ABSTRAK

Penelitian ini berjudul "Korelasi *Self-regulated learning* dengan pemanfaatan materi *e-learning asynchronous*". Penelitian ini bertujuan untuk mengetahui hubungan antara *self-regulated learning* dengan intensitas akses materi *e-learning asynchronous*. Adapun yang menjadi sampel yaitu 125 orang mahasiswa Jurusan Teknologi Informatika angkatan 2016 sampai dengan 2021, dengan menggunakan teknik *purposive sampling*. Jenis penelitian adalah deskriptif korelasional dengan pendekatan kuantitatif. Teknik pengumpulan data menggunakan angket skala *self-regulated learning* dan angket intensitas akses materi e-learning. Teknik analisis data menggunakan deskriptif persentase dan korelasi. Hasil analisis deskriptif data menunjukkan bahwa *self-regulated learning* mahasiswa Jurusan Teknologi Informasi dalam kategori sedang dengan indikator yang paling berpengaruh yaitu penentuan tujuan, penentuan tempat, dan evaluasi mandiri. Adapun intensitas akses materi e-learning asynchronous mahasiswa Teknologi Informasi dalam kategori tinggi dengan pilihan "hampir setiap hari" yang mempunyai persentase paling besar sebanyak 47%. Berdasarkan hasil penelitian diperoleh koefisien korelasi (rxy) = -0,13 dengan nilai signifikansi 0,13 (p > 0,01), sehingga hasil menyatakan bahwa tidak ada korelasi yang signifikan antara dua variabel.

ABSTRACT

This research is entitled "Self-regulated learning correlation with usage intensity of asynchronous e-learning materials". This study aims to determine the relationship between self-regulated learning and the intensity of access to asynchronous e-learning materials. As for the sample, 125 students of Informacy Technology Gajah Mada University from 2016 to 2021, using purposive sampling technique. This type of research is descriptive correlational with a quantitative approach. The data collection technique used a self-regulated learning scale questionnaire and a questionnaire on the intensity of access to e-learning materials. The data analysis technique used descriptive percentage and correlation. The results of the descriptive analysis of the data showed that the self-regulated learning of Information Technology Department students was in the medium category with the most influential indicators, namely goal determination, place determination, and independent evaluation. The intensity of access to asynchronous e-learning materials for Information Technology students is in the high category with the choice of "almost every day" which has the largest percentage of 47%. Based on the results of the study, the correlation coefficient (rxy) = -0.13 with a significance value of 0.13 (p > 0.01), so the results state that there is no significant correlation between the two variables.