

**PERBEDAAN *SELF REGULATED LEARNING* PADA MAHASISWA  
YANG DITERIMA MELALUI JALUR TES DAN JALUR NON TES**

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**ABSTRAK**

Penelitian ini bertujuan untuk mengetahui perbedaan *self regulated learning* antara mahasiswa yang diterima melalui jalur tes dan non tes. Hipotesis yang diajukan adalah ada perbedaan *self regulated learning* antara mahasiswa yang diterima melalui jalur tes dan non tes, dengan *self regulated learning* mahasiswa yang diterima melalui jalur non tes lebih tinggi daripada yang diterima melalui jalur tes. Jenis penelitian ini termasuk penelitian komparatif. Subjek penelitian ini berjumlah 100 orang, terdiri dari 45 orang mahasiswa yang diterima melalui jalur tes dan 55 orang mahasiswa dari jalur non tes, seluruhnya merupakan mahasiswa Psikologi Universitas Sanata Dharma Yogyakarta. Skala yang digunakan yaitu skala *self regulated learning*. Skala *self regulated learning* disusun berdasarkan aspek metakognisi, motivasi dan aspek perilaku. Koefisien reliabilitas dari skala ini adalah 0,915. Hasil yang diperoleh dari data yang diolah dengan *Independent Sample t-Test*,  $p = 0,433$  ( $p > 0,05$ ). Hal tersebut menunjukkan hipotesis pada penelitian ini ditolak, yang berarti tidak ada perbedaan *self regulated learning* antara mahasiswa yang diterima melalui jalur tes dan non tes.

Kata kunci : *self regulated learning*, jalur tes dan non tes

**THE DIFFERENCE OF SELF REGULATED LEARNING BETWEEN  
THE STUDENTS RECEIVED THROUGH LANE TEST AND NON TEST**

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**ABSTRACT**

*This study aims to determine the differences in self regulated learning among students accepted through the test and non test. The hypothesis advanced is that there are differences between student self-regulated learning received through the test and non test, self regulated learning by students accepted through the non test is higher than that received through the test. This type of research include comparative studies. The subject of this study amounted to 100 people, consisting of 45 students accepted through the test and 55 students from non-test, entirely a psychology student Sanata Dharma University, Yogyakarta. The scale used is self-regulated learning scale. Scale based on self-regulated learning aspect of metacognition, motivation and behavioral aspects. Reliability coefficient of this scale was 0.915. the results obtained from the data that is processed by the Independent Sample t-Test,  $p=0.433$  ( $p>0.05$ ). This is demonstrated in this study the hypothesis was rejected, which means there is no difference in self-regulated learning among students accepted through the test and non test.*

Key words : *self-regulated learning, lane test and non test*