

Hubungan Antara Persepsi Terhadap Perilaku *Caring* Guru Dan Dukungan Sosial Teman Sebaya Dengan Motivasi Belajar Siswa SMA

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ABSTRAK

Tujuan yang ingin dicapai dalam penelitian ini adalah menguji tentang variabel psikologis eksternal yang berperan dalam motivasi belajar siswa yaitu persepsi terhadap perilaku *caring* guru dan dukungan sosial teman sebaya. Di samping itu penelitian ini juga ingin mengetahui bagaimana dinamika *caring* guru dan dukungan sosial teman sebaya bisa berdampak pada motivasi belajar siswa. Pengujian hipotesis penelitian menunjukkan koefisien korelasi ganda (R) = 0,491, $F = 21,740$, $p = 0,000$ ($p < 0,01$). Ini berarti ada hubungan antara persepsi terhadap perilaku *caring* guru dan dukungan sosial teman sebaya dengan motivasi belajar. Motivasi belajar dapat dijelaskan sebesar 23% oleh persepsi terhadap perilaku *caring* guru dan dukungan sosial teman sebaya. Secara parsial persepsi terhadap perilaku *caring* guru mempunyai sumbangan efektif 17,5% dan dukungan sosial teman sebaya 8,4%. Berdasarkan temuan penelitian tersebut, siswa disarankan untuk lebih meningkatkan persepsi terhadap perilaku *caring* guru dan dukungan sosial teman sebaya serta mempunyai dukungan sosial untuk teman sebaya yang lain. Guru seyogyanya meningkatkan *caring* guru dan sekolah mengadakan forum diskusi ilmiah untuk membahas perilaku *caring* guru dan meningkatkan peran tutor teman sebaya.

Kata kunci: motivasi belajar, *caring* guru dan dukungan sosial teman sebaya.

Corelation Between Caring Teachers Perception and Peers Social Support With Learning Motivation In High School Students

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ABSTRACT

The aim of this research was to test on the external psychological variables that played a role in student motivation which were caring teachers perception and peer social support. Moreover, this study also aimed to explore how the dynamics of caring teachers and peer social support could affect students' motivation. Research hypothesis testing showed multiple correlation coefficient (R) = 0.491, $F = 21.740$, $p = 0.000$ ($p < 0.01$). This means that there was relationship between caring teachers perception and peers social support with learning motivation. Learning Motivation was 23% by the caring teachers perception and peer social support. Partially caring teachers perception had the effective contribution of 17.5% and peer social support 8.4%. Based on the findings of this study, students were encouraged to further enhance perceptions of caring teachers and peer social support as well as having peers social support to other. Teachers should improve the caring teachers and school conduct scientific discussion forum to discuss the caring behavior of teachers and enhance the role of peer tutoring.

Keywords: learning motivation, caring teachers and peers social support