UNIVERSITAS
GADJAH MADA
School Belongingness dan Motivasi Belajar Siswa di SMA dengan Grade Inflation
Janur Kesumadadi, Dr. Yuli Fajar Susetyo, S.Psi., M.Si., Psikolog
Universitas Gadjah Mada, 2026 | Diunduh dari http://etd.repository.ugm.ac.id/

School Belongingness dan Motivasi Belajar Siswa di SMA dengan *Grade Inflation*

***Janur Kesumadadi*[1], *Yuli Fajar Susetyo*[2]**
Fakultas Psikologi Universitas Gadjah Mada
[1]janurkesumadadi@mail.ugm.ac.id, [2]fajar_psy@ugm.ac.id

Abstrak. *Grade inflation* memengaruhi motivasi belajar siswa melalui distorsi pada aspek kompetensi. Kondisi ini mendorong pemahaman motivasi melalui aspek keterhubungan yakni *school belongingness* dan mekanisme lain seperti keikutsertaan organisasi. Penelitian ini bertujuan menguji peran school belongingness terhadap motivasi belajar dan mengeksplorasi perbedaan motivasi belajar berdasarkan keikutsertaan organisasi. Partisipan adalah 345 siswa kelas 10–11 di SMA negeri terindikasi *grade inflation* di Kabupaten Klaten. Instrumen yang digunakan adalah *Psychological Sense of School Membership* (PSSM) dan *Academic Motivation Scale* (AMS). Analisis regresi sederhana menunjukkan school belongingness signifikan memprediksi motivasi belajar, $F(1, 343) = 37.50$, $p < .001$, $R^2 = .099$. Model koefisien menunjukkan arah regresi yang positif, $\beta = .314$, $p < .001$. Regresi pada dimensi motivasi belajar menunjukkan hasil signifikan dengan arah positif, tetapi negatif pada dimensi amotivasi. Analisis ANCOVA menunjukkan siswa yang mengikuti organisasi memiliki tingkat motivasi belajar yang signifikan lebih tinggi, bahkan setelah *school belongingness* dikontrol, $F(1, 342) = 11.3$, $p < .001$, $\eta^2p = .032$. Penelitian ini dapat menjadi dasar bagi pihak sekolah untuk memperhatikan terpenuhinya *school belongingness* siswa dan penguatan organisasi.
Kata Kunci: *grade inflation, motivasi belajar, school belongingness, siswa SMA*

Abstract. Grade inflation affects students' learning motivation through distortion of the competence aspect. This condition prompts an understanding of motivation through the relatedness aspect, namely school belongingness, and other mechanisms such as organizational involvement. This study aims to examine the role of school belongingness in learning motivation and to explore differences in learning motivation based on organizational participation. Participants were 345 students in grades 10–11 at a public high school indicated to have grade inflation in Klaten Regency. The instruments used were the Psychological Sense of School Membership (PSSM) and the Academic Motivation Scale (AMS). Simple regression analysis showed that school belongingness significantly predicted learning motivation, $F(1, 343) = 37.50$, $p < .001$, $R^2 = .099$. The coefficient model indicated a positive regression direction, $\beta = .314$, $p < .001$. Regression on the dimensions of learning motivation yielded significant results in a positive direction, except for the amotivation dimension. ANCOVA analysis revealed that students involved in organizations had significantly higher learning motivation, even after controlling for school belongingness, $F(1, 342) = 11.3$, $p < .001$, $\eta^2p = .032$. These findings may serve as a basis for schools to attend to students' school belongingness and to strengthen organizational involvement.
***Keywords*:** *grade inflation, learning motivation, school belongingness, high school student*