

The Role of Teacher Autonomy Support on Student Engagement

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Abstract. This study aims to examine the role of teacher autonomy support on student engagement. The sample in this study amounted to 1046 students who came from high school and vocational students in West Sumatra, Indonesia. Data analysis was carried out by using regression analysis. From the results of regression analysis, the F value of 95.701 ($p = 0.000$ $p < 0.05$) means that teacher autonomy support are significant predictors of student engagement. The correlation of teacher autonomy support on student engagement is 0.290 with an R Squared of 0.084, which means that teacher autonomy support contributes 8.4% to student engagement.

Keywords: Teacher autonomy support, student engagement, high school students.

1 Introduction

Adolescence is a crucial developmental period in which adolescents experience a phase of self-identity formation, social integration, and commitment to learning [1]. In this phase, adolescents are more preoccupied with activities at school, especially in the learning process. Therefore, in this learning process, teenagers as students should actively participate. But in reality, many students are not too actively involved in the academic process, this can be seen from the lack of student initiative in finding information related to their lessons. Students tend to wait for instructions from the teacher without seeking other alternatives to improve their academic achievement and abilities.

This is exacerbated by the pandemic conditions. Where in a situation like this teaching and learning activities become very limited. Students become focused on the tasks given by the teacher with limited learning methods as well. As a result, students become unmotivated in their lessons and even attend class just being absent or doing assignments. So that the process of absorption of learning material is not optimal. So that students can still get their learning materials well, they need to be more actively and proactively involved in the learning process. This active and proactive attitude will help them to stay motivated, take the initiative to find and explore the subject matter. Active and proactive student involvement in learning is also known as student engagement [2].

Student engagement leads to the totality of students to be actively and proactively involved in learning activities behaviorally, cognitively, and emotionally [3]. Student engagement is important for students, because this behavior supports the learning process so that it can take place well [4];[5]. Klem & Connell [6] stated, students who are involved in learning activities,

especially in the classroom, are much more likely to have good achievements compared to those who are not involved in these activities. Low student engagement in students is a factor causing low achievement, boredom, feelings of alienation, and even causes students to drop out of school [2].

One of the external factors that affect student engagement is the support of autonomy from the teacher. Autonomous support refers to giving to see other people's perspectives, encouraging someone to take the initiative and develop themselves, providing support in making choices, and feeling responsible for that person [7]. Various previous studies have shown that teacher autonomy support contributes to student engagement in students [8] [9]. Students who receive high levels of autonomy support from teachers show increased performance and engagement in learning [10] [11].

Based on this background, the researcher proposed a study entitled support for teacher autonomy as predictors of student engagement in high school students in West Sumatra.

2 Methods

This study uses a correlational quantitative research design, with the support of teacher autonomy and regulatory focus as the independent variable and student engagement as the dependent variable. The population in this study were high school students in West Sumatra Province. The sample was selected using incident sampling technique originating from 19 districts of high school students in West Sumatra totaling 1046 students. Data analysis was performed using simple regression analysis techniques. Data collection was done online using the autonomy support scale [7] with a reliability of 0.907, and student engagement scale [12] with a reliability coefficient of 0.927.

3 Result and Discussion

Based on the simple regression test, the results showed that the regression F value was 95.701 ($p > 0.000$) and the R value was 0.290 and the R squared was 0.084. This means that teacher autonomy support can predict student engagement. The regression coefficient value of teacher autonomy support is 0.767 ($p = 0.000$) on student engagement, which means that every 1 point increase in teacher autonomy support will increase student engagement by 0.767. The results of this research are in line with research conducted by previous research which shows that teacher autonomy support contributes positively to student engagement [13] [14].

Teacher autonomy support contributes positively to student engagement. This is because autonomy support from teachers can encourage students to become more actively involved and proactive in their learning activities [13]. Based on self-determination theory, autonomy support is one of the factors that forms the process of internalizing things outside of oneself into values within a person. Through this internalization process, it will instill a value in students that learning activities are one of their values, so that they will enjoy and be intrinsically motivated in their learning activities [15] [16].

Teachers for school age teenagers are their second parents, sometimes teachers can also be friends for students, so that their support can increase initiative and build self-confidence in students' abilities [16][17]. Teacher autonomy support plays an important role in instilling

positive values in students, including pursuing their dreams and providing enthusiasm in their learning activities [16]. So, with autonomy support from teachers, students' performance and involvement in learning at school can be improved.

4 Conclusion

Based on the research that has been conducted, it can be concluded that teacher autonomy support contributes positively to student engagement. Autonomy support contributes 8.4% to the formation of student engagement. Meanwhile, the other 91.6% of student engagement is influenced by other variables outside this research.

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