

PENGARUH *ACADEMIC SELF CONCEPT* DAN *STUDENT ENGAGEMENT* TERHADAP PRESTASI AKADEMIK PENDIDIKAN AGAMA ISLAM PADA SISWA SMA DI BANDUNG



TESIS

diajukan untuk memenuhi sebagian syarat memperoleh gelar magister

oleh:

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FAKULTAS PENDIDIKAN ILMU PENGETAHUAN SOSIAL
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Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd.) pada Fakultas Pendidikan Ilmu Pengetahuan Sosial

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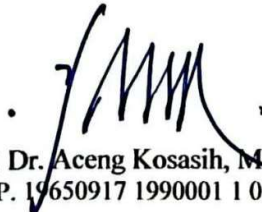
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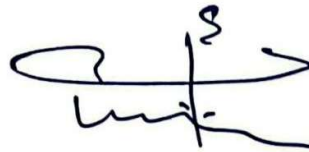
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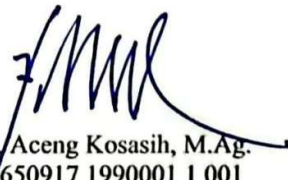
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ABSTRAK

Penelitian ini bertujuan untuk menguji pengaruh *Academic Self-Concept* (ASC) dan *Student Engagement* (SE) terhadap prestasi akademik siswa dalam mata pelajaran Pendidikan Agama Islam (PAI) di tingkat Sekolah Menengah Atas. Latar belakang penelitian didasari oleh pentingnya memahami faktor psikologis dan motivasional yang berkontribusi terhadap keberhasilan belajar siswa, khususnya dalam konteks pembelajaran agama. Pendekatan penelitian yang digunakan adalah kuantitatif dengan metode survei. Data dikumpulkan melalui angket terstandar yang telah diuji validitas dan reliabilitasnya, serta disebarakan kepada 247 siswa kelas XI di salah satu SMA unggulan di Kota Bandung. Analisis data dilakukan menggunakan regresi linier berganda. Hasil penelitian menunjukkan bahwa tingkat ASC siswa berada pada kategori sedang (73,7%) dan tinggi (26,3%), sedangkan tingkat SE berada pada kategori tinggi (51,0%) dan sedang (48,2%). Prestasi akademik siswa pada mata pelajaran PAI didominasi kategori baik (43%) dan sangat baik (34%). Uji F menunjukkan bahwa ASC dan SE secara simultan berpengaruh signifikan terhadap prestasi akademik PAI ($F = 14,619$; $p < 0,001$). Namun, uji t mengindikasikan bahwa hanya ASC yang berpengaruh positif dan signifikan terhadap prestasi akademik ($\beta = 0,357$; $p < 0,001$), sedangkan SE tidak berpengaruh signifikan ($p = 0,362$). Koefisien determinasi (R^2) sebesar 0,107 menunjukkan bahwa ASC dan SE secara bersama-sama menjelaskan 10,7% variasi prestasi akademik siswa. Temuan ini mengimplikasikan pentingnya penguatan persepsi diri akademik siswa melalui strategi pembelajaran PAI yang mampu menumbuhkan keyakinan atas kemampuan akademiknya, sementara pengaruh SE memerlukan kajian lebih lanjut untuk memahami dinamika keterlibatan siswa dalam konteks pembelajaran agama.

Kata Kunci: konsep diri akademik, keterlibatan siswa, prestasi akademik, pendidikan agama Islam

**THE INFLUENCE OF ACADEMIC SELF-CONCEPT AND STUDENT
ENGAGEMENT ON ACADEMIC ACHIEVEMENT IN ISLAMIC
RELIGIOUS EDUCATION AMONG HIGH SCHOOL STUDENTS IN
BANDUNG**

