

ABSTRAK

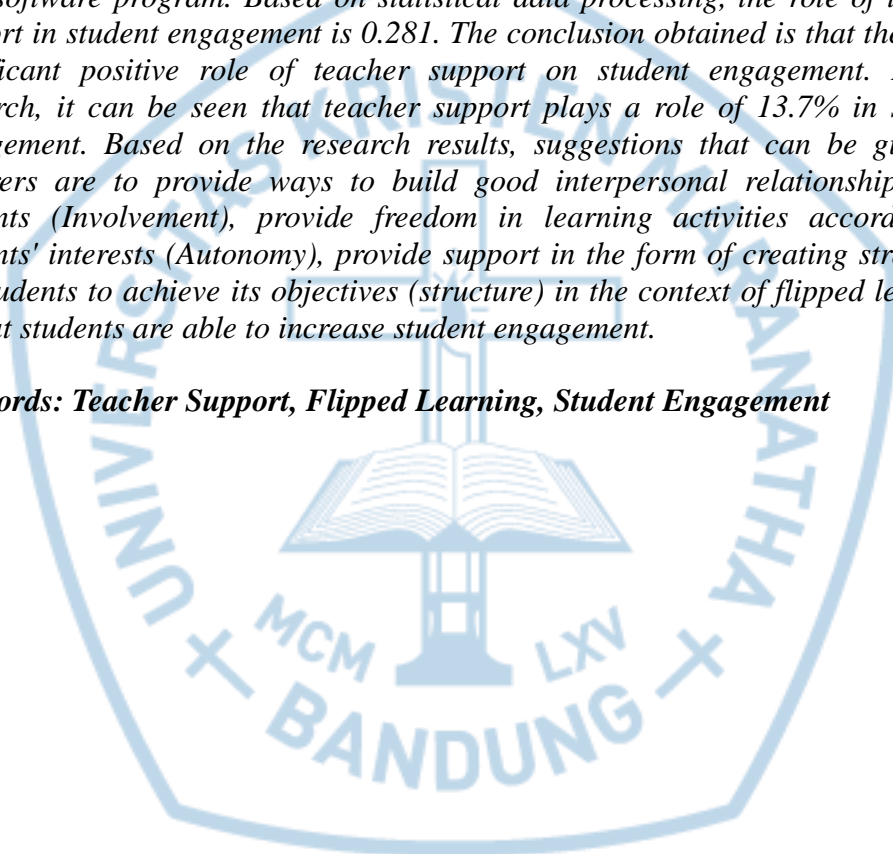
Penelitian ini dilakukan bertujuan untuk mengetahui peran *Teacher Support* terhadap *Student Engagement* pada mahasiswa fakultas psikologi dalam konteks pembelajaran *flipped learning* di Universitas “X” Kota Bandung. Terdapat 100 sampel yang berpartisipasi dan dipilih berdasarkan teknik *purposive sampling*. Variabel *teacher support* pada penelitian ini diukur menggunakan alat ukur *Teacher As Social Questionnaire – Short Form (TASCQ – Short Form)* yang telah diterjemahkan dan alat ukur *student engagement* menggunakan alat ukur *University Student Engagement Inventory (USEI)* yang telah diadaptasi. Data yang ada diuji dengan menggunakan uji regresi linear sederhana dengan program software SPSS 25.0. Berdasarkan pengolahan data secara statistik, peran *teacher support* terhadap *student engagement* sebesar 0.281. Kesimpulan yang diperoleh adalah terdapat peran positif yang signifikan antara *teacher support* terhadap *student engagement*. Pada penelitian inipun dapat dilihat bahwa *teacher support* berperan sebesar 13,7% terhadap *student engagement*. Berdasarkan hasil penelitian, saran yang dapat diberikan kepada dosen adalah dapat memberikan dukungan dengan cara membangun hubungan interpersonal dengan peserta didik yang baik (*Involvement*), memberikan keleluasaan dalam kegiatan pembelajaran sesuai dengan minat para mahasiswa (*Autonomy*), memberikan dukungan dalam bentuk membuat strategi bagi para mahasiswa untuk mencapai tujuannya (*structure*) dalam konteks pembelajaran *flipped learning* agar mahasiswa mampu untuk meningkatkan *student engagement*.

Kata Kunci: *Teacher Support, Flipped Learning, Student Engagement*

ABSTRACT

This research was conducted with the aim of finding out the role of Teacher Support in Student Engagement among psychology faculty students in the context of flipped learning at "X" University, Bandung City. There were 100 samples participating and were selected based on purposive sampling techniques. The teacher support variable in this study was measured using the Teacher As Social Questionnaire - Short Form (TASCQ - Short Form) measuring tool which has been translated and the student engagement measuring tool uses the University Student Engagement Inventory (USEI) measuring tool which has been adapted. The existing data was tested using a simple linear regression test with the SPSS 25.0 software program. Based on statistical data processing, the role of teacher support in student engagement is 0.281. The conclusion obtained is that there is a significant positive role of teacher support on student engagement. In this research, it can be seen that teacher support plays a role of 13.7% in student engagement. Based on the research results, suggestions that can be given to lecturers are to provide ways to build good interpersonal relationships with students (Involvement), provide freedom in learning activities according to students' interests (Autonomy), provide support in the form of creating strategies for students to achieve its objectives (structure) in the context of flipped learning so that students are able to increase student engagement.

Keywords: Teacher Support, Flipped Learning, Student Engagement



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