

Kontribusi Kepribadian Proaktif dan Persepsi Dukungan Sosial terhadap Motivasi Akademik Siswa Sekolah Menengah Atas pada Masa Pandemi Covid-19 = The Contribution of Proactive Personality and Perceived Social Support on Academic Motivation of High School Students During the Covid-19 Pandemic

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Abstrak

Dalam situasi sulit, kepribadian proaktif menjadi salah satu tipe kepribadian yang dapat membantu siswa Sekolah Menengah Atas untuk dapat membangkitkan dan mempertahankan motivasi akademik mereka. Selain kepribadian proaktif, dukungan sosial menjadi sumber daya motivasi eksternal yang penting dalam memunculkan motivasi akademik. Penelitian ini dilakukan untuk mengetahui pengaruh kepribadian proaktif dan persepsi dukungan sosial terhadap motivasi akademik siswa Sekolah Menengah Atas selama masa pandemi COVID-19. Sebanyak 120 siswa menjadi partisipan dalam penelitian ini. Pengukuran kepribadian proaktif dilakukan menggunakan Proactive Personality Scale (PPS) yang dikembangkan oleh Bateman & Crant (1993), pengukuran persepsi dukungan sosial menggunakan Social Provisions Scale (SPS) yang dikembangkan oleh Cutrona & Russell (1987), sedangkan motivasi akademik diukur menggunakan Academic Motivation Scale (AMS) yang dikembangkan oleh Vallerand dkk. (1992). Hasil penelitian menunjukkan terdapat kontribusi kepribadian proaktif yang signifikan terhadap motivasi akademik ($r = 0,49$ $p = 0,0001$) dan terdapat kontribusi persepsi dukungan sosial yang signifikan terhadap motivasi akademik ($r = 0,31$ $p = 0,0001$). Diskusi dan saran terkait hasil penelitian terlampir.

.....In difficult situations, proactive personality is one of the personality types that can help high school students to be able to generate and maintain their academic motivation. In addition to a proactive personality, social support is an important external motivational resource in generating academic motivation. This study was conducted to determine the effect of proactive personality and perceptions of social support on the academic motivation of high school students during the COVID-19 pandemic. A total of 120 students became participants in this study. Measurement of proactive personality was carried out using the Proactive Personality Scale (PPS) developed by Bateman & Crant (1993), the measurement of perceived social support was using the Social Provisions Scale (SPS) developed by Cutrona & Russell (1987), while academic motivation was measured using the Academic Motivation Scale. (AMS) developed by Vallerand et al. (1992). The results showed that there was a significant contribution of proactive personality on academic motivation ($r = 0.49$ $p = 0.0001$) and there was a significant contribution of perceived social support on academic motivation ($r = 0.31$ $p = 0.0001$). Discussions and suggestions related to the research results are attached.