

**MENINGKATKAN PERFORMA BELAJAR DI MASA *POST-PANDEMIC*:
PERAN GAYA BELAJAR DALAM *SELF-REGULATED LEARNING* PADA
PRAKTIKUM TELEKOMUNIKASI**

SKRIPSI

Diajukan untuk memenuhi sebagian syarat memperoleh gelar Sarjana Pendidikan
Teknik Elektro Konsentrasi Teknik Telekomunikasi
Program Studi Pendidikan Teknik Elektro S1



Disusun oleh:

Mellania Pramesti Anggraeni

E.0451.1905674

**PROGRAM STUDI S-1 PENDIDIKAN TEKNIK ELEKTRO
FAKULTAS PENDIDIKAN TEKNOLOGI DAN KEJURUAN
UNIVERSITAS PENDIDIKAN INDONESIA
BANDUNG
2023**

**MENINGKATKAN PERFORMA BELAJAR DI MASA *POST-PANDEMIC*:
PERAN GAYA BELAJAR DALAM *SELF-REGULATED LEARNING* PADA
PRAKTIKUM TELEKOMUNIKASI**

Oleh
Mellania Pramesti Anggraeni

Sebuah skripsi yang diajukan untuk memperoleh gelar Sarjana Pendidikan pada
Fakultas Pendidikan Teknologi dan Kejuruan

© Mellania Pramesti Anggraeni
Universitas Pendidikan Indonesia
Juli 2023

Hak cipta dilindungi oleh undang-undang.
Skripsi ini tidak boleh diperbanyak seluruhnya atau sebagian,
dengan dicetak ulang, difotokopi, atau cara lainnya tanpa izin penulis.

LEMBAR PENGESAHAN

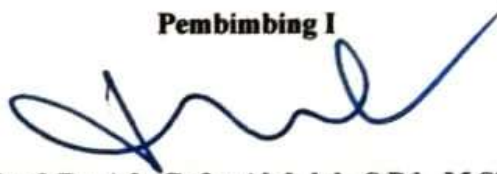
MELLANIA PRAMESTI ANGGRAENI

E.0451.1905674

**MENINGKATKAN PERFORMA BELAJAR DI MASA *POST-PANDEMIC*:
PERAN GAYA BELAJAR DALAM *SELF-REGULATED LEARNING* PADA
PRAKTIKUM TELEKOMUNIKASI**

Disetujui dan disahkan oleh:

Pembimbing I



Prof. Dr. Ade Gafar Abdulah, S.Pd., M.Si

NIP. 19721113 199903 1 001

Pembimbing II



Iwan Kustiawan, S.Pd., M.T., Ph.D.

NIP. 19770908 200312 1 002

Mengetahui,

Ketua Program Studi Pendidikan Teknik Elektro



Dr. Maman Somantri, S.Pd., M.T.

NIP. 19720119 200112 1 001

PERNYATAAN

Dengan ini saya menyatakan bahwa tugas akhir dengan judul “**Meningkatkan Performa Belajar Di Masa *Post-Pandemic*: Peran Gaya Belajar Dalam *Self-Regulated Learning* Pada Praktikum Telekomunikasi**” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Juli 2023



Mellania Pramesti Anggraeni

E.0451.1905674

UCAPAN TERIMA KASIH

Alhamdulillah hirobbil 'alamin. Puji dan syukur penulis panjatkan kepada Allah SWT, yang senantiasa memberikan kemudahan, kelancaran, beserta Rahmat dan juga Karunia-Nya. Shalawat serta salam senantiasa tercurah kepada Junjungan Nabi Muhammad SAW, para keluarga, dan sahabat yang telah memberikan teladan kepada umat manusia sehingga dapat menyelesaikan skripsi dengan judul **“Meningkatkan Performa Belajar Di Masa *Post-Pandemic*: Peran Gaya Belajar Dalam *Self-Regulated Learning* Pada Praktikum Telekomunikasi”** untuk memenuhi salah satu syarat menyelesaikan Program Studi Pendidikan Teknik Elektro Fakultas Pendidikan Teknologi dan Kejuruan di Universitas Pendidikan Indonesia.

