

Abstrak

Penelitian ini bertujuan untuk memperoleh gambaran mengenai school engagement pada siswa-siswi boarding school SMA “X”Bandung, beserta keterkaitannya dengan faktor - faktor yang memengaruhi. Rancangan penelitian menggunakan metode deskriptif dan sampel berjumlah 317 orang.

Alat ukur disusun oleh peneliti bersama tim peneliti school engagement berdasarkan teori school engagement dari Fredricks (2004). Uji validitas menggunakan rumus Spearman dan diperoleh 39 item valid dengan validitas berkisar 0.67-0.75 untuk behavioral engagement, 0.75-0.81 untuk emotional engagement, 0.67-0.74 untuk cognitive engagement. Reliabilitas menggunakan rumus Alpha Cronbach dengan reliabilitas 0.70 untuk behavioral engagement, 0.78 untuk emotional engagement, 0.71 untuk cognitive engagement yang berarti alat ukur yang digunakan reliabel.

Berdasarkan hasil penelitian sebanyak 52.4% siswa menunjukkan school engagement tinggi dan sebanyak 47,6% menunjukkan school engagement rendah. Sebanyak 55,8% siswa memiliki behavior engagement tinggi dan 44.2% menunjukkan behavior engagement rendah. Sebanyak 56.8% siswa menunjukkan emotional engagement tinggi dan 43.2% menunjukkan emotional engagement rendah. Sebanyak 54.6% siswa menunjukkan cognitive engagement tinggi dan 45.4% menunjukkan cognitive engagement rendah.

Berdasarkan hasil penelitian faktor ukuran sekolah, teacher support, classroom structure memiliki keterkaitan dengan ketiga komponen school engagement. Faktor kesempatan siswa dan staff dalam usaha bersama di sekolah, autonomy need memiliki keterkaitan dengan behavioral dan cognitive engagement. Faktor tugas akademik yang mengembangkan siswa memiliki keterkaitan dengan behavioral dan emotional engagement. Faktor task characteristic memiliki keterkaitan dengan emotional dan cognitive engagement. Faktor voluntary choice, peers, competence need hanya memiliki keterkaitan dengan cognitive engagement. Faktor autonomy support hanya memiliki keterkaitan dengan emotional engagement.

Saran untuk penelitian selanjutnya adalah melakukan penelitian mengenai hubungan berbagai variable dan school engagement.

Abstract

This study aims to obtain an overview of School engagements of students boarding school in High School “X” In Bandung, and its association with factors that influenced. This study used descriptive method. The sample were a total of 317 people.

The measuring instrument was made by researcher and her team, based on School Engagement Theory by Fredricks (2004). Validity was measured using Spearman formula and discovered 39 valid items with validity coefficient ranging from 0.67-0.75 for behavioral engagement , 0.75-0.81 for emotional engagement , 0.67-0.74 for cognitive engagement. Reliability of this instrument was also measured using Alpha Cronbach with reliability coefficient 0.70 for behavioral engagement , 0.78 to emotional engagement, 0.71 to cognitive engagement which means that the instrument used in this study was reliable.

Based on the result, A total of 52.4% of students showed a high school engagement and a total of 47.6% of students showed low school engagement. A total of 55.8% of students showed a high behavioral engagement and 44.2% of students showed low behavioral engagement. A total of 56.8% of students showed a high emotional engagement and 43.2% of students showed low emotional engagement. A total of 54.6% of students showed a high cognitive engagement and 45.4% of students have low cognitive engagement.

This study also concluded that school-size factor, teacher support, and classroom structure, are linked to the three components of school engagement, and another factors such as: cooperation between students and school staff, and autonomy need, are only linked to two components, behavioral engagement and cognitive engagement. Academic work that develop students factor is linked to behavioral engagement and emotional engagement. Task-characteristic factor is linked to emotional engagements and cognitive engagements. Voluntary-choice factor, peers, and competence-need are only linked to one component, which is cognitive engagement. Autonomy-support factor is linked to only one component, which is emotional engagements.

For further research, it is suggested to do a further research concerning the relationship of school engagements and other variables that relevant.

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