

Self-Regulated Learning in Pandemic Era

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ABSTRACT

During the pandemic Covid 19 Era, the learning has been changed into online forms. This study aims to determine the differences in self-regulated learning of students who do not work and work while studying at Faculty of Psychology in University X during this online learning due to Covid 19 pandemic. This study used the accidental sampling method and was attended by 274 participants consisting of 137 working and 137 not working students at Faculty of Psychology University X who were undergoing online learning during the covid 19 pandemic. This study uses a comparative approach, and the technique used for sampling is Accidental Sampling. This study uses the adaptation of the academic self-regulated learning assessing scale developed by Wolters, Pintrich, and Karabenick (2003) in Istifa (2011). The Mann Whitney U test method used in this study and give results of a probability value (Asymp.Sig) of 0.021 which means that there is a difference in self-regulated learning between working students and non-working students at Faculty of Psychology University X who are undergoing online learning during the Covid-19 pandemic.

Keywords: *pandemic, self-regulated learning, students*

Introduction

In December 2019 there was an outbreak of the Covid-19 virus in Wuhan, China which was contagious and spread very quickly to all corners of the world, and caused many deaths, including in Indonesia. In order to prevent the spread of this virus from spreading quickly and widely, the entire Indonesian population is urged by the government to carry out social distancing (social restrictions). As a result, the reduction to temporary suspension occurs in almost all economic, social, cultural and educational activities for an undetermined time. Particularly in the education sector, the government has been officially informed that all forms of educational activities, starting from the level of basic education to higher education, will be suspended from March 16 2020 until further notice. In addition, the government also informed that teaching and learning activities are still carried out by means of distance learning where through online media (online), teachers and students carry out teaching and learning activities in different locations (Kusuma, 2020). However, in addition to the positive benefits that can be obtained from online learning, many shortcomings and obstacles are also faced by both the teaching staff and their students from this online learning (Kirana & Juliartiko, 2021).

Lidiawati and Helsa (2021) explain that students experience several difficulties in implementing online learning which is new to students in Indonesia such as students not being used to being independent in learning, home conditions that are not conducive and self-motivation to engage in learning while in the other hand, according to Yang et al. in Lidiawati and Helsa (2021) students actually need stronger concentration, time and commitment in this online learning periods.



Hudaifah (2020) states that there are two impacts caused by the implementation of studying at home. The first impact is reduced control from the teacher where with online learning the intensity of meetings between students and teachers will definitely decrease, unlike the offline learning, so that the difficulty of the teacher in supervising students makes the students more free and apart from the teacher's monitoring. The second impact is the excess time where there is more free time for students. If previously students had an average of 5 or 6 hours of free time, then after the Covid-19 pandemic and the implementation of studying at home, their free time will increase by 4 or 5 hours.

Some of the behavior of students, especially starting in their teens, spending more time on entertainment activities compared to academic activities is a common phenomenon that occurs such as the habit of staying up late, walking in malls or plazas, watching television for hours, addicted to online games and likes to delay working on their task (Savira & Suharsono, 2013). This was also revealed from the researcher's interviews with several students who stated that during their online learning period it was difficult for them to escape from the habit of watching Netflix, Korean dramas and online games which were their biggest temptations (X,Y,Z, F and R, personal communication, January 2020). Ambarsari (2021) also explained in his research that deficiencies in online learning are where student engagement is less than optimal. For students, in addition to using gadgets for online learning, they are also used for social media and watching YouTube because of this weakness, students are not properly monitored during the online learning process (Sadikin & Hamidah, 2020). Of course this has the potential to result in failure or obstruction of a student from achieving success because when a learner cannot manage his time properly, he often wastes time doing useless activities which causes neglect and not optimal work on assignments (Hudaifah, 2020).

In addition to the above, Kusuma (2020) states that some students do not have some indicators of independent learning, such as still depending on the lecturer's instructions in learning and determining the material that needs to be studied, still prioritizing grades, not abilities that must be mastered and developed, and giving up easily when faced with difficulties. These things certainly can affect student learning outcomes. Students who undergo online learning feel bored and lack focus during learning, the lack of interaction between students and lecturers also makes learning material less well understood by students. As a result, students are more interested in doing other activities such as playing gadgets or doing other course assignments. Thus, a strategy is needed to learn and control oneself well, so this shows the importance of the role of Self Regulated Learning in influencing student involvement in online learning during this pandemic (Lidiawati & Helsa, 2021).

