

Hubungan antara persepsi dukungan teman dan regulasi diri dalam berlatih musik = The relationship between perceived peer support and self regulated practice behavior in music

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Abstrak

Penelitian ini bertujuan untuk melihat hubungan antara persepsi dukungan teman dan regulasi diri dalam belajar pada konteks belajar musik. Regulasi diri dalam belajar pada pembelajaran musik disebut dengan regulasi diri dalam berlatih karena dalam regulasi diri akan dilihat saat seseorang berlatih musik. Regulasi diri mempunyai peran pada setiap aspek dalam bermain musik. Persepsi dukungan teman dilihat sebagai salah satu strategi regulasi diri dalam belajar. Peneliti mengumpulkan data dengan menggunakan kuesioner peer/friend academic support scale dan self-regulated practice behavior kepada 103 pelajar Sekolah Menengah Musik di Jabodetabek.

Hasil penelitian menunjukkan bahwa terdapat hubungan positif yang signifikan antara persepsi dukungan teman dan regulasi diri dalam berlatih ($r = .440$; $p = .000$; signifikan pada LoS 0.01). Penelitian selanjutnya diharapkan dapat mengukur strategi lain dalam regulasi diri yang paling berpengaruh pada pelajar musik serta melakukan pengukuran persepsi dukungan teman berdasarkan konteks belajar musik.

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This study aims to find correlation between perceived peer support and self-regulated learning in music practice. Self-regulated learning in music practice is called self-regulated practice behavior because in this study an individual's self regulation in music practicing will be conducted. Self-regulated practice behavior plays an important role at every aspect of music playing. Perceived peer support is seen as one of the strategy in self-regulated learning. Researcher collected the data using peer/friend academic support scale and self-regulated practice behavior questionnaire to 103 students at music vocational and pre-professional high school in Jabodetabek.

Result of this study showed that there is a significant positive relationship between perceived peer support and self-regulated practice behavior ($r_s = .440$; $p = .000$, significant at L.o.S 0.01). Further research is expected to measure other strategy which have the most impact in self-regulated learning at music students and measure the perceived peer support in music practicing context.