

## **ABSTRAK**

*Penelitian ini bertujuan untuk mengetahui kontribusi academic buoyancy terhadap engagement in the classroom pada mahasiswa Arsitektur Interior yang mengontrak mata kuliah Perancangan Arsitektur Interior 3 di Universitas “X” Kota Depok. Penelitian ini menggunakan teori Academic Buoyancy (Martin & Marsh, 2009) dan Engagement in The Classroom (Skinner & Pitzer, 2012).*

*Terdapat 43 responden yang berpartisipasi dalam penelitian ini yang sesuai dengan jumlah populasi. Penelitian ini menggunakan alat ukur Academic Buoyancy dari Martin & Marsh (2009) yang terdiri dari 4 item dan alat ukur Engagement in The Classroom dari Skinner, Marchand, Furrer, dan Kinderman (2008) yang terdiri dari 26 item. Metode yang digunakan adalah kontribusi dengan menggunakan uji regresi linier di SPSS. Validitas alat ukur academic buoyancy berkisar dari 0,580–0,768 dengan realibilitas 0,636, sedangkan validitas alat ukur engagement in the classroom berkisar dari 0,329–0,637 dengan realibilitas 0,832.*

*Berdasarkan pengolahan data secara statistik, didapatkan academic buoyancy berkontribusi signifikan pada Engagement in the classroom sebesar 22,6% pada responden dengan Setiap peningkatan 1 skor pada academic buoyancy maka akan meningkatkan engagement in the classroom sebesar 1,101 (Beta +1,101). Peneliti menyarankan agar peneliti selanjutnya dapat melakukan penelitian terhadap responden yang berbeda dan melakukan penelitian dengan melihat kontribusi engagement in the classroom pada academic buoyancy. Bagi fasilitator, hasil penelitian ini dapat dijadikan bahan pertimbangan untuk menyampaikan feedback dengan jelas dan memberikan dukungan secara emosional selama berada di ruang kelas untuk membantu meningkatkan Engagement in The Classroom pada mahasiswa.*

*Kata kunci: Academic Buoyancy, Engagement, Universitas “X”.*

## **ABSTRACT**

*The aims of this study was to determine the contribution of academic buoyancy to engagement in the classroom in Interior Architecture students who contracted Interior Architecture Design 3 at the "X" University of Depok city . This study used Academic Buoyancy theory (Martin & Marsh, 2009) and Engagement in the classroom (Skinner & Pitzer, 2012).*

*There were 43 respondents who participated in this study which was in accordance with the total population. This study used the Academic Buoyancy measuring instrument from Martin and Marsh (2009) consisting of 4 items and the Engagement in the classroom measuring instrument from Skinner, Marchand, Furrer, and Kinderman (2008) consisting of 26 items. The method used was the contribution using the linear regression test at SPSS. The validity of the academic buoyancy measuring instrument ranges from 0.580-0.768 with a reliability of 0.636, while the validity of the engagement in the classroom measuring instrument ranges from 0.329-0.637 with a reliability of 0.832.*

*Based on statistical data processing, it was found that academic buoyancy contributed significantly to Engagement in the classroom by 22.6% in respondents with every 1 score increase in academic buoyancy, which therefore would increase engagement in the classroom by 1,101 (Beta +1,101) . The researcher suggests that future researchers can conduct research on different respondents and by looking at the contribution of engagement in the classroom to academic buoyancy. For the facilitator, the results of this study can be taken into consideration to convey feedback clearly and provide emotional support while in the classroom to help increase student engagement in the classroom.*

