

Abstrak

Penelitian ini bertujuan untuk mengetahui korelasi antara dimensi *Student-Teacher Relationship* (*closeness*, *conflict*, dan *dependency*) dan dimensi *School Engagement* (*behavioral engagement*, *emotional engagement*, dan *cognitive engagement*), dengan menggunakan teori *Student-Teacher Relationship* (Pianta, 1999 dan *School Engagement* (Fredericks, 2004). Responden ini meliputi 113 siswa SMA “X” Bandung, yang dipilih berdasarkan teknik *convenience sampling*.

Alat ukur yang digunakan ialah kuesioner *Student-Teacher Relationship* (validitas: 0,332-0,79, reliabilitas: 0,602) dan kuesioner *School Engagement* (validitas: 0,547-0,750, reliabilitas: 0,878). Pengolahan data dilakukan dengan uji korelasi Spearman dalam program SPSS 20.

Hasil pengolahan data menunjukkan hal-hal sebagai berikut: 1) Terdapat korelasi negatif yang signifikan antara dimensi *conflict* dan masing-masing dimensi *School Engagement* (secara berturut-turut: dengan dimensi *behavioral engagement*: $p = 0,000$; $r = -0,471$; dengan dimensi *emotional engagement*: $p = 0,000$; $r = -0,437$; dan dengan dimensi *cognitive engagement*: $p = 0,000$; $r = -0,275$). 2) Terdapat korelasi positif yang signifikan antara dimensi *closeness* dan masing-masing dimensi *School Engagement* (secara berturut-turut: dengan dimensi *behavioral engagement*: $p = 0,000$; $r = 0,510$; dengan dimensi *emotional engagement*: $p = 0,000$; $r = 0,579$; dan dengan dimensi *cognitive engagement*: $p = 0,000$; $r = 0,583$). 3) Terdapat korelasi positif yang signifikan antara dimensi *dependency* dan masing-masing dimensi *School Engagement* (secara berturut-turut: dengan dimensi *behavioral engagement*: $p = 0,000$; $r = 0,230$; dengan dimensi *emotional engagement*: $p = 0,000$; $r = 0,510$; dan dengan dimensi *cognitive engagement*: $p = 0,000$; $r = 0,465$).

Kata kunci: *Student-Teacher Relationship*, dimensi *closeness*, dimensi *conflict*, dimensi *dependency* *School Engagement*, dimensi *behavioral engagement*, dimensi *emotional engagement*, dan dimensi *cognitive engagement*.

Abstract

This study aims to determine the correlation between Student-Teacher Relationship (closeness, conflict and dependency) dimensions and School Engagement dimensions (behavioral engagement, emotional engagement, and cognitive engagement), using Student-Teacher Relationship theory (Pianta, 1999 and School Engagement (Fredericks, 2004) The respondents included 113 "X" high school students in Bandung, who were selected based on convenience sampling techniques.

The measuring instrument used was the Student-Teacher Relationship questionnaire (validity: 0,332-0,79, reliability: 0.602) and School Engagement questionnaire (validity: 0,547-0,750, reliability: 0,878). Data processing was done by Spearman correlation test in the SPSS 20 program.

The results of data processing show the following: 1) There is a significant negative correlation between the dimensions of conflict and each dimension of School Engagement (respectively: with behavioral engagement dimensions: $p = 0,000$; $r = -0,471$; with emotional dimensions engagement: $p = 0,000$; $r = -0,437$; and with cognitive engagement dimensions: $p = 0,000$; $r = -0,275$). 2) There is a significant positive correlation between dimensions of closeness and each dimension of School Engagement (respectively: with behavioral engagement dimensions: $p = 0,000$; $r = 0,510$; with dimensions of emotional engagement: $p = 0,000$; $r = 0,579$; and with cognitive engagement dimensions: $p = 0,000$; $r = 0,583$). 3) There is a significant positive correlation between the dependency dimensions and each of the School Engagement dimensions (respectively: with behavioral engagement dimensions: $p = 0,000$; $r = 0,230$; with emotional engagement dimensions: $p = 0,000$; $r = 0,510$; and with cognitive engagement dimensions: $p = 0,000$; $r = 0,465$).