Hidayat and Handayani(2018) state that success in learning can be seen from how a person manages himself. Sucipto (2014) also states that success in learning is not only due to intelligence factors but how students are able to manage the learning process through setting and achieving goals. So it can be seen that Self Regulated Learning is very important for the success of student learning (Hudaifah, 2020). In online learning, students are not only required to be able to understand the material being taught independently, but also must be able to determine what material they need, find sources that are relevant to their needs, choose learning strategies, and must be able to evaluate their learning processes and results. . in order to make conditions during the Covid-19 pandemic do not have a negative impact on student learning outcomes, it is necessary to make efforts to increase student self-regulated learning (Kusuma, 2020). Schunk and Zimmerman (2012), defines Self Regulated Learning as an individual's ability to control behavior related to cognition, affection, and behavior in achieving predetermined learning goals. This is important because Self Regulated Learning is needed so that students have the ability to organize and direct themselves, control and adapt when facing difficult tasks while studying during the Covid-19 pandemic (Harahap & Samsul, 2020).

Singer and Bashir (Palos, Magurean, & Petrovici, 2019) explain self-regulated learning is students' readiness to learn, their involvement in academic tasks, and the way they manage the learning environment to achieve success. Palos, Magurean, and Petrovici (2019), said previous research showed that self-regulated learning helps students to be actively involved in the distance learning process and is related to the academic achievements obtained by students.

Based on previous research it is known that self-regulated learning is a desirable professional skill, and can make a difference between students in terms of achieving academic achievement (Schunk, 2005). In this study, non-working students were students enrolled in a program with lecture classes from Monday to Friday. They consisted of students who had just graduated from high school, both high school and vocational school, were not married and were between 18-20 years old when they entered college. This age is included in the adolescent age group (Wong, Hockenberry, Wilson, Winkelsein, & Schawrtz, 2009). Damaiyanti (2008) states that adolescence is a transitional period and the end of childhood towards adulthood so that the pattern of thinking and behavior is a transition from children to adults.

In terms of development aspects, Potter & Perry (2005) said that during adolescence and puberty, emotional changes are as dramatic as physical changes, and it is during this period that adolescents begin to take responsibility and assimilate society's rewards. Adolescent social transition where changes occur in individual relationships with other individuals, namely in emotions, personality and the role of the social context in development.

In adolescents several things that can cause stress include school or academic demands, biological stress in the form of hormonal, physical and psychological changes, stress from the family, stress caused by peers, and social stress (Barseli & Ifdi, El-Aziz in Hastuti and Baiti, 2019). One way that is more often used to relieve stress is to have fun, for example when a student experiences stress due to a difficult subject, he will avoid it by playing video games when he should be dealing with stress by studying or by attending lessons additions outside of school (Suprayogi and Fauziah, 2011). In addition to the difficulties above, Hiunata and Linda (2018) explain that students who are not working have difficulty managing laziness, lack of proficiency in English, changing moods, not remembering assignments and difficulty setting priority activities such as organizational activities by doing assignments.

While students who work while studying in this study are students who enrolled in a program with lecture hours consisting of online lectures on Monday-Friday and face-to-face on Saturdays, some are married and some are single, high school graduates and or continuing from D3, and aged around 20 – 35 years. As an individual who is classified as an adult, his roles and responsibilities are certainly getting bigger. Where have started to break away from dependence on other people, especially from parents, both economically, sociologically or psychologically. They will make more efforts to become more independent people, every effort will be made so that they are no longer dependent on others. As expressed by Erikson (in Monks, Knoers & Haditono, 2001) that the early adult stage is between the ages of 20 to 30 years. At this stage humans begin to accept and assume heavier responsibility, it is also at this stage that intimate relationships begin to take effect and develop. Hiunata and Linda (2018) explain that the difficulties experienced by working students include difficulty managing time, especially in doing group assignments because they are tired of working. Mardalena and Muhson (2017) stated that working students had difficulty managing their time

In order to be able to undergo lectures well, both students who are studying while working or not, they need Self Regulated Learning. Zimmerman in Erdogan and Senemoglu (2016) describes academically successful students as those who carry out their study assignments diligently and confidently and have the necessary study skills. They also take a proactive approach to obtaining information and students can find ways to overcome barriers to learning such as poor learning conditions, confusing lecturers, or books that are difficult to understand. until finally students

perceive learning as a systematic and more responsible process in achieving their goals (Erdogan & Senemoglu, 2016).