Pada penyusunan skripsi ini penulis menyadari bahwa tanpa bantuan dan dukungan baik melalui konsultasi, bimbingan, bantuan informasi, hingga materiil laporan ini tidak akan terwujud. Maka dari itu dengan segenap hati penulis mengucapkan terima kasih kepada:

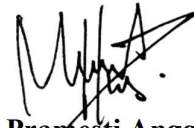
1. Kedua orang tua dan saudari penulis yang selalu memberikan dukungan moral dan materiil, sehingga penulis dapat menyelesaikan pendidikan dengan baik.
2. Bapak Dr. Maman Somantri, S.Pd., M.T. selaku Ketua Program Studi Pendidikan Teknik Elektro, Universitas Pendidikan Indonesia.
3. Ibu Ir. Hj. Arjuni Budi Pantjawati, M.T. selaku KBK Telekomunikasi yang memberikan dukungan dan juga masukkan kepada penulis.
4. Bapak Prof. Dr. Ade Gafar Abdullah, M.Si. selaku Dosen Pembimbing I yang senantiasa memberikan saran, arahan, bimbingan, dan juga dukungan moral kepada penulis.
5. Bapak Iwan Kustiawan, S.Pd., M.T., Ph.D. selaku Dosen Pembimbing II yang memberikan saran, arahan, serta perbaikan kepada penulis.
6. Bapak Prof. Dr. H. Sumarto, M.SIE. selaku Dosen Wali penulis yang telah memberikan arahan selama masa perkuliahan.
7. Annisa Fauzia Prijantono Putri, Mita Anggraeni, Syafira Beraulia, Vanya Nadira Yahya, dan Icha Sintiyani Suwandi selaku teman terdekat yang selalu

sabar memberikan motivasi, saran, dan mendengarkan keluh kesah dalam penyelesaian skripsi ini.

8. Mochammad Rizky Noerrachman, Muhammad Fikri Zalfa F, dan Syahrul Aliegraha Putra yang memberikan kritik dan juga saran didalam menyelesaikan skripsi ini.
9. Rekan-rekan PTEB 2019, ELKOM 2019, HME FPTK UPI, dan BPO KM FPTK UPI yang telah memberikan kesempatan untuk mengukir kenangan selama masa perkuliahan.
10. Untuk semua pihak yang telah membantu dan tidak dapat penulis sebutkan satu persatu.

Semoga Allah SWT memberikan balasan yang berlipat ganda kepada semua pihak yang membantu penulis dalam menyelesaikan penulisan skripsi ini. Penulis menyadari dalam penulisan skripsi ini terdapat banyak kekeliruan dan masih jauh dari kata sempurna. Oleh karena itu, penulis sangat menghargai segala kritik dan saran yang dapat membangun dalam menyempurnakan skripsi ini. Penulis berharap skripsi ini dapat memberikan manfaat bagi banyak pihak.

Bandung, Juli 2023



Mellania Pramesti Anggraeni

E.0451.1905674

ABSTRAK

Setelah dua tahun menghadapi pandemi, dunia saat ini memasuki era baru yang disebut sebagai post-pandemic. Meskipun metode pembelajaran pada era post-pandemic telah diterapkan, belum ada bukti yang menunjukkan bahwa peserta didik dapat menerima informasi sesuai gaya belajar peserta didik. Hal ini dilakukan demi menginvestigasi peran gaya belajar pada self-regulated learning peserta didik di era post-pandemic guna meningkatkan self-regulated learning mereka. Penelitian ini dilaksanakan dengan pendekatan kuantitatif melalui metode korelasional. Data dikumpulkan melalui instrumen Perceptual Learning Style Preference Questionnaire (PLSPQ) dan Online Self-Regulated Learning Questionnaire (OSLQ) yang disebar pada 102 mahasiswa telekomunikasi di DPTE FPTK UPI melalui angket dengan skala likert. Dalam studi ini data dianalisis menerapkan metode regresi linier sederhana. Temuan melalui hasil analisis data mengindikasikan bahwa gaya belajar berpengaruh signifikan terhadap self-regulated learning mahasiswa. Uji signifikansi menggunakan uji-t mengindikasikan dimana nilai thitung melebihi nilai ttabel ($7.525 > 1.984$). Selain itu, ditemukan pula koefisien determinan sebesar 0.362 atau 36.2%, mengindikasikan terdapat korelasi antara gaya belajar dan self-regulated learning. Melalui penjelasan tersebut, dapat ditarik kesimpulan terdapat pengaruh yang signifikan antara gaya belajar terhadap self-regulated learning mahasiswa melalui penelitian ini. Namun, perlu diperhatikan variabel lain yang tidak termasuk dalam ruang lingkup penelitian ini, dimana dapat memberikan pengaruh sebesar 63.8% terhadap self-regulated learning mahasiswa.

