

Hubungan antara tipe Implicit Theory Of Intelligence dan tipe Goal-Orientation pada siswa kelas tujuh = The relationship between type of implicit Theory of Intelligence and type of Goal-Orientation among grade seven students

Iftita Rahmi, author

Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=20330716&lokasi=lokal>

Abstrak

Penelitian ini dilakukan untuk mendapatkan gambaran mengenai hubungan antara Implicit Theory of Intelligence dan Goal-Orientation yang dimiliki oleh siswa kelas tujuh Sekolah Menengah Pertama. Pengukuran implicit theory of intelligence menggunakan alat ukur personal conception of intelligence (Faria & Fontaine, 1997) yang telah diadaptasi oleh peneliti. Pengukuran goal-orientation menggunakan alat ukur goal-orientation yang dikembangkan Ames dan Archer (1988) dan telah diadaptasi oleh Murdaningtyas (2006) serta peneliti sendiri. Partisipan penelitian ini berjumlah 75 orang siswa sekolah menengah pertama. Hasil penelitian ini menunjukkan hubungan positif yang signifikan antara incremental theory of intelligence dan mastery goal-orientation ($r = 0,549$ l.o.s 0,01), dan juga terdapat hubungan negatif yang signifikan antara entity theory of intelligence dan mastery goal-orientation ($r = -0,264$ l.o.s 0,05). Artinya, semakin tinggi incremental theory of intelligence yang dimiliki seseorang, maka semakin tinggi ia menampilkan mastery goal-orientation, dan semakin tinggi entity theory of intelligence yang dimiliki seseorang, akan semakin rendah ia menampilkan mastery goal-orientation. Berdasarkan hasil penelitian tersebut, untuk dapat mengembangkan mastery goal-orientation, siswa hendaknya mengembangkan incremental theory of intelligence sejak dini terutama ketika memasuki Sekolah Menengah.

.....This research was conducted to find the correlation between implicit theory of intelligence and goal-orientation among grade seven students. Implicit theory of intelligence was measured using a modified instrument named personal conception of intelligence (Faria & Fontaine, 1997). Goal-orientation was measured using a modified instrument which developed from Ames and Archer (1988) by Murdaningtyas (2006) and researcher. Participants of this study is 75 junior high school students. This study indicates a significant positive relationship between the incremental theory of intelligence and mastery goal-orientation ($r = 0.549$ l.o.s. 0.01), and a significant negative correlation between the static conception of intelligence and mastery goal-orientation ($r = -0.264$ l.o.s. 0.05). That is, the higher the incremental theory of intelligence one's own, the higher showing mastery goal-orientation, and the higher the static conception of intelligence one's own, the lower showing mastery goal-orientation. Based on these results, in order to develop a mastery goal-orientation, students should develop a incremental theory of intelligence from an early age, especially when entering high school.