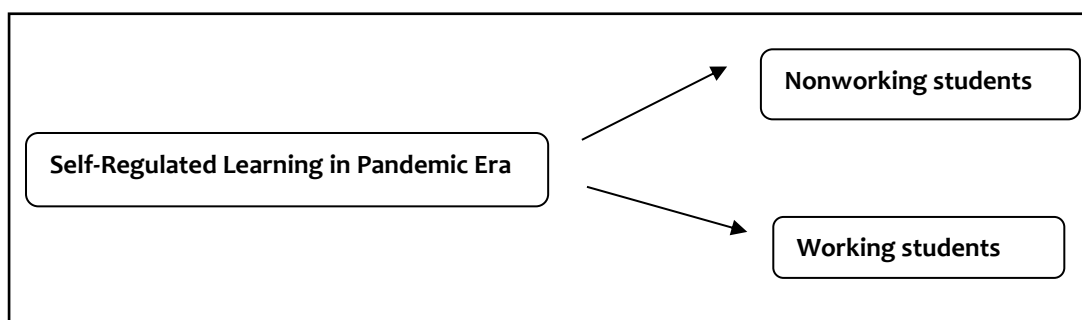
Pintrich (in Kosnin, 2007) explains that Self Regulated Learning (SRL) is an important research area in higher education learning and teaching and has received more attention in higher education research. Given the different characteristics between students who are not working and those who study while working but have the same lecture demands, it is interesting to study further regarding Self Regulated Learning in students who work and do not work.

Daulay & Rola (2010) in their research found differences in self-regulated learning between working and non-working students. Daulay and Rola's research (2010) shows self-regulated learning of students who are not working is higher than working students. Purwandany's research (2012) also found differences in the level of self-regulation between students working part-time and students who were not working. Research conducted by Purwanto (2013) found that the learning outcomes of students who worked were higher than the learning outcomes of students who did not work. Janah (2020) in his research has the result that the self-regulated learning for students who do not work is higher than students who work. Seeing the different results of previous researches, the researcher was interested in further researching the differences in self-regulated learning between students not working and class students studying while working at the Faculty of Psychology, University of X, especially during the online learning period due to the Covid-19 pandemic.

This research is also different from previous studies because this research looks at student self-regulated learning during online learning while previous research was conducted during face-to-face learning. It is hoped that the results of this research can be used as input in creating programs for students to improve student academic achievement during the online learning period due to pandemic. The practical benefits of the results of this research can be input and consideration in policies that will be made when the faculty plan to make a Distance Learning Program Study Program so that learning remains optimal even though it is carried out remotely.

Picture 1.

Research theoretical framework



Method

The type of this research is comparative research. According to Asnawi (in Arikunto, 2006), comparative research will be able to find similarities and differences about objects, about people, about work procedures, about ideas, criticism of people, groups, of an idea or work procedure. In this study, it will be seen whether there are differences in self-regulated learning between working and non-working students undergoing online learning at university X.

The population in this study were the working and not working students while undergo their study at the Faculty of Psychology, University of X, who carried out online learning based on data from the academic information system of University of X, totaling 1,706 students.

The sampling approach used in this study is non-probability sampling, meaning that this technique does not guarantee that each population is sampled evenly (Sugiyono, 2013). The sampling technique used is accidental sampling method. The sample in this study consisted of students not working and working while studying at the Faculty of Psychology, University of X who attended lectures during the Covid-19 outbreak. This study obtained a sample of 274 Psychology students from X University including 137 samples of students who were not working while studying and 137 samples of students who were working while studying.

The minimum number of participants taken in this study was based on the calculation of the G*power 3.1.9.4 program. With the specifications for calculating the sample, assuming an effect size of 0.5, the error probability is 0.05, and 0.98 for power (1-β error probability) is 260 participants which means that the sample of students who are not working while studying is 130 participants and working while studying amounted to 130 participants.

The measurement instrument used in this study is the self-regulated learning scale which modifies Ishtifa's (2011) self-regulated learning scale to suit current research needs. The researcher chose Ishtifa's self-regulated learning scale (2011) because it was modified from the academic assessment scale of self-regulated learning Wolters, Pintrich, and Karabenick (2003) with a template based on the characteristics of self-regulated learning according to Zimmerman (1989) with cognitive, motivational and behavioral dimensions totaling 37 items. This scale has a Cronbach's Alpha reliability coefficient of 0.897 in previous investigations, indicating that the self-regulated learning scale has a high level of confidence.

Result

The hypothesis test uses Mann Whitney U because the normality assumption is not fulfilled but it is homogeneous which is used in testing 2 independent samples with ordinal type data.

