

Peran Literasi Digital, Attitudes toward E-Learning, dan Task Value terhadap Self-Regulated Learning Mahasiswa dalam Pembelajaran Jarak Jauh = Role of Digital Literacy, Attitudes toward E-Learning, and Task Value on College Students' Self-Regulated Learning in Distance Learning

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Abstrak

Penggunaan metode pembelajaran jarak jauh dijenjang perguruan tinggi semakin meningkat terutama sebagai alternatif selama masa pandemi COVID-19. Kondisi ini mengharuskan mahasiswa memiliki kemampuan regulasi belajar secara mandiri yang baik. Penelitian terdahulu menemukan bahwa faktor individual seperti literasi digital, attitudes toward e-learning, dan task value berkorelasi positif dengan self-regulated learning. Penelitian ini bertujuan untuk menguji hubungan antara literasi digital dan self-regulated learning melalui attitudes toward e-learning dengan peran moderasi dari task value. Sebanyak 538 mahasiswa (17-25 tahun) dari 10 perguruan tinggi negeri berpartisipasi dalam penelitian ini. Literasi digital diukur menggunakan Self-Perceived Evaluations of Digital Literacy Competencies; attitudes toward e-learning diukur menggunakan E-Learning Attitudes Questionnaire; task value diukur menggunakan The Subjective Task Value (STV) Instrument; dan self-regulated learning diukur menggunakan Self-Regulated Online Learning Scale. Hasil penelitian menunjukkan bahwa task value signifikan memoderasi hubungan antara literasi digital dan self-regulated learning melalui attitudes toward e-learning. Dengan demikian, literasi digital dapat mendukung kemampuan self-regulated learning melalui attitudes toward e-learning dan diperkuat dengan adanya task value pada mahasiswa yang mengikuti pembelajaran jarak jauh.

.....Distance learning methods has massively been conducted by higher education institutions as an alternative during the COVID-19 pandemic. Distance learning requires students to have good self-regulated learning skills. Previous studies have found that learner factors such as digital literacy, attitudes toward e-learning, and task value were positively correlated with self-regulated learning. This study aimed to examine the relationship between digital literacy and self-regulated learning through mediation of attitudes toward e-learning with the role of task value as a moderator. The research samples involved 538 college students (17-25 years) from 10 public universities. Digital literacy was measured using the Self-Perceived Evaluations of Digital Literacy Competencies. While attitudes toward e-learning were measured using the E-Learning Attitudes Questionnaire. This study also performed the Subjective Task Value (STV) Instrument to measure task value and the Self-Regulated Online Learning Scale to measure self-regulated learning. The results show that task value significantly strengthened the relationship between digital literacy and self-regulated learning through mediation of attitudes toward e-learning. Hence, digital literacy can support self-regulated learning through mediation of attitudes towards e-learning and is strengthened by task values of college students in distance learning.