Kata Kunci: Gaya Belajar, *Self-Regulated Learning*, Pasca-Pandemi

ABSTRACT

After two years of facing the pandemic, the world is now entering a new era known as the post-pandemic era. Despite the implementation of learning methods in the post-pandemic era, there is a lack of supporting evidence to suggest that students can obtain information in accordance with their individual learning preferences. Therefore, the purpose of this study is to investigate the influence of learning styles on students' self-regulated learning in the post-pandemic era to enhance their self-regulated learning. This study utilize a quantitative research methodology employing a correlational approach. Data were gathered through the Perceptual Learning Style Preference Questionnaire (PLSPQ) and Online Self-Regulated Learning Questionnaire (OSLQ), which were distributed to 102 telecommunications students at DPTE FPTK UPI using a likert scale questionnaire. The data was analyzed utilizing a simple linear regression method. The findings from the data analysis demonstrate a significant influence of students' learning styles on their self-regulated learning. The significance test conducted using the t-test shows reveals that the t-value is higher than the t-table value ($7.525 > 1.984$). Furthermore, a coefficient of determination of 0.362 or 36.2% was found, indicating a correlation between learning styles and self-regulated learning. In conclusion, this study demonstrates a significant influence of learning styles on students' self-regulated learning. However, it is important to consider additional factors that were not examined in this study, as they may account for 63.8% of the influence on students' self-regulated learning.

Keywords: *Learning Style, Self-Regulated Learning, Post-Pandemic*

DAFTAR ISI

LEMBAR PENGESAHAN	i
PERNYATAAN	ii
UCAPAN TERIMA KASIH	iii
ABSTRAK	v
DAFTAR ISI	vii
DAFTAR TABEL	ix
DAFTAR GAMBAR	x
BAB I PENDAHULUAN	1
1.1 Latar Belakang	1
1.2 Rumusan Masalah	3
1.3 Tujuan Penelitian	3
1.4 Manfaat Penelitian	3
1.5 Struktur Organisasi Skripsi	4
BAB II KAJIAN PUSTAKA	5
2.1 <i>Post-Pandemic</i>	5
2.1.1 Dampak di Masa <i>Post-Pandemic</i>	6
2.2 Gaya Belajar	6
2.3 Pendekatan Belajar	8
2.3.1 <i>Pedagogy</i>	9
2.3.2 <i>Andragogy</i>	9
2.3.3 <i>Heutagogy</i>	11
2.4 <i>Self-Regulated Learning</i>	12
2.4.1 Proses <i>Self-Regulated Learning</i>	13
2.5 Penelitian Yang Relevan	15
BAB III METODE PENELITIAN	18
3.1 Desain Penelitian	18
3.2 Responden Penelitian	18
3.3 Instrumen Penelitian	19
3.4 Teknik Analisis Data	26
3.4.1 Analisis Deskriptif	26

