

Original Research Article

Artikel Penelitian Orisinal

Relationship Between Needs-Supportive Learning Environment and Academic Self-Sabotaging Behavior Among Form Two Students in Meru County, Kenya

[Hubungan Antara Lingkungan Belajar yang Mendukung Kebutuhan dan Perilaku Sabotase Diri Akademik Pada Siswa *Form Two* di Meru County, Kenya]

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Academic self-sabotaging behavior is a prevalent problem among Form Two students in Kenya, being linked to lower academic achievement, academic anxiety, academic stress, and poor mental health. Existing research has consistently linked basic psychological needs (BPN) satisfaction to less academic self-sabotaging behavior. Despite this, there is a relative dearth of studies exploring this area in the Kenyan context. Therefore, the current study examined how basic psychological needs-supportive learning environment relate to academic self-sabotaging behavior, with self-determination theory (SDT) as the theoretical basis, and a convergent parallel mixed-methods research design. The quantitative study sample comprised 400 students (215 boys; 185 girls) drawn using proportionate stratified and simple random sampling. The qualitative study sample included 20 students drawn using purposive criterion sampling. Data for quantitative study was collected using Basic Psychological Needs Satisfaction and Frustration Scale (BPNSFS; Chen et al., 2015) and Academic Self-Handicapping Scale (Midgley & Urdan, 2001). Qualitative data collection tools was a semi-structured interview schedule. Study results revealed a weak, negative and statistically significant correlation between needs-supportive learning environment and academic self-sabotaging behavior ($r(396) = -.14; p < .01$). Qualitative findings complemented these results, revealing that a learning environment that supported students' needs of autonomy, competence, and relatedness promoted high level of adaptive learning behaviors. The study recommends that schools should promote an autonomy-supportive school environment that meets students' basic psychological needs (BPN) to reduce academic self-sabotaging behavior.

Keywords: needs-supportive learning environment, academic self-sabotaging behavior, academic disengagement, academic procrastination

Perilaku sabotase diri akademik merupakan masalah yang lazim di kalangan siswa *Form Two* di Kenya, yang dikaitkan dengan prestasi akademik yang lebih rendah, kecemasan akademik, stres akademik, dan kesehatan mental yang buruk. Penelitian yang ada secara konsisten mengaitkan kepuasan kebutuhan psikologis dasar dengan perilaku sabotase diri akademik yang lebih sedikit. Meskipun demikian, terdapat kelangkaan relatif studi yang mengeksplorasi area ini dalam konteks Kenya. Oleh karena itu, studi ini meneliti bagaimana lingkungan belajar yang mendukung kebutuhan psikologis dasar berhubungan dengan perilaku sabotase diri akademik, dengan *self-determination theory (SDT)* sebagai dasar teoritis, dan desain penelitian metode campuran paralel konvergen. Sampel studi kuantitatif terdiri dari 400 siswa (215 laki-laki; 185 perempuan) yang diambil menggunakan *random sampling* sederhana dan stratifikasi proporsional. Sampel studi kualitatif mencakup 20 siswa yang dipilih menggunakan sampel kriteria purposif. Data untuk studi kuantitatif dikumpulkan menggunakan *Basic Psychological Needs Satisfaction and Frustration Scale (BPNSFS)*; Chen et al., 2015) dan *Academic Self-Handicapping Scale* (Midgley & Urdan, 2001). Alat pengumpulan data kualitatif adalah jadwal wawancara semi-terstruktur. Hasil studi mengungkapkan korelasi yang lemah, negatif dan signifikan secara statistik antara lingkungan belajar yang mendukung kebutuhan dan perilaku sabotase diri akademik ($r(396) = -0,14; p < 0,01$). Temuan kualitatif melengkapi hasil ini, mengungkapkan bahwa lingkungan belajar yang mendukung kebutuhan siswa akan otonomi,

kompetensi, dan keterkaitan mendorong perilaku belajar adaptif tingkat tinggi. Studi ini merekomendasikan bahwa sekolah mempromosikan lingkungan sekolah yang mendukung otonomi yang memenuhi kebutuhan psikologis dasar siswa untuk mengurangi perilaku sabotase diri akademik.

Kata kunci: lingkungan belajar yang mendukung kebutuhan, perilaku sabotase diri akademik, ketidakterlibatan akademik, prokrastinasi akademik

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Most researchers concede that for students to succeed academically, they must be actively and constructively engaged in their learning and that the contextual factors should reinforce positive learning-related behaviors (Bartholomew et al., 2018; Collie et al., 2019a; Earl et al., 2017; Goings & Shi, 2018). However, this is not the case, as many students often engage in academic self-sabotaging behavior that hinder them from achieving their academic goals (Collie et al., 2019a; Contasti, 2019). Literature defines academic self-sabotaging behavior as actions that destroy, undermine, and hinder students from achieving their academic goals (Contasti, 2019; Daytona State College [DSC] Libraries, 2025). Collie et al. (2019a) further argue that academic self-sabotaging behavior occurs when students engage in maladaptive learning activities such as academic procrastination and academic disengagement.

Several studies in developed countries analyzed negative academic-related behaviors. For instance, in Australia, 86% of high school students procrastinate on their assignments, while 66% of students prefer one all-night study (Magoosh Guest Author, 2014). Foster (2020), also found that approximately 32% of Canadian high school students were severe procrastinators, while in Australia, approximately 20% of the students show disengaged behaviors which increases as they progress in school years (Subban, 2016). According to these researchers, students who are academically disengaged display negative academic-related behavior such as spending limited time on studies, missing classes frequently, not attending nor completing class assignments.

