ABSTRAK

Shilvin Chintya Hondro, NIM 4182141020 (2022). Analisis Konstruktivitas Lingkungan Belajar Daring dan *Subjective Well-being* Mahasiswa Pendidikan Biologi Universitas Negeri Medan Di Masa Pandemi Covid-19.

Penelitian ini bertujuan untuk menganalisis konstruktivitas lingkungan belajar daring dan *subjective well-being* mahasiswa di program studi Pendidikan Biologi serta mengetahui pengaruh antara keduanya. Penelitian ini dilaksanakan di Universitas Negeri Medan khususnya pada kelas-kelas program studi Pendidikan Biologi. Populasi penelitian adalah mahasiswa program studi Pendidikan Biologi angkatan 2018, 2019, 2020, dan 2021 yang keseluruhan berjumlah 685 mahasiswa. Sampel diambil dengan teknik *random sampling*. Penelitian ini termasuk kedalam penelitian analisis deskriptif dengan pendekatan kuantitatif-kualitatif. Instrumen yang digunakan adalah angket konstruktivitas lingkungan belajar daring dan *subjective well-being* mahasiswa. Hasil penelitian menunjukkan bahwa konstruktivitas lingkungan belajar daring mahasiswa di program studi Pendidikan Biologi berada pada kategori tinggi dengan skor rata-rata 3,78. Dan *subjective well-being* mahasiswa juga berada pada kategori tinggi dengan skor rata-rata 3,15. Hasil uji korelasi menunjukkan bahwa konstruktivitas lingkungan belajar daring dan *subjective well-being* mahasiswa pada kelas-kelas di prodi Pendidikan Biologi berkorelasi positif pada kategori sedang dengan nilai r = 0,449.

Kata kunci : Konstruktivitas lingkungan belajar daring, *subjective well-being*, mahasiswa Pendidikan Biologi.

ABSTRACT

Shilvin Chintya Hondro. NIM 4182141020 (2022). *Analysis of Constructivist Online Learning Environment and Subjective Well-being of Biology Education Students in Medan State University during Pandemic Covid-19.*

This research aims to analyze the constructivity of the online learning environment and the subjective well-being of students in Biology Education study program and to determine the effect of both. This research was conducted at Medan State University, especially in the classes of the Biology Education study program. Population of this research is the students of Biology Education study program batch 2018, 2019, 2020, and 2021, totaling 685 students. Samples were taken by random sampling technique. This research is included in the descriptive analysis research with a quantitative-qualitative approach. The instrument used is a questionnaire of online learning environment constructivity and students' subjective well-being. The results showed that the constructivity of the online learning environment of students in the Biology Education study program was in the high category with an average score is 3.78. And students' subjective well-being is also in the high category with an average score is 3.15. The results of the correlation test show that the constructivity of the online learning environment and the subjective well-being of students in classes in the Biology Education study program have a positive correlation in the moderate category with $r = 0.449$.

Keyword : Constructivist Online Learning Environment, Subjective well-being, Biology Education Students.