

Abstrak

Penggunaan ChatGPT yang tinggi di kalangan mahasiswa berisiko menggeser proses belajar dari upaya memahami secara mandiri menjadi sekadar mencari jawaban instan, sehingga berpotensi melemahkan kemampuan regulasi belajar dan keyakinan mahasiswa terhadap kemampuan akademiknya sendiri. Penelitian ini bertujuan untuk menganalisis hubungan antara Self-Regulated Learning (SRL) dan efikasi diri akademik pada mahasiswa Psikologi pengguna ChatGPT di UIN Sunan Gunung Djati Bandung. Penelitian menggunakan pendekatan kuantitatif korelasional dengan melibatkan 138 mahasiswa aktif yang dipilih melalui purposive sampling berdasarkan kriteria durasi penggunaan ChatGPT minimal 10 menit per akses; data dikumpulkan menggunakan Motivated Strategies for Learning Questionnaire (34 item) dan College Academic Self-Efficacy Scale (33 item), kemudian dianalisis menggunakan korelasi Pearson Product Moment. Hasil penelitian menunjukkan hubungan positif dan signifikan yang tergolong kuat antara SRL dan efikasi diri akademik ($r = 0,626$; $p < 0,001$), yang berarti semakin tinggi kemampuan mahasiswa dalam meregulasi proses belajarnya, semakin tinggi pula keyakinan terhadap kemampuan akademiknya. Dapat disimpulkan bahwa kemampuan mengelola proses belajar secara mandiri tetap menjadi faktor penting bagi keyakinan akademik mahasiswa, sekalipun di tengah tingginya penggunaan teknologi kecerdasan buatan generatif dalam aktivitas akademik. Kata kunci: Self-Regulated Learning, Efikasi Diri Akademik, ChatGPT, Mahasiswa Psikologi.

Abstract

High reliance on ChatGPT among university students risks shifting the learning process from independent understanding toward simply seeking instant answers, potentially weakening students' ability to regulate their own learning and their confidence in their academic capabilities. This study aimed to examine the relationship between Self-Regulated Learning (SRL) and academic self-efficacy among psychology students who use ChatGPT at Universitas Islam Negeri Sunan Gunung Djati Bandung. A quantitative correlational design was employed, involving 138 active undergraduate students selected through purposive sampling based on a minimum ChatGPT usage duration of 10 minutes per access; data were collected using the Motivated Strategies for Learning Questionnaire (34 items) and the College Academic Self-Efficacy Scale (33 items), then analyzed using Pearson product-moment correlation. Results revealed a strong, statistically significant positive relationship between SRL and academic self-efficacy ($r = .626$, $p < .001$), indicating that higher self-regulatory ability was associated with stronger confidence in academic capability. It can be concluded that the ability to independently manage the learning process remains an important factor for students' academic confidence, even amid the increasing use of generative AI technology in academic activities. Keywords: Self-Regulated Learning, Academic Self-Efficacy, ChatGPT, Psychology Students.