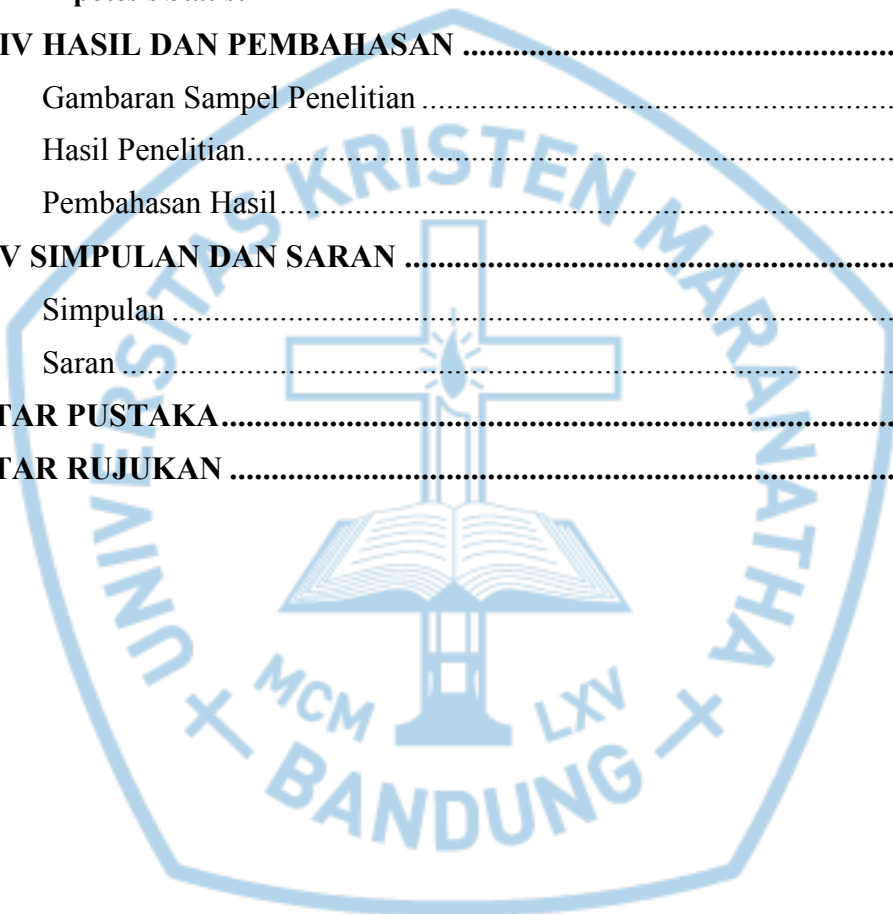
*Keywords: Academic Buoyancy, Engagement, "X" University*

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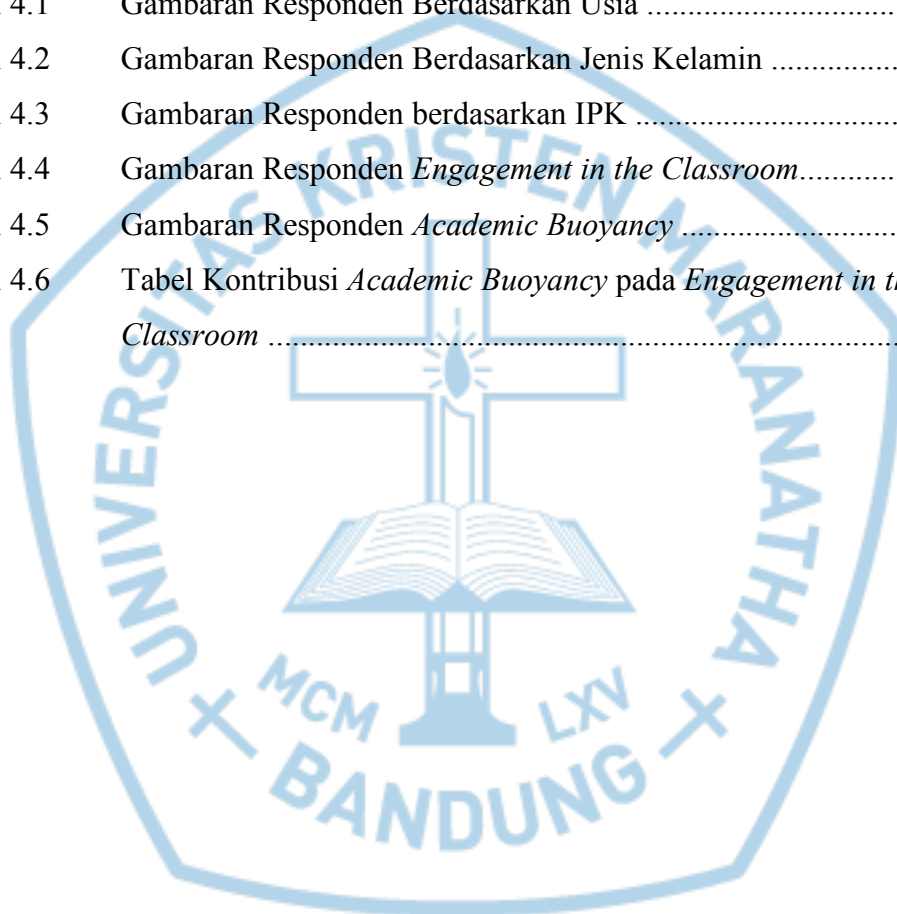
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