

Abstrak

Pendidikan bertujuan mengembangkan pengetahuan, potensi, dan keterampilan siswa. Dalam mewujudkan tujuan tersebut, Kurikulum Merdeka mendorong pembelajaran yang berpusat pada peserta didik. Namun, proses pembelajaran kelompok dapat terhambat oleh perilaku *social loafing*, yaitu kecenderungan siswa mengurangi usaha dan bergantung pada anggota kelompok lain. Penelitian ini bertujuan mengetahui pengaruh *achievement motivation* dan *interpersonal communication* terhadap *social loafing* pada siswa kelas VIII SMPN “X” Cileunyi. Penelitian menggunakan pendekatan kuantitatif kausalitas dengan analisis regresi berganda terhadap 199 siswa yang dipilih menggunakan teknik *convenience sampling*. Hasil penelitian menunjukkan bahwa *achievement motivation* dan *interpersonal communication* secara simultan berpengaruh terhadap *social loafing* dengan nilai signifikansi $p = 0,000$ ($p < 0,05$). Temuan ini menunjukkan bahwa adanya pengaruh simultan dari *achievement motivation* dan *interpersonal communication* terhadap *social loafing*. Dengan demikian, *achievement motivation* dan *interpersonal communication* dapat berperan sebagai *protective factors* dalam menurunkan perilaku *social loafing* pada siswa.

Kata Kunci: *achievement motivation, interpersonal communication, social loafing.*

Abstract

Education aims to develop students' knowledge, potential, and skills. To achieve this goal, the Merdeka Curriculum promotes student-centered learning. However, the implementation of group learning may be hindered by social loafing, defined as the tendency of students to reduce their effort and rely on other group members. This study aimed to examine the influence of achievement motivation and interpersonal communication on social loafing among eighth-grade students at SMPN "X" Cileunyi. This study employed a quantitative causal research design using multiple regression analysis on 199 students selected through convenience sampling. The results showed that achievement motivation and interpersonal communication simultaneously had a significant effect on social loafing $p = 0.000$ ($p < 0.05$). These findings indicate that achievement motivation and interpersonal communication jointly influence social loafing. Therefore, both variables may serve as protective factors in reducing social loafing among students.

Keywords: achievement motivation, interpersonal communication, social loafing

