

PERAN *SELF REGULATED LEARNING* TERHADAP KECEMASAN AKADEMIK PADA MAHASISWA JURUSAN PSIKOLOGI YANG MENGERJAKAN TUGAS AKHIR DI SURAKARTA

**Jessica Maharani
20210369K**

INTISARI

Mahasiswa tingkat akhir sering menghadapi tekanan akademik, terutama saat menyusun tugas akhir. Tekanan ini dapat berasal dari tuntutan akademik, beban tugas, kekhawatiran terhadap masa depan, dan ekspektasi lingkungan sekitar yang dapat memicu kecemasan akademik serta berdampak pada performa belajar. Berdasarkan survei awal, sebagian mahasiswa mengalami kecemasan, kurang fokus, menunda pekerjaan, dan kehilangan motivasi. Namun, ada pula mahasiswa yang mampu mengelola waktu, menyusun strategi belajar, dan tetap tenang menghadapi tekanan. Hal ini menunjukkan adanya perbedaan kemampuan *self regulated learning* (SRL) di antara mahasiswa. Penelitian ini bertujuan untuk mengetahui peran SRL terhadap kecemasan akademik pada mahasiswa jurusan psikologi tingkat akhir di Surakarta. Penelitian ini menggunakan metode kuantitatif dengan analisis regresi linier sederhana. Sampel berjumlah 134 mahasiswa psikologi dari tiga universitas di Surakarta yang dipilih menggunakan teknik *simple random sampling*. Instrumen yang digunakan adalah skala SRL dan skala kecemasan akademik. Hasil analisis menunjukkan nilai signifikansi sebesar 0.000 ($p < 0.05$), dengan koefisien regresi - 0.484 dan R Square sebesar 0.446. Artinya, semakin tinggi SRL, semakin rendah kecemasan akademik. SRL berperan sebesar 44,6% dalam membantu mahasiswa menghadapi tantangan akademik, khususnya dalam penyusunan tugas akhir.

Kata Kunci: *self regulated learning*, kecemasan akademik, mahasiswa psikologi, tugas akhir.

THE ROLE OF SELF-REGULATED LEARNING IN ACADEMIC ANXIETY AMONG PSYCHOLOGY STUDENTS WORKING ON THEIR UNDERGRADUATE THESIS IN SURAKARTA

Jessica Maharani
20210369K

ABSTRACT

Final-year students often face academic pressure, especially during the process of completing their thesis. This pressure may come from academic demands, workload, concerns about the future, and expectations from their environment, all of which can trigger academic anxiety and impact learning performance. Based on a preliminary survey, some students reported experiencing anxiety, lack of focus, procrastination, and decreased motivation. However, there are also students who are able to manage their time, plan learning strategies, and remain calm under pressure. This indicates a difference in self-regulated learning (SRL) abilities among students. This study aims to examine the role of SRL in academic anxiety among final-year psychology students in Surakarta. The research employed a quantitative method with a simple linear regression approach. The sample consisted of 134 students from three universities in Surakarta selected through simple random sampling. The instruments used were the self-regulated learning scale and the academic anxiety scale. The results showed a significance value of 0.000 ($p < 0.05$), with a regression coefficient of -0.484 and an R Square of 0.446. This indicates that the higher the SRL, the lower the academic anxiety. SRL contributes 44.6% in helping students cope with academic challenges, particularly in thesis completion.

Keywords: self regulated learning, academic anxiety, psychology students, final thesis.