

## PERAN *SELF REGULATED LEARNING* MAHASISWA DAN DUKUNGAN INSTITUSI DALAM PEMBELAJARAN SISTEM HYBRID DI UNIVERSITAS NEGERI DI YOGYAKARTA

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### INTISARI

Di Indonesia, pembelajaran hybrid menjadi semakin populer di dunia pendidikan tinggi paska Pandemi Covid-19. Berbagai institusi pendidikan baik negeri maupun swasta mencoba menerapkan pembelajaran hybrid dengan segala tantangan yang ada. Studi ini bertujuan untuk mengetahui tingkat *self regulated learning* (SRL) mahasiswa dan dukungan institusi serta menemukan hubungan atau interaksi antara kedua faktor tersebut dalam memaksimalkan potensi pembelajaran hybrid di dua Universitas Negeri di Yogyakarta yaitu Universitas Gadjah Mada (UGM) dan Universitas Negeri Yogyakarta (UNY). Penggalan data dilakukan melalui *mix method*. Data kuantitatif diperoleh dari survei kepada 385 responden mahasiswa sedangkan data kualitatif didapatkan melalui *Focus Group Discussion* (FGD) dan *group interview* dilakukan kepada 3 mahasiswa UGM dan 3 mahasiswa UNY. Responden dalam penelitian ini adalah mahasiswa program sarjana angkatan 2020-2024 yang pernah mengikuti proses pembelajaran hybrid di pendidikan tinggi. Secara keseluruhan, Peneliti melakukan proses pengumpulan data dengan kuesioner melalui *google form*. Data yang terkumpul kemudian diolah dengan aplikasi SPSS 26 dan dianalisis dengan menentukan skor kategorisasi. Hasil perhitungan skor dikonfirmasi dengan hasil FGD untuk mendapatkan penjelasan lebih lanjut dan memahami konteks di balik data tersebut. Hasil penelitian menunjukkan bahwa tingkat *self regulated learning* (SRL) mahasiswa ada pada tingkat tinggi yaitu 95.1% dengan jumlah 366 orang sedangkan dukungan institusi berada pada tingkat tinggi yaitu 94.5% dengan jumlah 364 orang. Dari hasil penelitian dapat disimpulkan bahwa *self regulated learning* (SRL) mahasiswa dan dukungan institusi secara simultan memiliki peran positif dan signifikan dalam pembelajaran sistem hybrid. Selanjutnya hasil dari penelitian ini bisa dijadikan rujukan bagi para pemangku kebijakan ditingkat universitas atau pendidikan tinggi agar memperhatikan faktor internal dan eksternal dalam meningkatkan kualitas pembelajaran hybrid. Studi ini juga menemukan bahwa mahasiswa klaster sosial humaniora memiliki tingkat *self Regulated Learning* dan tingkat dukungan institusi yang lebih tinggi daripada mahasiswa dari klaster STEM.

**Kata kunci:** *Self Regulated Learning*, Dukungan Institusi, Pembelajaran Sistem Hybrid, UGM, UNY

## **THE ROLE OF STUDENT SELF-REGULATED LEARNING AND INSTITUTIONAL SUPPORT INSTITUTION IN HYBRID SYSTEM LEARNING AT PUBLIC UNIVERSITIES IN YOGYAKARTA**

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### **ABSTRACT**

In Indonesia, hybrid learning has become increasingly popular in higher education after the Covid-19 pandemic. Various educational institutions both public and private try to implement hybrid learning with all the challenges that exist. This study aims to determine the level of student self-regulated learning (SRL) and institutional support and find the relationship or interaction between the two factors in maximising the potential of hybrid learning in two state universities in Yogyakarta, namely Gadjah Mada University (UGM) and Yogyakarta State University (UNY). Data collection was conducted through mixed method. Quantitative data was obtained from a survey to 385 student respondents while qualitative data was obtained through Focus Group Discussion (FGD) and group interviews conducted to 3 UGM students and 3 UNY students. Respondents in this study are undergraduate students from 2020-2024 who have participated in the hybrid learning process in higher education. Overall, researchers conducted a data collection process with a questionnaire through google form. The data collected was then processed with the SPSS 26 application and analysed by determining the categorisation score. The results of the score calculation were confirmed with the FGD results to get further explanation and understand the context behind the data. The results showed that the level of students' self-regulated learning (SRL) was at a high level of 95.1% with a total of 366 people while institutional support was at a high level of 94.5% with a total of 364 people. From the results of the study it can be concluded that student self regulated learning (SRL) and institutional support simultaneously have a positive and significant role in hybrid system learning. Furthermore, the results of this study can be used as a reference for policy makers at the university or higher education level to pay attention to internal and external factors in improving the quality of hybrid learning. This study also found that students from the social humanities cluster have higher levels of self-regulated learning and higher levels of institutional support than students from the STEM cluster.

**Keywords: Self Regulated Learning, Institutional Support, Hybrid System Learning, UGM, UNY**