

Abstrak

Penelitian ini dilaksanakan untuk mengetahui seberapa besar perbedaan derajat student engagement terhadap kelompok cooperative learning dan non-cooperative learning. Subjek dalam penelitian ini adalah 100 orang mahasiswa fakultas psikologi dengan cooperative learning dan 100 orang mahasiswa fakultas non-psikologi dengan non-cooperative learning. Rancangan dalam penelitian ini menggunakan metode riset diferensial.

Alat ukur yang digunakan berupa kuisisioner Student Engagement berdasarkan National Survey of Student Engagement (NSSE) yang dimodifikasi oleh peneliti dan Ria Wardani, yang terdiri dari 36 butir item valid. Uji validitas alat ukur menggunakan Pearson Correlation yaitu berkisar 0.347–0.675 dengan reliabilitas menggunakan Alpha Cronbach dengan hasil nilai sebesar 0.889.

Berdasarkan pengolahan data menggunakan Independent Sample T-Test didapatkan bahwa tidak terdapat perbedaan derajat student engagement pada dimensi cognitive dan behaviour engagement antara mahasiswa psikologi dengan cooperative learning dan mahasiswa non-psikologi dengan non-cooperative learning. Akan tetapi, terdapat perbedaan secara signifikan untuk dimensi emotional engagement dengan persentase terbesar diperoleh mahasiswa psikologi dengan cooperative learning. Peneliti mengajukan saran agar penelitian selanjutnya lebih menggali faktor yang mungkin mempengaruhi tinggi atau rendahnya student engagement dalam perkuliahan yang menerapkan cooperative learning.

Kata Kunci : Cooperative Learning, Student Engagement, Mahasiswa

Abstract

This Study was conducted to find out the difference in student engagement for cooperative learning group and non-cooperative learning group. The subject on this study were students at the faculty of Psychology with cooperative learning and non-psychology faculty without cooperative learning amounting to 200 people. The design used in this study is differential research methods.

The research instrument used was a Student Engagement questionnaire based on National Survey of Student Engagement (NSSE) modified by researcher and Ria Wardani, consisting of 36 items. The validity test of measuring instrument using Pearson Correlation gauge between 0.347-0.675 with reliability using Alpha Cronbach with a value of 0.889.

Based on data processing with Independent Sample T-Test it was found that there were no differences in dimensions are cognitive and behavior engagement between psychology students with cooperative learning and non-psychology students without cooperative learning. However, there is significant differences for the dimensions of emotional engagement with the largest percentage obtained by psychology students with cooperative learning. The researcher proposes that further research explores other factor that may increase or decrease student engagement in the lecture that implemented cooperative learning.

Keywords : Cooperative Learning, Student Engagement, College Students

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