

## ABSTRAK

Roncaly, G. A. (2025). Hubungan *Self-Regulated Learning* Dengan Prestasi Akademik Mahasiswa yang Bekerja Paruh Waktu. *Skripsi*. Yogyakarta : Psikologi, Fakultas Psikologi, Universitas Sanata Dharma.

Mahasiswa yang bekerja paruh waktu sering dihadapkan dengan tantangan-tantangan atas tanggung jawab ganda yang dihadapi dan memerlukan kemandirian dalam belajar atau *self-regulated learning* (SRL) untuk mempertahankan prestasi akademik yang baik. Penelitian ini bertujuan untuk mengetahui hubungan antara SRL dengan prestasi akademik mahasiswa paruh waktu dengan metode kuantitatif korelasional. Hipotesis alternatif penelitian ini adalah terdapat hubungan positif antara *self-regulated learning* dengan prestasi akademik mahasiswa yang bekerja paruh waktu. Hasil penelitian ini menunjukkan bahwa SRL dan prestasi akademik mahasiswa yang bekerja paruh waktu memiliki hubungan positif dan signifikan ( $r = 0.252$ ;  $p = 0.002$ ). Meski terdapat hubungan positif dan signifikan, kekuatan hubungan antar variabel lemah. SRL hanya berkontribusi sebesar 6.35% pada prestasi akademik mahasiswa yang bekerja paruh waktu. Hal tersebut menandakan bahwa 93.65% variasi prestasi akademik berhubungan dengan faktor-faktor selain SRL.

**Kata Kunci :** *self-regulated learning*, kemandirian belajar, mahasiswa, bekerja paruh waktu.



**ABSTRACT**

Roncaly, G. A. (2025). The Relationship Between Self-Regulated Learning And The Academic Achievement Of Part-Time Working Students. *Thesis*. Yogyakarta: Psychology, Faculty of Psychology, Sanata Dharma University.

*University students who work part-time often face challenges due to their dual responsibilities and require independence in learning or self-regulated learning (SRL) to maintain good academic achievement. This study aims to examine the relationship between SRL and academic achievement among part-time working university students using quantitative correlational method. The alternative hypothesis of this study is that there is a positive relationship between self-regulated learning and academic achievement among university students who work part-time. This study found that SRL and academic achievement among part-time working university students have a positive and significant relationship ( $r = 0.252$ ,  $p = 0.002$ ). Although there is a positive and significant relationship, the strength of the relationship between the variables is weak. SRL only contributes 6.35% to the academic achievement of part-time working university students. This indicates that 93.65% of the variation in academic achievement is related to factors other than SRL.*

*Keywords : self-regulated learning, srl, university students, part-time working.*