

Self-Regulated Learning sebagai Mediator dalam Hubungan antara Persepsi terhadap Creativity Fostering Teacher Behavior dengan Student Engagement = Self-Regulated Learning as Moderator in The Relationship between Perceptions of Creativity Fostering Teacher Behavior with Student Engagement

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Abstrak

Student engagement pada mahasiswa selama kuliah daring mengalami penurunan ketika pandemi COVID-19. Salah satu mata kuliah yang sulit dipelajari selama pembelajaran daring yaitu Statistika. Statistika dianggap sulit dipelajari oleh mahasiswa Psikologi karena banyak menggunakan perhitungan padahal penguasaan Statistika dibutuhkan untuk menganalisis hasil penelitian. Faktor-faktor seperti perilaku mengajar dosen dan strategi mahasiswa dalam meregulasi dirinya dapat memengaruhi student engagement selama kuliah Statistika. Penelitian bertujuan untuk menguji peran self-regulated learning sebagai mediator dalam hubungan antara persepsi terhadap creativity fostering teacher behavior dan student engagement. Responden yang terlibat dalam penelitian sebanyak 460 mahasiswa S1 Psikologi dari berbagai universitas di Indonesia. Uji mediasi dilakukan menggunakan software RStudio. Hasil penelitian menunjukkan bahwa terdapat mediasi parsial melalui self-regulated learning pada hubungan antara persepsi terhadap creativity fostering teacher behavior dan student engagement. Hasil uji mediasi juga menunjukkan bahwa efek langsung (0,254) lebih kecil dibandingkan efek tidak langsung (0,349). Hasil uji mediasi tersebut menjelaskan bahwa peran self-regulated learning sebagai mediator lebih memberikan dampak kepada student engagement dibandingkan tanpa melalui mediator. Oleh karena itu, penelitian ini menemukan bahwa peran dari berbagai pihak seperti perilaku dosen dalam mendorong kreativitas dibutuhkan untuk meningkatkan self-regulated learning pada mahasiswa agar student engagement dapat berjalan optimal.

..... Student engagement during online learning has decreased during the COVID-19 pandemic. One of the subjects that is difficult to learn during online learning is Statistics. Statistics is considered difficult for Psychology students because it uses many calculations, even though mastery of statistics is needed to analyze research. Factors such as the lecturer's teaching behavior and students' Self-Regulation strategies can influence student engagement during a Statistics course. The research examines the role of self-regulated learning as a mediator in the relationship between perceptions of creativity fostering teacher behavior and student engagement. Respondents involved in the study were 460 undergraduate Psychology students from various universities in Indonesia. The mediation test was carried out using the RStudio software. The results showed partial mediation through self-regulated learning on the relationship between perceptions of creativity fostering teacher behavior and student engagement. The results of the mediation test also show that the direct effect (0,254) is smaller than the indirect effect (0,349). The mediation test explains that the role of self-regulated learning as a mediator will have more impact on student engagement than without a mediator. Therefore, this study discovered that the role of various actors, such as lecturer behavior to foster creativity is needed to improve student self-regulated learning so that student engagement can run optimally.