

# Hubungan antara persepsi terhadap perilaku fostering relevance guru dan keterlibatan kognitif siswa SMP dalam pelajaran matematika = The relationship between perceived teachers fostering relevance behavior and middle school students cognitive engagement in mathematics

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## Abstrak

Penelitian ini bertujuan untuk melihat hubungan antara persepsi terhadap perilaku fostering relevance guru dan keterlibatan kognitif siswa SMP pada pelajaran matematika. Pengukuran terhadap persepsi siswa mengenai perilaku fostering relevance guru matematika menggunakan subskala Fostering Understanding and Interest yang merupakan bagian dari alat ukur Autonomy Affecting Behavior (Assor, Kaplan, & Roth, 2002). Pengukuran terhadap keterlibatan kognitif menggunakan Learning Strategies Scales dari alat ukur Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich & De Groot, 1990).

Hasil penelitian yang dilakukan pada 232 siswa SMP menunjukkan bahwa terdapat korelasi yang positif dan signifikan antara persepsi terhadap perilaku fostering relevance guru dan keterlibatan kognitif siswa dalam pelajaran matematika. Berdasarkan hasil tersebut, dapat disimpulkan bahwa keterlibatan kognitif siswa dalam pelajaran matematika akan semakin meningkat dengan semakin seringnya dilakukan perilaku fostering relevance oleh guru.

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This study aimed to investigate the relationship between perceived teachers' fostering relevance behavior and middle school students' cognitive engagement in mathematics. Perceived teachers' fostering relevance behavior was measured by Fostering Understanding and Interest subscale from Autonomy Affecting Behavior (Assor, Kaplan, & Roth, 2002) and cognitive engagement was measured by Learning Strategies Scales from Motivated Strategies for Learning Questionnaire (MSLQ) (Pintrich & De Groot, 1990). Result shows that there was a positive and significant relationship between perceived teachers' fostering relevance behavior and students' cognitive engagement (cognitive strategy use and self-regulation) (N = 232). That result implies that students' cognitive engagement can be increased with teachers' fostering relevance behavior.