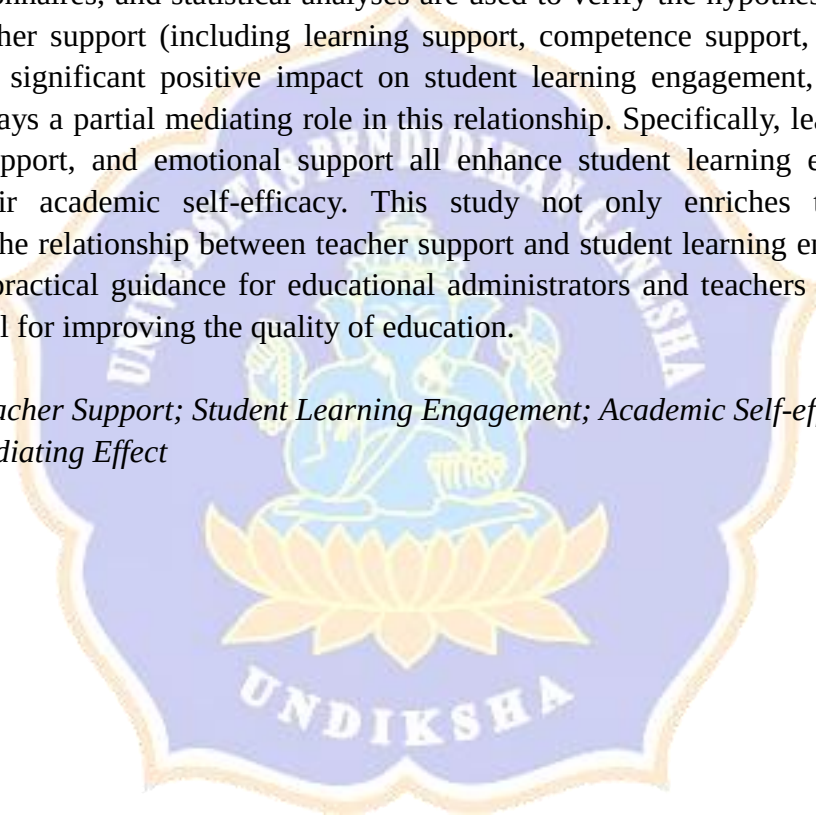


ABSTRACT

Feihong, Zhang. (2025). **The Relationship Between Teacher Support on Student Learning Engagement in Higher Education: The Mediating Role of Academic Self-Efficacy.** Thesis, Educational Technology, Graduate Program, Ganesha University of Education.

This study explores the influence of teacher support on student learning engagement, and takes academic self-efficacy as a mediating variable to analyze its mechanism of action in higher education. Based on a sample of 399 undergraduate students from six universities in Kunming, China, this research adopts a quantitative research method. Data are collected through questionnaires, and statistical analyses are used to verify the hypotheses. The results show that teacher support (including learning support, competence support, and emotional support) has a significant positive impact on student learning engagement, and academic self-efficacy plays a partial mediating role in this relationship. Specifically, learning support, competence support, and emotional support all enhance student learning engagement by improving their academic self-efficacy. This study not only enriches the theoretical framework of the relationship between teacher support and student learning engagement, but also provides practical guidance for educational administrators and teachers in universities, which is helpful for improving the quality of education.

Keywords: Teacher Support; Student Learning Engagement; Academic Self-efficacy; Higher Education; Mediating Effect



ABSTRAK

Feihong, Zhang. (2025). **Penelitian Pengaruh Dukungan Dosen Pendidikan Tinggi Terhadap Keterlibatan Belajar Mahasiswa Dengan Academic Self-Efficacy Sebagai Variabel Mediasi.** Tesis, Teknologi Pendidikan, Program Pascasarjana, Universitas Pendidikan Ganesha.

Penelitian ini mengkaji pengaruh dukungan dosen terhadap keterlibatan belajar mahasiswa, dan menggunakan academic self-efficacy sebagai variabel penengah untuk menganalisis mekanisme kerjanya dalam pendidikan tinggi. Penelitian ini didasarkan pada sampel 399 mahasiswa dari enam perguruan tinggi di Kunming, Tiongkok. Metode kuantitatif digunakan, data dikumpulkan melalui survei kuesioner, dan hipotesis diuji menggunakan analisis statistik. Hasil penelitian menunjukkan bahwa dukungan dosen (*termasuk dukungan belajar, dukungan kemampuan, dan dukungan emosional*) memiliki pengaruh positif signifikan terhadap keterlibatan belajar mahasiswa, dan academic self-efficacy berperan sebagai variabel penengah sebagian. Secara khusus, dukungan belajar, dukungan kemampuan, dan dukungan emosional masing-masing dapat meningkatkan academic self-efficacy mahasiswa, sehingga meningkatkan keterlibatan belajar mereka. Penelitian ini tidak hanya memperkaya kerangka teori hubungan antara dukungan dosen dan keterlibatan belajar mahasiswa, tetapi juga memberikan panduan praktis bagi pengelola pendidikan perguruan tinggi dan dosen, yang dapat membantu meningkatkan kualitas pendidikan.

Kata Kunci: *Dukungan Dosen; Keterlibatan Belajar Mahasiswa; Academic Self-Efficacy; Pendidikan Tinggi; Efek Penengah*

