

Hubungan Peer Attachment dan Agentic Engagement pada mahasiswa baru perguruan tinggi selama pembelajaran jarak jauh (PJJ) di Wilayah Jabodetabek = The relationship between Peer Attachment and Agentic Engagement among freshman of higher education during distance learning in Jabodetabek

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Abstrak

Pada dunia Pendidikan, pencapaian akademik setiap peserta didik dipengaruhi oleh berbagai hal, salah satunya adalah keterlibatan agentic atau agentic engagement. Akan tetapi, sejak diterapkannya Pembelajaran Jarak Jauh (PJJ), terjadi penurunan student engagement dalam belajar yang berdampak pada berbagai hal seperti putus sekolah. Student engagement sendiri juga dipengaruhi oleh berbagai faktor, seperti kelekatan dengan teman sebaya atau peer attachment. Oleh karena itu, penelitian ini bertujuan untuk mengetahui hubungan antara peer attachment dan agentic engagement selama PJJ. Partisipan penelitian ini terdiri dari 215 mahasiswa baru perguruan tinggi di Jabodetabek dengan rentang usia 18-21 tahun ($M = 19,1$, $SD = 0.81$). Alat ukur yang digunakan adalah Agentic Engagement Scale (AES) untuk mengukur variabel agentic engagement dan Inventory of Parent and Peer Attachment (IPPA) untuk mengukur variabel peer attachment. Analisis yang dilakukan pada penelitian ini adalah analisis korelasi pearson. Hasil penelitian yang diperoleh menunjukkan bahwa peer attachment memiliki hubungan yang positif dan signifikan terhadap agentic engagement ($r = 0.23$, $p < 0.01$, $r^2 = 0.05$). Artinya, semakin tinggi peer attachment.

.....In education's world, the academic achievement of each student is influenced by various things, one of them is agentic engagement. However, since the implementation of Distance Learning (PJJ), there has been a decrease in student engagement in learning which has an impact on various things such as dropping out of school. Student engagement itself is also influenced by various factors, such as peer attachment. Therefore, this study aims to determine the relationship between peer attachment and agentic engagement during PJJ. The participants of this study consisted of 215 freshmans of higher education in Jabodetabek with an age range of 18-21 years ($M = 19.1$, $SD = 0.81$). The measuring instrument used is the Agentic Engagement Scale (AES) to measure the agentic engagement variable and the Inventory of Parent and Peer Attachment (IPPA) to measure the peer attachment variable. The analysis conducted in this research is Pearson correlation analysis. The results obtained indicate that peer attachment has a positive and significant relationship to agentic engagement ($r = 0.23$, $p < 0.01$, $r^2 = 0.05$). That is, the higher the peer attachment to students, the higher the level of agentic engagement in learning. Vice versa.