

# Peran Perceived Autonomy Support terhadap Agentic Engagement Peserta Didik Kelas XII SMA Negeri di Jabodetabek selama Pembelajaran Daring = The Role of Perceived Autonomy Support on Agentic Engagement of 12th Grade Students in Public Senior High School at Jabodetabek during Online Learning

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## Abstrak

Tujuan penelitian ini adalah untuk menguji peran perceived autonomy support dari guru terhadap agentic engagement pada peserta didik kelas XII SMA Negeri di Jakarta, Bogor, Depok, Tangerang, dan Bekasi (Jabodetabek). Data pada penelitian ini diperoleh melalui penyebaran kuesioner daring kepada peserta didik kelas XII SMA Negeri di Jabodetabek yang pernah atau sedang melakukan pembelajaran daring selama setidaknya satu tahun ke belakang (N = 333). Pengukuran variabel agentic engagement menggunakan alat ukur Agentic Engagement Scale (AES), sementara variabel perceived autonomy support diukur dengan The Learning Climate Questionnaire versi pendek (LCQ-6). Analisis yang dilakukan pada penelitian ini adalah analisis regresi linier sederhana. Hasil penelitian yang diperoleh menunjukkan bahwa perceived autonomy support berperan positif secara signifikan terhadap agentic engagement ( $R^2 = 0.33$ ,  $p < 0.05$ ). Berdasarkan hasil penelitian, diketahui bahwa perceived autonomy support dari guru berkontribusi signifikan sebesar 33% terhadap agentic engagement peserta didik, sementara 67% lainnya merupakan faktor-faktor lainnya.

.....This study aimed to examine the role of perceived autonomy support from teachers for agentic engagement of 12th grade students in public senior high school at Jakarta, Bogor, Depok, Tangerang, and Bekasi (Jabodetabek). The data in this study were obtained through online questionnaire to 12th grade students in public senior high school at Jabodetabek who are or were doing online learning at least in the past year (N=333). The agentic engagement variable was measured using the Agentic Engagement Scale (AES), while the perceived autonomy support was measured using the short version of The Learning Climate Questionnaire (LCQ-6). The analyses carried out in this study include simple linear regression analysis. The result of this study showed that the perceived autonomy support played a significant positive role on agentic engagement ( $R^2 = 0.33$ ,  $p < 0.05$ ). The study revealed that perceived autonomy support from the teacher contributes significantly to 33% of students' agentic engagement, while the other 67% are other factors.