

Pengaruh persepsi dukungan sosial dan efikasi diri akademik terhadap motivasi akademik siswa SMA yang mengikuti pembelajaran jarak jauh = The effects of perceived social support and academic self-efficacy on academic motivation among senior high school students during distance learning

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Abstrak

Selama Pembelajaran Jarak Jauh (PJJ), para siswa mengalami berbagai tantangan yang dapat menurunkan semangat untuk belajar. Situasi pembelajaran yang baru dan terbatasnya interaksi fisik dengan orang lain menyebabkan siswa perlu beradaptasi untuk menjaga performanya di sekolah. Penelitian ini bertujuan untuk mengetahui kontribusi dari persepsi dukungan sosial dan efikasi diri akademik secara bersamaan terhadap motivasi akademik, serta variabel yang berkontribusi lebih besar pada motivasi akademik siswa SMA selama PJJ. Motivasi akademik mengacu pada self-determination theory dan diukur menggunakan Academic Motivation Scale (AMS), persepsi dukungan sosial diukur menggunakan Social Provisions Scale (SPS), dan efikasi diri akademik diukur menggunakan Self-Efficacy Questionnaire for Children (SEQ-C). Partisipan penelitian adalah 223 siswa SMA berusia 15-18 tahun yang sedang menjalani PJJ (N laki-laki = 23, N perempuan = 200). Hasil penelitian ini menunjukkan bahwa persepsi dukungan sosial dan efikasi diri akademik berpengaruh signifikan secara bersamaan, serta berkontribusi sebesar 20,1% terhadap motivasi akademik siswa SMA. Selain itu, penelitian ini menunjukkan bahwa kontribusi varians efikasi diri akademik lebih besar dibandingkan persepsi dukungan sosial terhadap motivasi akademik. Berdasarkan hasil tersebut, motivasi akademik siswa SMA dapat lebih meningkat ketika memiliki efikasi diri akademik dan mampu mempersepsikan dukungan yang didapatkannya.

.....During distance learning, students experience various challenges that can reduce their enthusiasm for learning. With this new learning situation and the limited physical interaction with other people, students need to make adaptations to keep their performance at school. This study aims to investigate the contribution of perceived social support and academic self- efficacy simultaneously to academic motivation, as well as variables that contribute more among senior high school students' academic motivation during distance learning. Academic motivation refers to the self-determination theory and was measured with the Academic Motivation Scale (AMS), perceived social support was measured with the Social Provisions Scale (SPS), and academic self-efficacy was measured with the Self-Efficacy Questionnaire for Children (SEQ-C). The participants of this study were 223 high school students aged 15- 18 years who are currently going distance learning (N male = 23, N female = 200). Results of this study shows that students' perceptions of social support and their academic self-efficacy simultaneously affect academic motivation. The two variables contributed to 20,1% of academic motivation among senior high school students. In addition, this study also found that academic self-efficacy has more contribution to academic motivation than perceived social support. Based on these results, high school students show better academic motivation when they have academic self-efficacy and can perceive the support they get.