Table 1.
Mann Whitney U test statistics results

	Value
Mann-Whitney U	7868,500
Wilcoxon W	17321,500
Z	-2,313
Asymp. Sig. (2-tailed)	.021

Based on above table, the Mann Whitney U test obtained Zcount of -2.313 with a significance value of 0.021. From the results of the hypothesis test, the asymp value is obtained. Sig (2-tailed) < 0.05 so that H1 is accepted and Ho is rejected based on the decision making criteria. This shows that there is a sizable difference in self-regulated learning between students who are not studying while working and students who are studying while working during the online learning period during the Covid-19 pandemic. Beside the above result, researchers also do additional analysis as below:

Table 2.
Self-regulated learning descriptive analysis

	N	Descriptive Statistics			
		Minimum	Maximum	Mean	Std. Deviation
Non-Working Students	137	81,00	131,00	104,26	10,544
Working Students	137	79,00	132,00	107,36	11,107

Based on table 2, it can be seen that the minimum score of non-working student is 81 while the minimum score of working students is 79. The maximum score for - students is 131 while for the working students is 132. The average for nonworking students is 104.26 while for non-working students is 107.36. The standard deviation of non-working students is 10.544 and non-working students is 11.107. This shows that the maximum score and average score of working students are higher than non-working students.

Table 3.
Description of self-regulated learning based on the Behavior dimension

Category	Non-Working Students		Working Students	
	Number of Participants	Percentage	Number of participants	Percentage
Low	12	8,8 %	27	19,7 %
Average	119	86,9 %	103	75,2 %
High	6	4,4 %	7	5,1 %
Total	137	100 %	137	100%

In accordance with the results in table 3, The self-regulated learning for non-working and working students on the behavior dimension is mostly in the medium category. However, non-working students have higher self-regulated learning in the behavior dimension of 119 students (86.9%) while self-regulated learning of working students in the behavior dimension show that they are in the medium category of 103 students (75.2%).

Table 4.
Description of self-regulated learning based on the Cognitive dimension

Category	Non-Working Students		Working Students	
	Number of Participants	Percentage	Number of Participants	Percentage
Low	16	11,7 %	23	16,8 %
Average	95	69,3 %	98	71,5 %
High	26	19,0 %	16	11,7 %
Total	137	100 %	137	100%

In accordance with the results in table 4, The self-regulated learning for non-working and working students on the cognitive dimension is mostly in the medium category. However, working students have higher self-regulated learning in the cognitive dimension of 98 students (71.5 %) while self-regulated learning of non-working students in the cognitive dimension show that they are in the medium category of 95 students (69.3 %).

Table 5.
Description of self-regulated learning based on the motivation dimension

Category	Non-Working Students		Working Students	
	Number of Participants	Percentage	Number of Participants	Percentage
Low	15	10,9 %	10	7,3 %
Average	106	77,4 %	110	80,3 %
High	16	11,7 %	17	12,4 %
Total	137	100 %	137	100%

In accordance with the results in table 5, The self-regulated learning for non-working and working students on the motivation dimension is mostly in the medium category. However, working students have higher self-regulated learning in the motivation dimension of 110 students (80.3 %) while self-regulated learning of non-working students in the motivation dimension show that they are in the medium category of 106 students (77.4%).

Discussion

This study aims to see whether there are differences in self-regulated learning between working and not working students at the Faculty of Psychology, X University during the Covid-19 pandemic with a sample of 274 respondents. The different test research in this study used the Mann Whitney U test using SPSS for Windows 21 to obtain a Z count of -2.313. In the Mann Whitney U test it also shows a probability value (Asymp.Sig) which is 0.021 because the resulting significant value is <0.05 so it can be concluded that in the midst of the Covid-19 outbreak, there is a sizable difference in self-regulated learning between non-working students with working students

The results of this study are in line with Daulay & Rola (2010) and Janah (2020) who in their research found differences in self-regulated learning between working and non-working students. Furthermore, the findings of this study reveal that the empirical average of self-regulated learning during the Covid-19 pandemic online learning for working students is 107.36, compared to self-regulated learning for non-working students, which was lower with scored as 104.26.

The characteristics of non-working students in this study were the average age of 18-20 years. This age is included in the adolescent age group (Wong, Hockenberry, Wilson, Winkelsein, & Schawrtz, 2009). According to Damaiyanti (2008) thea transitional period and the end of childhood towards adulthood is called adolescence, where in this period the pattern of thinking and behavior is also transitioned from children to adults. Potter and Perry (2005) explained the developmental aspect of this period, where emotional changes are as dramatic as physical changes during adolescence and puberty. Adolescents also begin to take responsibility and assimilate society's rewards during this period. The social transition in Adolescent occur in individual relationships with other individuals, in terms of emotions, personality and the role of the social context in development. Several things that can cause stress in adolescent such as school or academic demands, biological stress in the form of hormonal, physical and psychological changes, stress from the family, stress caused by peers, and social stress (Barseli & Ifdi, El-Aziz in Hastuti and Baiti, 2019). Adolescence more often uses having fun as one of ways to relieve stress, for example despite dealing with stress by studying or by attending lessons additions outside of school, a student will avoid stress due to a difficult subject by playing video games (Suprayogi and Fauziah, 2011).