3.4.2	Uji Asumsi Klasik.....	27
3.4.3	Regresi Linier Sederhana	28
3.4.4	Uji Signifikansi	29
BAB IV TEMUAN DAN PEMBAHASAN		30
4.1	Temuan	30
4.1.1	Analisis Deskriptif	30
4.1.2	Uji Asumsi Klasik.....	35
4.1.3	Regresi Linier Sederhana	37
4.1.4	Uji Signifikansi	39
4.2.	Pembahasan	39
4.2.1	Kecenderungan Gaya Belajar Mahasiswa.....	39
4.2.2	Tingkat <i>Self-Regulated Learning</i> Mahasiswa	41
4.2.3	Pengaruh Gaya Belajar Terhadap <i>Self-Regulated Learning</i>	42
BAB V Simpulan, Implikasi, dan Rekomendasi		44
5.1	Simpulan.....	44
5.2	Implikasi	44
5.3	Rekomendasi	45
DAFTAR PUSTAKA.....		46
LAMPIRAN.....		54

DAFTAR TABEL

Tabel 2. 1 <i>Definisi Gaya Belajar (Arono et al., 2022)</i>	7
Tabel 2. 2 <i>Penelitian yang Relevan</i>	15
Tabel 3. 1 <i>Gambaran Populasi Responden</i>	19
Tabel 3. 2 <i>Instrumen Penelitian Gaya Belajar</i>	20
Tabel 3. 3 <i>Pemberian Nilai Jawaban Responden</i>	27
Tabel 3. 4 <i>Klasifikasi Persentase Data</i>	27
Tabel 4. 1 <i>Frekuensi Gaya Belajar Mahasiswa Telekomunikasi</i>	31
Tabel 4. 2 <i>Preferensi Gaya Belajar Mahasiswa</i>	31
Tabel 4. 3 <i>Frekuensi Kemandirian Belajar</i>	34
Tabel 4. 4 <i>Uji Normalitas Residual One-Sample Kolmogorov Smirnov</i>	35
Tabel 4. 5 <i>Uji Linieritas Gaya Belajar dengan Self-Regulated Learning</i>	37
Tabel 4. 6 <i>Regresi Linier Sederhana</i>	38
Tabel 4. 7 <i>Nilai Koefisien Determinasi</i>	38
Tabel 4. 8 <i>Hasil Uji-T</i>	39

DAFTAR GAMBAR

<i>Gambar 3. 1</i> Skema Penelitian	19
<i>Gambar 4. 2</i> Diagram Lingkaran Gaya Belajar	33
<i>Gambar 4. 3</i> Persentase <i>Self-Regulated Learning</i>	34
<i>Gambar 4. 4</i> Grafik P-Plot Uji Normalitas Data	36

DAFTAR PUSTAKA

- Aboagye, e., yawson, j. A., & appiah, k. N. (2020). Covid-19 and e-learning: the challenges of students in tertiary institutions. *Social education research*, 2(1), 1–8. <https://doi.org/10.37256/ser.212021422>
- Adetayo, a. J. (2023). Post covid-19 pandemic and library users' education: impact on examination and survey. *The journal of academic librarianship*, 49(3), 102695. <https://doi.org/10.1016/j.acalib.2023.102695>
- Agah, j. J. (2022). *Asian education 2022*, 2022: 1. 1–22.
- Amiruddin. (2023). *Andragogy , peeragogy , heutagogy and cybergogy contribution on self- regulated learning : a structural equation model approach*. 16(3), 551–572.
- Arono, arsyad, s., syahrinan, nadrah, & villia, a. S. (2022). Exploring the effect of digital literacy skill and learning style of students on their meta-cognitive strategies in listening. *International journal of instruction*, 15(1), 527–546. <https://doi.org/10.29333/iji.2022.15130a>
- Arum, n., hidayat, s. N., & nisa, n. (2022). Tantangan inovasi pendidikan di masa pasca pandemi. *Jurnal basicedu*, 6(5), 9079–9086. <https://jbasic.org/index.php/basicedu/article/view/3345>
- Banihashem, s. K., noroozi, o., den brok, p., biemans, h. J. A., & kerman, n. T. (2023). Modeling teachers' and students' attitudes, emotions, and perceptions in blended education: towards post-pandemic education. *International journal of management education*, 21(2), 100803. <https://doi.org/10.1016/j.ijme.2023.100803>
- Barnard, l., lan, w. Y., to, y. M., paton, v. O., & lai, s.-l. (2009). Measuring self-regulation in online and blended learning environments. *The internet and higher education*, 12(1), 1–6. <https://doi.org/https://doi.org/10.1016/j.iheduc.2008.10.005>
- Blaschke, l. M., & hase, s. (2019). Heutagogy and digital media networks. *Pacific journal of technology enhanced learning*, 1(1), 1–14. <https://doi.org/10.24135/pjtel.v1i1.1>
- Bransetter, r. (2022). *What can you do about pandemic learning losses ?*
- Brin. (2022). *Post-pandemic outlook: social perspectives 2022*.

