Puspitacandri Ardhiana, Soesatyo Yoyok. Influence Of Class Climate Perception And Self-Efficacy On Student Engagement (A Case Study at Taruna Surabaya Shipbuilding Polytechnic). Journal of Education, Health and Sport. 2019;9(4):479-491. eISSN 2391-8306.
DOI http://dx.doi.org/10.5281/zenodo.2650370
http://ojs.ukw.edu.pl/index.php/johs/article/view/6850

The journal has had 7 points in Ministry of Science and Higher Education parametric evaluation. Part B item 1223 (26/01/2017).
1223 Journal of Education, Health and Sport eISSN 2391-8306 7

The authors declare that there is no conflict of interests regarding the publication of this paper.

Received: 02.04.2019. Revised: 20.04.2019. Accepted: 24.04.2019.

Influence Of Class Climate Perception And Self-Efficacy On Student Engagement

(A Case Study at Taruna Surabaya Shipbuilding Polytechnic)

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ABSTRACT

This study aims to determine the influence of class-climate perception and self-efficacy on student engagement. The method used was the quantitative correlational approach with the population was the 317 Diploma students of Shipbuilding Polytechnic Taruna Surabaya who program Construction Diploma.

The results showed that: 1) there is an influence of the class-climate perception on stude nt engagement in Shipbuilding Polytechnic Taruna Surabaya indicated by the value of t statist ic was higher than t table (4.279 > 1.980) with a significant 0.000. It means that class-climate perception has a positive and significant relationship with student engagement (as 33.3%); 2) t here is an influence of self-efficacy on Student Engagement in the Shipbuilding Polytechnic T aruna Surabaya indicated by the value of tstatistic was higher than t table (3.599 > 1.980) with a significant 0.000. It means that self-efficacy has a direct and significant relationship with stu dent engagement (as 28.0%); and 3) there is a direct and simultaneous influence of both class-climate perception and self-efficacy on student engagement in Shipbuilding Polytechnic Taru na Surabaya indicated by the Fstatistic was higher than Ftable (14.574 > 2.68) with significan ce of 0.000. It means that there is a positive and direct relationship of class-climate perception

and self-efficacy on student engagement. From the calculation indicated that class-climate perceptio n and self-efficacy possibly change the value of student engagement as only 17.5%, while the remai ning 82.5% was possibly due to other varibles excluding in this study.

In conclusion, to make students actively involve in the class, it can be done by improving the c lass facilities and infrastructure. Praising and motivating students will grow their self-confidence, so students tend to be more persistant and unhesitant to answer adn fulfill the challenge/task given by t eachers.

Keywords: Class-climate perception, Self-efficacy, Student Engagement

The law of the Republic of Indonesia No. 20 year 2003 article 1 about National Educational System defines that education is a conscious and planned effort to manifest learning atmosphere and process in order to make students develop potentials to earn spiritual strength, self-control, personality, intelegence, nobility, as well as skills needed for individual, community, and nation.

Shipbuilding Polytechnic Taruna Surabaya is an official school under the Ministry of Transportation. It is is a vocational and boarding school where students stay in the in the campus area and all activities are organized and run routinely. This school is a diploma program majoring in the Nautical Vocational education and Technical Expert and Electro Shipbuilding.

As a student, the success is indicated by the understanding in the subject lessons and graduate. Therefore, the student engagement in the learning process becomes an important point. Appleton, Christenson, and Urlong (2008) mentioned that during the learning process, there are also students who are uninvolved, apathetic, and unenthusiastic. They prefer to chat with peers, distract during studying, or even daydream in the class during the learning activity. These phenomena become one of the common problems in teaching and learning process in almost all schools, including in the Shipbuilding Polytechnic Taruna Surabaya.

Unmaximized behavior in the learning process was also found in the study of the High School Research Survey of Student Engagement (Yazzie-Mintz, 2009). They found that students often experience boredom in school and fewer students well-utilize their study time while inside-outside class. This is similar phenomena found in the Shipbuilding Polytechnic Taruna Surabaya where actively involved and uninvolved students were found during the learning process.

Dewey (in Santrock, 2011), a figure in educational technology, suggested that children should learn actively (becoming active learner) because it leads to better learning outcomes. Both the learning process and the student success require the student engagement (National Research

Council & Institute of Medicine, 2004). The National Survey on Student Engagement (in Barkley, 2010) defines student engagement as a frequency of students to participate in learning activities related to educational practice and understanding as a engagement pattern in various activities and interactions during his school times.

