

Peran Academic Buoyancy Sebagai Mediator Dalam Hubungan Antara Pemuasan Kebutuhan Dasar Psikologis Dan Keterlibatan Belajar Taruna Akademi Kepolisian Selama Pandemi = The Role of Academic Buoyancy as Mediator in The Relationship between Basic Psychological Satisfaction and Student Engagement of Police Academy Cadets during Pandemic

Felinsa Oktora Tanau, author

Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=9999920531131&lokasi=lokal>

Abstrak

Pada masa pandemi Covid-19, taruna di Akademi Kepolisian yang menjalani Perkuliahan Jarak Jauh (PJJ) menunjukkan tampak kurang terlibat dalam belajar. Berdasarkan hasil wawancara awal, taruna kurang terlibat dalam belajar karena mengalami berbagai hambatan dan tantangan belajar yang dijalani secara tatap maya. Penelitian terdahulu menunjukkan bahwa untuk meningkatkan keterlibatan belajar, kebutuhan dasar psikologis peserta didik harus terpenuhi oleh dosen. Selain itu, peserta didik yang memiliki kemampuan academic buoyancy dapat mengatasi hambatan akademik sehari-hari sehingga dapat terlibat dalam belajar. Oleh sebab itu, penelitian ini dilakukan untuk melihat peran academic buoyancy terhadap hubungan pemuasan kebutuhan dasar psikologis dan keterlibatan belajar. Partisipan penelitian ini berjumlah 279 taruna Akpol yang diukur dengan School Engagement Measurement, Basic Psychological Needs Satisfaction, dan Academic Buoyancy Scale. Data yang diperoleh dianalisis menggunakan analisis mediasi Macro PROCESS dari Hayes. Hasil penelitian menunjukkan academic buoyancy memediasi secara parsial hubungan antara pemuasan kebutuhan dasar psikologis dan keterlibatan belajar. Pemuasan kebutuhan dasar psikologis dapat memengaruhi keterlibatan belajar secara langsung, namun peran mediator academic buoyancy dapat meningkatkan keterlibatan belajar taruna selama menjalani PJJ. Penelitian ini juga membahas implikasi dan saran bagi institusi, dosen, taruna serta penelitian selanjutnya.

.....During the COVID-19 pandemic, cadets at the Police Academy who attend school from home or distance learning, showed that they were less engaged in learning. Based on the initial interviews, cadets are less engaged in learning because they experience various obstacles and challenges in virtual learning. Previous research showed that to increase student engagement, the basic psychological needs of students must be fulfilled by the lecturer. In addition, students who have academic buoyancy skills can overcome daily academic obstacles to be engaged in learning. This research was conducted to see the role of academic buoyancy in the relationship between basic psychological needs satisfaction and student engagement. Participants in this study were 279 cadets of Police Academy measured by the 'School Engagement Measurement', 'Basic Psychological Needs Satisfaction', and 'Academic Buoyancy Scale'. The results showed that academic buoyancy partially mediates the relationship between basic psychological needs satisfaction and student engagement. The basic psychological needs satisfaction can directly affect student engagement, but the role of an academic buoyancy as mediator can increase the student engagement of cadets during distance learning. This research also discusses implications and suggestions for institutions, lecturers, cadets, and further research.