HUBUNGAN ANTARA MOTIVASI BELAJAR DENGAN *STUDENT ENGAGEMENT* DALAM MELAKUKAN PEMBELAJARAN DI MASA PANDEMI PADA SISWA SMA N 1 SELOMERTO WONOSOBO

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui hubungan antara motivasi belajar dengan student engagement dalam melakukan pembelajaran di masa pandemi pada siswa SMA N 1 Selomerto Wonosobo. Metode pembelajaran daring dan luring yang dilakukan oleh sekolah di masa pandemi tersebut mengakibatkan motivasi belajar siswa berkurang, berdampak pada keaktifan maupun keseriusan dalam belajar atau student engagement yang dinilai kurang efektif. Penelitian ini mengambil 126 responden siswa SMA. Penelitian ini menggunakan metode kuantitatif. Teknik pengambilan sampel dalam penelitian ini menggunakan teknik sampling kuota. Skala yang digunakan skala motivasi belajar menurut Purwanto (2017) dan student engagement menurut Fredrick dkk (2004) dengan skala likert. Berdasarkan uji validitas dan uji reliabilitas pada motivasi belajar diperoleh 32 aitem valid dengan koefisien reliabilitas Cronbach's Alpha 0,932. Sedangkan skala student engagement diperoleh 27 valid dengan koefisien reliabilitas Cronbach's Alpha sebesar 0,923. Metode analisis data yang digunakan adalah metode statistik Product Momen Pearson. Koefisien korelasi yang diperoleh adalah r = 0,256 dengan hasil nilai p=0,004 yang berarti nilai p lebih kecil dari 0,05 (p<0,05). Hasil ini menunjukan adanya hubungan positif antara motivasi belajar dengan student engagement yang berarti hipotesis diterima.

Kata kunci: *Motivasi Belajar, Student Engagement, Siswa.*

THE RELATIONSHIP BETWEEN LEARNING MOTIVATION AND STUDENT ENGAGEMENT IN CONDUCTING LEARNING IN A PANDEMIC PERIOD FOR STUDENTS OF SMAN 1 SELOMERTO WONOSOBO

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ABSTRACT

This study aims to determine the relationship between learning motivation and student engagement in conducting learning during the pandemic in students of SMA N 1 Selomerto Wonosobo. The online and offline learning methods carried out by schools during the pandemic resulted in reduced student learning motivation, an impact on activeness and seriousness in learning, or student engagement which was considered less effective. This study took 126 respondents from high school students. This research uses quantitative methods. The sampling technique in this study used a quota sampling technique. The scale used is the learning motivation scale according to Purwanto (2017) and student engagement according to Fredrick et al (2004) with the Likert scale. Based on the validity test and reliability test on learning motivation, 32 valid items were obtained with a reliability coefficient of Cronbach's Alpha 0.932. While the student engagement scale obtained 27 valid with a reliability coefficient of Cronbach's Alpha of 0.923. The data analysis method used is the Pearson Product Moment statistical method. The correlation coefficient obtained is $r = 0.256$ with p-value $= 0.004$ which means the p-value is less than 0.05 ($p < 0.05$). These results indicate a positive relationship between learning motivation and student engagement, which means the hypothesis is accepted.

Keywords: *Learning Motivation, Student Engagement, Students.*