- Campbell, s., greenwood, m., prior, s., shearer, t., walkem, k., young, s., bywaters, d., & walker, k. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of research in nursing*, 25(8), 652–661. <https://doi.org/10.1177/1744987120927206>
- Cervin-ellqvist, m., larsson, d., adawi, t., stöhr, c., & negretti, r. (2021). Metacognitive illusion or self-regulated learning? Assessing engineering students' learning strategies against the backdrop of recent advances in cognitive science. *Higher education*, 82(3), 477–498. <https://doi.org/10.1007/s10734-020-00635-x>
- Chamo, n., & biberman-shalev, l. (2023). *Education sciences ' nice to meet you again ': when heutagogy met blended learning in teacher education , post-pandemic era.*
- Creswell, j. W., & guetterman, t. C. (2019). Educational research : planning, conducting, and evaluating quantitative and qualitative research. In *ta - tt -* (sixth edit). Pearson. <https://doi.org/lk> - <https://worldcat.org/title/1013519301>
- Çulha, ş., & aydin, b. (2022). *Cumhuriyet international journal of education the effect of learning styles on mathematics achievement : öğrenme stillerinin matematik başarısına etkisi : 11(3), 560–574.*
- Diana widhi, r. (2021). Teori & konsep pedagogik. In *penerbit insania.* <https://doi.org/10.5040/9781501346286.0014>
- Dijkstra, s. H. E., hinne, m., segers, e., & molenaar, i. (2023). Clustering children's learning behaviour to identify self-regulated learning support needs. *Computers in human behavior*, 145(march), 107754. <https://doi.org/10.1016/j.chb.2023.107754>
- Dwiyogo, w. D., & rodriguez, e. I. S. (2020). *Blended development learning of soccer courses for education in physical health and recreation students.* 31(ismophs 2019), 6–13. <https://doi.org/10.2991/ahsr.k.201203.002>
- Faturohman, n., & gunawan, a. (2021). Tantangan lembaga pendidikan dasar dalam penyelenggaraan pendidikan pasca pandemi covid-19 di kabupaten serang. *Geneologi pai: jurnal pendidikan agama islam*, 8(2), 433–442.
- Fraenkel, j., wallen, n., & hyun, h. T. A.-t. T.-. (2022). *Ise ebook online access for*

- how to design and evaluate research in education* (11th ed nv). McGraw-hill us higher ed ise. <https://doi.org/10.1080/00131644.2013.836681>
- Ghufron, m. N., & risnawita, r. (2014). *Gaya belajar teoritik*. Pustaka pelajar.
- Gustiani, s. (2020). Students ' motivation in online learning during covid-19 pandemic era: a case study. *Holistics journal*, 12(2), 23–40.
- Hapsari, a., & fatmasari, t. A. (2022). Online self-regulated learning strategies in the process of writing undergraduate thesis: a survey study. *Journal of english and education (jee)*, 8(2), 58–72. <https://doi.org/10.20885/jee.v8i2.24333>
- Hardiyanto, a. (2023). An analysis of student learning style in learning english in sekolah indonesia kuala lumpur, malaysia. *Veles: voices of english language education society*, 7(1), 145–157. <https://doi.org/10.29408/veles.v7i1.7869>
- Hart, c. M. D., berger, d., jacob, b., loeb, s., & hill, m. (2019). Online learning, offline outcomes: online course taking and high school student performance. *Aera open*, 5(1), 1–17. <https://doi.org/10.1177/2332858419832852>
- Helsa. (2023). *Koneksi sebelum remediasi : pondasi menghadapi learning loss pasca pandemi. 2020, 2020–2022*.
- Herison. (2020). Modul statistical package for the social sciences (spss) panduan pengolahan data penelitian menggunakan spss 23 bagi mahasiswa. *Researchgate*, *July*, 1–4. https://www.researchgate.net/publication/342623438_modul_olah_data_dengan_spss_23
- Hermawan, r., & septian, m. D. (2021). *Learning policy model for vocational higher education after the covid-19 pandemic*. 13(december).
- Hidayat, a. (2022). *Post-pandemic education study : analysis of resources , opportunities , and challenges of madrasah education in indonesia*. 6(5), 7342–7354.
- Hidayat, d., rohaya, a., nadine, f., & ramadhan, h. (2020). Kemandirian belajar peserta didik dalam pembelajaran daring pada masa pandemi covid -19. *Perspektif ilmu pendidikan*, 34(2), 147–154. <https://doi.org/10.21009/pip.342.9>
- Hiryanto. (2017). Pedagogi, andragogi dan heutagogi serta implikasinya dalam pemberdayaan masyarakat. *Dinamika pendidikan*, 22, 65–71.

