

Hubungan antara dimensi persepsi siswa terhadap orientasi tujuan guru matematika dan academic self handicapping pada siswa SMP kelas 7 = The correlation between student s perception of mathematics teacher s goal orientation and academic self handicapping on Middle School Student grade 7th

Rizka Dwi Putri, author

Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=20402822&lokasi=lokal>

Abstrak

Penelitian ini dilakukan untuk mendapatkan gambaran mengenai hubungan antara persepsi siswa terhadap orientasi tujuan guru matematika dan academic selfhandicapping pada siswa SMP kelas 7. Pengukuran persepsi siswa terhadap orientasi tujuan guru matematika dan academic self-handicapping menggunakan alat ukur Patterns of Adaptive Learning Scale (PALS) yang dikembangkan oleh Midgley dkk. (2000). Responden berjumlah 151 siswa SMP kelas 7 yang berasal dari tiga sekolah berbeda.

Hasil penelitian ini menunjukkan terdapat hubungan yang positif dan signifikan antara persepsi siswa terhadap orientasi tujuan guru performance dan academic self-handicapping. Di lain sisi, tidak terdapat hubungan yang signifikan antara persepsi siswa terhadap orientasi tujuan guru mastery dan academic selfhandicapping. Hasil belum sejalan dengan teori orientasi tujuan karena orientasi tujuan mastery dianggap dapat mengarahkan siswa untuk menerapkan cara belajar yang adaptif, sehingga dibutuhkan penelitian lebih lanjut.

This research aimed to examine the correlation between student's perception of mathematics teacher goal orientation and academic self-handicapping on middle school student grade 7th . Student's perception of mathematics teacher goal orientation and academic self-handicapping were measured by Patterns of Adaptive Learning Scales (PALS) which developed by Midgley etc. (2000). The respondents were 151 middle school students in 7th grade from three different schools.

The result of this research showed that there is a positive and significant correlation between student's perception of mathematics teacher performance's goal and academic selfhandicapping. On the other hand, there is no significant correlation between student's perception of mathematics teacher and academic self-handicapping. This result is not consistent with goal orientation theory that proposed mastery as a predictor of adaptive learning style, so further research is needed.