Difficulty managing feelings of laziness, lack of proficiency in English, mood swings, not remembering assignments and difficulty prioritizing activities such as organizational activities rather than working on assignments are the difficulties that Students who are not working have (Hiunata and Linda, 2018)

A technique for effective learning and self-control is needed, which shows the importance of independent learning in influencing student engagement in online learning during this pandemic as explained by Lidiawati and Helsa (2021) that students who are not working who undergo online learning feel bored and lack focus during learning, the lack of interaction between students and lecturers also makes learning material less well understood by students. Students become more involved in extracurricular activities such as playing gadgets or completing projects for other classes as a result of above conditions of online learning.

While working students in this study were students who studied while working who studied in online lecture programs on Monday-Friday and met face-to-face on Saturdays, some were married and some were single, graduated from high school and or continued from D3, and

were around the age of 20 – 35 years. The working students in this research can be classified as an adult where the roles and responsibilities are bigger. As an adults they are more independence both economically, sociologically or psychologically from other people, especially from parents. As an adults, every effort will be made so that they are no longer dependent on others so they will make more efforts to become more independent people. Erikson in Monks, Knoers & Haditono (2001) explained that the early adult stage is between the ages of 20 to 30 years. Humans at this stage begin to accept and assume heavier responsibilities, at this stage that intimate relationships also begin to take effect and develop. The difficulties experienced by working students include difficulty managing time, especially in doing group assignments because I'm tired of working as explained by Hiunata and Linda (2018). Mardalena and Muhson (2017) also supported the above explanation by mentioned that working students had difficulty managing their time.

In this study, the results showed that working and not working students' Self Regulated Learning on the behavioral dimension is on the medium category. However, students who do not work have Self Regulated Learning on a higher behavioral dimension than students who work while studying. In Wolters, Pintrich, and Karabenick (2003) it is explained that the behavioral dimension is a strategy in controlling one's own behavior that appears by regulating a behavior that will involve one's efforts, including in the form of "Help-seeking" means trying to get help from classmates, teachers and adults. Hiunata and Linda's research (2018) explains that working students get less academic support from friends and teachers because of the time they spend working, while students who don't work, spend more time at home while online learning during pandemics that makes it easy for them to seek academic support from friends and teachers.

On the cognitive dimension of self-regulated learning in this study, the results showed that working students had self-regulated learning at a moderate level of 71.5%, which was higher than non-working students. This is in line with research conducted by Ruscoe, Morgan, and Peebles in Daulay and Rola (2010) which found that working students took more initiative to seek knowledge from sources other than social media in completing assignments. Wolters, Pintrich, and Karabenick (2003) explained that regulation of cognitive strategies includes various cognitive and metacognitive actions carried out by individuals to regulate and change cognition, one of which is metacognitive regulation techniques including planning, monitoring, and strategies to regulate learning, such as setting goals for reading activities, monitor descriptions, and make changes or adjustments to ensure progress in their work. the initiative to try to find information outside of social media when doing assignments is a form of adjustment to ensure progress in his/her work.

Meanwhile, on the motivation dimension, both students who works while studying and those who do not have an average level of self-regulated learning with the presentation of students who work are greater than students who do not work, namely 80.3%. This is in line with research conducted by Ruscoe, Morgan, and Peebles in Daulay and Rola (2010) who found that students who work more disciplined, are more punctual in lectures. Based on the results of interviews with several working students, it was found that they were more motivated so they tried to be disciplined and on time in lectures. This is because they have to pay for their own studies, apart from that they also need to graduate quickly for the sake of continuing their jobs and also have a family so they can't spend too long in college (T, M & A, personal communication, January 2022). The phase that can be said to be the most important in Self Regulated Learning is the forthoughts phase where students will set goals and plan. Someone who plans specific goals is believed to be able to increase academic success (Zimmerman, 2002). Students themselves can develop well-planned strategies based on the goals to be achieved so as to produce academic motivation (Weinstein, Husman, & Dierking, 2000).

Based on the description above, with the different characteristics and challenges between working and non-working students in this study, it can be understood that there are differences in the self-regulated learning they have.

Conclusion

From this research data analysis, it can be concluded that there are differences in self-regulated learning between students who is working and not working while studying during online learning due to the Covid-19 Pandemic (hypothesis accepted).

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