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HUMANITAS

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A B S T R A K

**Peran *Parental Self-efficacy* dalam Mengoptimalkan
Perkembangan Akademik Anak**

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Abstract

This writing examine theoretically about parental self-efficacy roles in optimizing children academic development. Parental self-efficacy is a belief that someone can perform the roles of parent adequately (Bandura, 2002). In school age (6-12 years) academic development is very important, not only for children cognitive development, but also children emotion and social development. Children who have optimal academic development will have industry feeling, a feeling that they are competent and productive. Whereas children who fail in academic development will have inferior feeling, that is a feeling not competent and productive. In school age, according to Erik Erikson, there is a crisis industry versus inferiority. To optimizing children academic development, parents need to increase they parental self-efficacy, with finding models or imitating another parents who success performing the roles of parents. Parents, specially working mother, can searching support from the other person in operating the roles as parent. For example, support from husband or another sources.

Keywords: *Parental self-efficacy, academic development*

**Studi Deskriptif tentang Kemampuan *Self-Regulation* Akademik
pada Mahasiswa Fakultas Psikologi Universitas ‘Y’ Angkatan 2011
Kota Bandung**

Priska Analya dan Endeh Azizah

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Abstract

The Aim of this study is with to acquire the description of the degree of academic Self-Regulation capabilities on third grade students of psychology faculty in “Y” University-

Bandung. The variable in this research was measured by using a questionnaire that had constructed by the researcher, based on Zimmerman theory (1995). The questionnaire consist of 69 items self-report. The result of validity test is in the midst of 0.3-0.87, and the reliability score is 0.74. Using the purposive sampling as the sampling technique, the researcher obtained 163 students as respondents in this research. The results of this study showed that some of the respondents have a low degree of academic self-regulation capabilities. Almost all respondents that have a high degree and a low degree of academic self-regulation capabilities, don't have the ability to do all three phases – forethought phase, performance/volition phase, and self-reflection phase. From the results of this study, the submission is the guardian lectures should give supervisions and supports to the third grade students of psychology faculty in “Y” University, to develop the capacities of academic self-regulation, instance: with supervising students to make plans in deciding the subject in every semesters. The other suggestion is for the next study, should consider the influence of internal and external factors to academic self-regulation capabilities.

Keywords: *Academic Self-Regulation, Psychology students in “Y” University-Bandung*

Studi Deskriptif Mengenai *School Engagement* pada Siswa Kelas X SMA “X” Bandung

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Abstract

This research was conducted to describe the degree of School Engagement at X grade students of “X” high school Bandung. Sample was selected using nonprobability method with convenience sampling technique and samples in this research amounted to 112 people. A measuring instrument made by researcher based on theory of School Engagement by J.A. Fredricks, P.C. Blumenfeld, & A.H. Paris (2004) then adapted to the context of the research at “X” high school Bandung. The validity of measuring instrument using Pearson Product Moment correlation with value of validity from 0.300 to 0.522. Reliability of measuring instrument using Cronbach Alpha formula with value 0.879. Data were processed by calculate the frequency distribution of primary data from questionnaire. Based on the result of this research obtained that X grade students of “X” high school Bandung has a degree of school engagement that were almost equal. A total of 51.8% students had a high school engagement and 48.2% students had a low school engagement. Reseachrher suggested researching about the contribution of contextual factors and individual needs on each components of school engagement, furthermore consider research by notice on the contribution of school engagement’s components on the degree of school engagement.

Keywords: *description, school engagement, Bandung X grade students*

Tipe-tipe *Technostress* pada Mahasiswa Fakultas Teknik Elektro, Teknik Informatika, Psikologi, dan Sastra di Universitas “X” Bandung

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Abstract

Nowadays technology has become a major necessity in life. Technology becomes a source of assistance in daily life, so people are increasingly dependent on technology. Dependence can make individuals “forgotten” manual way of doing something. Individuals are more comfortable making friends with technology, rather than making friends with peers. If the technological equipment is damaged, people become helpless doing everyday tasks which used to can be done with ease. The technology is actually created to facilitate human, while this may have been a lot of negative impact to humans. The negative impact on attitudes, thoughts, behavior or physiological body, caused either directly or indirectly by the technology known as technostress (Weil & Rosen , 1997). There are seven types of technostress, namely Learning technostress, Boundary technostress, Communication technostress, Time technostress, Family technostress, Workplace technostress and Societal technostress. This study was conducted to examine the types of technostress on University “X”. The study design using descriptive method with a sample size of 200 students were randomly selected from the Faculty of Arts , Faculty of Psychology, Faculty of Technology Information and the Faculty of Electrical Engineering. Measuring instrument constructed by Weil and Rosen (1997), and the validity of 29 items, ranges between 0.32 to 0.53. and the reliability value is 0.66 , which means having a moderate level of reliability. Based on the results of the study concluded that the order type technostress from highest to lowest are Family technostress, Time technostress, Boundary technostress, Societal technostress, Workplace technostress, Learning and Communication technostress technostress. Based on these studies, the students of the University “X” more experienced technostress on Family technostress, the stress experienced by family members due to the reduced quality of interaction within the family due to the presence of technology.

Keywords: *Technostress*

Studi Deskriptif Mengenai *Student Centered Learning* yang Diterapkan pada Siswa di SMA “X” Bandung

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Abstract

This research aims to find the description of Student Centered Learning that being applied in “X” high school. There are 217 students involved in this research and asked

Questionnaire of Student Centered Learning. The data has been analyzed by using descriptive analysis method to find the conclusion. The result shows that 57,6% of the students claimed that Student Centered Learning has been applied on the learning process in the classroom ; however the 42,4% of the students claimed the contrary. Descriptive analysis also shows the perception of students in each domain on student centered learning process and the result shows that most of students have perceived that teachers already applied the metacognitive and cognitive domain, the affective domain and the personal and social domain. But in contrary, in the developmental domain and the individual differences domain, the students of "X" high school claimed that the learning process is not reflecting the domain yet.

Keywords: *Student Centered Learning, Metacognitive*

**Pemetaan Permasalahan *Parenting* dan Penyusunan *Parental Self-Efficacy Scale* pada Orangtua yang Memiliki Anak Usia Sekolah Dasar
(Suatu penelitian pendahuluan dalam studi mengenai *Parental Self-Efficacy* di Kotamadya Bandung)**

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Abstract

This study aimed to investigate the mapping of parenting problems and to compose parental self-efficacy scale for parents of primary school age children. This study is a preliminary study in the study of parental self-efficacy in Bandung city. This research was carried out because of the existing research has shown that parental self-efficacy is an important factor for children and parents. But what about the condition of parental self-efficacy in Indonesia, particularly in Bandung city is unknown because there is no parental self-efficacy scale Indonesian version. To create parental self-efficacy scale, researchers need to understand the problems of parenting in Bandung city contextually. In a survey on parenting problems in Bandung city, taken 300 samples parents primary school age children. Parents asked 11 questions about the role of parents and parenting problems. The result of the survey are then mapped into a mapping of parenting problems. Obtained results, there are 11 job description (role) of parents. Parenting problems come from children: nature unruly children; from parents: physical exhaustion parents, and less time for children. Based on the mapping of parenting problems are then compiled a parental self-efficacy scale Indonesian (Bandung) version.

Keywords: *Parenting, parental self-efficacy*
