

Abstrak

Penelitian ini bertujuan untuk melihat hubungan attachment style dan school engagement pada siswa SD Swasta kelas IV-VI di Bandung. Penelitian ini dilakukan kepada siswa SD kelas IV-VI di Bandung (N=1481). Metode yang digunakan adalah metode korelasional. Setiap siswa yang berpartisipasi mengisi kuesioner yang bersifat self-report. Teknik penarikan sampel menggunakan convenience sampling. Kuesioner School Engagement disusun oleh Savitri (2018) berdasarkan teori School Engagement dari Fredricks, Bumenfeld dan Paris (2004). Kuesioner School Engagement tersebut terdiri atas 28 aitem. Pengujian Confirmatory Factor Analysis (CFA) menunjukkan bahwa school engagement sebagai konstruk dari ketiga tipe school engagement dengan indikator-indikatornya fit/ sesuai dengan data empirik ($\text{Chi-Square}=30.78$, $\text{df}=20$, $p\text{-value}=0.058$, $\text{RMSEA}=0.039$, $\text{CFI} = 0.99$; $\text{NFI} = 0.97$; $\text{GFI} = 0.98$). Kuesioner Attachment Style merupakan terjemahan alat ukur yang disusun oleh Ricky Finzi (2000) yang terdiri atas 15 aitem. Validitas alat ukur attachment style berkisar 0,390 – 0,581. Reliabilitas diukur menggunakan teknik Alfa Cronbach dengan reliabilitas 0,838 untuk school engagement dan reliabilitas 0,447 untuk attachment style.

Berdasarkan pengolahan data secara statistik, maka hasil penelitian menunjukkan bahwa attachment style (secure, anxious/ambivalent, dan avoidant) memiliki hubungan signifikan dengan school engagement (behavioral, emotional, dan cognitive), kecuali anxious/ambivalent terhadap cognitive engagement tidak memiliki hubungan yang signifikan. Bagi yang ingin meneliti lebih lanjut disarankan untuk melakukan penelitian pengaruh attachment style terhadap school engagement pada siswa SD kelas IV –VI di Bandung. Bagi pihak sekolah dapat menggunakan informasi dari penelitian ini untuk menginformasikan kepada orangtua dalam mendukung dan memotivasi siswa dalam belajar dengan mengembangkan attachment style ke arah secure.

Kata Kunci: attachment style, school engagement, siswa SD kelas IV-VI

Abstract

This study aims to see the correlation of attachment style and school engagement in grade IV-VI elementary school student in Bandung. Respondents of this study as many as 1481 students (N = 1481). The method used in this research is correlation method. Each student who participates fill out a questionnaire that is self report. Convenience sampling technique was used. School engagement questionnaire was prepared by Savitri (2018) based on School Engagement theory from Fredricks, Bumenfeld dan Paris (2004). The School Engagement questionnaire consisted of 28 items. Confirmatory Factor Analysis (CFA) test shows that school engagement as the construct of the three types of school engagement with indicators fit in accordance with empirical data (Chi-Square=30.78, df=20, p-value=0.058, RMSEA=0.039, CFI = 0.99; NFI = 0.97; GFI = 0.98). Then, the Attachment Style questionnaire was prepared by Ricky Finzi (2000) consisting of 15 items. The validity of the attachment style tool ranges from 0.390 - 0.581. Reliability is measured using Alfa Cronbach technique with reliability of 0.838 for school engagement and reliability of 0.447 for attachment style.

Based on statistical data processing, the results showed that attachment style (secure, anxious/ ambivalent, and avoidant) had significant relationship with school engagement (behavioral, emotional and cognitive), except anxious / ambivalent to cognitive engagement had no significant relationship. For those who want to research further suggested to do research influence attachment style to school engagement at elementary school student class IV -VI in Bandung. For the school can use information from this research to remind parents in supporting and motivating students in learning by developing attachment style in the direction of secure.

Key Words: *grade IV-VI elementary, attachment style, school engagement*

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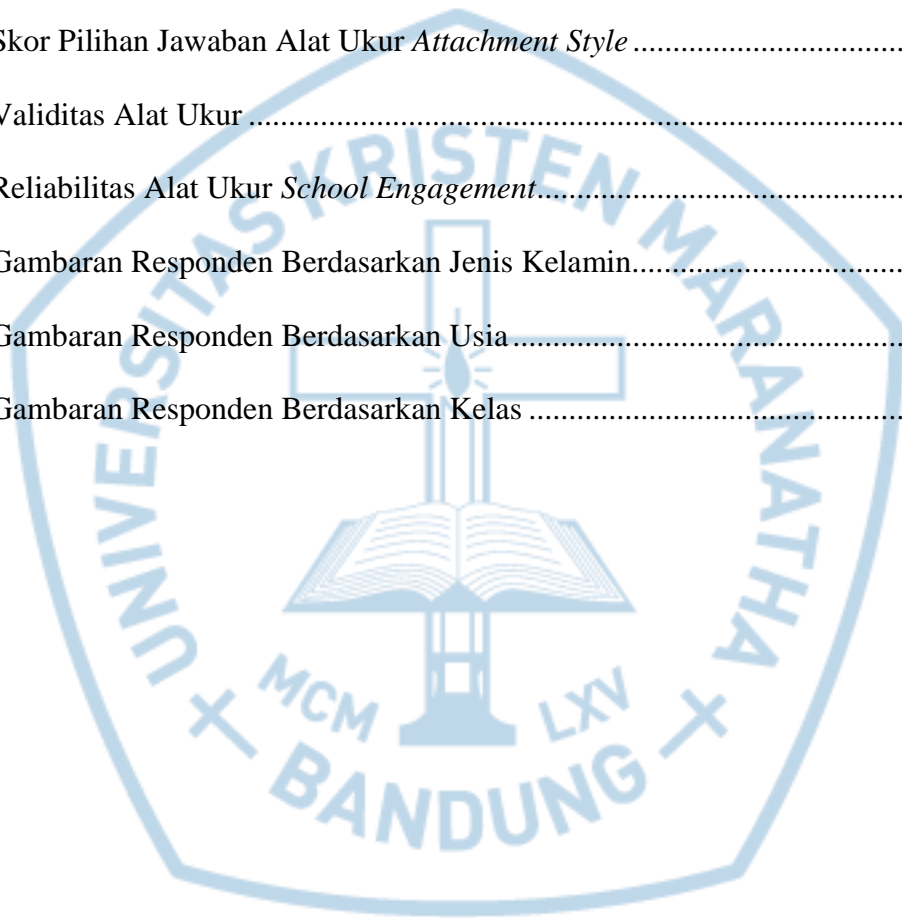
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