Meanwhile, in African countries, such as Mozambique and Nigeria, high levels of procrastination con-

Sebagian besar peneliti mengakui bahwa agar siswa berhasil secara akademik, mereka harus terlibat secara aktif dan konstruktif dalam pembelajaran mereka dan bahwa faktor kontekstual sebaiknya memperkuat perilaku positif terkait pembelajaran (Bartholomew et al., 2018; Collie et al., 2019a; Earl et al., 2017; Goings & Shi, 2018). Namun, hal ini tidak terjadi, karena banyak siswa sering terlibat dalam perilaku sabotase diri akademik yang menghambat pencapaian tujuan akademik mereka (Collie et al., 2019a; Contasti, 2019). Literatur mendefinisikan perilaku sabotase diri akademik sebagai tindakan yang menghancurkan, melemahkan, dan menghambat siswa mencapai tujuan akademik mereka (Contasti, 2019; Daytona State College [DSC] Libraries, 2025). Collie et al. (2019a) lebih lanjut berpendapat bahwa perilaku sabotase diri akademik terjadi ketika siswa terlibat dalam kegiatan belajar maladaptif seperti penundaan akademik dan ketidakterlibatan akademik.

Sejumlah studi di negara maju menganalisis perilaku negatif terkait akademik. Sebagai contoh, di Australia, 86% siswa sekolah menengah atas (SMA) menunda (prokrastinasi) tugas mereka, sementara 66% siswa lebih suka belajar semalaman (Magoosh Guest Author, 2014). Foster (2020) juga menemukan bahwa sekitar 32% siswa sekolah menengah atas (SMA) di Kanada merupakan penunda (prokrastinator) berat, sementara di Australia, sekitar 20% siswa menunjukkan perilaku tidak terlibat yang meningkat seiring perkembangan mereka di tahun sekolah (Subban, 2016). Menurut para peneliti ini, siswa yang tidak terlibat secara akademik menunjukkan perilaku negatif terkait akademik seperti menghabiskan waktu terbatas untuk belajar, sering membolos, tidak menghadiri atau menyelesaikan tugas kelas.

Sementara itu, di sejumlah negara Afrika, seperti Mozambik dan Nigeria, tingkat prokrastinasi yang ting-

tinue to be a challenge among secondary school students (Bojuwoye, 2019; Fulano et al., 2018). In Ethiopia, 37.3% of students taking doctoral degrees are disengaged from their academics as reported by Desie and Tefera (2017). The researchers cited academic pressure, anxiety, and stress as reasons students engage in such academic self-sabotaging behavior. They called for more research on the factors that could help in addressing the problem among students.

In Kenya, few researchers have documented various forms of academic self-sabotaging behavior among students. In line with this, Jerono (2018), highlighted that university students engage in academic self-sabotage behavior by procrastinating on learning tasks and delaying assignments. Otanga (2019) reported that secondary school students manifest high psychological disengagement with their learning. In specific counties like Meru County, study shows that 20-67% of students engage in academic self-sabotaging behaviors such as procrastination on class assignments and being academically disengaged (Marigu & Maitho, 2019). John (2017) and Nyaga (2019) also reported that the majority of students sabotage their studies by deliberately refusing to attend school and playing truant. Similarly, Muguna (2017) found that self-saboteurs students choose to miss school to avoid learning for no good reasons. In addition, many students fail to attend school and instead engage in local business in the region (Sammy, 2020).

In response to the increased incidence of academic self-sabotaging behavior and its dire consequences, the Kenyan government has undertaken various initiatives to address the issue. Notably, among these initiatives are guidance and counselling programs, National Policy Framework for Career Guidance in Kenya, re-entry policy for school dropout, and school structured timetables (Ministry of Education Science and Technology [MOEST] of the Republic of Kenya, 2005; Ministry of Education [MOE] of the Republic of Kenya, 2020; Omondi, 2023). Despite these policies by the Kenyan government, empirical studies by researchers such as Sammy (2020), Jerono (2018), as well as Marigu and Maitho (2019), indicate that many students in Kenya continue to engage in academic self-sabotaging behavior. This points out the need for more research to better understand and address the persistent issue of academic self-sabotaging behavior and its consequences.

gi masih menjadi tantangan di kalangan siswa sekolah menengah (Bojuwoye, 2019; Fulano et al., 2018). Di Etiopia, 37,3% mahasiswa yang mengambil gelar doktor tidak terlibat dalam kegiatan akademik mereka, sebagaimana dilaporkan oleh Desie dan Tefera (2017). Para peneliti menyebutkan tekanan akademik, keceemasan, dan stres sebagai alasan siswa terlibat dalam perilaku sabotase diri akademik tersebut. Mereka mendesak penelitian lebih lanjut tentang faktor yang dapat membantu mengatasi masalah ini di kalangan siswa.

Di Kenya, beberapa peneliti telah mendokumentasikan berbagai bentuk perilaku sabotase diri akademik di kalangan siswa. Sejalan dengan ini, Jerono (2018), menyoroti bahwa mahasiswa terlibat dalam perilaku sabotase diri akademik dengan menunda (prokrastinasi) tugas belajar dan menunda tugas. Otanga (2019) melaporkan bahwa siswa sekolah menunjukkan ketidakterlibatan psikologis yang tinggi dengan pembelajaran mereka. Di daerah tertentu seperti Meru County, studi menunjukkan bahwa 20-67% siswa terlibat dalam perilaku sabotase diri akademik seperti menunda (prokrastinasi) tugas kelas dan tidak terlibat secara akademik (Marigu & Maitho, 2019). John (2017) dan Nyaga (2019) juga melaporkan bahwa mayoritas siswa menyabotase studi mereka dengan sengaja menolak untuk hadir di sekolah dan membolos. Demikian pula, Muguna (2017) menemukan bahwa siswa yang melakukan sabotase diri memilih untuk bolos sekolah untuk menghindari pembelajaran tanpa alasan yang jelas. Selain itu, banyak siswa yang tidak bersekolah dan malah terlibat dalam bisnis lokal di wilayah tersebut (Sammy, 2020).

