



## **Peran Self-Regulated Learning pada Learning Agility Mahasiswa dengan Lingkungan Belajar Online Sebagai Moderator**

**Hayinah Ipmawati, T. Novi Poespita Chandra  
Fakultas Psikologi UGM**

### **Abstrak**

Pandemi covid-19 membawa perubahan pada proses belajar mahasiswa, *learning agility* diperlukan agar mahasiswa siap menghadapi perubahan tersebut. Untuk bisa *agile*, mahasiswa perlu memiliki *self-regulated learning* yang dapat mempengaruhi kecepatan dan fleksibilitas mahasiswa dalam menghadapi perubahan. Selain itu, lingkungan belajar *online* juga mungkin memiliki peran *dalam* menghadapi perubahan. Penelitian ini dirancang untuk mengetahui peran *self-regulated learning* pada *learning agility* mahasiswa dengan lingkungan belajar *online* sebagai moderator. Metode yang digunakan dalam penelitian ini adalah survei yang dilakukan secara *online* kepada 297 mahasiswa universitas negeri dan swasta di Indonesia. Data yang diperoleh dianalisis dengan *moderated regression analysis*. Hasil penelitian ini menunjukkan bahwa lingkungan belajar *online* tidak menunjukkan peran moderasinya terhadap *self-regulated learning* dan *learning agility*.

Kata kunci: *learning agility*, lingkungan belajar *online*, *self-regulated learning*

## **The Role of Self-Regulated Learning Towards College Student's Learning Agility with Online Learning Environment as Moderator**

**Hayinah Ipmawati, T. Novi Poespita Chandra  
Fakultas Psikologi UGM**

### **Abstract**

Covid-19 pandemic leads to sudden change of college student's learning progress, they need learning agility to learn fast and flexible in this hard situation. They also need self-regulated learning and consider their online learning environment to be agile. This research is conducted to know the role of self-regulated learning towards college student's learning agility with an online learning environment as moderator. This is a survey research, conducted by giving online questionnaires to 297 Indonesian college students from state and private universities. This data was analyzed by moderated regression analysis. This research shows that the online learning environment doesn't show its moderation role on self-regulated learning's role towards learning agility.

Key words: learning agility, online learning environment, self-regulated learning