- Ibrahim, a., alang, a. H., madi, b., & ahmad, m. A. (2018). Metodologi penelitian (cet i). *Gunadarma ilmu, jakarta*.
- Idkhan, a. M., & idris, m. M. (2021). Dimensions of students learning styles at the university with the kolb learning model. *International journal of environment, engineering and education*, 3(2), 75–82. <https://doi.org/10.55151/ijeedu.v3i2.60>
- Ingvavara, t., panjaburee, p., srisawasdi, n., & sajjapanroj, s. (2022). The use of a personalized learning approach to implementing self-regulated online learning. *Computers and education: artificial intelligence*, 3(april), 100086. <https://doi.org/10.1016/j.caeai.2022.100086>
- Jahaya, n. . (2022). *Perceptual learning style preferences of undergraduates in english for academic purpose courses in the online distance learning mode*.
- Jalinus, n., ganefri, g., syahril, s., wulansari, r. E., nabawi, r. A., yunos, j. M., & kiong, t. T. (2020). Comparison of learning style between engineering and non-engineering students in vocational education. *International journal of innovation, creativity and change*, 13(12), 283–294. https://www.ijicc.net/images/vol_13/iss_12/131226_jalinus_2020_e_r.pdf
- Jivet, i., scheffel, m., schmitz, m., robbers, s., specht, m., & drachsler, h. (2020). From students with love: an empirical study on learner goals, self-regulated learning and sense-making of learning analytics in higher education. *Internet and higher education*, 47(may), 100758. <https://doi.org/10.1016/j.iheduc.2020.100758>
- Juwita crestiani. (2021). *The online learning in covid 19 pandemic era : 4778*, 792–797. <https://doi.org/10.24256/ideas.v9i2.2387>
- Karuru, p., & para'pak, y. (2023). The effect of internet use on physics learning outcomes in terms of student learning styles. *International journal of environmental, sustainability, and social science*, 4(2), 553–565. <https://doi.org/10.38142/ijesss.v4i2.538>
- Kemendikbud, k. P. K. R. Dan t. (2022). *Penyelenggaraan pembelajaran di perguruan tinggi di masa pandemi coronavirus disease 2019 (covid-19) tahun akademik 2022/2023*.
- Kemendikbud ri. (2022a). *Salinan-panduan-penyelenggaraan-pembelajaran-*

semester-genap-tahun-akademik-20212022.pdf.