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ABSTACT

This study investigates the influence of Academic Self-Concept (ASC) and Student Engagement (SE) on students' academic achievement in Islamic Religious Education (IRE) at the senior high school level. Recognizing the significance of psychological and motivational factors in shaping learning outcomes, a quantitative survey design was employed. Data were obtained through a validated and reliable questionnaire administered to 247 eleventh-grade students in a top-performing high school in Bandung, Indonesia. Multiple linear regression was applied for data analysis. Findings indicate that ASC levels were predominantly moderate (73.7%) or high (26.3%), while SE levels were high (51.0%) or moderate (48.2%). Academic achievement was largely classified as good (43%) or very good (34%). The F-test confirmed that ASC and SE jointly exerted a significant effect on academic achievement ($F = 14.619$; $p < 0.001$). However, the t-test revealed that only ASC had a positive and significant effect ($\beta = 0.357$; $p < 0.001$), whereas SE was not significant ($p = 0.362$). The model explained 10.7% of the variance in students' academic achievement. These results highlight the pivotal role of enhancing students' academic self-perception through IRE pedagogy, while further research is needed to clarify the limited impact of SE in this context.

Keywords: *academic self-concept, student engagement, academic achievement, Islamic religious education*

DAFTAR ISI

LEMBAR HAK CIPTA	
LEMBAR PENGESAHAN	
HALAMAN PENGESAHAN PENGUJI	
PERNYATAAN KEASLIAN DAN BEBAS PLAGIARISME	i
KATA PENGANTAR.....	ii
UCAPAN TERIMA KASIH	iii
ABSTRAK	v
<i>ABSTRACT</i>	vi
DAFTAR ISI.....	vii
DAFTAR TABEL	xi
DAFTAR GAMBAR.....	xvi
DAFTAR LAMPIRAN	xvii
BAB I PENDAHULUAN	1
1.1 Latar Belakang Penelitian	1
1.2 Rumusan Masalah Penelitian	10
1.3 Tujuan Penelitian.....	10
1.4 Manfaat/Signifikansi Penelitian	11
1.5 Lingkup Penelitian dan Pembatasan Masalah	12
1.6 Struktur Organisasi Tesis	13
BAB II TINJAUAN PUSTAKA.....	15
2.1 Konsep Teori Diri dalam Psikologi.....	15
2.1.1 Teori Konstruktivisme.....	15
2.1.2 Self-Determination Theory dan Self System	17
2.2 Konsep Dasar <i>Academic Self-Concept</i>	18
2.2.1 Definisi <i>Self-Concept</i> dalam Pandangan Psikologi	18
2.2.2 Definisi <i>Self-Concept</i> dalam Pandangan Islam.....	19
2.2.3 Definisi <i>Academic Self-Concept</i> dalam Mata Pelajaran Pendidikan Agama Islam	21
2.2.4 Instrumen <i>Academic Self-Concept</i> Pendidikan Agama Islam	25
2.2.5 Profil <i>Academic Self-Concept PAI</i> Siswa	30

2.2.6 Faktor-faktor yang Mempengaruhi <i>Academic Self-Concept</i> Dalam Pendidikan Agama Islam.....	31
2.3 Konsep Dasar <i>Student Engagement</i>	32
2.3.1 Teori <i>Student Engagement</i>	32
2.3.2 Definisi <i>Student Engagement</i> Dalam Mata Pelajaran Pendidikan Agama Islam	34
2.3.3 Instrumen <i>Student Engagement</i> Pendidikan Agama Islam.....	35
2.3.4 Profil tingkat <i>Students Engagement PAI</i>	38
2.3.5 Faktor-Faktor yang Mempengaruhi <i>Student Engagement</i> Dalam Pendidikan Agama Islam.....	40
2.4 Prestasi Akademik dalam Konteks Pendidikan Agama Islam	42
2.4.1 Pengertian Prestasi Akademik	42
2.4.2 Prestasi Akademik dalam Konteks Pendidikan Agama Islam.....	43
2.4.3 Pengukuran Prestasi Akademik	44
2.4.4 Faktor-Faktor yang Mempengaruhi Prestasi Akademik Pendidikan Agama Islam	45
2.5 Penelitian Terdahulu yang Relevan.....	47
2.6 Kerangka Berpikir	51
BAB III METODE PENELITIAN	54
3.1 Desain Penelitian.....	54
3.2 Teknik Pengumpulan Data	55
3.3 Populasi dan Sampel	57
3.4 Variabel dan Definisi Operasional	58
3.5 Instrumen penelitian	60
3.5.1 Kuesioner <i>Student Engagement PAI (SE-PAI)</i>	60
3.5.2 Kuesioner <i>Academic Self-Concept PAI (ASC-PAI)</i>	66
3.6 Prosedur penelitian	73
3.6.1 Tahap Perencanaan dan Persiapan.....	74
3.6.2 Tahap Pelaksanaan dan Pengolahan Data.....	74
3.6.3 Tahap pelaporan dan Evaluasi	76
3.7 Teknik Analisis data.	76
3.7.1 Analisis Deskriptif	76
3.7.2 Analisis Inferensial	80

