

Efikasi Diri Akademik sebagai Mediator dalam Hubungan antara Perceived Creativity Fostering Teacher Behavior (P-CFTB) dengan Keterlibatan Belajar Mahasiswa Psikologi pada Mata Kuliah Statistika = Academic Self-Efficacy as a Mediator in the Relationship between Perceived Creativity Fostering Teacher Behavior (P-CFTB) and Student Engagement of Psychology Undergraduate Students in a Statistics Course

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Abstrak

Keterlibatan belajar mahasiswa SI Psikologi pada Mata Kuliah Statistika cenderung rendah karena sulitnya materi yang diajar dan persepsi mahasiswa yang negatif. Faktor internal seperti persepsi terhadap perilaku dosen dan efikasi diri akademik dapat mempengaruhi keterlibatan belajar. Penelitian ini bertujuan untuk mengetahui peran efikasi diri akademik sebagai mediator dalam hubungan antara *perceived creativity fostering teacher behavior* dengan keterlibatan belajar mahasiswa SI Psikologi pada Mata Kuliah Statistika. Instrumen penelitian yang digunakan yaitu *University Student Engagement Inventory*, *Perceived Creativity Fostering Indeks*, dan *the College Academic Self Efficacy Scale*, dan diisi oleh total 460 responden. Hasil penelitian menunjukkan bahwa efikasi diri akademik berperan sebagai mediator dalam hubungan antara *perceived creativity fostering teacher behavior* dengan keterlibatan belajar. Penelitian ini menyarankan agar *creativity fostering teacher behavior* dan efikasi diri akademik menjadi fokus utama bagi dosen dan pihak universitas dalam meningkatkan keterlibatan belajar mahasiswa S1 Psikologi khususnya pada Mata Kuliah Statistika.

.....Student engagement of Undergraduate Psychology students in Statistics Courses tends to be low due to the complexity of the topic and the students' negative perception. Internal factors such as perceptions of lecturer behavior and academic self-efficacy can influence student engagement. This study aims to determine the role of academic self-efficacy as a mediator in the relationship between *perceived creativity fostering teacher behavior* and student engagement among Undergraduate Psychology students in the Statistics Course. The research instruments used were the *University Student Engagement Inventory*, the *Perceived Creativity Fostering Index*, and the *College Academic Self-Efficacy Scale*, which were filled out by a total of 460 respondents. The results showed that academic self-efficacy has a role as a mediator in the relationship between *perceived creativity fostering teacher behavior* and student engagement. These findings suggest that *creativity fostering teacher behavior* and academic self-efficacy should be the primary focus for lecturers and the university to improve student engagement among undergraduate Psychology students, especially in the Statistics Course.