- Kemendikbud ri. (2022b). *Salinan keputusan menteri pendidikan, kebudayaan, riset dan teknologi republik indonesia nomor 56/m/2022 tentang pedoman penerapan kurikulum dalam rangka pemulihan pembelajaran*. 112.
- Khaerani, n. S., lintangsari, a. P., gayatri, p., & brawijaya, u. (2023). (*journal of english education and linguistics studies*) p-issn: 2407-2575 e-issn: 2503-2194 <https://jurnalfaktarbiyah.iainkediri.ac.id/index.php/jeels>. 10(january 2023), 119–148.
- Khalil, a., & sabir, m. (2019). Saudi efl learners' perceptual learning-style preferences. *Education and linguistics research*, 5(2), 117. <https://doi.org/10.5296/elr.v5i2.15711>
- Kotronoulas, g., miguel, s., dowling, m., fernández-ortega, p., colomer-lahiguera, s., bağçivan, g., pape, e., drury, a., semple, c., dieperink, k. B., & papadopoulou, c. (2023). An overview of the fundamentals of data management, analysis, and interpretation in quantitative research. *Seminars in oncology nursing*, 39(2), 151398. <https://doi.org/10.1016/j.soncn.2023.151398>
- Lapele, f., kartowagiran, b., haryanto, h., & prihono, e. W. (2022). Heutagogy: the most holistic approach utilizing technology in learning. *Proceedings of the 5th international conference on current issues in education (iccie 2021)*, 640(iccie), 154–159. <https://doi.org/10.2991/assehr.k.220129.028>
- Lestari, a. (2019). Pengaruh kompetensi guru terhadap hasil belajar peserta didik min kabupaten bone. *Pengaruh kompetensi guru terhadap hasil belajar peserta didik min kabupaten bone*, 15(1), 165–175. <https://core.ac.uk/download/pdf/196255896.pdf>
- Mahmud, y. S., & german, e. (2021). Online self-regulated learning strategies amid a global pandemic: insights from indonesian university students. *Malaysian journal of learning and instruction*, 18(2), 45–68. <https://doi.org/10.32890/mjli2021.18.2.2>
- Miller, c. J., & bernacki, m. L. (2019). Training preparatory mathematics students to be high ability self-regulators: comparative and case-study analyses of impact on learning behavior and achievement. *High ability studies*, 30(1–2),

- 167–197. <https://doi.org/10.1080/13598139.2019.1568829>
- Moekahar, f. Dkk. (2019). Sustainable development in developing country for facing industrial revolution 4.0. *Sustainable development in developing country for facing industrial revolution 4.0*, 233–237. <https://proceeding.uir.ac.id/conference/panel/file/1967.pdf#page=248>
- Naila, k. R. (2023). *Learning loss pada kemampuan pemahaman konsep dan representasi matematis peserta didik kelas v sd di era post pandemic covid-19*. 7(1), 288–294.
- Nasional, u. S. P. (2003). Introduction and aim of the study. *Acta pædiatrica*, 71, 6–6. <https://doi.org/10.1111/j.1651-2227.1982.tb08455.x>
- Nikoopour, j., & khoshroudi, m. S. (2021). Efl learners' learning styles and self-regulated learning: do gender and proficiency level matter? *Journal of language teaching and research*, 12(4), 616–623. <https://doi.org/10.17507/jltr.1204.13>
- Nurhayati, e. (2017). Penerapan scaffolding untuk pencapaian kemandirian belajar siswa. *Jurnal penelitian pendidikan dan pengajaran matematika*, 3(1), 21–26.
- Öztürk, m., & çak, ü. (2021). *Öztürk-çakiroğlu2021_article_flippedlearningdesignineflclas.pdf*.
- Porter, b. De, & hernacki, m. (2015). *Quantum learning : unleashing the genius in you*. Kaifa learning.
- Pradana, m., rubiyanti, n., s., w., hasbi, i., & utami, d. G. (2020). Indonesia's fight against covid-19: the roles of local government units and community organisations. *Local environment*, 25(9), 741–743. <https://doi.org/10.1080/13549839.2020.1811960>
- Raković, m., bernacki, m. L., greene, j. A., plumley, r. D., hogan, k. A., gates, k. M., & panter, a. T. (2022). Examining the critical role of evaluation and adaptation in self-regulated learning. *Contemporary educational psychology*, 68, 102027. <https://doi.org/https://doi.org/10.1016/j.cedpsych.2021.102027>
- Ramadhani, s., saragih, m. R. R., sinulingga, s. A. B., & andrian, y. (2022). Gaya belajar siswa di masa pandemi covid-19. *Edumaspul: jurnal pendidikan*, 6(1), 582–587. <https://doi.org/10.33487/edumaspul.v6i1.2257>
- Reuge, n., jenkins, r., bossard, m., soobrayan, b., mizunoya, s., ackers, j., jones, l.,

