

# Peer Relatedness sebagai Moderator Hubungan antara Teacher Autonomy Support dan Agentic Engagement Peserta Didik SMA setelah Pandemi Covid-19 = Peer Relatedness as Moderator of the Relations between Teacher Autonomy Support and Agentic Engagement of High School Student after The Covid-19 Pandemic

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## Abstrak

Setelah pandemi covid-19, peserta didik kembali belajar secara tatap muka di sekolah. Hanya saja terdapat permasalahan pada keterlibatan belajar peserta didik dalam menjalani proses belajar di kelas. Peserta didik dinilai memerlukan kemampuan keterlibatan belajar secara proaktif agar mampu menjalani proses pembelajaran secara efektif. Teacher autonomy support dan peer relatedness berperan pada keterlibatan proaktif peserta didik dalam menerima instruksi, berinisiatif dan menyuarakan pendapat di dalam kelas. Penelitian ini bertujuan untuk memahami peran peer relatedness sebagai moderator hubungan antara teacher autonomy support dan agentic engagement peserta didik SMA. Penelitian ini dilakukan pada 409 partisipan dari peserta didik SMA yang aktif belajar di sekolah. Alat ukur yang digunakan dalam penelitian ini adalah Agentic Engagement Scale (AES), Learning Climate Questionnaire (LCQ) dan The Youth Relatedness Scale (TYRS) yang sudah diadaptasi dan diterjemahkan ke dalam bahasa Indonesia serta dimodifikasi sesuai dengan konteks penelitian. Berdasarkan perhitungan Moderated Regression Analysis (MRA), menunjukkan bahwa peer relatedness memiliki peran sebagai moderator dalam hubungan teacher autonomy support dan agentic engagement. Peer relatedness yang dirasakan peserta didik dapat memperkuat atau memperlemah hubungan antara teacher autonomy support dan agentic engagement peserta didik SMA setelah pandemi covid-19 (F hitung 241.825.  $p < 0.05$ ).

.....After the Covid-19 pandemic, students returned to learning face-to-face at school. It's just that there are problems with students' learning involvement in the learning process in class. Students are assessed as requiring the ability to engage in proactive learning to be able to carry out the learning process effectively. Teacher autonomy support and peer relatedness play a role in students' proactive involvement in receiving instructions, taking initiative, and voicing opinions in the classroom. This research aims to understand the role of peer relatedness as a moderator of the relations between teacher autonomy support and agentic engagement of high school students. This research was conducted on 409 participants from high school students who were actively studying at school. The measuring tools used in this research are the Agentic Engagement Scale (AES), the Learning Climate Questionnaire (LCQ), and the Youth Relatedness Scale (TYRS) which have been adapted and translated into Indonesian and modified according to the research context. Based on Moderated Regression Analysis (MRA) calculations, show that peer relatedness has a role as a moderator in the relations between teacher autonomy support and agentic engagement. Peer relatedness felt by students can strengthen or weaken the relations between teacher autonomy support and agentic engagement of high school students after the COVID-19 pandemic (F count 241.825.  $p < 0.05$ ).