Menanggapi meningkatnya insiden perilaku sabotase diri akademik dan konsekuensinya yang mengkhawatirkan, pemerintah Kenya telah melakukan berbagai inisiatif untuk mengatasi masalah tersebut. Khususnya, di antara inisiatif tersebut adalah program bimbingan dan konseling, *National Policy Framework for Career Guidance in Kenya* (Kerangka Kebijakan Nasional untuk Bimbingan Karier di Kenya), kebijakan masuk kembali untuk putus sekolah, dan jadwal sekolah terstruktur (Ministry of Education Science and Technology [MOEST] of the Republic of Kenya, 2005; Ministry of Education [MOE] of the Republic of Kenya, 2020; Omondi, 2023). Terlepas dari kebijakan pemerintah Kenya ini, studi empiris oleh para peneliti seperti Sammy (2020), Jerono (2018), serta Marigu dan Maitho (2019), menunjukkan bahwa banyak siswa di Kenya terus terlibat dalam perilaku sabotase diri akademik. Hal ini menunjukkan perlunya penelitian lebih lanjut

A bulk of research associate academic self-sabotaging behavior to different variables, one among them being learning environment (Collie et al., 2019b; Mouratidis et al., 2018). Aligned with the self-determination theory (SDT) proposed by Ryan and Deci (2017), learning environment refers to satisfaction or frustration of basic psychological needs of students within the school context. As discussed by these scholars, self-determination theory (SDT) endorses three basic psychological needs: (1) autonomy; (2) competence; and (3) relatedness. Therefore, from the perspective of self-determination theory (SDT), learning environment can respond to students' psychological needs in two ways: (1) by supporting (needs-supportive); or (2) by thwarting (needs-frustrating) them. In a needs-supportive learning environment, the three basic psychological needs are satisfied while these needs are thwarted in needs-frustrating learning environment. In line to this, scholars such as Collie et al. (2019a; 2019b) highlight that needs-supportive learning environment fosters optimum learning and positive learning outcomes. In such a learning environment, teachers empower learners by believing in their abilities, allowing them to ask questions, giving immediate feedback, and providing autonomy to choose learning activities and approaches. Moreover, students demonstrate increased control of their learning, focus, autonomy, and less academic anxiety. They are also more connected to both teachers and peers and exhibit less self-sabotaging behavior and increased effort in learning pursuits (Hein et al., 2018).

Research in Africa has related the learning environment to academic accomplishment rather than academic self-sabotaging (Baidoo-Anu, 2018; Fakunie & Ale, 2018) and self-sabotaging behavior (Mulisa & Kassahun, 2019). Moreover, these researchers have solely examined learning environment in terms of learning resources and physical conditions of a school, ignoring its psychological dimension.

In Kenya, few studies have made attempt to investigate how aspects of learning environment (Mutisya, 2020) influence students' academic behavior. For instance, according to the study by Mutisya (2020) in

untuk lebih memahami dan mengatasi masalah perilaku sabotase diri akademik yang terus berlanjut dan konsekuensinya.

Sebagian besar penelitian mengaitkan perilaku sabotase diri akademik dengan berbagai variabel, salah satunya adalah lingkungan belajar (Collie et al., 2019b; Mouratidis et al., 2018). Sejalan dengan *self-determination theory (SDT)* yang diajukan oleh Ryan dan Deci (2017), lingkungan belajar mengacu pada kepuasan atau frustrasi kebutuhan psikologis dasar siswa dalam konteks sekolah. Seperti yang dibahas oleh para peneliti ini, *self-determination theory (SDT)* mendukung tiga kebutuhan psikologis dasar: (1) otonomi; (2) kompetensi; dan (3) keterkaitan. Oleh karena itu, dari perspektif *self-determination theory (SDT)*, lingkungan belajar dapat menanggapi kebutuhan psikologis siswa dengan dua cara: (1) dengan mendukung (*needs-supportive*); atau (2) dengan menggagalkan (*needs-frustrating*) mereka. Dalam lingkungan belajar yang mendukung kebutuhan, tiga kebutuhan psikologis dasar terpenuhi, dan sebaliknya, kebutuhan ini digagalkan dalam lingkungan belajar yang menggagalkan kebutuhan. Sejalan dengan ini, para peneliti seperti Collie et al. (2019a; 2019b) menekankan bahwa lingkungan belajar yang mendukung kebutuhan mendorong pembelajaran optimal dan hasil belajar yang positif. Dalam lingkungan belajar tersebut, guru memberdayakan peserta didik dengan meyakini kemampuan mereka, memberi mereka kesempatan untuk bertanya, memberikan umpan balik langsung, dan memberikan otonomi untuk memilih kegiatan dan pendekatan pembelajaran. Selain itu, siswa menunjukkan peningkatan kendali atas pembelajaran mereka, fokus, kemandirian, dan berkurangnya kecemasan akademik. Mereka juga lebih terhubung dengan guru dan teman sebaya, serta menunjukkan perilaku sabotase diri yang lebih sedikit dan peningkatan upaya dalam kegiatan belajar (Hein et al., 2018).

Penelitian di Afrika telah mengaitkan lingkungan belajar dengan prestasi akademik, dan bukan sabotase akademik (Baidoo-Anu, 2018; Fakunie & Ale, 2018) dan perilaku sabotase diri (Mulisa & Kassahun, 2019). Lebih lanjut, para peneliti ini hanya mengkaji lingkungan belajar dalam konteks sumber daya belajar dan kondisi fisik sekolah, mengabaikan dimensi psikologisnya.

Di Kenya, hanya sedikit studi yang mencoba menyelidiki bagaimana aspek lingkungan belajar (Mutisya, 2020) memengaruhi perilaku akademik siswa. Sebagai contoh, menurut studi oleh Mutisya (2020) di Macha-

Machakos, it is clear that students' perceptions of teacher support are directly related to their academic engagement. This study, however, did not focus on how learning environment in terms of basic psychological needs relate to students' academic self-sabotaging behavior, a gap that informed the current study.

