

Pengaruh Tipe Achievement Goal Orientation terhadap Subjective Well-being In School Siswa SMA = Effects of Achievement Goal Orientation Type to Subjective Well-being In School in High School Students

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Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=20491471&lokasi=lokal>

Abstrak

ABSTRAK

Di tengah perubahan berbagai tuntutan sekolah yang semakin tinggi, subjective well-being siswa Sekolah Menengah Atas (SMA) cenderung mengalami penurunan. Dari gambaran subjective well-being secara global tersebut, diperlukan pengukuran subjective well-being pada konteks yang lebih spesifik untuk melihat lebih akurat mengenai keadaan siswa SMA khususnya pada konteks sekolah. Subjective well-being in school merupakan konstruk yang dapat mengukur kepuasan sekolah, pengalaman emosi positif dan pengalaman emosi negatif di sekolah. Di antara berbagai aspek yang dapat berhubungan dengan subjective well-being in school, achievement goal orientation merupakan salah satu konstruk yang perlu ditelusuri lebih lanjut. Penelitian ini bertujuan untuk melihat setiap pengaruh tipe achievement goal orientation dengan menggunakan kerangka 2 x 2 yang dikemukakan oleh Elliot & McGregor. Berdasarkan hasil analisis regresi linear, mastery-approach goal, performace-approach goal dan performance-avoidace goal memiliki pengaruh yang signifikan terhadap subjective well-being in school di sampel siswa SMA. Mastery-avoidance menunjukkan tidak adanya pengaruh yang signifikan terhadap school well-being in school. Hasil dari penelitian tersebut dapat mendukung hasil penelitian sebelumnya dan juga memberikan gambaran mengenai tipe achievement goal orientation dengan kerangka 2 x 2 yang sebelumnya masih belum banyak ditelusuri

ABSTRACT

In the midst of increasing academic pressure that high school students face, their subjective well-being tends to be declining as they go through school years. Furthermore, we have to measure more context-specific subjective well-being to ensure more thorough and accurate information that better depict their situation. Therefore, we use subjective well-being in school which consists of school satisfaction, positive affect, and negative affect in school. Between several variables that correlates to subjective well-being in school, achievement goal orientation needs to gain more attention. This research is intended to see the effect of each type of goal orientation to subjective well-being in school by using 2 x 2 framework that has been stated by Elliot and McGregor. Based on single regression analysis, mastery-approach goal, performace-approach goal and performance-avoidace goal has significant effect to subjective well-being in school in 11th Grade high school students. However, mastery-avoidance shows no significant effect to subjective well-being in school. Results of this research support earlier research and it gives us broader information about achievement-goal orientation with 2 x2 framework.