated Learning yang disusun oleh Hariseno (2012) dan pengukuran CSE menggunakan alat ukur Revised Model of CTSE II and CPSE II Inventories yang disusun oleh Abbott (2010). Partisipan penelitian berjumlah 159 mahasiswa arsitektur dari beberapa perguruan tinggi di Jakarta, Depok, dan Bandung. Melalui teknik statistik Pearson Correlation, ditemukan bahwa terdapat hubungan positif yang signifikan antara self-regulated learning dengan creative thinking self-efficacy ( $r = 0.269$ ;  $p = 0.001$ , signifikan pada L.o.S 0.01) dan creative performance self-efficacy ( $r = 0.342$ ;  $p = 0.000$ , signifikan pada L.o.S 0.01) pada mahasiswa arsitektur. Berdasarkan hasil penelitian, disarankan bagi mahasiswa arsitektur untuk meningkatkan self-regulated learning dalam proses belajarnya karena semakin tinggi self-regulated learning mahasiswa arsitektur, semakin tinggi creative selfefficacy mereka., This research was conducted to find the correlation between self-regulated learning and creative self-efficacy among architecture college students. Selfregulated learning defined as the degree to which students are metacognitively, motivationally, and behaviorally active participants in their own learning process (Zimmerman, 2008). Creative self-efficacy defined as an individual's state-like belief in his or her own ability to perform the specific tasks required to produce novel, original, or appropriate solutions (Abbott, 2010). Creative self-efficacy consists of dimension of creative thinking self-efficacy (CTSE) and dimension of creative performance self-efficacy (CPSE). Self-regulated learning was measured using an instrument named Strategy of Self-Regulated Learning made by Hariseno (2012) and creative self-efficacy was measured using Revised Model of CTSE II and CPSE II made by Abbott (2010). Participants of this research were 159 architecture college students from some colleges in Jakarta, Depok, and

Bandung. The Pearson Correlation indicates that self-regulated learning correlates positively and significantly with creative thinking self-efficacy ( $r = 0.269$ ;  $p = 0.001$ , significant at L.o.S 0.01) and creative performance self-efficacy ( $r = 0.342$ ;  $p = 0.000$ , significant at L.o.S 0.01) among architecture college student. Based on research results, it suggested for architecture college student to improve their selfregulated learning in learning process because the higher self-regulated learning architecture student, the higher their creative self-efficacy.]