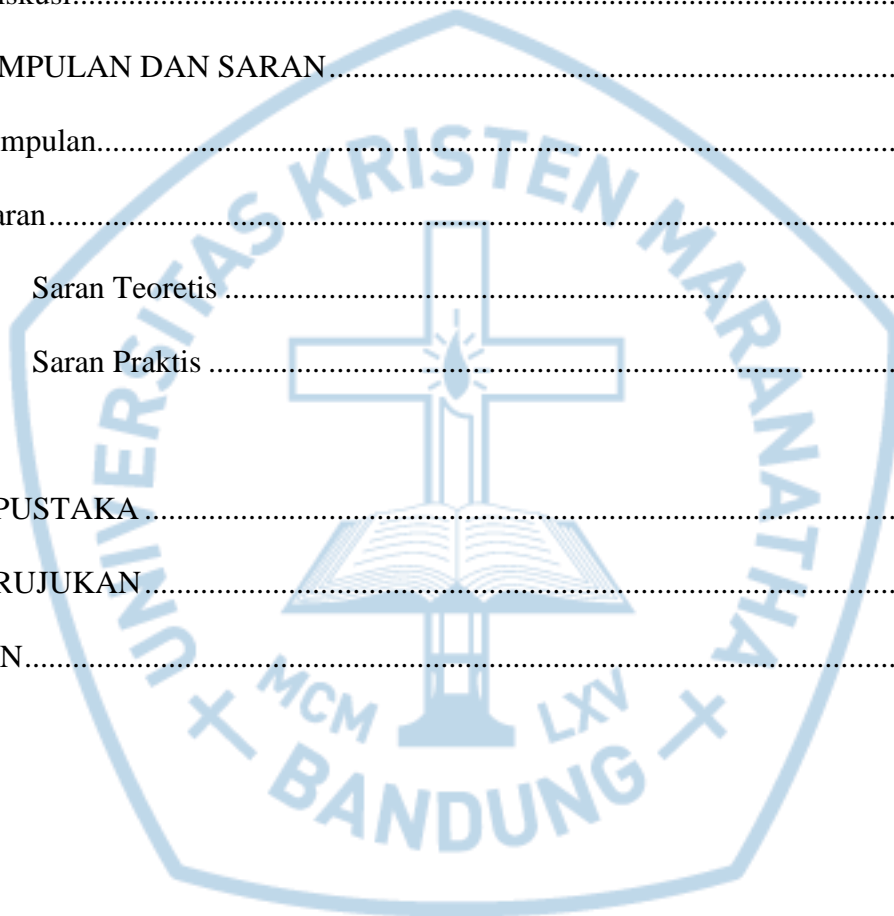
Keywords: *Student-Teacher Relationship, closeness dimensions, conflict dimensions, School Engagement dependency dimensions, behavioral engagement dimensions, emotional engagement dimensions, and cognitive engagement dimensions.*

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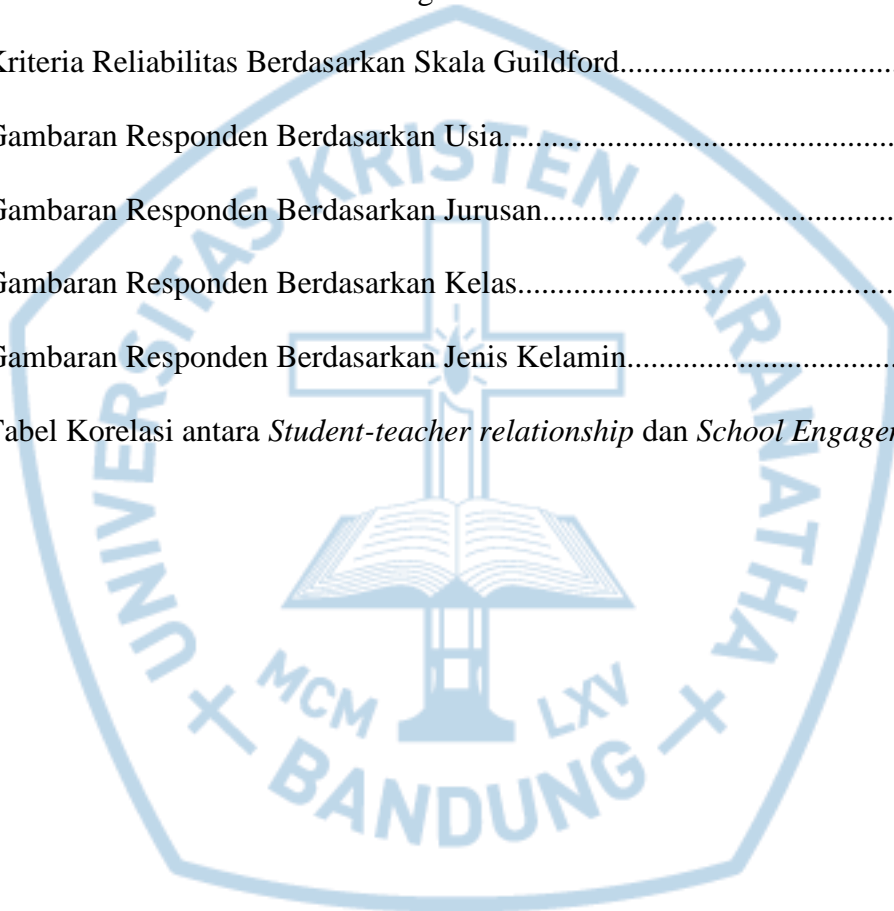
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