

**Hubungan *Psychological Well-Being* Dengan Kesiapan Pembelajaran Daring
Pada Mahasiswa Program Studi Kedokteran Universitas Jambi Dalam
Mengikuti Kelas Daring**

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ABSTRAK

Latar Belakang: Dimasa pandemi *Covid-19* ini, pemerintah Indonesia mengharuskan universitas untuk melakukan pembelajaran daring, dimana mahasiswa dituntut untuk beradaptasi dan menguasai kesiapan pembelajaran daring yang dapat mempengaruhi *psychological well-being* mahasiswa.

Metode: Populasi dari penelitian ini adalah 516 mahasiswa kedokteran Universitas Jambi dengan melibatkan 216 mahasiswa sebagai sampel yang didapatkan melalui teknik *stratified random sampling*. Alat pengumpulan data yang digunakan adalah *Online Learning Readiness Scale* dan *Psychological Well-Being Scale*. Pengolahan data dilakukan dengan analisis JASP dengan metode korelasional *Spearman's Correlation*.

Hasil: Hasil penelitian menunjukkan bahwa terdapat hubungan positif yang signifikan antara variabel pembelajaran mandiri dan variabel *psychological well-being*, antara variabel motivasi dan variabel *psychological well-being*, antara variabel efikasi diri dalam internet/komputer dan variabel *psychological well-being*, antara variabel pengendalian peserta didik dan variabel *psychological well-being*, serta antara variabel efikasi diri dalam berkomunikasi daring dan variabel *psychological well-being*.

Kesimpulan dan saran: Kesiapan pembelajaran daring mempengaruhi secara signifikan dalam mencapai *psychological well-being* mahasiswa saat melakukan pembelajaran daring. Diharapkan Program Studi dapat menerapkan Layanan Konseling Kesehatan khusus mahasiswa kedokteran terutama yang berhubungan dengan peningkatan *psychological well-being*.

Kata Kunci: Pembelajaran Daring, *Psychological Well-Being*, Mahasiswa Kedokteran.

***Correlation Between Psychological Well-Being with Online Learning Readiness
in Medical Studies Program Students in Jambi University during Online
Classes***

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ABSTRACT

Background: During the Covid-19 pandemic, the Indonesian Government required universities to conduct online learning, where students were expected to adapt and master the readiness of online learning which can affect students' psychological well-being.

Methods: The total population of this study was 516 medical students in Jambi University with 216 students as the samples obtained through stratified random sampling. The data was collected using Online Learning Readiness Scale and Psychological Well-Being Scale. The data was processed through JASP analysis with Spearman's Correlation method.

Results: This research showed that there is a significant positive relationship between self-directed learning and psychological well-being, motivation and psychological well-being, internet/computer self-efficacy and psychological well-being, locus of control and psychological well-being, as well as online communication self-efficacy and psychological well-being.

Conclusions and Suggestions: Online learning readiness significantly affects students' psychological well-being. It is suggested that the study program can implement Counselling Services specifically for medical students, especially those related to improving psychological well-being.

Keywords: Online Learning, Psychological Well-Being, Medical Students.