Evidence from Meru County links contextual factors to students' academic behaviors and outcomes. For instance, the study by Muyalo (2017) links family characteristics to academic achievement, while the study by Kobia (2016) associates household problems, student discipline, teachers' teaching styles, and available learning resources to students' Kenya Certificate of Secondary Education (KCSE) performance. Despite the findings of these studies, there is a lack of research linking the learning environment to academic self-sabotaging behavior in Meru County. As a result, previous studies have provided limited insights to educators and policymakers in their efforts aimed at addressing academic self-sabotaging behavior among students in Meru County. To address this gap, the current study sought to investigate how the learning environment relates to academic self-sabotaging behavior of Form Two students in Meru County, Kenya.

Literature Review

Previous studies reveal that school learning experiences play a significant role on students' academic self-sabotaging behavior. For instance, Opdenakker's (2021) study revealed that needs-supportive teacher behavior was negatively related to students' procrastination behavior. However, the study focused primarily on Grade Seven learners. This population gap makes it impractical to generalize the results to older students in secondary schools. As claimed by Drakulić (2022), age influences students' learning behavior, such as motivation and how they perceive their teachers' characteristics. Therefore, the current study investigated the link between needs-supportive learning environment and academic self-sabotaging behavior among Form Two students to enhance the generalizability of the results. A case study in Australia by Collie et al. (2019b) examined the relation between students' perceptions of learning environment with academic self-handicapping and homework tasks disengagement. The study revealed that teacher's use of controlling practices was associated with more psychological needs-frustration, which

kos, jelas bahwa persepsi siswa terhadap dukungan guru berkaitan langsung dengan keterlibatan akademik mereka. Namun, studi tersebut tidak berfokus pada bagaimana lingkungan belajar, sehubungan dengan kebutuhan psikologis dasar, berkaitan dengan perilaku sabotase diri akademik siswa, sebuah kesenjangan yang mendasari studi ini.

Bukti dari Meru County menghubungkan faktor kontekstual dengan perilaku dan hasil akademik siswa. Sebagai contoh, studi oleh Muyalo (2017) menghubungkan karakteristik keluarga dengan prestasi akademik, sementara studi oleh Kobia (2016) mengaitkan masalah rumah tangga, disiplin siswa, gaya mengajar guru, dan sumber belajar yang tersedia dengan kinerja *Kenya Certificate of Secondary Education (KCSE; Sertifikat Pendidikan Menengah Kenya)* siswa. Terlepas dari temuan studi tersebut, terdapat kekurangan penelitian yang menghubungkan lingkungan belajar dengan perilaku sabotase diri akademik di Meru County. Sebagai akibatnya, studi sebelumnya memberikan wawasan yang terbatas kepada para pendidik dan pembuat kebijakan dalam upaya mereka mengatasi perilaku sabotase diri akademik di kalangan siswa di Meru County. Untuk mengatasi kesenjangan ini, studi ini berusaha untuk menyelidiki bagaimana lingkungan belajar berhubungan dengan perilaku sabotase diri akademik siswa *Form Two* di Meru County, Kenya.

Tinjauan Pustaka

Studi sebelumnya mengungkapkan bahwa pengalaman belajar di sekolah memainkan peran penting dalam perilaku sabotase diri akademik siswa. Sebagai contoh, studi Opdenakker (2021) mengungkapkan bahwa perilaku guru yang mendukung kebutuhan berkorelasi negatif dengan perilaku prokrastinasi siswa. Namun, studi ini terutama berfokus pada siswa *Grade Seven*. Kesenjangan populasi ini membuat generalisasi hasil studi ke siswa yang lebih tua di sekolah menengah menjadi tidak praktis. Sebagaimana diklaim oleh Drakulić (2022), usia memengaruhi perilaku belajar siswa, seperti motivasi dan bagaimana mereka memandang karakteristik guru mereka. Oleh karena itu, studi ini menyelidiki hubungan antara lingkungan belajar yang mendukung kebutuhan dan perilaku sabotase diri akademik pada siswa *Form Two* untuk meningkatkan generalisasi hasil studi. Sebuah studi kasus di Australia oleh Collie et al. (2019b) mengkaji hubungan antara persepsi siswa terhadap lingkungan belajar dengan hambatan akademik dan ketidakterlibatan atas tugas pekerjaan rumah. Studi ini mengungkapkan bahwa peng-

in turn predicted more self-sabotaging behavior. However, the use of case study approach presents a methodological gap, limiting generalization of results to other population as argued by Flyvbjerg (2006). Therefore, this study adopted the triangulation of data collection methods to corroborate these earlier findings.

Oram and Rogers (2022) examined the Canadian undergraduates' basic psychological needs (BPN) satisfaction and how it related to their behavior of procrastination. The study participants ($N = 617$) were selected using convenience sampling to fill an online survey. The results indicated a negative significant prediction of academic procrastination from basic psychological needs (BPN) satisfaction, through increased academic motivation. However, due to the use convenience sampling and an online method of data collection, the current study identified a methodological and a population gap. Convenience sampling, according to Emerson (2021), limits generalizability. Focusing solely on university students who have high self-regulation skills and more satisfied with their degree courses, as indicated by van Rooij et al. (2018), makes it less feasible to generalize these earlier findings to Form Two students. Therefore, this study utilized random sampling method to investigate the variables among Form Two students to extrapolate the results.

Burns et al. (2019) examined whether classroom interpersonal support from teachers and peers could buffer the impacts of disengagement among female learners in Australia. They found that disengagement levels increased across three years, and teacher support decreased this trend. However, the use of longitudinal data was identified as a potential methodological gap. According to Madhyastha et al. (2018), environmental changes that could have occurred over time may have influenced the results, making it difficult to associate decreased disengagement level to relatedness support from teachers and peers. Therefore, it was important for the current study to collect cross-sectional data to investigate the link between relatedness support and academic self-sabotaging behavior among Form Two students in Meru County.

