

# Kepuasan siswa dan kehadiran pengajar sebagai prediktor agentic engagement siswa sekolah menengah atas kelas 12 dalam pembelajaran jarak jauh = Student satisfaction and teaching presence as predictors of agentic engagement of high school students in class 12 during distance learning

Ade Ayu Putri Anas, author

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## Abstrak

Pada masa Pandemi Covid-19, keterlibatan siswa belajar di kelas selama berlangsungnya sistem Pembelajaran Jarak Jauh semakin menurun. Beberapa penelitian menemukan adanya pengaruh kepuasan siswa dan kehadiran guru mengajar secara aktif terhadap keterlibatan siswa. Oleh karenanya, penelitian ini bertujuan untuk melihat gambaran peran kepuasan siswa dan kehadiran pengajar pada siswa kelas 12 SMA selama masa pembelajaran jarak jauh terhadap agentic engagement atau keterlibatan agentic siswa di kelas. Kepuasan siswa mengacu pada alat ukur Online Course Student Satisfaction (OCSS), Kehadiran pengajar diukur dengan CoI (Community of Inquiry) untuk komponen teaching presence, sedangkan Agentic Engagement diukur melalui Agentic Engagement Scales (AES). Partisipan penelitian ini adalah 202 siswa kelas 12 dengan rentang usia 16-20 ( $M=17.68$ ). Hasil penelitian ini menunjukkan bahwa kepuasan siswa dan kehadiran pengajar berperan sebagai prediktor yang signifikan ( $= 0.358$ ,  $p < 0.05$ ) atau prediktor berkontribusi sebesar 35.8% terhadap Agentic Engagement pada siswa kelas 12 SMA. Hal ini menunjukkan bahwa semakin siswa puas dalam pembelajaran di sekolah dan guru hadir secara aktif dalam pengajaran, maka semakin tinggi pula keterlibatan siswa belajar di kelas. Selain itu, diketahui bahwa kehadiran pengajar di dalam kelas memprediksi lebih besar keterlibatan siswa di kelas dibandingkan kepuasan siswa dalam pembelajaran jarak jauh.

.....During the Covid-19 Pandemic, student involvement in learning in class during the Distance Learning system has decreased. Several studies found that there was an effect of student satisfaction and the teaching presence actively teaching on student engagement. Therefore, this study aims to describe the role of student satisfaction and teaching presence in 12th grade high school students during the distance learning period on student engagement in class. Student Satisfaction refers Online Course Student Satisfaction (OCSS) measurement tool, Teaching Presence is measured by CoI (Community of Inquiry) for the teaching presence component, while Agentic Engagement is measured through Agentic Engagement Scales (AES). The participants of this study were 202 students with an age range of 16-20 ( $M=17.68$ ). The results of this study indicate that student satisfaction and teaching presence act as significant predictors ( $= 0.358$ ,  $p < 0.05$ ) or predictors contribute 35.8% to Agentic Engagement in 12th grade high school students. This shows that the more satisfied students are in learning at school and the teacher is actively present in teaching, the higher the involvement of students in learning in class. In addition, it is known that the presence of the teacher in the classroom predicts greater student engagement in class than student satisfaction in distance learning.