

ABSTRAK

HUBUNGAN *DIGITAL WELLBEING* DENGAN KEMANDIRIAN BELAJAR MAHASISWA PROGRAM STUDI PENDIDIKAN BIOLOGI UNIVERSITAS SANATA DHARMA DI ERA MEDIA SOSIAL

Garcia F Br Malau
221434031
Universitas Sanata Dharma

Perkembangan teknologi digital yang pesat telah mengubah cara mahasiswa mengakses informasi dan berinteraksi dalam lingkup akademik. Namun, frekuensi interaksi gawai yang tidak teratur berpotensi memicu distraksi media sosial, kelelahan layar (*screen fatigue*), serta hambatan fokus yang berdampak pada kemandirian belajar mahasiswa. Oleh karena itu, pendekatan *digital wellbeing* diperlukan sebagai fondasi regulasi diri untuk meminimalisir distraksi dan mengoptimalkan penggunaan teknologi secara sehat. Penelitian ini bertujuan untuk menganalisis tingkat *digital wellbeing*, tingkat kemandirian belajar, dan hubungan antara *digital wellbeing* dengan kemandirian belajar mahasiswa Program Studi Pendidikan Biologi Universitas Sanata Dharma di era media sosial.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional. Sampel penelitian terdiri dari 119 mahasiswa aktif yang dipilih menggunakan teknik *proportional stratified random sampling*. Data utama dikumpulkan melalui kuesioner terstruktur dan didukung oleh wawancara mendalam sebagai teknik triangulasi. Data tingkat *digital wellbeing* dan kemandirian belajar dianalisis secara deskriptif persentase, sedangkan hubungan antarvariabel diuji menggunakan korelasi *Spearman's rho*. Hasil penelitian menunjukkan bahwa tingkat *digital wellbeing* dan kemandirian belajar mahasiswa berada pada kategori sangat tinggi, dengan skor rerata masing-masing sebesar 81,09% dan 80,03%. Temuan kualitatif mendukung hasil kuantitatif tersebut, mahasiswa secara aktif mengendalikan distraksi digital melalui pengaktifan mode *Do Not Disturb* (DND), penggunaan *to-do list*, serta pemanfaatan kecerdasan buatan (AI) secara berdaya guna. Uji korelasi menghasilkan nilai koefisien (r_s) sebesar 0,751 dengan signifikansi 0,000 ($p < 0,05$), yang mengindikasikan adanya hubungan positif yang kuat dan signifikan antara *digital wellbeing* dan kemandirian belajar.

Kata kunci: *digital wellbeing*, kemandirian belajar, mahasiswa, media sosial, korelasi.

ABSTRACT

***THE RELATIONSHIP BETWEEN DIGITAL WELLBEING AND STUDENT
LEARNING INDEPENDENCE IN THE BIOLOGY EDUCATION STUDY
PROGRAM AT SANATA DHARMA UNIVERSITY IN THE ERA OF SOCIAL
MEDIA***

*Garcia F Br Malau
221434031
Sanata Dharma University*

The rapid advancement of digital technology has transformed how university students access information and interact within academic spheres. However, unregulated device usage risks triggering social media distractions and screen fatigue, which negatively impact students' self-regulated learning. Therefore, a digital wellbeing approach is essential as a self-regulation framework to mitigate distractions and optimize healthy technology use. This study aims to analyze the levels of digital wellbeing, self-regulated learning, and the relationship between digital wellbeing and self-regulated learning among Biology Education students at Sanata Dharma University in the social media era.

This study employed a quantitative approach with a correlational design. The sample comprised 119 active students selected via proportional stratified random sampling. Primary data were gathered using structured questionnaires and supplemented by in-depth interviews for triangulation. Descriptive percentage analysis was used to measure digital wellbeing and self-regulated learning levels, while the relationship between variables was examined using Spearman's rho correlation test. The results revealed that both digital wellbeing and self-regulated learning levels belonged to the high category, with average scores of 81.09% and 80.03%, respectively. Qualitative findings corroborated these quantitative results, demonstrating that students actively manage digital distractions by enabling Do Not Disturb (DND) mode, maintaining to-do lists, and purposefully utilizing artificial intelligence (AI) tools for learning. The correlation test yielded a coefficient (r_s) of 0.751 with a significance value of 0.000 ($p < 0.05$), indicating a strong and statistically significant positive relationship between digital wellbeing and self-regulated learning.

Keywords: Digital Wellbeing, Self-Regulated Learning, Social Media, Biology Education Students.