

**HUBUNGAN ANTARA DIMENSI-DIMENSI  
*SELF-REGULATED LEARNING* DAN LITERASI MEDIA BARU  
PADA MAHASISWA**

**ABSTRAK**

Prastiwi, Agatha Leonia. 2023. Hubungan antara *self-regulated learning* dan literasi media baru pada mahasiswa. *Skripsi*. Yogyakarta: Psikologi, Fakultas Psikologi, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk mengetahui hubungan antara dimensi-dimensi *self-regulated learning* dan literasi media baru pada mahasiswa. Hipotesis dalam penelitian ini adalah terdapat hubungan yang positif dan signifikan antara dimensi-dimensi *self-regulated learning* dan literasi media baru. Subjek yang terlibat dalam penelitian ini sejumlah 458 subjek yang terdiri dari 257 mahasiswa perempuan dan 201 laki-laki berusia 18-25 tahun. Penelitian ini melakukan pengambilan data menggunakan *survei online* dengan skala adaptasi New Media Literacy Scale (NMLS) dan skala *Online Self-regulated Learning Questionnaire* (OSLQ). NMLS memiliki reliabilitas *alpha cronbach* ( $\alpha=0,969$ ) dan OSLQ memiliki reliabilitas *alpha cronbach* ( $\alpha$  *goal setting*= 0,759;  $\alpha$  *environment structuring*= 0,659;  $\alpha$  *task strategies*= 0,751;  $\alpha$  *time management*= 0,825;  $\alpha$  *help seeking*= 0,648;  $\alpha$  *self evaluation*= 0,751). Analisis korelasi dilakukan dengan metode *Spearman's rho* karena data tidak terdistribusi secara normal. Hasil menunjukkan bahwa terdapat hubungan positif dan signifikan antara literasi media baru dan *goal setting* ( $r[458] = 0.606$ ,  $p = 0.000$ ), literasi media baru dan *environment structuring* ( $r[458] = 0.350$ ,  $p = 0.000$ ), literasi media baru dan *task strategies* ( $r[458] = 0.623$ ,  $p = 0.000$ ), literasi media baru dan *time management* ( $r[458] = 0.610$ ,  $p = 0.000$ ), literasi media baru dan *help seeking* ( $r[458] = 0.553$ ,  $p = 0.000$ ), literasi media baru dan *self evaluation* ( $r[458] = 0.687$ ,  $p = 0.000$ ).

**Kata kunci:** literasi media baru, mahasiswa, *self-regulated learning*,

**RELATIONSHIP BETWEEN DIMENSIONS  
SELF-REGULATED LEARNING AND NEW MEDIA LITERACY  
IN STUDENTS**

**ABSTRACT**

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This study aims to determine the relationship between the dimensions of self-regulated learning and new media literacy in college students. The hypothesis in this study is that there is a positive and significant relationship between the dimensions of self-regulated learning and new media literacy. The subjects involved in this study were 458 subjects consisting of 257 female students and 201 male students aged 18-25 years. This study collected data using an online survey with the adaptation scale of the New Media Literacy Scale (NMLS) and the Online Self-regulated Learning Questionnaire (OSLQ) scale. NMLS has alpha cronbach reliability ( $\alpha=0.969$ ) and OSLQ has alpha cronbach reliability ( $\alpha$  goal setting= 0.759;  $\alpha$  environment structuring= 0.659;  $\alpha$  task strategies= 0.751;  $\alpha$  time management= 0.825;  $\alpha$  help seeking= 0.648;  $\alpha$  self-evaluation = 0.751). Correlation analysis was carried out using the Spearman's rho method because the data were not normally distributed. The results show that there is a positive and significant relationship between new media literacy and goal setting ( $r[458] = 0.606$ ,  $p = 0.000$ ), new media literacy and environment structuring ( $r[458] = 0.350$ ,  $p = 0.000$ ), new media literacy and task strategies ( $r[458] = 0.623$ ,  $p = 0.000$ ), new media literacy and time management ( $r[458] = 0.610$ ,  $p = 0.000$ ), new media literacy and help seeking ( $r[458] = 0.553$ ,  $p = 0.000$ ), new media literacy and self-evaluation ( $r[458] = 0.687$ ,  $p = 0.000$ ).

**Keywords:** new media literacy, self-regulated learning, students