BAB IV TEMUAN PENELITIAN.....	88
4.1 Sebaran Responden Penelitian Berdasarkan Jenis Kelamin dan Asal SMP	88
4.2 <i>Academic Self-Concept</i> Siswa SMA Dalam Mata Pelajaran Pendidikan Agama Islam.....	90
4.2.1 Distribusi Tingkat <i>Academic Self-Concept</i> Siswa	90
4.2.2 Deskripsi ASC-PAI Siswa Berdasarkan Item, Indikator, dan Dimensi	95
4.3 <i>Student engagement</i> Siswa SMA Dalam Mata Pelajaran Pendidikan Agama Islam	133
4.3.1 Distribusi Tingkat <i>Students Engagement</i>	133
4.3.2 Deskripsi SE-PAI Siswa Berdasarkan Item, Indikator, dan Dimensi.	137
4.4 Prestasi Akademik Siswa Dalam Mata Pelajaran Pendidikan Agama Islam	163
4.4.1 Prestasi Akademik PAI Siswa Berdasarkan Jenis Kelamin.....	165
4.4.2 Prestasi Akademik PAI Siswa Berdasarkan Asal SMP Sebelumnya .	166
4.5 Pengaruh <i>Academic Self-Concept</i> dan <i>Student engagement</i> Terhadap Prestasi Akademik Siswa Dalam Mata Pelajaran Pendidikan Agama Islam.....	167
4.5.1 Uji Prasyarat	167
4.5.2 Uji Hipotesis	171
BAB V PEMBAHASAN	174
5.1 <i>Academic Self Concept</i> Siswa dalam Mata Pelajaran Pendidikan Agama Islam	174
5.1.1 Profil <i>Academic Self-Concept</i> Siswa dalam Pembelajaran Pendidikan Agama Islam.....	174
5.1.2 Analisis Perbedaan <i>Academic Self-Concept</i> Berdasarkan Jenis Kelamin	176
5.1.3 Pengaruh Latar Belakang Asal SMP Sebelumnya terhadap <i>Academic Self-Concept</i> PAI Siswa SMA Kelas XI.....	178
5.1.4 Analisis Multidimensional <i>Academic Self-Concept</i> Siswa dalam Pembelajaran PAI	180
5.1.5 Implikasi Pedagogis dan Rekomendasi untuk Pengembangan <i>Academic Self-Concept</i> PAI Siswa.....	187
5.2 <i>Student engagement</i> Siswa dalam Mata Pelajaran Pendidikan Agama Islam	189
5.2.1 Profil <i>Student Engagement</i> dalam Pembelajaran PAI: Kecenderungan Positif dan Implikasinya	189

