

Peran Internal Locus of Control dan External Locus of Control Sebagai Moderator Dalam Hubungan Antara Persepsi Gaya Mengajar Controlling Guru dengan Keterlibatan Agentik Pada Siswa SMA = The Role of Internal Locus of Control and External Locus of Control in Moderating Relationship between Perceived Controlling Teaching Styles and Agentic Engagement in High School

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Abstrak

Salah satu permasalahan yang ditemukan pada masa perubahan pembelajaran masa pandemi dan tatap muka adalah keterlibatan agentik dalam belajar, hal tersebut erat kaitannya dengan persepsi gaya mengajar controlling guru serta locus of control pada siswa SMA. Penelitian ini bertujuan untuk melihat peran internal locus of control dan external locus of control sebagai moderator dalam hubungan antara persepsi gaya mengajar controlling guru dengan keterlibatan agentik pada siswa SMA. Responden penelitian berjumlah 1474 siswa SMA di Jakarta. Penelitian ini menggunakan tiga alat ukur, yaitu Agentic Engagement Scale, Perceived Teacher's Teaching Style Scale, dan Levenson Multidimensional Locus of Control. Pengolahan data dilakukan menggunakan analisis regresi berganda menggunakan perangkat JASP. Hasil analisis menemukan bahwa internal locus of control memoderasi hubungan antara persepsi gaya mengajar controlling dengan keterlibatan agentik siswa SMA. Kemudian ditemukan juga bahwa external locus of control memoderasi hubungan antara persepsi gaya mengajar controlling guru dengan keterlibatan agentik siswa SMA. Hasil ini menjelaskan bahwa kedua locus of control memiliki peran dalam memoderasi hubungan antara persepsi gaya mengajar controlling dengan keterlibatan agentik pada siswa SMA. Implikasi dari penelitian ini dapat menjadi masukan bagi pihak sekolah, terutama guru dan konselor di SMA untuk dapat memberikan gaya mengajar yang tepat bagi siswa dalam rangka meningkatkan keterlibatan dalam belajar.

.....One of the problems found during the pandemic and face-to-face learning changes is agentic engagement in learning, which is closely related to the perception of the teacher's controlling teaching style and locus of control in high school students. This study aims to examine the role of internal and external locus of control as moderators in the relationship between controlling teaching style and agentic engagement in high school students. The research respondents totaled 1474 high school students in Jakarta. This study used three measuring instruments, namely Agentic Engagement Scale, Perceived Teacher's Teaching Style Scale, and Levenson Multidimensional Locus of Control. Data processing was conducted using multiple regression analysis using the JASP tool. The analysis found that internal locus of control moderated the relationship between perceived controlling teaching style and agentic engagement. It was also found that external locus of control moderated the relationship between perceived controlling teaching style and agentic engagement. These results explain that both locus of control have a role in strengthening or weakening the relationship between perceived controlling teaching style and agentic engagement in high school students. The implication of this study can be an input for schools, especially teachers and counselors in high school to be able to provide the right teaching style for students in order to increase engagement in learning.