

Dukungan Guru sebagai Mediator dari Kelekatan dengan Orang Tua terhadap Motivasi Akademis Siswa SMA/SMK pada Masa Pandemi COVID19 = Teacher Support as Mediator for Parental Attachment to Academic Motivation on High School Students During the COVID-19 Pandemic

Emir Haryono Adjie, author

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Abstrak

Perubahan metode belajar menjadi pembelajaran jarak jauh membuat murid perlu beradaptasi dengan cara yang baru. Proses adaptasi ini menimbulkan permasalahan seperti penurunan motivasi akademis. Penelitian ini menggunakan desain korelasional untuk menguji hubungan antara kelekatan dengan orang tua terhadap motivasi akademis yang dimediasi oleh dukungan guru. Sebanyak 156 murid SMA/SMK mengisi kuesioner daring yang disebarluaskan melalui platform twitter dan line. Hasil analisis mediasi menunjukkan dukungan guru berperan sebagai mediator, walaupun hanya secara parsial, pada hubungan antara kelekatan dengan orang tua terhadap motivasi akademis ($b = .0323$, $SE = .0164$, 95% CI [.0036, .0680]). Hal ini disebabkan efek langsung dari variabel kelekatan dengan orang tua terhadap motivasi akademis lebih besar dibanding menggunakan mediator ($b = .1761$, $SE = .0400$, 95% CI [.0970, .2522]). Penelitian ini menunjukkan pentingnya kelekatan dengan orang tua dalam membangun motivasi akademis sehingga murid dapat menjalankan kegiatan belajar dengan optimal. Diskusi dan saran terlampir pada bab terakhir untuk dapat digunakan pada penelitian selanjutnya.

.....The change in learning methods into distance learning makes students need to adapt in new ways. This adaptation process raises problems such as a decrease in academic motivation. This study used a correlational design to examine the relationship between parental attachment to academic motivation mediated by teacher support. Participants ($N = 156$) were high school students spread across various regions in Indonesia and filled out an online questionnaire which was distributed through twitter and line. The results of the mediation analysis show that teacher support acts as a mediator, although only partially, on the relationship between attachment to parents and academic motivation ($b = .0323$, $SE = .0164$, 95% CI [.0036, .0680]). This is because the direct effect of the parental attachment variable on academic motivation is greater than using a mediator ($b = .1761$, $SE = .0400$, 95% CI [.0970, .2522]). This study shows the importance of bonding with parents in building academic motivation so that students can carry out learning activities optimally. Discussions and suggestions related to the results of the research are attached in the last chapter.