5.2.2 Dinamika Gender dalam <i>Student Engagement</i> PAI: Nuansa Keterlibatan yang Berbeda	192
5.2.3 Pengaruh Latar Belakang Pendidikan terhadap <i>Student Engagement</i> PAI	195
5.2.4 Dimensi <i>Behavioral Engagement</i> : Keterlibatan Pasif versus Aktif....	197
5.2.5 Dimensi <i>Emotional/Affective Engagement</i> : Polarisasi Antusiasme dan Partisipasi.....	200
5.2.6 Dimensi <i>Cognitive Engagement</i> : Strategi Pembelajaran dan Regulasi Diri	203
5.2.7 Implikasi Pedagogis dan Rekomendasi untuk Pengembangan <i>Students Engagement</i> PAI.....	205
5.3 Prestasi Akademik Siswa dalam Mata Pelajaran Pendidikan Agama Islam	206
5.3.1 Distribusi Prestasi Akademik Siswa dalam Mata Pelajaran PAI.....	206
5.3.2 Prestasi Akademik PAI Berdasarkan Jenis Kelamin	208
5.3.3 Prestasi Akademik PAI Berdasarkan Asal SMP Siswa Sebelumnya .	210
5.4 Pengaruh <i>Academic Self-Concept</i> dan <i>Student engagement</i> Terhadap Prestasi Akademik Siswa Dalam Mata Pelajaran Pendidikan Agama Islam.....	212
5.4.1 Dominasi <i>Academic Self-Concept</i> sebagai Prediktor Prestasi Akademik (r_1)	212
5.4.2 Kompleksitas Hubungan antara <i>Students Engagement</i> dan Prestasi Akademik PAI (r_2)	214
5.4.3 Hubungan Antara <i>Academic Self-Concept</i> dan <i>Student Engagement</i> dalam Model Regresi Berganda dalam Mempengaruhi Prestasi Akademik PAI (r_3).....	216
5.4.4 Kontribusi Simultan <i>Academic Self-Concept</i> dan <i>Student Engagement</i> terhadap Prestasi Akademik PAI (R).....	217
5.4.5 Implikasi untuk Praktik dan Pedagogi Pendidikan Agama Islam.....	218
BAB VI SIMPULAN DAN SARAN	220
6.1 Simpulan.....	220
6.2 Saran	221
DAFTAR PUSTAKA	223
LAMPIRAN	248

DAFTAR TABEL

Tabel 2. 1 Dimensi dan Indikator Academic Self-Concept dalam mata pelajaran Pendidikan Agama Islam (ASC-PAI)	29
Tabel 2. 2 Dimensi dan Indikator Student Engagement dalam Mata Pelajaran Pendidikan Agama Islam (PAI)	38
Tabel 2. 3 Penelitian Terdahulu yang Relevan	48
Tabel 3. 1 Sumber dan Teknik Pengumpulan Data.....	56
Tabel 3. 2 Distribusi Sampel Penelitian.....	58
Tabel 3. 3 Definisi Operasional Variabel Penelitian.....	59
Tabel 3. 4 Judger instrumen Kuesioner ASC-PAI dan SE-PAI.....	60
Tabel 3. 5 Rekapitulasi Hasil Penilaian Ahli terhadap indtrumen <i>Student Engagement</i> PAI	61
Tabel 3.6 Rekapitulasi saran dan hasil perbaikan item-item pada instrumen Kuesioner SE-PAI.....	62
Tabel 3. 7 Partisipan uji coba instrumen Kuesioner SE-PAI	63
Tabel 3. 8 Kisi-kisi Instrumen Kuesioner SE-PAI.....	64
Tabel 3. 9 <i>Scoring</i> Skala Likert instrumen Kuesioner SE-PAI.....	64
Tabel 3. 10 Hasil Uji validitas Item Instrumen Kuesioner SE-PAI Menggunakan SPSS 21.....	65
Tabel 3. 11 Hasil Uji Reliabilitas Instrumen Kuesioner SE-PAI.....	66
Tabel 3. 12 Rekapitulasi Expert Judgement Kuesioner ASC-PAI.....	67
Tabel 3.13 Rekapitulasi saran dan hasil perbaikan item-item pada instrumen Kuesioner ASC-PAI.....	68
Tabel 3.14 Kisi-kisi Instrumen Kuesioner ASC-PAI.....	70
Tabel 3.15 <i>Scoring</i> Skala Likert instrumen Kuesioner ASC-PAI	71
Tabel 3.16 Hasil Uji validitas Item Instrumen Kuesioner ASC-PAI Menggunakan SPSS 21	71
Tabel 3. 17 Hasil Uji Reliabilitas Instrumen Kuesioner ASC-PAI.....	73
Tabel 3. 18 Agenda Pengambilan Data.....	75
Tabel 3. 19 Perumusan 3 Kategori Tingkat ASC-PAI Siswa	77
Tabel 3. 20 Kategorisasi Tingkat ASC-PAI Siswa	77
Tabel 3. 21 Perumusan 3 Kategori Tingkat SE-PAI Siswa	78
Tabel 3. 22 Kategorisasi Tingkat SE-PAI.....	79
Tabel 3. 23 Kategori, Interval, dan Deskripsi Tingkatan Nilai Rapor PAI Siswa	79
Tabel 4. 1 Distrubusi Jenis Kelamin Responden	88
Tabel 4. 2 Distribusi Asal SMP Responden Sebelumnya.....	89
Tabel 4. 3 Deskripsi ASC-PAI Siswa	90
Tabel 4. 4 Dsitribusi Tingkat ASC-PAI Siswa Secara Keseluruhan	91
Tabel 4. 5 Merasa mudah memahami materi PAI (X1.1)	96
Tabel 4. 6 Merasa kesulitan memahami materi PAI (X1.2)	96