- & tauro, w. G. (2021). Education response to covid 19 pandemic, a special issue proposed by unicef: editorial review. *International journal of educational development*, 87, 102485. <https://doi.org/10.1016/j.ijedudev.2021.102485>
- Rina, s. (2018). Analisis regresi dan korelasi. *Jurnal pembangunan wilayah & kota*, 1(3), 82–91.
- Romli, m. H., yunus, f. W., hamzah, s. A., romli, m. H., & yunus, f. W. (2022). *Self-regulated learning of nursing students : a cross-sectional study*. 2022.
- Sani, r. (2019). Pengaruh kegiatan menstempel dengan spons terhadap kreativitas pencampuran warna. 4(2), 95–104.
- Saragih, d. K., suwandi, s., & winarni, r. (2022). *Ctl characteristics in college children's literature courses high province of banten*. <https://doi.org/10.4108/eai.8-12-2021.2322559>
- Seralurin, y. C., larasati, r., & pattiasina, v. (2020). The international journal of social sciences world institutional ownership as moderation of execution price relationship and employee stock ownership program (esop): a company performance evaluation. *The international journal of social sciences world tijossw*, 2(02), 85–99. <https://doi.org/10.5281/zenodo.4064470>
- Solissa, e. M., mustoip, s., marlina, m., cahyati, s. S., & asdiana, a. (2023). Components of contextual teaching and learning as the basis for developing a character education model. *Jed (jurnal etika demokrasi)*, 8(1), 38–46. <https://doi.org/10.26618/jed.v>
- Sukackè, v., guerra, a. O. P. De c., ellinger, d., carlos, v., petronienè, s., gaižiūnienè, l., blanch, s., marbà-tallada, a., & brose, a. (2022). Towards active evidence-based learning in engineering education: a systematic literature review of pbl, pjbl, and cbl. *Sustainability (switzerland)*, 14(21). <https://doi.org/10.3390/su142113955>
- Sultan, u., & abidin, z. (2022). *Insights into learning styles preference of engineering*. 7(1), 390–409.
- Tang s, xiang m, cheung t, & xiang y. (2020). Mental health and its correlates among children and adolescents during covid-19 school closure: the importance of parent-child discussion. *J affect disord [revista en internet]* 2021

- [acceso 20 de noviembre de 2022]; 279(1): 353-360. *Journal of affective disorders journal*, 279(january), 353–360.
<https://www.ncbi.nlm.nih.gov/pmc/articles/pmc7550131/>
- Unesco. (2020). Education in a post-covid world : nine ideas for public action. *International commission on the futures of education*, 26.
<https://en.unesco.org/news/education-post-covid-world-nine-ideas-public-action>
- Wahana visi indonesia. (2020). *A rapid assesment on initiating early recovery*.
- Wijaya, p. A., & nurhuda, n. (2019). *Learning style preferences and self-regulated learning and their effects on learning outcomes students of the accounting education study program faculty of education - the islamic university of riauu*. 69(teams 2018), 258–261. <https://doi.org/10.2991/teams-18.2019.45>
- World health organization. (2020). Novel coronavirus. *Situation report – 13*, 13(february), 1–7.
- Yatimah, d. (2022). *Andragogi di dalam keilmuan pendidikan suatu kajian teori dan implementasi penulis : durotul yatimah eliana sari desain cover : ilmi zakiah amalia editor : dr . Karnadi , m . Si . Cetakan ke : pertama , januari 2022 tebal halaman : iv + 96 halaman ukuran*.
- Zhao, y., & watterston, j. (2021). The changes we need: education post covid-19. *Journal of educational change*, 22(1), 3–12. <https://doi.org/10.1007/s10833-021-09417-3>
- Zhu, y. (2020). Review of self-regulated learning in massive open online course. *Journal of education and practice*, 11(8), 9–14.
<https://doi.org/10.7176/jep/11-8-02>