

ABSTRACT

Nursita Afifah, 111411131105, Relationship between Perception of Teacher Instructional Behavior (*Clarity of Instruction, Classroom Management and Teacher Control*) and Academic Flow in Senior High School Students, Undergraduate Thesis, Faculty of Psychology Airlangga University Surabaya, 2017.

XVI + 85 pages, 30 attachments.

This study aims to determine whether there is any relationship between perception of teacher instructional behavior and academic flow on senior high school students. Teacher instructional behavior includes three aspects : clarity of instruction, classroom management, and teacher control, so there are three relationships that will be investigated in this study: (1)The relationship of student's perception of clarity of instruction and academic flow; (2) The relationship of student's perception of classroom management and academic flow; (3) The relationship of student's perception of teacher control and academic flow.

*This study was conducted on High School students with total number of 175 students. Sampling was done by cluster random sampling. The inventory that was used to gather data is the questionnaire of perceptions on teacher instructional behavior and academic flow. The questionnaire of student perceptions of teacher instructional behavior was adapted from *Questionnaire on Instructional Behavior* (33 items) by den Brok, et. al. (2006), meanwhile the academic flow is measured by *The Flow Inventory for Student* (10 items), developed by Yuwanto (2011) based on the flow theory proposed by Csikszentmihaly (1990). Data analysis was done by Spearman's rho correlation statistic technique using SPSS 22 for Windows program.*

The results of data analysis showed that the significance of the relationship between perceptions of clarity of instruction and academic flow is 0,002, with a correlation coefficient of 0,234. The significance of the relationship between perceptions of classroom management and academic flow is 0,000, with a correlation coefficient of 0,377. The relationship value between perceptions of teacher control (strong, shared, and loose control) and academic flow is 0.108, 0.078, 0.066. This shows that there is a significant correlation between perceptions of clarity of instruction of teachers and academic flow. There is also a significant correlation between perceptions of classroom management of teachers and academic flow in high school students. The relationship between the two variables is positive. The results of data analysis also shows that there is no relationship between perceptions of teacher control (strong, shared and loose) and academic flow in high school students.

Keywords: teacher instructional behavior, academic flow
References, 52 (1970-2017)