

ABSTRAK

Penelitian “Pengaruh *Student-Teacher Relationships* terhadap Tipe-Tipe *School Engagement* pada siswa SMP ‘Z’ Kota Bandung” bertujuan untuk memperoleh gambaran tentang pengaruh *Student-Teacher Relationships* (Pianta, 1999) terhadap tipe-tipe *School Engagement* (Fredricks, 2004) di SMP ‘Z’ Kota Bandung.

Alat ukur *School Engagement* yang digunakan dibuat oleh Stefanus dan rekan (2013), diadaptasi untuk siswa SMP. Alat ukur *Student-Teacher Relationships* diterjemahkan dari alat ukur Pianta (1999), diadaptasi untuk diberikan pada siswa. Divalidasi ulang menggunakan SPSS 19 dengan rentang validitas dan reliabilitas *Conflict* 0.339-0.738 dan 0.835, *Closeness* 0.364-0.687 dan 0.808, *Dependency* 0.306-0.424 dan 0.515, *Behavioral Engagement* 0.303-0.627 dan 0.840, *Emotional Engagement* 0.305-0.683 dan 0.838, *Cognitive Engagement* 0.331-0.743 dan 0.888.

Berdasarkan hasil penelitian, disimpulkan bahwa terdapat pengaruh antara *Student-Teacher Relationships* terhadap ketiga tipe *School Engagement* pada siswa SMP ‘Z’ Kota Bandung. Dari hasil perhitungan uji statistik regresi linear, pengaruh *Student-Teacher Relationships* pada tipe *Behavioral Engagement* sebesar 0.344, *Emotional Engagement* sebesar 0.421 dan pada tipe *Cognitive Engagement* sebesar 0.233, ketiganya menunjukkan nilai signifikansi p -value 0.000. Jadi ketika siswa mempersepsikan bahwa relasi mereka dengan guru *Closeness*, maka hal tersebut akan berpengaruh terhadap keterlibatan siswa SMP ‘Z’ secara *Behavioral*, *Emotional*, dan *Cognitive*.

Bagi penelitian selanjutnya, disarankan untuk mengeksplorasi lebih jauh mengenai keterkaitan antar tipe-tipe *School Engagement* sehingga terlihat bagaimana hubungan ketiganya. Bagi kepala sekolah disarankan melakukan pembinaan guru untuk meningkatkan kemampuan berelasi dengan siswa, cara mendukung dan memotivasi siswa belajar.

ABSTRACT

The study "Effects of Student-Teacher Relationships to Types of School Engagement in junior high school students 'Z' Bandung" aims to gain an overview of the influence of Student-Teacher Relationships (Pianta, 1999) to the types of School Engagement (Fredricks, 2004) in SMP 'Z' Bandung.

School Engagement measuring instrument used was made by Stefanus and colleagues (2013), adapted for junior high school students. Measuring instrument Student-Teacher Relationships translated from the measuring instrument Pianta (1999), adapted to be given to the students. Revalidated using SPSS 19 with the range of validity and reliability of Conflict 0.339-0.738 and 0.835, Closeness 0.364-0.687 and 0.808, Dependency 0.306-0.424 and 0.515, Behavioral Engagement 0.303-0.627 and 0.840, Emotional Engagement 0.305-0.683 and 0.838, Cognitive Engagement 0.331 -0.743 and 0.888.

Based on the research results, it was concluded that there are significant between the Student-Teacher Relationships of the three types of School Engagement in junior high school students 'Z' Bandung. From the calculation of linear regression statistical test, Student-Teacher Relationships influence on the type of Engagement for 0.344 Behavioral, Emotional Engagement for 0.421 and on the type of Cognitive Engagement of 0.233, all three showed significant value p-value of 0.000. So when students perceive that their relationships with teachers closeness, then it will affect the involvement of junior high school students 'Z' in Behavioral, Emotional, and Cognitive.

For further research, it is advisable to explore further on the relationship between the types of School Engagement thus seen how the relationship between the three. For principals suggested doing teacher training to improve the ability to relate to students, how to support and motivate students to learn.

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