Adelusi et al. (2023) study examined the predictive role of basic psychological needs (BPN) on engagement to physical activity among 735 university stu-

gunakan praktik pengendalian oleh guru dikaitkan dengan kegagalan kebutuhan (*needs-frustration*) psikologis yang lebih besar, yang pada gilirannya memprediksi perilaku sabotase diri yang lebih besar. Namun, penggunaan pendekatan studi kasus memiliki celah metodologis, sehingga membatasi generalisasi hasil ke populasi lain sebagaimana dikemukakan oleh Flyvbjerg (2006). Maka dari itu, studi ini mengadopsi triangulasi metode pengumpulan data untuk menguatkan temuan sebelumnya.

Oram dan Rogers (2022) meneliti kepuasan kebutuhan psikologis dasar mahasiswa sarjana Kanada dan bagaimana hal itu berhubungan dengan perilaku prokrastinasi mereka. Partisipan studi ($N = 617$) dipilih menggunakan *convenience sampling* untuk mengisi survei daring. Hasilnya menunjukkan prediksi signifikan negatif prokrastinasi akademik dari kepuasan kebutuhan psikologis dasar, melalui peningkatan motivasi akademik. Namun, karena penggunaan *convenience sampling* dan metode pengumpulan data daring, studi ini mengidentifikasi kesenjangan metodologis dan populasi. *Convenience sampling*, menurut Emerson (2021), membatasi generalisasi. Berfokus hanya pada mahasiswa universitas yang memiliki keterampilan pengaturan diri yang tinggi dan lebih puas dengan program gelar mereka, seperti yang ditunjukkan oleh van Rooij et al. (2018), berakibat menjadi kurang memungkinkan untuk menggeneralisasi temuan sebelumnya ini kepada mahasiswa *Form Two*. Oleh karena itu, studi ini menggunakan metode *random sampling* untuk menyelidiki variabel pada siswa *Form Two* untuk mengekstrapolasi hasil.

Burns et al. (2019) meneliti apakah dukungan interpersonal di kelas dari guru dan teman sebaya dapat meredam dampak ketidakterlibatan di kalangan pelajar perempuan di Australia. Mereka menemukan bahwa tingkat ketidakterlibatan meningkat selama tiga tahun, dan dukungan guru menurunkan tren ini. Namun, penggunaan data longitudinal diidentifikasi sebagai potensi kesenjangan metodologis. Menurut Madhyastha et al. (2018), perubahan lingkungan yang mungkin terjadi seiring waktu dapat memengaruhi hasil, sehingga sulit untuk mengaitkan penurunan tingkat ketidakterlibatan dengan dukungan keterkaitan dari guru dan teman sebaya. Oleh karena itu, penting bagi studi ini untuk mengumpulkan data *cross-sectional* guna menyelidiki hubungan antara dukungan keterkaitan dan perilaku sabotase diri akademik di kalangan siswa *Form Two* di Meru County.

Studi oleh Adelusi et al. (2023) mengkaji peran prediktif kebutuhan psikologis dasar terhadap keterlibatan dalam aktivitas fisik di antara 735 mahasiswa di Nige-

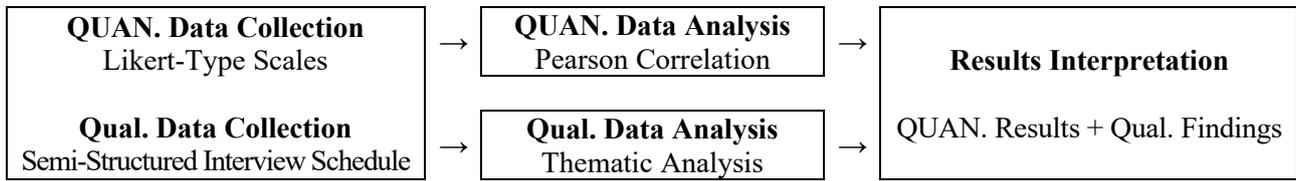


Figure 1. Procedural diagram for mixed-method research design.
Notes. Adapted from Creswell and Creswell (2017); QUAN. = Quantitative; Qual. = Qualitative.

dents in Nigeria. The study was guided by the self-determination theory (SDT). Findings revealed positive correlations between autonomy, competence, and relatedness with engagement in physical activity participation. Regression analysis showed that overall basic psychological needs (BPN) significantly predicted the level of physical activity, as well as identified autonomy and relatedness as significant predictors of physical activity. This study did not examine how needs-supportive learning environment connects to academic self-sabotaging behavior, a knowledge gap addressed in the current study.

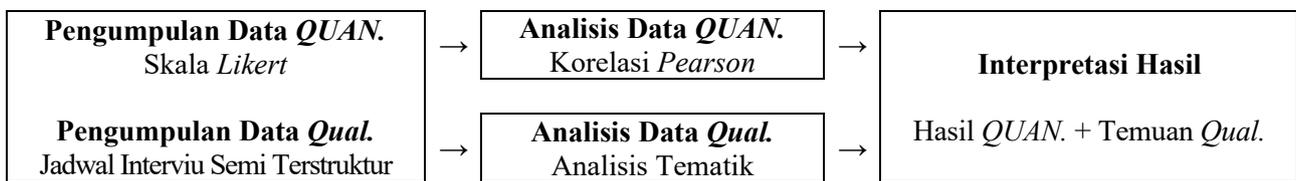
Kalyegira (2022) conducted focus group discussions (FGDs) with 54 respondents in Uganda to establish the predictors of basic psychological needs (BPN) satisfaction and frustration among refugees, and found that psychosocial support and peer support were the key factors. However, Kalyegira’s (2022) study did not address the link between needs-supportive learning environment and academic self-sabotaging behavior, prompting the present study to address this knowledge gap.

