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**KONTRIBUSI HARAPAN AKADEMIK MAHASISWA  
TERHADAP *SELF-REGULATED LEARNING***

(Studi Korelasi terhadap Mahasiswa Angkatan 2021  
Universitas Pendidikan Indonesia)

**SKRIPSI**

**Diajukan untuk Memenuhi Sebagian Syarat Memperoleh Gelar  
Sarjana Pendidikan Program Studi Bimbingan dan Konseling**



**oleh**

**Siti Rofiqoh  
NIM 1806903**

**PROGRAM STUDI BIMBINGAN DAN KONSELING  
FAKULTAS ILMU PENDIDIKAN  
UNIVERSITAS PENDIDIKAN INDONESIA  
2023**

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Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Sarjana Pendidikan dalam Bidang Bimbingan dan Konseling

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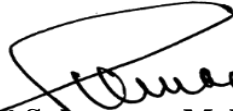
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TERHADAP *SELF-REGULATED LEARNING*  
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**KONTRIBUSI HARAPAN AKADEMIK MAHASISWA TERHADAP *SELF-REGULATED LEARNING* (STUDI  
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## LEMBAR PERNYATAAN

Dengan ini saya menyatakan skripsi dengan judul **“Kontribusi Harapan Akademik Mahasiswa terhadap *Self-Regulated Learning* (Studi Korelasi terhadap Mahasiswa Angkatan 2021 Universitas Pendidikan Indonesia)”** ini beserta seluruh isinya adalah benar-benar karya 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 resiko/sanksi apabila dikemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, Januari 2023

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## UCAPAN TERIMA KASIH

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Bandung, Januari 2023  
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## ABSTRAK

### **Siti Rofiqoh. 1806903. (2023). Kontribusi Harapan Akademik Mahasiswa terhadap Self-Regulated Learning (Studi Korelasi terhadap Mahasiswa Angkatan 2021 Universitas Pendidikan Indonesia)**

Penelitian dilatarbelakangi oleh pentingnya *self-regulated learning* bagi mahasiswa. *Self-regulated learning* merupakan proses mengendalikan metakognitif, motivasi, dan perilaku mahasiswa dalam mencapai tujuan akademiknya sehingga mampu menghadapi tantangan-tantangan dalam proses belajar. Harapan akademik merupakan keyakinan tentang yang akan terjadi dan dapat membantu dalam pencapaian tujuan akademik. Penelitian ini bertujuan untuk mengetahui kontribusi atau pengaruh harapan akademik terhadap *self-regulated learning* mahasiswa menggunakan pendekatan kuantitatif dengan metode korelasional dan desain penelitian *explanatory research design*. Pengumpulan data diperoleh menggunakan teknik *non-probability sampling* tipe *convenience sampling* pada 410 mahasiswa S1 Angkatan 2021 Universitas Pendidikan Indonesia. Hasil penelitian menunjukkan: (1) kecenderungan umum *self-regulated learning* mahasiswa berada pada kategori sedang, (2) kecenderungan umum harapan akademik mahasiswa berada pada kategori *hopefulness*, (3) hasil pengujian korelasi menunjukkan  $p=0,000<0,05$  yang artinya terdapat hubungan positif dan signifikan antara harapan akademik mahasiswa dengan *self-regulated learning* dan hasil pengujian koefisien determinasi menunjukkan harapan akademik mahasiswa memiliki kontribusi sebesar 35,2% pada *self-regulated learning*. Implikasi penelitian menunjukkan perlunya pengembangan *self-regulated learning* dan harapan akademik mahasiswa secara beriringan melalui layanan bimbingan belajar.

Kata kunci: harapan akademik, mahasiswa, *self-regulated learning*

## ABSTRACT

**Siti Rofiqoh. 1806903. (2023). *Contribution of Students Academic Hope to Self-Regulated Learning (Correlation Study of Students on the Class of 2021 Education University of Indonesia).***

*Research is motivated by the importance of self-regulated learning for students. Self-regulated learning is a process of controlling students' metacognitive, motivation, and behavior in achieving their academic goals so that they are able to face challenges in the learning process. Academic expectations are beliefs about what will happen and can help in achieving academic goals. This study aims to determine the contribution or influence of academic expectations on students' self-regulated learning using a quantitative approach with a correlational method and an explanatory research design. Data collection was obtained using a non-probability sampling technique with the convenience sampling type on 410 undergraduate students Batch 2021 at the Indonesian University of Education. The results showed: (1) the general tendency of student self-regulated learning was in the moderate category, (2) the general trend of student academic expectations was in the hopefulness category, (3) the results of the correlation test showed  $p=0.000<0.05$ , which means there is a relationship positive and significant relationship between student academic expectations and self-regulated learning and the results of the coefficient of determination test show that student academic expectations contribute 35.2% to self-regulated learning. The research implications show the need to develop self-regulated learning and the expectations of academic students simultaneously through tutoring services.*

*Keywords: academic hope, self-regulated learning, student*



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