

ABSTRAK

PENGARUH *SELF REGULATED LEARNING*, MINAT BELAJAR, DAN LINGKUNGAN BELAJAR TERHADAP PRESTASI BELAJAR MAHASISWA UNIVERSITAS SANATA DHARMA

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Penelitian ini bertujuan untuk menguji dan menganalisis pengaruh *self regulated learning*, minat belajar, dan lingkungan belajar terhadap prestasi belajar mahasiswa Universitas Sanata Dharma.

Penelitian ini merupakan penelitian eksplanatori yang dilaksanakan di Universitas Sanata Dharma Yogyakarta pada bulan April 2023. Populasi dalam penelitian ini adalah mahasiswa angkatan 2019 sebanyak 341 mahasiswa. Sampel diambil dengan menggunakan teknik *proportional random sampling*. Teknik pengumpulan data yang digunakan adalah kuesioner dengan bantuan *Google Form*. Teknik analisis data yang digunakan yaitu dengan analisis regresi linear berganda.

Hasil analisis data menunjukkan bahwa: (1) *self regulated learning*, minat belajar, dan lingkungan belajar dapat menjadi prediktor prestasi belajar mahasiswa; (2) *self regulated learning* berpengaruh positif terhadap prestasi belajar mahasiswa; (3) minat belajar tidak berpengaruh terhadap prestasi belajar mahasiswa; (4) lingkungan belajar berpengaruh positif terhadap prestasi belajar mahasiswa.

Kata Kunci: *self regulated learning*, minat belajar, lingkungan belajar, prestasi belajar.

ABSTRACT

THE EFFECT OF SELF REGULATED LEARNING, LEARNING INTEREST, AND LEARNING ENVIRONMENT ON STUDENT'S LEARNING ACHIEVEMENTS IN SANATA DHARMA UNIVERSITY

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This study aims to examine and analyze the effect of self regulated learning, learning interest, and learning environment on student achievement in Sanata Dharma University.

This research is an explanatory research that was conducted at Sanata Dharma University, in April 2023. The population in this study is a class of 2019 as many as 341 students. Samples are taken using proportional random sampling techniques. The data collection technique used is a questionnaire with the help of Google Form. The data analysis was multiple linear regression.

The results of data analysis show that: (1) self regulated learning, learning interest, and learning environment could be predictors of the student learning achievements; (2) self regulated learning had a positive effect on the student learning achievements; (3) learning interest did not effect on the student learning achievements; and (4) learning environment had a positive effect on the student learning achievements.

Keywords: *self regulated learning, learning interest, learning environment, learning achievement*