Many educators realize the importance of student engagement at school. Fredricks, et al. (2004) argued that educational researchers, educators, and policymakers currently focus more on student engagement as the key to overcome the student problems especially those who are underachievers, bored, isolated, and high drop out potential. He also mentioned that students who have high engagement level will participate and be involved in all academic, social, or extracurricular activities in schools; they are also able to do more tasks or initiate to engage the discussion with teachers in which certainly helping their learning achievement.

Student engagement is defined as student involvement in learning activities in the classroom in terms of affection, emotion, and cognition to improve student learning outcomes and development (Trowler, 2010). Reeve (2005) proposed student engagement as behavioral intensity, emotional quality, and personal effort from active student involvement in learning activities. Student engagement does not only involve students but also the institutions where they study. The Higher Education Funding Council for England (HEFCE) defines student engagement as a process whereby institutions, lecturers, and institutional staff make an effort that involves and empowers students as a process of forming learning experiences. Therefore, student engagement can be used as a prediction of good learning outcomes for those who involve in activities in it (Krause and Coates, 2008).

Various studies mentioned that there are several factors influencing the student engagement in the class. Miller et al. (2011) argued that student engagement was influenced by individual factors and educational factors. Individual factors contributing to increase the level of student engagement are 1) the perceived control and autonomy where students have the ability to influence their social outcomes, 2) the learning environment perception, and 3) the achievement motivation and student goals. Students who have achievement motivation tend to be involved and seek achievement-oriented activities.

Class-climate is all situations formed in the classroom as a result of interactions between students and lecturers, and between students and other students (Fraser, 2003). The class-climate is a psychological state and social relations arising due to the relationship between lecturers and students or the relationship among students who become a special characteristic of a class and influence the teaching-learning process (Fisher & Rawnsley, 1998).

Wang & Halcombe (2010) argued that the perceptions of school people about their school environment can be used as the prediction of student involvement. Further, Schuh and Schmuch (in Hadianto & Subianto, 2002) mentioned that class-climate can be in the form of applying feelings in

personal relationships associated in interaction patterns such as emotional reactions to groups, satisfaction with groups, and frustration. Class-climate is a classroom atmosphere where the interaction between students and the interaction between teachers and students personally occurred.

According to Thapa et al (2012), the school climate is a reflection of the experiences of students, school personnel, and parents in school life socially, emotionally, ethically and academically. A positive school climate is recognized as an important goal in school change which results in increased behavior as well as students' academic and mental health. A positive school climate possibly reduces the level of students absenteeism, increases student motivation, as well as lowers the levels of students' aggression, violence, and sexual abuse (Thapa et al., 2012).

A positive school climate has characteristics including good relations between school members, the ability of school members to overcome failures, learning methods that support student learning, clarity of regulations, and comfortable school environment (Hadiyanto, 2004). According to Pintrich & Schunk (1996), school climate perceptions is a process of interpreting information on each school member's personal feelings as well as experiencing school situation and conditions. Thus, the class-climate perception is interpreted as interaction among classmates, of student-teachers, and the physical environment around the classroom.

One of the aspects that might have an impact on student engagement in the individual learning process is self-efficacy. Self-efficacy refers to self-assessment on own ability to regulate and carry o ut the actions needed to achieve his predetermined goals (Bandura, 1997). Bandura argued that self-efficacy possibly brings many influences. Self-efficacy is able to influence the actions and decisions, level of effort incurred, level of perseverance and resilience to difficulties in facing obstacles, level of affection, and level of awareness of success. Bandura (1997) mentioned that individual self-effic acy is based on four things, namely:

a. Experience on success

   Experiencing success makes individual self-efficacy to increase, while repeating failures possibly lower individual self-efficacy; especially if related individual self-efficacy is not well-constructed. Failure can lower individual self-efficacy if it is not reflected the less effort or other excluding causes.

b. Individual experiences

   Individual experiences on successing other events/activities will surely boost one self-efficacy whether in the same or in the other fields. This individual will persuade one-self to believe that one is capable to be success and achieve the expected target. The experience of individual to oth er failures could lower the self-esteem and self-confidence as well as could hinder one success.

c. Verbal persuasion

   Verbal persuasion is used to convince individual that one has ability to reach what one dreams of.

d. Physiological condition

The individual ability to assess one capability in doing the task given is partly influenced by physiological conditions. Emotional turmoil and physiological conditions experienced by individuals give a signal of an undesirable thing to avoid the stressful situations. Information from physical conditions such as palpitations, cold sweat, and trembling is a signal to prepare the individual on how situation dealt is beyond their ability.

