

Hubungan antara School Climate dan Agentic Engagement peserta didik Kelas 12 SMA Negeri dalam pembelajaran jarak jauh (PJJ) di Wilayah Jabodetabek = The relationship between School Climate and Agentic Engagement of 12th Grade Public High School students during distance learning (PJJ) in Jabodetabek

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Abstrak

Pada masa pandemi Covid-19, peserta didik diharapkan dapat terlibat dan tetap termotivasi di dalam Pembelajaran Jarak Jauh melalui aplikasi daring yang rentan akan munculnya masalah teknis, dan suasana pembelajaran yang dapat menyebabkan proses pembelajaran tidak berlangsung dengan baik. Penelitian ini bertujuan melihat hubungan antara school climate dan agentic engagement peserta didik kelas 12 SMA dalam PJJ di wilayah Jabodetabek. Alat ukur yang digunakan adalah Agentic Engagement Scale (AES) untuk mengukur agentic engagement dan Delaware School Climate Survey (DSCS-S) untuk mengukur school climate. Melalui teknik convenience sampling, diperoleh partisipan dengan rentang usia 16 – 20 tahun ($M = 17.69$, $SD = 0.84$, $N = 202$). Analisis hasil menunjukkan adanya korelasi yang positif dan signifikan ($r = 0.65$, $p < 0.01$) antara school climate dan agentic engagement. Hasil mengindikasikan bahwa semakin baik school climate yang dipersepsikan peserta didik, maka semakin baik pula kontribusi aktif dan proaktif yang dilakukan oleh peserta didik kelas 12 SMA. Implikasi dari penelitian ini adalah penelitian ini dapat dimanfaatkan bagi pihak sekolah untuk menciptakan school climate yang baik agar agentic engagement peserta didik dalam proses pembelajaran dapat terfasilitasi lebih optimal.

.....During the Covid-19 pandemic, students are expected to be involved and stay motivated in Distance Learning through online applications that are prone to technical problems, and a learning atmosphere that can cause the learning process to not go well. This study aims to examine the relationship between school climate and agentic engagement of 12th grade high school students in PJJ in Jabodetabek area. The measuring instruments used are Agentic Engagement Scale (AES) to measure agentic engagement and Delaware School Climate Survey-Student (DSCS-S) to measure school climate. Through convenience sampling technique, participants were obtained with an age range of 16 – 20 years ($M = 17.69$, $SD = 0.84$, $N = 202$). Analysis of the results showed a significant correlation ($r = 0.65$, $p < 0.01$) between school climate and agentic engagement. The results indicate that the better the perceived school climate, the better the active and proactive contributions made by grade 12 high school students. The implication of this research is that this research can be used by the school community to encourage a good school climate in order to create a more optimal agentic engagement.