

Peran Growth Mindset dan Instructors' Scaffolding terhadap Perceived Learning Melalui Self-Regulated Learning pada Pembelajaran Jarak Jauh = The Effect of Growth Mindset and Instructors' Scaffolding Towards Perceived Learning Through Self-Regulated Learning in Distance Learning.

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Abstrak

Proses belajar mengajar di Indonesia mengalami perubahan semenjak pandemi COVID-19. Perubahan terjadi terutama pada metode pembelajaran dari metode tradisional menjadi metode pembelajaran jarak jauh. Kondisi tersebut menuntut seluruh pihak yang terlibat untuk menyesuaikan diri agar tujuan pembelajaran tetap tercapai maksimal. Terdapat karakter pelajar dan pengajar yang berperan terhadap tercapainya proses belajar, yaitu growth mindset, self-regulated learning dan instructors' scaffolding. Diketahui pada penelitian sebelumnya bahwa self-regulated learning merupakan variabel penghubung terhadap perceived learning. Oleh karena itu, dalam penelitian ini akan melihat peran growth mindset dan instructors' scaffolding terhadap perceived learning melalui self-regulated learning pada mahasiswa yang mengikuti pembelajaran jarak jauh. Partisipan penelitian sebanyak 561 mahasiswa dari 10 universitas negeri di Indonesia. Analisis dilakukan menggunakan uji structural equation model (SEM) dan diketahui peran growth mindset dan instructors' scaffolding terhadap perceived learning perlu melalui self-regulated learning terlebih dahulu (RMSEA=0.054, NFI=0.95, CFI=0,97). Growth mindset, instructors' scaffolding, dan self-regulated learning secara bersama-sama berperan terhadap perceived learning sebesar 34%. Diketahui pula bahwa growth mindset memiliki peran yang kecil dan tidak signifikan terhadap peningkatan perceived learning. Kondisi ini menunjukkan adanya peran variabel lain yang menjembatani hubungan keduanya. Dengan demikian hasil penelitian menunjukkan dosen berperan lebih besar dalam mendukung proses belajar mahasiswa selama pembelajaran jarak jauh terutama dalam masa pandemi untuk mengembangkan karakter mahasiswa yang tepat.

.....During pandemic COVID-19 period, learning method has changed to distance learning in Indonesia. Students and teachers are the center of learning process, therefore they have to adapt faster along with that condition. To obtain learning outcome, students and teachers have to develop growth mindset, instructors' scaffolding and self-regulated learning. Therefore, the purpose of this study is to explain the effect between growth mindset and instructors' scaffolding towards perceived learning through self-regulated learning. The subject of the research were 561 undergraduate student from top-10-ranked state universities in Indonesia. The data was analyzed by structural equation model (SEM). The result indicates that the effect of growth mindset and instructors' scaffolding towards perceived learning through self-regulated learning was significant (RMSEA=0.054, NFI=0.95, CFI=0,97). The result showed that growth mindset, instructor's scaffolding, and self-regulated learning affect the perceived learning by 34%. However, the growth mindset have no significant direct effect through the increase of perceived learning. Therefore, another variabel might mediate the effect. This research showed that lecturers role was the key to promote self-regulated learning and perceived learning in undergraduate student during pandemi COVID-19.