

Hubungan antara student engagement dan perceived classroom goal structure siswa SMA pada mata pelajaran Matematika, Bahasa Indonesia, dan Bahasa Inggris = The relationship between student engagement and perceived classroom goal structure of high school students in Math, Bahasa, and English

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Abstrak

Penelitian ini bertujuan untuk melihat hubungan antara student engagement dan perceived classroom structure siswa SMA pada tiga matapelajaran, yaitu Matematika, Bahasa Indonesia, dan Bahasa Inggris. Pengukuran terhadap student engagement menggunakan alat ukur School Engagement Measure-McArthur (Fredricks, et al., 2005) dan pengukuran terhadap perceived classroom goal structure menggunakan skala Perception of Classroom Goal Structure dari alat ukur Patterns of Adaptive Learning Survey (Midgley, et al., 2000). Jumlah partisipan yang diperoleh sejumlah 188 siswa kelas 11 SMA yang bersekolah di Jabodetabek.

Hasil penelitian menunjukkan bahwa ketiga dimensi student engagement, yaitu behavioral, emotional dan cognitive engagement memiliki hubungan yang signifikan dengan perceived classroom goal structure pada seluruh matapelajaran. Menggunakan multiple regression analysis diketahui bahwa tipe perceived classroom goal structure, yang memberikan sumbangan terbesar terhadap adalah tipe persepsi classroom mastery goal structure. Berdasarkan hasil tersebut, student engagement siswa dapat ditingkatkan dengan membentuk kelas yang memiliki classroom mastery goal structure.

The purpose of this study was to investigate whether there was a relationship between student engagement and perceived classroom goal structure of high school grade students in Math, Bahasa and English subjects. Student engagement was measured using the School Engagement Measure-McArthur (Fredricks, et al, 2004) and student's perceived classroom goal structure was measured using the Perception of Classroom Goal Structure scale of the Pattern of Adaptive Learning Survey (PALS) (Midgley, et al., 2000). A total of 188 eleventh grade students from schools in the Jabodetabek area participated in this study.

Results show that there was an overall significant correlation between the three student engagement dimensions (behavioral, emotional, and cognitive) and student's perceived classroom goal structure. Using multiple regression analyses, the study shows that perceptions of a classroom mastery goal structure contributed the most to student engagement. Result of the study implies that student engagement can be increased in a classroom with a mastery goal structure.