Tabel 4. 7 Merasa lebih mampu memahami materi PAI dibanding pelajaran lainnya (X1.3)	97
Tabel 4. 8 Merasa lebih baik dalam memahami PAI dibanding teman-teman di kelas (X1.4)	97
Tabel 4. 9 Merasa bahwa teman-teman di kelas lebih mampu mengerjakan tugas-tugas PAI (X1.5)	98
Tabel 4. 10 Tabel Persentase Seluruh Item Pada Dimensi Global-PAI.....	99
Tabel 4. 11 Merasa kesulitan untuk memahami isi dan makna ayat-ayat Al-Qur'an yang dipelajari dalam PAI (misalkan QS. Al-Maidah/5:90) (X1.6)	102
Tabel 4. 12 Merasa dapat menjelaskan hadis-hadis yang dipelajari dalam PAI (X1.7)	102
Tabel 4. 13 Merasa kesulitan memahami konsep-konsep akidah yang diajarkan dalam PAI (X1.8)	103
Tabel 4. 14 Merasa dapat menjelaskan prinsip-prinsip akidah yang dipelajari dalam PAI (X1.9).....	104
Tabel 4. 15 Merasa mampu memahami nilai-nilai akhlak (misalkan jujur) yang dipelajari dalam PAI (X1.10).....	104
Tabel 4. 16 Merasa dapat menjelaskan prinsip-prinsip akhlak yang telah dipelajari dalam PAI kepada orang lain (X1.11).....	105
Tabel 4. 17 Merasa kesulitan untuk memahami hukum-hukum fikih yang diajarkan dalam PAI (X1.12).....	106
Tabel 4. 18 Merasa dapat menjelaskan konsep-konsep fikih yang dipelajari dalam PAI (X1.13).....	106
Tabel 4. 19 Merasa kesulitan menjelaskan peristiwa dan tanggal bersejarah dalam Islam (misalkan sejarah ulama nusantara) yang diajarkan dalam PAI (X1.14)..	107
Tabel 4. 20 Merasa dapat mengidentifikasi kontribusi para tokoh peradaban Islam yang diajarkan dalam PAI (X1.15)	108
Tabel 4. 21 Tabel Persentase Seluruh Item Pada Dimensi Kemampuan Siswa dalam memahami materi PAI	109
Tabel 4. 22 Merasa kurang fasih dalam membaca Al-Qur'an dengan Mad Wajib Muttasil yang benar sebagaimana diajarkan dalam pelajaran PAI (X1.16).....	112
Tabel 4. 23 Percaya dapat mengaplikasikan aturan-aturan tajwid dalam pembacaan Al-Qur'an secara konsisten (X1.17)	112
Tabel 4. 24 Merasa mampu menghafal ayat-ayat Al-Qur'an dengan baik sebagaimana diajarkan dalam pelajaran PAI (X1.18).....	113
Tabel 4. 25 Ragu dapat menghafal hadis-hadis yang dipelajari dalam pelajaran PAI dengan baik (X1.19).....	113
Tabel 4. 26 Merasa kesulitan dalam mempraktikkan gerakan-gerakan salat dengan benar sebagaimana diajarkan dalam pelajaran PAI (X1.20).....	114
Tabel 4. 27 Percaya dapat membaca bacaan-bacaan salat dengan baik dan benar sesuai dengan tuntunan dalam pelajaran PAI (X1.21)	114

