

**KONTRIBUSI SELF-REGULATED LEARNING TERHADAP KEPUASAN  
MAHASISWA MENGENAI PEMBELAJARAN JARAK JAUH YANG  
DIMODERASI PENILAIAN PERAN PENGAJAR**

**SKRIPSI**

Diajukan untuk Memenuhi Salah Satu Syarat  
Memperoleh Gelar Sarjana Psikologi



Disusun oleh:  
Amaliyah Nur Azizah  
1600276

**DEPARTEMEN PSIKOLOGI  
FAKULTAS ILMU PENDIDIKAN  
UNIVERSITAS PENDIDIKAN INDONESIA  
BANDUNG  
2021**

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Oleh:

Amaliyah Nur Azizah

Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Sarjana Psikologi pada Departemen Psikologi Fakultas Ilmu Pendidikan

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## **LEMBAR PENGESAHAN SKRIPSI**

Amaliyah Nur Azizah

1600276

**Kontribusi *Self-Regulated Learning* terhadap Kepuasan Mahasiswa Mengenai  
Pembelajaran Jarak Jauh yang Dimoderasi Penilaian Peran Pengajar**

**Disetujui dan Disahkan Oleh Pembimbing:**

**Pembimbing I,**

Dr. Tina Hayati Dahlan, S. Psi., M. Pd., Psikolog

NIP. 19720419 200912 2 002

**Pembimbing II,**

Ifa Hanifah Misbach, S.Psi., M.A., Psikolog

NIP.19750729 200501 2 001

**Mengetahui,**

**Ketua Departemen Psikologi**

Dr. Sri Masliyah, M.Psi., Psikolog

NIP. 19700726 200312 2 001

**SKRIPSI INI TELAH DIAJUKAN PADA:**

Hari, tanggal  
Waktu  
Tempat

: Senin, 25 Januari 2021  
: Pukul 09.00-10.00 WIB  
: Ruang Sidang 2 Departemen Psikologi

**Para penguji terdiri atas:**  
**Penguji I,**

Dr. Tina Hayati Dahlan, S.Psi., M.Pd., Psikolog  
NIP. 19720419 200912 2 002

**Penguji II,**

Hani Yulindrasari, S.Psi., M.Gendst., Ph.D.  
NIP. 19790714 200212 2 001

**Penguji III,**

Sitti Chotidjah, M.A., Psikolog.  
NIP. 19771205 200604 2 001

**Tangggung Jawab Yuridis ada pada:**

Amaliyah Nur Azizah  
NIM. 1600276

## ABSTRAK

**Amaliyah Nur Azizah (1600276).** Kontribusi *Self-Regulated Learning* terhadap Kepuasan Mahasiswa Mengenai Pembelajaran Jarak Jauh yang Dimoderasi Penilaian Peran Pengajar. Skripsi. Departemen Psikologi, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia. Bandung. (2021).

Penelitian ini memiliki tujuan untuk melihat kontribusi *self-regulated learning* terhadap kepuasan mahasiswa yang dimoderasi penilaian peran pengajar dalam pembelajaran jarak jauh. Responden ( $N=337$ ) mahasiswa angkatan 2016, 2017, 2018, 2019 Universitas Pendidikan Indonesia mengisi *Online Self-Regulated Learning Questionnaire* (OSLQ) untuk mengukur *self-regulated learning* mahasiswa dalam PJJ, instrumen *student satisfaction with online learning* untuk mengukur kepuasan mahasiswa selama menjalani pembelajaran jarak jauh, dan *Scale of Teacher Role Inventory* (STRI) untuk mengukur penilaian mahasiswa terhadap peran pengajarnya. Teknik sampel yang digunakan adalah teknik *incidental sampling*. Teknik analisis data yang digunakan adalah analisis regresi linear untuk mengetahui kontribusi *self-regulated learning* terhadap kepuasan mahasiswa dan regresi berganda untuk mengetahui kontribusi *self-regulated learning* terhadap kepuasan mahasiswa yang dimoderasi peran pengajar dalam pembelajaran jarak jauh. Hasil penelitian ini menunjukkan bahwa peran pengajar memoderasi kontribusi *self-regulated learning* terhadap kepuasan mahasiswa dalam pembelajaran jarak jauh.

**Kata kunci:** *self-regulated learning*, kepuasan mahasiswa, peran pengajar, mahasiswa, PJJ.

## ABSTRACT

**Amaliyah Nur Azizah (1600276).** *Contribution of Self-Regulated Learning to Student Satisfaction with Teachers' Roles Moderation in Distance Learning.* Thesis. Departement of Psychology, Faculty of Education, Indonesia University of Education. Bandung. (2021).

*This study aims to examine the contribution of self-regulated learning to student satisfaction moderated by the teachers' roles in distance learning. Respondents ( $N = 337$ ) college students generation 2016-2019 in Indonesia University of Education filled out the Online Self-Regulated Learning Questionnaire (OSLQ) to measure student self-regulated learning in distance learning, student satisfaction with online learning instruments to measure student satisfaction during distance learning, and the Scale of Teacher Role Inventory (STRI) to measure student perceptions of the teachers' roles. The sample technique used is the incidental technique. The data analysis technique used is linear regression analysis to see the contribution of self-regulated learning to student satisfaction and multiple regression to see the contribution of self-regulated learning to student satisfaction moderated by the teachers' roles in distance learning. The results of this study indicate that the teachers' roles moderating the contribution of self-regulated learning to student satisfaction in distance learning.*

**Keywords:** self-regulated learning, student satisfaction, teacher's roles, college students, distance learning.

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