

# **Peran Persepsi Perilaku Mengajar Guru dan Resiliensi Akademik Terhadap Motivasi Akademik Siswa SMA Saat Pembelajaran Jarak Jauh (PJJ) = The Role of Perceived Teaching Behavior and Academic Resilience on Academic Motivation among Senior High School Students during Distance Learning**

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## **Abstrak**

Perubahan sistem belajar menjadi Pembelajaran Jarak Jauh (PJJ) menyebabkan kondisi motivasi akademik siswa tidak optimal. Kondisi motivasi akademik siswa penting untuk diperhatikan agar performa dan hasil belajar siswa dapat terjaga. Pada penelitian dengan konteks sekolah tatap muka, ditemukan bahwa persepsi siswa terhadap perilaku mengajar guru dan resiliensi akademik menjadi faktor yang berperan pada kondisi motivasi akademik siswa. Perilaku mengajar guru berperan pada motivasi akademik dengan memenuhi kebutuhan dasar psikologis siswa melalui autonomy support, involvement, dan structure. Resiliensi akademik berperan menjaga motivasi akademik jika siswa memiliki kegigihan, memahami diri sendiri, dan memiliki kestabilan emosi. Penelitian ini dilakukan untuk menguji peran persepsi perilaku mengajar guru dan resiliensi akademik secara bersamaan terhadap motivasi akademik pada konteks PJJ. Motivasi akademik diukur dengan Academic Motivation Scale (AMS), persepsi perilaku mengajar guru diukur dengan Teacher as Social Context Questionnaire (TASCQ), dan resiliensi akademik diukur dengan School Resilience Scale (SRS). Partisipan penelitian ini adalah 223 siswa SMA yang sedang menjalani PJJ yang didapat melalui kuesioner daring. Hasil penelitian ini menunjukkan bahwa persepsi perilaku mengajar guru dan resiliensi akademik secara bersamaan signifikan berperan pada motivasi akademik dengan kontribusi sebesar 29%. Dapat disimpulkan bahwa motivasi akademik dapat meningkat ketika persepsi siswa terhadap perilaku guru dan kapasitas resiliensi akademik siswa semakin baik. Oleh karena itu, perilaku mengajar guru dan kapasitas resiliensi akademik siswa perlu diperhatikan agar kondisi motivasi akademik siswa dapat terjaga.

.....The change in the learning system to distance learning causes students to lack academic motivation. Students' academic motivation is essential to maintain student performance and learning outcomes. Studies with a face-to-face school context found that students' perceived teaching behavior and academic resilience predicted students' academic motivation. Teaching behavior predicts academic motivation by accomplishing students' basic psychological needs through autonomy support, involvement, and structure. Academic resilience predicts academic motivation if students have perseverance, reacting adaptive help-seeking, and emotional stability. This study examines the role of perceived teaching behavior and academic resilience on academic motivation in the distance learning context. Academic motivation was measured by the Academic Motivation Scale (AMS), perceived teaching behavior was measured by the Teacher as Social Context Questionnaire (TASCQ), and academic resilience was measured by the School Resilience Scale (SRS). The participants of this study were 223 high school students who were undergoing distance learning acquired through an online questionnaire. This study shows that the perceived teaching behavior and academic resilience significantly influence academic motivation, with 29% contribution. Therefore, addressing teaching behavior and students' academic resilience capacity is needed to maintain students' academic motivation.