

HUBUNGAN DUKUNGAN SOSIAL TEMAN SEBAYA DENGAN *SELF-REGULATED LEARNING* PADA MAHASISWA KEDOKTERAN

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ABSTRAK

Mahasiswa kedokteran menghadapi tuntutan akademik yang tinggi sehingga kemampuan *self-regulated learning* menjadi kebutuhan mendasar. Namun, bukti empiris menunjukkan bahwa sebagian besar mahasiswa kedokteran belum memiliki kemampuan *self-regulated learning* yang optimal. Penelitian ini bertujuan untuk mengetahui secara empiris hubungan antara dukungan sosial teman sebaya dan *self-regulated learning* pada mahasiswa kedokteran. Penelitian ini menggunakan pendekatan kuantitatif korelasional. Partisipan berjumlah 118 mahasiswa kedokteran dari berbagai perguruan tinggi negeri maupun swasta di Indonesia, dipilih menggunakan teknik *purposive sampling* dengan kriteria terdaftar sebagai mahasiswa aktif program studi kedokteran dan berusia 18 hingga 23 tahun. Pengumpulan data dilakukan menggunakan dua instrumen, yaitu *Peer Social Support Scale* (PSSS) dan *Self-Regulated Learning Instrument for Undergraduates* (SRLI-U). Analisis data menggunakan uji korelasi *Pearson Product-Moment*. Hasil penelitian menunjukkan terdapat hubungan positif yang signifikan antara dukungan sosial teman sebaya dan *self-regulated learning* pada mahasiswa kedokteran ($r = 0,579$, $p < 0,001$). Temuan ini bermakna bahwa semakin tinggi dukungan sosial yang diperoleh mahasiswa dari teman sebayanya, semakin tinggi pula kemampuan regulasi diri dalam belajar yang dimilikinya.

Kata Kunci: *self-regulated learning*, dukungan sosial teman sebaya, mahasiswa kedokteran

THE RELATIONSHIP BETWEEN PEER SOCIAL SUPPORT AND SELF-REGULATED LEARNING AMONG MEDICAL STUDENTS

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ABSTRACT

Medical students face high academic demands, making self-regulated learning an essential capability. However, empirical evidence indicates that the majority of medical students have yet to develop optimal self-regulated learning abilities. This study aims to empirically examine the relationship between peer social support and self-regulated learning among medical students. This study employed a quantitative correlational approach. Participants consisted of 118 medical students from various public and private universities in Indonesia, selected through purposive sampling with the criteria of being actively enrolled in a medical study program and being between 18 and 23 years of age. Data were collected using two instruments, namely the Peer Social Support Scale (PSSS) and the Self-Regulated Learning Instrument for Undergraduates (SRLI-U). Data were analyzed using the Pearson Product-Moment correlation test. The results indicate a significant positive relationship between peer social support and self-regulated learning among medical students ($r = 0.579, p < 0.001$). This finding suggests that the higher the social support received by students from their peers, the higher their self-regulated learning ability.

Keywords: *self-regulated learning, peer social support, medical students*