Study focusing on link between students’ perceived satisfaction of their basic psychological needs (BPN) in a learning environment and academic self-sabotaging behavior in Kenya is limited. The study by Mutisya (2020) in Machakos County, found that students’ perception of autonomy and competence support from the teachers was moderately and positively related to academic engagement of students. However, the focus on older

ria. Studi ini dipandu oleh *self-determination theory (SDT)*. Temuan menunjukkan korelasi positif antara otonomi, kompetensi, dan keterkaitan dengan keterlibatan dalam partisipasi aktivitas fisik. Analisis regresi menunjukkan bahwa kebutuhan psikologis dasar secara keseluruhan secara signifikan memprediksi tingkat aktivitas fisik, serta mengidentifikasi otonomi dan keterkaitan sebagai prediktor signifikan aktivitas fisik. Studi ini tidak mengkaji bagaimana lingkungan belajar yang mendukung kebutuhan berhubungan dengan perilaku sabotase diri akademik, sebuah kesenjangan pengetahuan yang dibahas dalam studi ini.

Kalyegira (2022) melakukan *focus group discussion (FGD)* dengan 54 responden di Uganda untuk menentukan prediktor kepuasan dan frustrasi kebutuhan psikologis dasar di antara para pengungsi, dan menemukan bahwa dukungan psikososial dan dukungan sebaya merupakan faktor kunci. Namun, studi Kalyegira (2022) tidak membahas hubungan antara lingkungan belajar yang mendukung kebutuhan dan perilaku sabotase diri akademik, sehingga mendorong studi ini untuk mengatasi kesenjangan pengetahuan ini.

Studi yang berfokus pada hubungan antara kepuasan yang dirasakan siswa terhadap kebutuhan psikologis dasar mereka dalam lingkungan belajar dan perilaku sabotase diri akademik di Kenya terbatas. Studi oleh Mutisya (2020) di Machakos County, menemukan bahwa persepsi siswa tentang otonomi dan dukungan kompetensi dari guru berhubungan cukup dan positif dengan keterlibatan akademik siswa. Namun, fokus pada



Gambar 1. Diagram prosedur desain penelitian *mixed-method*.
Catatan. Adaptasi dari Creswell dan Creswell (2017); QUAN. = Kuantitatif; Qual. = Kualitatif.

Form Three students may have confounded the results, which prompted the present study among the younger Form Two students to compare the results across the age. In the same vein, the study by Muthoni (2020) in Kiambu County linked students' perception of relatedness support to their academic motivation, but the study leaves a knowledge gap as it did not examine its relationship with academic self-sabotaging behavior. Thus, it was crucial for the current study to address these gaps by exploring how satisfaction of these needs relate to academic self-sabotaging behavior among Form Two students.

Method

Study Design and Procedures

This study was carried out using a convergent parallel mixed-methods research design. As described by Creswell and Creswell (2017), the design allows the collection of both qualitative and quantitative data in one single phase of the research process. The primary purpose of using the design was to understand the research problem in-depth by bringing together results from quantitative and qualitative data sources. Both quantitative and qualitative data were collected simultaneously, separately analyzed, results merged and interpreted together. Research permit indicated by License No. NACOSTI/P/23/31652 to collect data was granted by the National Commission for Science, Technology and Innovation (NACOSTI). Figure 1 shows the procedural presentation of mixed-method research design.

Study Participants

Utilizing the Yamane formula (Yamane, 1967), 400 (215 boys, 185 girls) Form Two students from 10 secondary schools in Meru County, Kenya were selected as participants of this study. However, two participants were excluded in the final analysis for having not completed the questionnaires. Therefore, 398 students constituted the final sample for this study. The qualitative study sample included 20 (10 boys and 10 girls) students drawn using purposive criterion sampling.

siswa *Form Three* yang lebih tua mungkin telah mengacaukan hasilnya, yang mendorong studi ini pada siswa *Form Two* yang lebih muda untuk membandingkan hasil di seluruh usia. Dalam konteks serupa, studi oleh Muthoni (2020) di Kiambu County mengaitkan persepsi siswa tentang dukungan keterkaitan dengan motivasi akademik mereka, tetapi studi tersebut menghasilkan kesenjangan pengetahuan karena tidak memeriksa hubungannya dengan perilaku sabotase diri akademik. Dengan demikian, sangat penting bagi studi ini untuk mengatasi kesenjangan tersebut dengan mengeksplorasi bagaimana kepuasan kebutuhan ini berhubungan dengan perilaku sabotase diri akademik pada siswa *Form Two*.

Metode

Desain dan Prosedur Studi

Studi ini dilakukan dengan menggunakan desain penelitian metode campuran paralel konvergen (*parallel mixed-method research design*). Sebagaimana dijelaskan oleh Creswell dan Creswell (2017), desain ini memungkinkan pengumpulan data kualitatif dan kuantitatif dalam satu fase proses penelitian. Tujuan utama penggunaan desain ini adalah untuk memahami permasalahan penelitian secara mendalam dengan menggabungkan hasil dari sumber data kuantitatif dan kualitatif. Data kuantitatif dan kualitatif dikumpulkan secara bersamaan, dianalisis secara terpisah, dan hasilnya digabungkan serta diinterpretasikan bersama. Izin penelitian yang ditunjukkan dengan No. Lisensi NACOSTI/P/23/31652 untuk pengumpulan data diberikan oleh *National Commission for Science, Technology and Innovation (NACOSTI)*. Gambar 1 menunjukkan presentasi prosedural desain penelitian metode campuran (*mixed-method research design*).