Tabel 4. 28 Merasa mampu melaksanakan tata cara wudu dengan benar sesuai dengan tuntunan yang diajarkan dalam pelajaran PAI (X1.22)	115
Tabel 4. 29 Percaya dapat melaksanakan tayamum dengan baik dan benar sesuai dengan pelajaran PAI (X1.23).....	115
Tabel 4. 30 Merasa kesulitan dapat melaksanakan mandi wajib dengan benar sesuai dengan tuntunan yang diajarkan dalam pelajaran PAI (X1.24)	116
Tabel 4. 31 Sebaran Data Per-Item Pada Dimensi Praktik Ibadah PAI	117
Tabel 4. 32 Merasa kesulitan dalam membiasakan tadarus Al-Qur'an setiap hari (X1.25).....	120
Tabel 4. 33 Percaya dapat melakukan muraja'ah Al-Qur'an secara rutin (X1.26)	120
Tabel 4. 34 Merasa mampu menghormati perbedaan keyakinan dan menjalankan sikap toleransi beragama (X1.27)	121
Tabel 4. 35 Merasa sulit dapat berinteraksi dengan baik dan penuh toleransi dengan teman-teman yang memiliki keyakinan berbeda (X1.28).....	121
Tabel 4. 36 Merasa kesulitan dalam menjaga kesehatan tubuh (X1.29).....	122
Tabel 4. 37 Merasa mampu menjalankan kebiasaan menjaga kelestarian lingkungan (X1.30)	122
Tabel 4. 38 Percaya dapat menerapkan prinsip-prinsip memelihara kehidupan, seperti merawat tanaman dan hewan (X1.31)	123
Tabel 4. 39 Merasa mampu bersikap jujur dalam setiap situasi (X1.32).....	123
Tabel 4. 40 Merasa mampu selalu bersyukur atas segala nikmat yang diterima (X1.33)	124
Tabel 4. 41 Merasa ragu dapat menepati janji yang dibuat diri sendiri (X1.34). 124	
Tabel 4. 42 Merasa sulit dalam menjaga lisan dan menghindari berkata buruk (X1.35)	125
Tabel 4. 43 Merasa sulit melaksanakan salat berjamaah fardu secara rutin (X1.36)	125
Tabel 4. 44 Percaya dapat menjalankan salat sunnah secara konsisten (X1.37). 126	
Tabel 4. 45 Merasa mampu menghormati ulama (X1.38)	126
Tabel 4. 46 Ragu dapat menerapkan ajaran-ajaran ulama dalam kehidupan sehari-hari (X1.39).....	127
Tabel 4. 47 Merasa sulit untuk menghormati orang tua dan guru (X1.40).....	127
Tabel 4. 48 Percaya dapat menghargai orang tua dan guru (X1.41).....	128
Tabel 4. 49 Sebaran Data Per-Item Pada Dimensi Pembiasaan Akhlak Mulia ..	129
Tabel 4. 50 Analisis Deskriptif SE-PAI.....	133
Tabel 4. 51 Distribusi Tingkat SE-PAI	134
Tabel 4. 52 Mendengarkan dengan seksama saat guru menjelaskan materi pelajaran PAI (X2.1).....	138
Tabel 4. 53 Mendengarkan dengan cermat saat guru menjelaskan materi PAI (X2.2)	139