Based on the above mentioned, self-efficacy comes from experiences of success, individual experiences, verbal persuasion, and individual physiological conditions. Therefore, the researcher wanted to figure out how the class-climate perception and self-efficacy influence student engagement in the Shipbuilding Polytechnic Taruna Surabaya.

Effect of Class-climate perception and Self-Efficacy on Student Engagemente

Creemers and Reezigh (1994) mentioned that class-climate was influenced by several factors, physical environment and social system. Physical environment includes class interior, color, space, fasilities, student's capacity, and neatness. While the social system includes the interaction between students and teacher as well as among peers; it is normally seen from students' opinion of their teachers, whether the teachers are friendly or not. This interaction depends on objective structure in the class.

Mukhlis (2004) argued that class-climate perception is highly influenced by the relationship of student-teacher and student-student as it affects the student engagement in learning process. Students with positive class-climate perception feels comfortable whenever join the class activity because they would presume that someone care about and respect them as well as believe that they would learn something. Meanwhile, those with negative class-climate perception would be scared to stay in the classroom and hesitated whether or not learning something valuable. There are various conditions of class-climate dimensions and those possibly influence the student engagement in the class.

Self-efficacy is a self-confidence or believe to organize things, finish tasks, reach the goal, ach ieve something, and implement the action to perform certain skill. From previous studies, students with a high engagement level have better self-confidence than those who have low engagement leve l (Zimmerman dan Bandura,1992).

Miller et al (2011) defined that student engagement is possibly influenced by individual factors; one of them is their perception on learning environment. The environment contributing to increase student engagement in class is type of classroom, students, and school characteristics. Good learning environment is where teachers support students to positively interact in the class. Bandura (1997) mentioned that positive interaction between student-teacher could be the source of self-efficacy. The verbal persuasion from teacher could boost student confidence to engage in

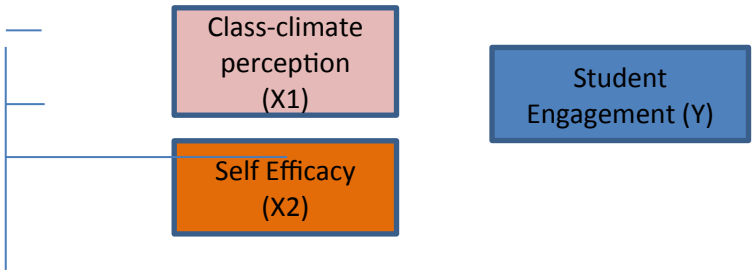
learning activity. Opportunities given by teachers could widen the chances and experiences the success, so it definitely increases their self-confidence.

Whenever individual believes on oneself, he/she considers having positive perception on learning environment and would not be frightened and hesitated to respond and ask to teachers. Experience on success in finishing task/challenge will motivate him/her to repeat the similar success in which leading to one's activeness in learning.

Thinking Framework and Hypotheses

This framework is to formulate systematically the relationship of the research variables to solve problems existing in the theoretical basis discussion. The systematic relationship among variables is:

Figure 1. Thinking Framework



To ensure the focus of this study was in line with the research objectives and problems, researcher formulate hypotheses as:

a. Class-climate perception influences student engagement in Taruna Surabaya Shipbuilding Polythecnic.
b. Self-efficacy influences student engagement in Taruna Surabaya Shipbuilding Polythecnic.
c. Class-climate perception and self-efficacy influence student engagement in Taruna Surabaya Shipbuilding Polythecnic.

Method

Population and Sampling

Population was 317 third semester students in Taruna Surabaya Shipbuilding Polythecnic who programed diploma and short-training program DP-III-Construction. Sampling used population sampling method by using all population as (Sugiyono, 2003).

Data Collection Method

Data were collected based on:

1. Class-climate perception

Class-climate perception was measured using purposive questionnaires with 36 items paramete

r.

2. Self-Efficacy

   Self-efficacy was measured using instrument adapted from Schwarzer & Jerusalem, "General Self Efficacy" with 10 items parameter.

3. Student engagement

   Student engagement in class was measured using instrument adapted from "The Student Engagement in Schools Questionnaire (SESQ)" with 33 items paramenter.

Data Analysis and Discussion

1. Validity and Reliability Testing

The Pearson Product Moment correlation was used to measure the instrument's scales.

For the validity test of class-climate perception, it showed that 2 of the 36 instruments of the class-climate perceptions were invalid because the coefficient of $r_{statistic}$ was less than 0.176 and with the significance of more than 0.05. Meanwhile, the other 34 instruments were valid because the coofficient of $r_{statistic}$ was more than r_{critic} and with the probability value of less than 0.05 (α = 5%).

