



Abstrak. Pendidikan di Kepolisian merupakan salah satu faktor utama untuk menciptakan organisasi Polri yang kuat. Perubahan metode pendidikan khususnya pada pendidikan bintara Polri selama pandemi Covid-19 menyebabkan tantangan yang harus dihadapi siswa sangat berat sehingga membutuhkan student engagement agar berhasil mencapai tujuan pendidikan. Penelitian ini bertujuan untuk mengetahui peran efikasi diri akademik dan dukungan sosial teman sebaya terhadap *student engagement* siswa bintara Polri yang mengikuti pendidikan di masa pandemi. Metode yang digunakan kuantitatif non eksperimental. Pengambilan data dilakukan pada 257 siswa SPN Polda Jatim menggunakan teknik *convenience sampling*. Skala yang digunakan adalah skala *student engagement* (29 item ; $\alpha = 0,892$.) skala efikasi diri akademik (30 item; $\alpha = 0,933$) dan skala dukungan sosial teman sebaya (28 item; $\alpha = 0,884$). Hasil analisis regresi berganda menunjukkan bahwa efikasi diri akademik dan dukungan sosial teman sebaya dapat menjadi prediktor *student engagement* siswa. Efikasi diri akademik memberi sumbangan lebih besar dibandingkan dukungan sosial teman sebaya terhadap *student engagement* siswa (0,645; 0,130; nilai $p < 0,05$).

Kata kunci: *student engagement, efikasi diri akademik, dukungan sosial teman sebaya*

Abstract. *The education of police non-commissioned officers is one of the main factors in creating a strong Polri organization. Changes in education and training methods during the Covid-19 pandemic have caused challenges that SPN students have to face, so they requiring student engagement so that students can successfully achieve educational goals. This study aims to determine the role of academic self-efficacy and peer social support on student engagement of Polri non-commissioned officers who attend education during pandemic. The method used is quantitative non-experimental. Data collection was carried out on 257 SPN Polda Jatim students using a convenience sampling technique. The research data collected using student engagement scale (29 items; $\alpha = 0.892$.) academic self-efficacy scale (30 items; $\alpha = 0.933$) and peer social support scale (28 items; $\alpha = 0.884$). The results of multiple regression analysis show that academic self-efficacy and peer social support can be predictors of student engagement. More spesifically, academic self-efficacy contributes more than peer social support to student engagement (0.645; 0.130; $p < 0.05$).*

Keywords: *student engagement, academic self-efficacy, peer social support*