

# Hubungan antara Self-Regulated Learning dan Agentic Engagement pada Peserta Didik Kelas 12 SMA selama Pembelajaran Jarak Jauh (PJJ) di Wilayah Jabodetabek = The Relationship Between Self-Regulated Learning and Agentic Engagement among 12th Grade High School Students during Distance Learning in the Jabodetabek Area

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## Abstrak

Beberapa penelitian telah menemukan adanya penurunan keterlibatan belajar peserta didik pada kondisi pandemi Covid-19. Padahal, keterlibatan belajar peserta didik merupakan salah satu faktor penting yang dapat memengaruhi prestasi akademik peserta didik. Salah satu komponen dari keterlibatan belajar adalah agentic engagement, yang menunjukkan kontribusi konstruktif peserta didik dalam proses pembelajaran. Beberapa penelitian terdahulu menemukan bahwa keterlibatan belajar dapat dipengaruhi oleh berbagai faktor, salah satunya oleh self-regulated learning. Oleh karena itu, penelitian ini dilakukan untuk mencari tahu hubungan antara self-regulated learning dan agentic engagement selama pembelajaran jarak jauh. Partisipan penelitian merupakan peserta didik kelas 12 SMA yang bersekolah di wilayah Jabodetabek. Self-regulated learning diukur dengan menggunakan Motivated Strategies for Learning Questionnaire, sedangkan agentic engagement diukur dengan menggunakan Agentic Engagement Scale. Penelitian dilakukan terhadap 202 partisipan berusia 16-20 tahun ( $M = 17.69$ ,  $SD = .84$ ). Berdasarkan uji korelasi Pearson, ditemukan bahwa self-regulated learning berkorelasi secara positif dan signifikan dengan agentic engagement ( $r = .62$ ,  $p < .05$ ). Artinya, semakin tinggi kemampuan self-regulated learning peserta didik, maka agentic engagement peserta didik juga akan semakin tinggi, begitu juga sebaliknya. Lebih lanjut, nilai effect size menunjukkan bahwa terdapat 38% variasi dari agentic engagement yang dapat dijelaskan oleh self-regulated learning.

.....Several studies have found a decrease in student engagement during the Covid-19 pandemic. Though, student engagement is one of the important factors that can affect student academic achievement. One component of engagement is agentic engagement, which shows the constructive contribution of learners in the learning process. Several previous studies have found that student engagement can be influenced by various factors, one of which is self-regulated learning. Therefore, this study was conducted to find out the relationship between self-regulated learning and agentic engagement during the distance learning condition. Research participants are 12th grade high school students who study in the Jabodetabek area. Self-regulated learning was measured using the Motivated Strategies for Learning Questionnaire, while agentic engagement was measured using the Agentic Engagement Scale. The study was conducted on 202 participants aged 16-20 years ( $M = 17.69$ ,  $SD = .84$ ). Based on the Pearson correlation test, it was found that self-regulated learning was positively and significantly correlated with agentic engagement  $r = .62$ ,  $p < .05$ ). It means that the higher the self-regulated learning ability of students, the higher the agentic engagement of students, and vice versa. Furthermore, the effect size value shows that there is a 38% variation in agentic engagement which can be explained by self-regulated learning.