

**PENGARUH *TEACHER ENGAGEMENT* DAN *TEACHING CREATIVITY*
TERHADAP *BOREDOM* DI SEKOLAH DASAR**

TESIS

diajukan untuk memenuhi sebagian syarat memperoleh gelar Magister Pendidikan
dalam Bidang Psikologi Pendidikan



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TERHADAP *BOREDOM* DI SEKOLAH DASAR**

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Dengan ini saya menyatakan bahwa tesis dengan judul, “Pengaruh *Tecaher Engagement* dan *Teaching Creativity* terhadap *Boredom* di Sekolah Dasar”, ini beserta seluruh isinya adalah benar-benar karya saya sendiri dan saya bertanggung jawab secara akademis atas apa yang saya tulis. Atas pernyataan ini, saya siap menerima resiko/sanksi apabila dikemudian hari ditemukan adanya pelanggaran etika keilmuan atau klaim dari pihak lain terhadap keaslian karya saya ini.

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Peneliti menyadari bahwa penyusunan tesis ini tidak terlepas dari berbagai tantangan dan hambatan yang dihadapi selama proses penelitian. Namun, berkat bimbingan dosen pembimbing dan dukungan dari berbagai pihak, peneliti dapat menyelesaikan tesis ini dengan baik. Peneliti berharap bahwa hasil penelitian ini dapat memberikan kontribusi yang berarti bagi pengembangan ilmu pengetahuan di bidang Psikologi Pendidikan. Peneliti juga berharap bahwa penelitian ini dapat memberikan wawasan baru bagi para pendidik dan praktisi pendidikan dalam upaya meningkatkan keterlibatan (*engagement*) dan kreativitas mengajar guru, serta mengurangi kebosanan (*boredom*) siswa saat belajar di kelas. Semoga penelitian ini dapat menjadi referensi yang bermanfaat bagi penelitian-penelitian selanjutnya di bidang yang sama.

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ABSTRAK

Engagement dan *creativity* guru saat ini diyakini rendah, hingga menyebabkan siswa bosan ketika belajar. Penelitian ini bertujuan untuk menganalisis pengaruh *teacher engagement* dan *teaching creativity* terhadap tingkat *boredom* pada siswa SD negeri di Kota Bandung. Metode yang digunakan dalam penelitian ini adalah kuantitatif desain korelasional dengan uji regresi. Sementara itu, teknik pengambilan sampel menggunakan teknik *convenience sampling* dengan jumlah partisipan sebanyak 454 siswa SD berusia 9-13 tahun. Instrumen yang digunakan dalam penelitian ini adalah skala pengukuran *teacher engagement* dan *teaching creativity* menurut perspektif siswa yang dikembangkan oleh peneliti. Serta *School Boredom Proneness Scale for Children*, yang telah diadaptasi kedalam bahasa Indonesia. Hasil pengolahan data menggunakan analisis regresi berganda menunjukkan bahwa *teacher engagement* dan *teaching creativity* memiliki pengaruh terhadap *boredom* siswa. Secara bersama-sama, kedua variabel tersebut memberikan pengaruh yang relatif intens dalam mengurangi tingkat *boredom* siswa ketika belajar di kelas. Hasil penelitian ini menegaskan bahwa meningkatkan *teacher engagement* dan *teaching creativity* adalah strategi yang efektif dalam mengurangi *boredom* siswa di kelas, sehingga dapat menciptakan pengalaman belajar yang lebih menarik dan bermakna bagi siswa. Rekomendasi hasil penelitian ini ditunjukkan kepada peneliti selanjutnya, guru, siswa, sekolah dan kebijakan pendidikan.

Kata Kunci: *Boredom* Siswa; *Engagement* Guru; Kreativitas Mengajar

ABSTRACT

Teacher engagement and creativity are currently believed to be low, causing students to be bored when learning. This study aims to analyze the effect of teacher engagement and teaching creativity on the level of boredom in public elementary school students in Bandung City. The method used in this research is quantitative correlational design with regression test. Meanwhile, the sampling technique used convenience sampling technique with a total of 454 elementary school students aged 9-13 years. The instruments used in this study were the measurement scales of teacher engagement and teaching creativity from the students' perspective developed by the researcher. As well as the School Boredom Proneness Scale for Children, which has been adapted into Indonesian. The results of data processing using multiple regression analysis showed that teacher engagement and teaching creativity have an influence on student boredom. Together, the two variables provide a relatively intense influence in reducing students' boredom level when learning in class. The results of this study confirm that increasing teacher engagement and teaching creativity are effective strategies in reducing student boredom in the classroom, so as to create a more interesting and meaningful learning experience for students. The recommendations of this study are shown to future researchers, teachers, students, schools and education policy.

Keywords: *Student Boredom; Teacher Engagement; Teaching Creativity*

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