Tabel 4. 54 Terlibat aktif dalam setiap diskusi kelompok atau kegiatan kelas PAI (X2.3)	139
Tabel 4. 55 Datang tepat waktu pada setiap sesi pembelajaran PAI (X2.4)	140
Tabel 4. 56 Fokus saat mengerjakan tugas dalam pelajaran PAI (X2.5)	140
Tabel 4. 57 Menyelesaikan tugas PAI dengan memperhatikan ketentuan atau instruksi dari guru (X2.6).....	141
Tabel 4. 58 Sebaran Data Per-Item Pada Dimensi <i>Behavioral Engagement</i>	142
Tabel 4. 59 Merasa gembira belajar hal-hal baru dalam pelajaran PAI (X2.7) ..	145
Tabel 4. 60 Bangga dengan pencapaian saya dalam pelajaran PAI (X2.8)	145
Tabel 4. 61 Tertarik dengan materi yang diajarkan dalam pelajaran PAI (X2.9)	146
Tabel 4. 62 Ingin mengikuti semua kegiatan yang dilakukan dalam pelajaran PAI (X2.10)	146
Tabel 4. 63 Tertarik untuk mengajukan pertanyaan ketika mempelajari materi baru dalam pelajaran PAI (X2.11)	147
Tabel 4. 64 Bersemangat untuk menggali lebih dalam setiap topik yang dipelajari dalam pelajaran PAI (X2.12)	147
Tabel 4. 65 Senang saat mempelajari topik baru dalam pelajaran PAI (X2.13).	148
Tabel 4. 66 Antusias ketika mengikuti kegiatan kelas PAI (X2.14).....	148
Tabel 4. 67 Sebaran Data Per-Item Pada Dimensi Emotional/Affective Engagement	149
Tabel 4. 68 Mencari definisi suatu istilah dalam PAI yang belum diketahui dengan mengakses internet atau membaca buku (X2.15)	152
Tabel 4. 69 Mengaitkan materi PAI dengan pengalaman pribadi (X2.16)	153
Tabel 4. 70 Mencari informasi tambahan tentang topik yang diajarkan dalam pelajaran PAI di luar kelas (X2.17).....	154
Tabel 4. 71 Memanfaatkan berbagai sumber untuk mempelajari materi PAI, seperti buku, artikel, dan video (X2.18)	155
Tabel 4. 72 Berdiskusi dengan teman atau guru untuk memperdalam pemahaman tentang materi PAI (X2.19).....	155
Tabel 4. 73 Membuat catatan atau rangkuman untuk membantu memahami pelajaran PAI (X2.20)	156
Tabel 4. 74 Mengajukan pertanyaan saat pelajaran PAI untuk lebih memahami materi yang diajarkan (X2.21)	157
Tabel 4. 75 Merefleksi pemahaman diri sendiri setelah mempelajari materi PAI (X2.22)	158
Tabel 4. 76 Sebaran Data Per-Item Pada Dimensi Cognitive Engagement	159
Tabel 4. 77 Analisis Deskriptif Nilai Rapor PAI Responden	163
Tabel 4. 78 Distribusi Kategori Nilai Rapor PAI Responden.....	164
Tabel 4. 79 <i>Tests of Normality</i>	168
Tabel 4. 80 ANOVA Table: ASC dan Prestasi Akademik PAI.....	168
Tabel 4. 81 ANOVA Table: SE dan Prestasi Akademik PAI.....	169
Tabel 4. 82 ANOVA Table: Logaritmik SE dan Prestasi Akademik PAI.....	169

Tabel 4. 83 Hasil Uji Multikolinearitas.....	170
Tabel 4. 84 Hasil Uji Heteroskedastisitas	171
Tabel 4. 85 ANOVAa: ASC, SE, Prestasi Akademik PAI	171
Tabel 4. 86 Analisis Koefisien.....	172
Tabel 4. 87 Model Summaryb: Koefisien Determinasi	173