For the validity test of self-efficacy, it showed that all instuments (10 items) were valid because the coofficient of $r_{statistic}$ was more than r_{critic} and with the probability value of less than 0.05 (α = 5%).

For the validity test of student engagement, it showed that 3 of the 33 instruments of the student engagement were invalid because the coefficient of $r_{statistic}$ was less than 0.176 and with the significance of more than 0.05. Meanwhile, the other 30 instruments were valid because the coofficient of $r_{statistic}$ was more than r_{critic} and with the probability value of less than 0.05 (α = 5%).

While in reliability scale, the coefisien of *Alpha Cronbach* (α) > 0.60 was used as estimation limit.

Table 1. Reliability Research Scale

Variable	Reliability	Information
Persepsi Iklim Kelas	0,858 (34 aitem)	Reliabel
Self Efficacy	0,824 (10 aitem)	Reliabel
Student Engagement	0,941 (30 aitem)	Reliabel

Source: Primary data analysis, 2017

Above tables calculation shows the scales of class-climate perception, self-efficacy, and student engagement have reliability more than 0.60 or considered as having good reliability for

research.

2. Analysis of Multiple Linear Regression

Multiple linear regression analysis is an analysis to determine the effect of several independ ent variables on one dependent variable. The regression analysis is seen in table 2.

Table 2. Result of Multiple Linear Regressions

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,419[a]	,175	,163	15,54323

a. Predictors: (Constant), Self Efficacy, Persepsi Iklim Kelas

a. Coefisien Corelation

Multiple correlations (R1) is 0.419 or 41.9% meaning that the variables used in this study class-climate perception (X1) and self efficacy (X2) have a positive and significant relationship to student engagement (Y).

b. Coefisien determinant

The results of multiple determination coefficient analysis (R2) (see table 2) show that 17.5% change s in student engagement were caused by the changes in class-climate perception (X1) and self-effica cy (X2) and the remaining 82.5% is explained by other variables that were not mentioned in this stu dy.

c. Equation of Linear Regression

Table 3. Result of Equation of Multiple Linear Regressions

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26,597	14,427		1,844	,067
	Persepsi Iklim Kelas	,519	,121	,333	4,279	,000
	Self Efficacy	,935	,260	,280	3,599	,000

a. Dependent Variable: Student Engagement

Regression models based on the analysis are:

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$

$Y = 26{,}597 + 0.519X_1 + 0.935X_2 + e$

Based on equation of multiple linear regressions, the influence of independent variables on the dependent variable was seen as:

a. Constant value = 26.597

This constant value indicates that if there is no independent variable (class-climate perception/X1 or self-efficacy/X2), student engagement (Y) will remain constant or at

26.597.

b. Regression coefisien value = 0.333 (positive-significant)

The regression coefficient shows that the higher the class-climate perception (X1) is, the higher student engagement (Y) tends to be; with the assumption that the other independent variables are constant (self-efficacy = 0).

c. Regresion coefisien value = 0.280 (positive-significant)

The regression coefficient shows that the higher the self-efficacy (X2) is, the higher student engagement (Y) tends to increase; with the assumption that the other independent variables were constant (class-climate perception = 0).

3. Hyphothesis Testing

The t-test was used to test whether the independent variables were partial to the dependent vari able. Table 4 shows the results of the t-test and the magnitude of the t-tablewith the significant of 5%. In this study, t-test was used to test whether or not both the class-climate perception (X 1) and self-efficacy (X2) as independent variables were partial and significantly influence to stu dent engagement (Y) as dependent variable. The results of the statistical hypothesis test are:

Table 4. T-test Result

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	26,597	14,427		1,844	,067
	Persepsi Iklim Kelas	,519	,121	,333	4,279	,000
	Self Efficacy	,935	,260	,280	3,599	,000

a. Dependent Variable: Student Engagement

The variable of class-climate perception showed $t_{statistic}$ as 4.279 meaning that $t_{statistic}$ is higher than t_{tabel} (4.279 > 1.980) with the significance of 0.000 and probability less than 5% (0.05). It indicates t hat the variable of class-climate perception significantly and positively influence student engageme nt.

The variable of self-efficacy showed $t_{statistic}$ as 3.599 meaning that $t_{statistic}$ is higher than t_{tabel} (3.599 > 1.980) with the significance of 0.000 and probability less than 5% (0.05). It indicat es that the variable of self-efficacy significantly and positively influence student engagemen t.

