

Hubungan antara persepsi mahasiswa akan peran dosen dengan self-regulated learning dalam pembelajaran daring = The relationship between college students perception of instructor's roles with self regulated learning in online learning

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Abstrak

Penelitian ini bertujuan untuk melihat hubungan antara persepsi mahasiswa akan peran dosen dengan self-regulated learning dalam pembelajaran daring dalam jaringan . Self-regulated learning dalam pembelajaran daring diukur dengan Online Self-Regulated Learning Questionnaire OSLQ. Persepsi mahasiswa akan peran dosen diukur dengan Online Instructor Role and Behavior Scale OIRBS. Total terdapat 94 sampel yang berasal dari beberapa perguruan tinggi yang menyelenggarakan pembelajaran daring.

Berdasarkan perhitungan, hasil penelitian menunjukkan terdapat hubungan yang signifikan serta positif antara persepsi mahasiswa akan peran dosen dengan self-regulated learning dalam pembelajaran daring. Koefisien korelasi Pearson sebesar 0.511 dengan nilai signifikansi $0.000 p < 0.01$.

This research aims to look for the relationship between students perception of instructor role and Self Regulated Learning in online learning. Self Regulated Learning in online learning measured by Online Self Regulated Learning Questionnaire OSLQ . Students perception of the instructor role measured by Online Instructor Role and Behavior Scale OIRBS. In total, there are 94 sample from several universities which organize online learning.

Based on the calculation, the results showed there is a significant and positive relation between students perception of the lecture role and Self Regulated Learning in online learning. The Pearson correlation coefficient is 0.511 with the p value of $0.000 p < 0.01$.