Partisipan Studi

Dengan menggunakan rumus Yamane (Yamane, 1967), 400 siswa (215 laki-laki, 185 perempuan) Siswa *Form Two* dari 10 sekolah menengah di Meru County, Kenya, terpilih sebagai partisipan studi ini. Namun, dua partisipan tidak diikutsertakan dalam analisis akhir karena tidak mengisi kuesioner dengan lengkap. Oleh karena itu, 398 siswa menjadi sampel akhir studi ini. Sampel studi kualitatif ini terdiri dari 20 siswa (10 laki-laki dan 10 perempuan) yang diambil menggunakan *purposive criterion sampling*.

Sampling Methods

Stratified and simple random sampling were utilized to select a quantitative study sample. Stratified random sampling was used to select schools. The entire school population was divided into homogenous strata using the school type as the stratification variable. To ensure each school stratum was proportionality represented, the authors utilized proportionate stratified sampling. As guided by Taherdoost (2016), the strategy ensured that every category was adequately represented in the sample. Then, to select students, simple random sampling, precisely the lottery method, was used. This ensured equal inclusion in the sample as claimed by Taherdoost (2016). The sample for qualitative study was selected using purposive criterion sampling. This was informed by Vasileiou et al.'s (2018) claim, that a qualitative study's sample should be purposely selected to provide rich information relevant to the problem of interest.

Study Instruments

A questionnaire was utilized for data collection. According to Dalati and Marx Gómez (2018), questionnaires were considered useful in this study because they guarantee a wide response rate within a short period of time and at minimal cost and are convenient to respondents to answer at their own pace and speed.

Demographic Data

A demographic part in the questionnaire collected details regarding sex or gender, school type, and age of the respondents.

Learning Environment

Items to assess learning environment were adapted from the Basic Psychological Needs Satisfaction and Frustration Scale (BPNSFS; Chen et al., 2015), following permission from the developers. The scale comprises of 24 items that measure satisfaction or frustration of autonomy, competence, and relatedness needs. It is rated on a 5-point Likert scale ranging from: "1 (Not At All True)" to "5 (Completely True)". The original scale had adequate reliability indicated by Cronbach's alpha values ranging from .64 to .89. A sufficient reliability ranging from .82 to .92 has been reported in earlier studies (Bean et al., 2017).

Metode Pengambilan Sampel

Stratified dan *simple random sampling* digunakan untuk memilih sampel studi kuantitatif. *Stratified random sampling* digunakan untuk memilih sekolah. Seluruh populasi sekolah dibagi menjadi strata homogen menggunakan tipe sekolah sebagai variabel stratifikasi. Untuk memastikan setiap strata sekolah mewakili secara proporsional, para penulis menggunakan *proportionate stratified sampling*. Seperti yang dipandu oleh Taherdoost (2016), strategi tersebut memastikan bahwa tiap kategori mewakili secara memadai dalam sampel. Kemudian, untuk memilih siswa, *simple random sampling*, tepatnya metode lotere, digunakan. Ini memastikan inklusi yang sama dalam sampel seperti yang diklaim oleh Taherdoost (2016). Sampel untuk studi kualitatif dipilih menggunakan *purposive criterion sampling*. Hal ini diinformasikan oleh klaim Vasileiou et al. (2018), bahwa sampel studi kualitatif harus dipilih secara sengaja (atau bertujuan) untuk memberikan informasi yang kaya relevan dengan masalah yang diminati.

Instrumen Studi

Kuesioner digunakan untuk pengumpulan data. Menurut Dalati dan Marx Gómez (2018), kuesioner dianggap bermanfaat dalam studi ini karena menjamin tingkat respons yang luas dalam waktu singkat dan biaya minimal, serta memudahkan responden untuk menjawab sesuai tempo dan kecepatan mereka sendiri.

Data Demografis

Bagian demografis dalam kuesioner mengumpulkan rincian mengenai jenis kelamin atau *gender*, tipe sekolah, dan usia responden.

Lingkungan Belajar

Butir soal untuk menilai lingkungan belajar diadaptasi dari *Basic Psychological Needs Satisfaction and Frustration Scale* (BPNSFS; Chen et al., 2015), setelah mendapatkan izin dari pengembang. Skala ini terdiri dari 24 butir soal yang mengukur kepuasan atau frustrasi terhadap kebutuhan otonomi, kompetensi, dan keterkaitan. Skala ini dinilai menggunakan skala *Likert* lima poin dengan rentang: "1 (*Sama Sekali Tidak Benar*)" hingga "5 (*Sepenuhnya Benar*)". Skala orisinal memiliki reliabilitas memadai yang ditunjukkan oleh nilai *Cronbach's alpha* yang berkisar antara 0,64 hingga 0,89. Reliabilitas yang memadai, berkisar antara

Only the sub-scale of basic psychological needs (BPN) satisfaction was used to assess the needs-supportive learning environment, specifically, on the three levels (autonomy need, competence need, and relatedness need satisfaction). Students' responded by choosing on a 5-point Likert scale from: "1 (*Not At All True*)" to "5 (*Completely True*)". A composite score was calculated by summing up the scores for all items. The obtained composite score was then used to compute descriptive statistics and reliability values for needs-supportive learning environment. A sufficient Cronbach's alpha reliability of .72 on this sub-scale was reported in the current study. Content validity was also ascertained using experts' judgement and their feedback was used to modify some items. For instance, one item that read "At school, I am stressed to do too many tasks" was modified to "At school, I am stressed to do too many assignments". Item 2 that read "I feel that teachers and other students are unkind and withdrawn toward me" was changed to read as "I feel that teachers and other students are unkind and unfriendly toward me". The respondents took approximately 20 minutes to fill the scale.