Table 5. F-test Result

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7041,886	2	3520,943	14,574	,000[a]
	Residual	33098,085	137	241,592		
	Total	40139,971	139			

a. Predictors: (Constant), Self Efficacy, Persepsi Iklim Kelas

b. Dependent Variable: Student Engagement

From the F-test, $F_{statistic}$ is higher than F_{table} (14.574 > 2.68) with significance of 0.000 and probability less than 5 % (<5%). It means that class-climate perception and self-efficacy are simultaneously and significantly influence the student engagement.

Discussion

This study aims to determine how class-climate perception and self-efficacy influence on student engagement in the Taruna Surabaya Shipbuilding Polytechnic. The result indicates that the class-climate perception has a significant influence on student engagement showed by its valued of 0.333, meaning that the better the class-climate perception of the students is, the higher the student engagement will be. On the contrary, the lower the class-climate perception is, the lower the student engagement will be. This indicates that the learning process is closely related to the environment or atmosphere in which the process takes place. Each student has a different class-climate perception in the learning process; more positive class-climate perception creates better student engagement in the Taruna Surabaya Shipbuilding Polytechnic.

As mentioned by Reeve (2005), student engagement is the behavioral intensity, emotional quality, and individual effort of students to be engaged actively in learning process. Student engagement in class involves not only learners but also institution where they study. A condusive class-climate supports benefitial interaction among students, extend the student-teacher experinces, grow the spirit to allow the class activities run smoothly.

A condusive class-climate allows students to be more motivated in learning. However, to create a condusive class-climate, it is necessary to have harmony in student-teacher interaction. The success to achieve the goal would foster and enforce the spirit to learn more. A good class-climate perception on learning would make students feel happiness in the study, encourage them to deepen their understanding in lesson, and of course, actively involve in learning activity.

Self-efficacy has a significant influence on active student engagement on the valued of 0.280 meaning that the better the self-efficacy is, the higher the student engagement involves in the class and conversely. Self-efficacy is a must for everyone. Having self-efficacy is not a bad thing as it is expected by everyone. However, self-efficacy should be directed at positive things. Students who

have low self-efficacy will mostly avoid tasks given, especially those challenging and difficult. Individuals who have high self-efficacy are confident in their abilities and try hard and diligently to finish any task, including the difficult ones, while individuals who have low self-efficacy prefer to avoid the task because they feel unable to do it. Similar to the study conducted by Miller et al (2011), he found that student engagement was influenced by individual factors. These factors contributed to improve student engagement consisting of perceived control and autonomy where students feel having the ability to influence their social outcomes, achievement motivation, and individual goals. Individuals who have motivation tend to actively involve and seek achievement-oriented activities.

Factors that also contribute to increase student engagement in the classroom are the perceptions of the learning environment. Environments that contribute to increase student engagement in the class are the classrooms types, students, and school characteristics (Miller et al., 2011). The environment atmosphere in which the teachers support their students is positively related to the number of students participating in the class activity as well as creative ideas showed during the learning process.

Class-climate perception is an environmental factor, while self-efficacy is an individual that influence on student engagement. Both simultaneously influence on student engagement level as 17.5%, while the remaining 82.5% was not perceived as in excluding variables explained in this stu dy.

Conclusion

From the hypothetical analysis, it is concluded that the influence of class-climate perception and self-efficacy on student engagement in Taruna Surabaya Shipbuilding Polytechnic as:

The result of multiple correlation analysis (R) showed as 0.419 or 41.9% meaning that the ind ependent variables (class-climate perception and self-efficacy) had a positive and significant relatio nship to student engagement. Moreover, both variables are able to change 17.5% of student engage ment, while the remaining 82.5% was influenced by other variables.

From the F-test, $F_{statistic}$ is higher than F_{table} (14.574 > 2.68) with significance of 0.000 and prob ability less than 5 % (<5%). It means that class-climate perception and self-efficacy are simultaneou sly and significantly influence the student engagement. By then hypotheses were provably accepted.

Suggestion

Regarding the conclusion, it is suggested:

1. For institution (Taruna Surabaya Shipbuilding Polythechnic): to actively create a condusive class-climate by providing appropriate and good facilities and infrastructure for teaching-learning activities as well as qualified and competence teachers.
2. For teachers: to actively support and develop student self-efficacy through positive persuasion

to build students' self-confidence.

3. For teachers: to actively create a condusive class-climate through supporting students in order to bridge teacher-student relations and being able to create creative and innovative learning.
4. For students: to develop and improve self-efficacy, they should take all challenges and task given from easy to difficult. The success in finishing the task/challenge can boost their self-confidence (including self-efficacy).
5. For institution: to facilitate teachers by giving training/short-course on how to develop or improve student self-efficacy through learning method as well as to give students opportutities to improve their self-efficacy independently.

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