

# Keterlibatan Belajar Mahasiswa pada Mata Kuliah Statistika: Peran Perceived Creativity Fostering Teacher Behavior dan Motivasi Akademik = Student Engagement in Online Statistics Course: The role of Perceived Creativity Fostering Teacher Behavior and Academic Motivation

Astri Setiamurti, author

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## Abstrak

Penelitian ini bertujuan untuk menganalisis peran perceived creativity fostering teacher behavior (P-CFTB) dan motivasi akademik sebagai faktor intrapersonal dalam memprediksi keterlibatan belajar pada mahasiswa yang mengikuti mata kuliah Statistika secara daring. Penelitian ini menggunakan desain penelitian cross sectional study dan pendekatan kuantitatif. Tiga instrumen penelitian, yaitu academic motivation scale (AMS), perceived creativity fostering teacher index (P-CFTIndex), dan university student engagement inventory (USEI) digunakan dan diisi oleh 460 mahasiswa psikologi. Data penelitian dianalisis dengan uji statistik deskriptif, korelasional, dan regresi linear berganda. Hasil penelitian menunjukkan bahwa P-CFTB dan motivasi akademik (motivasi intrinsik, motivasi ekstrinsik, amotivasi) secara signifikan berperan dalam memprediksi keterlibatan belajar mahasiswa sebesar 52,9%. P-CFTB dan motivasi intrinsik juga ditemukan dapat memprediksi keterlibatan belajar secara signifikan masing-masing sebesar 22,51% dan 26,39%. Sementara itu, variabel amotivasi secara signifikan mampu memprediksi keterlibatan belajar sebesar 2,49%, sedangkan motivasi ekstrinsik tidak berperan secara signifikan dalam memprediksi keterlibatan belajar mahasiswa. Hasil penelitian ini menunjukkan bahwa mahasiswa yang memiliki motivasi akademik sekaligus memersepsikan perilaku mengajar dosen yang mendorong kreativitas (P-CFTB) secara positif, akan memiliki keterlibatan belajar yang lebih tinggi.

..... This study aims to analyze perceived creativity fostering teacher behavior (P-CFTB) and academic motivation as intrapersonal factors in predicting student engagement in online Statistics courses. This study used a cross-sectional study design and a quantitative approach. Three standardized scales (academic motivation scale, perceived creativity fostering teacher index, and university student engagement inventory) were filled out by 460 psychology undergraduates. All data were analyzed statistically by descriptive, correlational, and multiple linear regression tests. The results showed that P-CFTB and academic motivation (intrinsic, extrinsic, and amotivation) significantly predict student engagement by 52.9%. Furthermore, P-CFTB and intrinsic motivation partially predicted a significant increase in student engagement by 22.51% and 26.39%. Meanwhile, amotivation significantly predicted a decrease in student engagement by 2.49%, while extrinsic motivation did not significantly predict student engagement. The result shows that students who positively perceived creativity fostering teacher behavior (P-CFTB) and have academic motivation will have higher student engagement in Statistics online learning courses.