

## ABSTRAK

Ghina Nadhifa, 111511133984, Hubungan *Classroom Social Environment* dengan Kecenderungan *Learned Helplessness* pada siswa yang memiliki prestasi rendah di SMP Kawasan Surabaya, *Skripsi*, Fakultas Psikologi Universitas Airlangga, 2019.

xxiii + 172 halaman, 11 lampiran

*Penelitian ini bertujuan untuk mengetahui apakah ada hubungan antara classroom social environment dengan kecenderungan learned helplessness pada siswa yang memiliki prestasi akademis rendah di Sekolah Menengah Pertama (SMP) Kawasan Surabaya. Classroom social environment adalah persepsi siswa tentang bagaimana mereka didorong untuk berinteraksi dengan orang lain; teman dan guru (Ryan & Patrick, 2001). Sedangkan Learned helplessness adalah ketidakberdayaan yang dipelajari sebagai hasil dari pengalaman yang menunjukkan bahwa hasil atau outcome tidak bergantung pada respon yang diberikan individu, yang kemudian diajukan sebagai model dari depresi reaktif (Seligman, 1975; Abramson, Seligman, & Teasdale, 1978; dalam Schroder & Ollis, 2012).*

*Penelitian dilakukan menggunakan pendekatan kuantitatif dengan metode survei. Pengambilan data dilakukan menggunakan skala persepsi Classroom Social Environment untuk melihat persepsi siswa tentang lingkungan sosial kelas mereka dan skala Coping Competence Questionnaire untuk mengukur kecenderungan learned helplessness. Sebanyak 439 siswa yang memiliki prestasi rendah dari kelas VII, VIII, dan IX SMP Negeri Kawasan 3, 12, 15, 22, 25, 26, dan 35 Surabaya menjadi subjek penelitian ini.*

*Analisis data dilakukan menggunakan teknik statistik korelasi nonparametrik Spearman's Rho. Hasil menunjukkan bahwa tidak terdapat hubungan antara classroom social environment dengan kecenderungan learned helplessness ( $\alpha = 0,72$ ,  $p < 0,05$ ) pada siswa yang memiliki prestasi akademis rendah di SMP Kawasan Surabaya. Uji korelasi juga dilakukan pada dimensi classroom social environment; teacher support, promoting mutual respect, promoting task-related interaction, dan promoting performance goals. Dari empat dimensi tersebut, diketahui bahwa dimensi teacher support ( $\alpha = 0,032$ ,  $p < 0,05$ ) dan performance goals ( $\alpha = 0,009$ ,  $p < 0,05$ ) memiliki hubungan dengan kecenderungan learned helplessness dengan kekuatan hubungan sebesar -0,102 untuk teacher support dan 0,124 untuk promoting performance goals.*

**Kata kunci:** *classroom social environment, learned helplessness, prestasi akademis rendah, siswa SMP kawasan*  
Daftar Pustaka, 86 (1978-2019)

**ABSTRACT**

Ghina Nadhifa, 111511133984, The Relationship between Classroom Social Environment and Propensity towards Learned Helplessness in Students Who Have Low Academic Achievement in Kawasan Junior High School Surabaya, *Undergraduate Thesis*, Faculty of Psychology Universitas Airlangga, 2019

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*This research's objective is to comprehend the relationship between Classroom Social Environment and propensity towards learned helplessness in Surabaya's Kawasan Junior High School students with low academic achievement. Classroom Social Environment is students' perception on how they are encouraged to interact with others; friends and teachers (Ryan & Patrick, 2001). Whereas learned helplessness derives from an experience that shows that outcomes are not dependent to the responses given by individual, which then proposed as a model of reactive depression (Seligman, 1975; Abramson, Seligman, & Teasdale, 1978; in Schroder & Ollis, 2012).*

*The research used a quantitative approach with survey methods. The data were obtained using Classroom Social Environment perception scale to discern students' perception on their class' social environment and Coping Competence Questionnaire scale to measure propensity towards learned helplessness. A total number of 439 students with low academic achievement from the 7th, 8th, and 9th grade of Surabaya's Kawasan Junior High Schools that consist of Surabaya's 3rd, 12th, 15th, 22nd, 25th, 26th, and 35th Public Junior High School are the subjects of this research.*

*The data analysis in this research used Spearman's Rho's nonparametric correlation as the statistical technique. The result of the analysis showed that there was no correlation between Classroom Social Environment and propensity towards Learned Helplessness ( $\alpha = 0,72$ ,  $p < 0,05$ ) in students with low academic achievement in Surabaya's Kawasan Junior High School. The correlation test was also applied in the classroom social environment dimension; teacher support, promoting mutual respect, promoting task-related interaction, and promoting performance goals. From those dimensions, it was found that teacher support ( $\alpha = 0,032$ ,  $p < 0,05$ ) and performance goals dimension ( $\alpha = 0,009$ ,  $p < 0,05$ ) correlated with propensity towards learned helplessness with a correlation magnitude of  $-0,102$  for teacher support and  $0,124$  for promoting performance goals.*

**Keywords:** classroom social environment, learned helplessness, low academic achievement, kawasan junior high school students

Reference, 86 (1978-2019)