

ABSTRAK

Penelitian ini dilakukan untuk mengetahui pengaruh Self-Regulation dalam bidang akademik terhadap School Engagement pada siswa SMAN “X” di Kota Bandung. Metode yang digunakan dalam penelitian ini adalah metode kontribusi. Variabel penelitiannya adalah self-regulation dan school engagement. Pemilihan sampel menggunakan metode convenience sampling dan sampel penelitian berjumlah 400 orang.

Alat ukur self-regulation berjumlah 37 item yang disusun oleh Ervina (2011) berdasarkan teori dari Zimmerman. Alat Ukur School Engagement disusun oleh Denny dkk (2013) berdasarkan teori dari Fredricks berjumlah 39 item.

Validitas alat ukur self-regulation menggunakan rumus Rank Spearman. Nilai validitas self-regulation antara 0,356-0,749 dan validitas school engagement antara 0,307-0,731. Reliabilitas menggunakan rumus Alfa Cronbach. Realibilitas self-regulation 0,575-0,867 dan reliabilitas school engagement 0,706-0,776. Hasil pengolahan data menggunakan teknik linear regression.

Kesimpulan dari penelitian ini adalah self-regulation memiliki pengaruh yang signifikan terhadap school engagement. Self-regulation memberikan pengaruh yang paling besar terhadap cognitive engagement.

Saran dari peneliti adalah agar kepala sekolah menghimbau kepada seluruh guru SMAN “X” di Kota Bandung untuk terus memelihara dan meningkatkan aktivitas pembelajaran yang lebih banyak melibatkan siswa untuk berdiskusi dan tanya-jawab. Sedangkan saran untuk penelitian selanjutnya adalah untuk meneliti mengenai faktor-faktor yang memengaruhi school engagement terhadap school engagement.

ABSTRACT

This research conducted to study the effect of Academic Self-Regulation to School Engagement in high school student "X" Bandung. The method used in this study is a contribution method with self-regulation and school engagement as research variables. The selection of samples use convenience sampling method with total sample is 400 people.

The tool for measuring self-regulation are 37 items composed by Ervina (2011) based on the Zimmerman theory. Measuring School Engagement composed by Denny and Friska (2013) based on the Fredricks theory with 39 items in total.

Spearman Rank formula was used to find the validity of measurement tools of self-regulation. The validity of self-regulation between 0,356 to 0,749 and the validity of school engagement between 0,307 to 0,731. To find the formula, used Alfa Cronbach's reliability. Reliability of self-regulation is 0,575-0,867 and reliability of school engagement is 0,706-0,776. The results of data processing used linear regression techniques.

The conclusions of this research is the self-regulation have a significant effect on school engagement. Self-regulation bring most significant effect on the emotional engagement.

Advice from researcher is that the principal would better give instruction to all teachers in high school "X" Bandung to continue maintain and improve learning activity include discussion and for students. While suggestions for future research is to investigate the effect of influences factor school engagement for each type of school engagement.

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