

ABSTRAK

PENGARUH PENDEKATAN SELF-DIRECTED LEARNING TERHADAP KEMANDIRIAN BELAJAR MAHASISWA PPKn FKIP UNIVERSITAS LAMPUNG

Oleh

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Penelitian ini bertujuan untuk mengetahui pengaruh *Self-Directed Learning* terhadap kemandirian belajar mahasiswa Program Studi Pendidikan Pancasila dan Kewarganegaraan (PPKn) Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung. Penelitian ini menggunakan metode asosiatif dengan pendekatan kuantitatif, dengan sampel sebanyak 36 mahasiswa PPKn angkatan 2023 dan 2024 serta didukung wawancara terhadap 6 responden.

Pengumpulan data dilakukan melalui angket dan wawancara, kemudian dianalisis menggunakan regresi linear sederhana dengan bantuan SPSS versi 25. Hasil penelitian menunjukkan bahwa *Self-Directed Learning* berpengaruh terhadap kemandirian belajar mahasiswa dengan nilai koefisien determinasi (R^2) sebesar 0,136, yang menunjukkan adanya kontribusi terhadap kemandirian belajar mahasiswa.

Temuan penelitian mengungkapkan bahwa mahasiswa telah menunjukkan kemampuan dalam merencanakan, melaksanakan, dan mengevaluasi proses belajar secara mandiri, serta menyesuaikan strategi belajar ketika menghadapi kesulitan akademik, meskipun kemampuan monitoring dan inisiatif belajar masih perlu ditingkatkan. Dengan demikian, penerapan *Self-Directed Learning* berperan dalam membentuk kemandirian belajar mahasiswa PPKn Universitas Lampung dalam konteks pembelajaran di perguruan tinggi.

Kata Kunci: *Self-Directed Learning*, Kemandirian Belajar, Mahasiswa, PPKn.

ABSTRACT

THE EFFECT OF SELF-DIRECTED LEARNING ON LEARNING INDEPENDENCE OF PPKn STUDENTS AT FKIP UNIVERSITY OF LAMPUNG

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This study aimed to examine the effect of Self-Directed Learning on the learning independence of students in the Civic Education (PPKn) Study Program, Faculty of Teacher Training and Education, University of Lampung. The study employed an associative method with a quantitative approach, involving 36 PPKn students from the 2023 and 2024 cohorts and supported by interviews with six respondents. Data were collected through questionnaires and interviews and analyzed using simple linear regression with the assistance of SPSS version 25. The results indicated that Self-Directed Learning had an effect on students' learning independence, with a coefficient of determination (R Square) of 0.136, indicating its contribution to learning independence. The findings revealed that students demonstrated the ability to plan, implement, and evaluate their learning processes independently and to adjust learning strategies when facing academic difficulties; however, their monitoring and learning initiative skills had not yet been optimal. Thus, the implementation of Self-Directed Learning played a role in fostering learning independence among PPKn students at the University of Lampung in the context of higher education.

Keywords: Self-Directed Learning, Learning Independence, Students, Civic Education.