

Pengaruh jenis umpan balik terhadap performa akademik siswa yang dimoderasi oleh academic self-efficacy pada siswa sma = Effect of differential feedback on student s academic performance moderated by academic self efficacy

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Abstrak

Performa akademik siswa dipengaruhi oleh faktor eksternal dan internal. Penelitian eksperimen dilakukan untuk mengetahui apakah ada pengaruh antara jenis pemberian umpan balik sebagai faktor eksternal dan academic self-efficacy sebagai faktor internal terhadap performa akademik siswa. Penelitian eksperimen terhadap 101 siswa SMA kelas X dalam setting alamiah di kelas. Siswa diminta untuk mengerjakan soal ulangan harian pelajaran Kewarganegaraan. Selanjutnya, hasil ulangan harian akan dikoreksi dan diberikan umpan balik.

Siswa dibagi menjadi dua kelompok secara acak yaitu sebagian mendapat umpan balik deskriptif berisi tentang informasi spesifik mengenai apa yang sudah benar dan kurang dari hasil ulangan harian yang dikerjakan dan siswa lainnya akan mendapat umpan balik evaluatif berisi tentang ringkasan mengenai seberapa baik siswa dalam mengerjakan ulangan, diberikan dalam bentuk poin nilai dan komentar singkat. Selanjutnya siswa diminta untuk merevisi hasil ulangan berdasarkan umpan balik yang diberikan. Setelah melakukan revisi, siswa diminta untuk mengisi kuesioner yang mengukur academic self-efficacy dari skala Academic Self-Efficacy Subscale from Self-Efficacy Questionnaire for Children (SEQ-C) dengan koefisien Cronbach's Alpha sebesar = 0.725.

Hasil penelitian menunjukkan bahwa jenis umpan balik signifikan mempengaruhi performa akademik siswa $F(101) = 45.28, p < .05$. Sedangkan, tidak ditemukan pengaruh yang signifikan dari academic self-efficacy terhadap performa akademik siswa $F(101) = 0.01, p > .05$, begitu juga interaksi antara jenis umpan balik dan academic self-efficacy terhadap performa akademik $F(101) = 0.146, p > .05$. Hasil analisis tambahan menunjukkan jenis kelamin, durasi belajar, nilai UAS semester lalu, dan kesukaan terhadap pelajaran kewarganegaraan berkorelasi dengan performa akademik.

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Student's academic performance is influenced by external and internal factors. Experimental research was conducted to determine whether there is influence between the type of feedback as external factors and academic self-efficacy as an internal factor of the student's academic performance. The participants of this experiment are 101 high school students of class X conducted in a natural setting. Students were asked to do an essay test of Citizenship lessons. Furthermore, the results of tests will be corrected and given feedback. Students were divided into two groups randomly, students who get descriptive feedback contains specific information about how to improve the answer and the others receive evaluative feedback contains a brief comment and point on each answers. Furthermore, students were asked to revise the test based on the feedback given. Once revised, students were asked to fill out questionnaires that measure academic self-efficacy on a scale of Academic Self-Efficacy subscale from Self-Efficacy Questionnaire for Children (SEQ-C) with Cronbach's Alpha coefficient of = 0.725.

The results showed that the type of feedback significantly effect a student's academic performance $F(101) =$

45.28, $p < .05$. Meanwhile, there was no significant effect on academic self-efficacy on student's academic performance $F(101) = 0.01$, $p > .05$. Also, there is no significant effect interaction between the type of feedback and academic self-efficacy on academic performance $F(101) = 0.146$, $p > .05$. Results of additional analyzes indicate gender, duration of study, score final exam in last semester, and interest in Citizenship lessons correlated with academic performance.