DAFTAR GAMBAR

Gambar 2. 1 Struktur konsep diri yang bersifat multidimensional dan hierarkis menurut shavelson setelah dimodifikasi berupa penambahan domain PAI.....	24
Gambar 2. 2 Kerangka Berpikir	51
Gambar 3. 1 Desain penelitian korelasional ASC, SE, dan Prestasi Akademik PAI	55
Gambar 3. 2 Prosedur Penelitian.....	74
Gambar 4. 1 Sebaran Tingkat ASC-PAI Siswa	92
Gambar 4. 2 Sebaran Tingkat ASC-PAI Berdasarkan Jenis Kelamin Siswa.....	93
Gambar 4. 3 Tingkat ASC-PAI Berdasarkan Asal SMP Responden Sebelumnya.....	94
Gambar 4. 4 Grafik Persentase Seluruh Item Pada Dimensi Global-PAI.....	100
Gambar 4. 5 Distribusi Jawaban Responden Berdasarkan Indikator pada dimensi Global-PAI.....	101
Gambar 4. 6 Grafik Persentase Seluruh Item Pada Dimensi Kemampuan Siswa dalam memahami materi PAI.....	110
Gambar 4. 7 Distribusi Jawaban Responden Berdasarkan Indikator pada dimensi Kemampuan Siswa dalam Memahami Materi PAI.....	111
Gambar 4. 8 Sebaran Data Per-Item Pada Dimensi Praktik Ibadah PAI	118
Gambar 4. 9 Sebaran Data Per-Indikator Pada Dimensi Praktik Ibadah PAI.....	118
Gambar 4. 10 Sebaran Daa Per-Indikator Pada Dimensi Pembiasaan Akhlak Mulia	131
Gambar 4. 11 Sebaran Data Per-Item Pada Dimensi Pembiasaan Akhlak Mulia.....	131
Gambar 4. 12 Sebaran Data Per-Dimensi ASC-PAI.....	132
Gambar 4. 13 Distribusi Data Tingkat SE-PAI.....	135
Gambar 4. 14 Tingkat SE-PAI Berdasarkan Jenis Kelamin	135
Gambar 4. 15 Tingkat SE-PAI Berdasarkan Latar Belakang SMP Responden..	136
Gambar 4. 16 Sebaran Data Per-Item Pada Dimensi Behavioral Engagement...	143
Gambar 4. 17 Sebaran Data Per-Indikator Pada Dimensi Behavioral Engagement	144
Gambar 4. 18 Sebaran Data Per-Item Pada Dimensi Emotional/Affectife Engagement.....	151
Gambar 4. 19 Sebaran Data Per-Indikator Pada Dimensi Emotional/Affectife Engagement.....	151
Gambar 4. 20 Sebaran Data Per-Item Pada Dimensi Cognitive Engagement	160
Gambar 4. 21 Sebaran Data Pada Dimensi Cognitive Engagement	161
Gambar 4. 22 Sebaran Data Setiap Dimensi SE-PAI	162
Gambar 4. 23 Distribusi Data Nilai Rapor PAI Responden.....	165
Gambar 4. 24 Nilai Rapor PAI Berdasarkan Jenis Kelamin.....	165
Gambar 4. 25 Nilai Rapor PAI Berdasarkan Latar Belakang SMP Sebelemunya	166

DAFTAR LAMPIRAN

Lampiran 1 Kisi-Kisi Instrumen Penelitian	248
Lampiran 2 Surat Keterangan Pembimbing Tesis	253
Lampiran 3 Surat Izin Penelitian.....	255
Lampiran 4 Google Forms Kuesioner ASC dan SE.....	256
Lampiran 5 Expert Judgement Instrumen	257
Lampiran 6 Hasil Tabulasi Data Angket ASC-PAI	267
Lampiran 7 Hasil Tabulasi Data Angket SE	272
Lampiran 8 Nilai Rapor Responden.....	277
Lampiran 9 Frekuensi Data ASC-PAI	281
Lampiran 10 Frekuensi Data SE-PAI	282
Lampiran 11 Kategorisasi ASC dan SE PAI Seluruh Responden	283
Lampiran 12 Tabel Transformasi Logritmik Data SE	288
Lampiran 13 Tabel r Hitung (N=243).....	290
Lampiran 14 Riwayat Hidup Penulis	291

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