Peran Self-Regulated Learning terhadap Student Engagement pada Siswa Atlet di Sekolah Khusus Olahragawan Ragunan DKI Jakarta di Masa Pandemi = The Role of Self-Regulated Learning on Student Engagement for Student Athletes at The Special School for Athletes in Ragunan, Jakarta, Indonesia During The Pandemic

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Abstrak

Penelitian ini bertujuan untuk melihat peran self-regulated learning terhadap student engagement pada siswa atlet di Sekolah Khusus Olahragawan Ragunan DKI Jakarta. Partisipan penelitian ini adalah 96 siswa atlet di Sekolah Khusus Olahragawan Ragunan DKI Jakarta yang berada pada jenjang pendidikan SMA dengan rentang usia 15 sampai 18 tahun. Data yang diperoleh diolah menggunakan metode kuantitatif, variabel self-regulated learning diukur dengan Academic Self-Regulated Learning Scale (A-SRL-S) dan variabel student engagement diukur menggunakan Student Engagement Scale (SES). Hasil analisis regresi linear menunjukkan bahwa self-regulated learning (F = 65.417, p < .05) dapat memprediksi student engagement dengan R^2 = .404 artinya 40% varians skor student engagement dapat dijelaskan oleh self-regulated learning. Hasil penelitian ini memperjelas arah hubungan peran self-regulated learning terhadap student engagement adalah positif. Semakin tinggi skor self-regulated learning yang diperoleh partisipan maka semakin tinggi juga skor student engagement partisipan.

......This study aims to examine the role of self-regulated learning on student engagement in student athletes at the Ragunan Special School for Athletes, Jakarta, Indonesia. The participants of this study were 96 high school level student athletes at the Special School for Athletes in Ragunan, Jakarta, Indonesia with an age range of 15 to 18 years. The data obtained were processed using quantitative methods, self-regulated learning variables were measured using the Academic Self-Regulated Learning Scale (A-SRL-S) and student engagement variables were measured using the Student Engagement Scale (SES). The results from the linear regression analysis showed that self-regulated learning (F = 65,417, p < .05) could predict student engagement with R^2 = .404, meaning that 40% of the variance in student engagement scores could be explained by self-regulated learning. The results of this study clarify that the relationship between the role of self-regulated learning and student engagement is positive. The higher the self-regulated learning score obtained by the participants, the higher the participant's student engagement score.