Academic Self-Sabotaging Behavior

Items to measure students' academic self-sabotaging behavior were adapted from the Academic Self-Handicapping Scale by Midgley and Urdan (2001). The scale consists of six items rated a 7-point Likert scale. The original scale showed acceptable reliability of Cronbach alpha value of .84. Students indicated the degree to which the items described their academic behaviors by choosing one of the options between: "1 (*Very Untrue of Me*)" to "7 (*Very True of Me*)". Specifically, the items were modified to assess academic procrastination and academic disengagement as two aspects of academic self-sabotaging behavior. The Cronbach's alpha of the modified scale was .82, indicating adequate reliability. The high and low score for the global scale was 7 and 42 respectively, while for the sub-scales was 3 and 21 respectively. A high score was indicative of a high level of that academic self-sabotaging behavior. The consent to use the scale was provided by the developer.

0,82 hingga 0,92, telah dilaporkan dalam studi sebelumnya (Bean et al., 2017).

Hanya sub-skala kepuasan kebutuhan psikologis dasar yang digunakan untuk menilai lingkungan belajar yang mendukung kebutuhan, khususnya, pada tiga tingkat (kepuasan kebutuhan otonomi, kebutuhan kompetensi, dan kebutuhan keterkaitan). Siswa menanggapi dengan memilih pada skala *Likert* lima poin dari: "1 (*Sama Sekali Tidak Benar*)" hingga "5 (*Sepenuhnya Benar*)". Skor komposit dihitung dengan menjumlahkan skor untuk semua butir. Skor komposit yang diperoleh kemudian digunakan untuk menghitung statistik deskriptif dan nilai reliabilitas untuk lingkungan belajar yang mendukung kebutuhan. Reliabilitas *Cronbach's alpha* yang cukup sebesar 0,72 pada sub-skala ini dilaporkan dalam studi ini. Validitas konten juga dipastikan menggunakan penilaian ahli dan umpan balik mereka digunakan untuk memodifikasi beberapa butir. Sebagai contoh, satu butir yang berbunyi "Di sekolah, saya stres karena mengerjakan terlalu banyak tugas" dimodifikasi menjadi "Di sekolah, saya stres karena mengerjakan terlalu banyak kegiatan". Butir 2 yang bertuliskan "Saya merasa guru dan siswa lain bersikap tidak baik dan menarik diri terhadap saya" diubah menjadi "Saya merasa guru dan siswa lain bersikap tidak baik dan tidak ramah terhadap saya". Responden membutuhkan waktu sekitar 20 menit untuk mengisi skala.

Perilaku Sabotase Diri Akademik

Butir untuk mengukur perilaku sabotase diri akademik siswa diadaptasi dari *Academic Self-Handicapping Scale* oleh Midgley dan Urdan (2001). Skala tersebut terdiri dari enam butir yang dinilai pada skala *Likert* tujuh poin. Skala orisinal menunjukkan reliabilitas yang dapat diterima dari nilai *Cronbach's alpha* sebesar 0,84. Siswa mengindikasikan tingkat butir tersebut menggambarkan perilaku akademik mereka dengan memilih salah satu opsi antara: "1 (*Sangat Tidak Sesuai Dengan Saya*)" hingga "7 (*Sangat Sesuai Dengan Saya*)". Secara spesifik, butir tersebut dimodifikasi untuk menilai prokrastinasi akademik dan ketidakterlibatan akademik sebagai dua aspek perilaku sabotase diri akademik. *Cronbach's alpha* dari skala yang dimodifikasi adalah 0,82, yang menunjukkan reliabilitas yang memadai. Skor tinggi dan rendah untuk skala global masing-masing adalah 7 dan 42, sedangkan untuk sub-skala masing-masing adalah 3 dan 21. Skor yang tinggi menunjukkan tingkat tinggi perilaku sabotase diri akademik. Persetujuan untuk menggunakan skala tersebut diberikan oleh pengembang.

Table 1
Sample of Interview Schedule Questions

Study Variable	Questions
Autonomy Support	Are students given opportunities to plan their own learning activities in your school? Do students demonstrate interest and curiosity during lessons?
Competence Support	Is there a place for low achievers at you school? Is there any pressure exerted in case of low performance? Are the students negatively evaluated, scolded, disliked, or denied attention by teachers in case of low performance?
Relatedness Support	What can you say about teachers- students' relationship at your school? Can you say the teachers have same excellent relationship with students?
Academic Self-Sabotaging Behavior	Have you ever found yourself doing or completing the assignment given by teachers at the last hour? What is the best time that you can start preparing and reading for your exams? Do you engage to other activities that give you fun at the expense of your studies? Do you think some students deliberately miss school during exam time?

Semi-Structured Interview Schedule

The interview schedule form consisting of unstructured open-ended questions were used to obtain qualitative data from the interviewees on needs-supportive learning environment and academic self-sabotaging behavior. The questions asked are indicated in Table 1.

Jadwal Wawancara Semi Terstruktur

Formulir jadwal wawancara yang berisi pertanyaan terbuka tak terstruktur digunakan untuk memperoleh data kualitatif dari narasumber mengenai lingkungan belajar yang mendukung kebutuhan dan perilaku sabotase diri akademik. Pertanyaan yang diajukan tersedia pada Tabel 1.

Data Collection Techniques

The study questionnaires were self-administered, an approach supported by Dalati and Marx Gómez (2018) for its efficiency and ease of administration, allowing

Teknik Pengumpulan Data

Kuesioner studi adalah tipe yang diisi sendiri oleh responden, sebuah pendekatan yang didukung oleh Dalati dan Marx Gómez (2018) karena efisiensi dan

Tabel 1
Contoh Pertanyaan Jadwal Interviu

Variabel Studi	Pertanyaan
Dukungan Otonomi	Apakah siswa diberi kesempatan untuk merencanakan aktivitas belajar mereka sendiri di sekolah Anda? Apakah siswa menunjukkan minat dan keingintahuan saat pelajaran?
Dukungan Kompetensi	Apakah ada tempat untuk siswa dengan nilai rendah di sekolah Anda? Apakah ada tekanan apabila performa siswa rendah? Apakah siswa dievaluasi negatif, dimarahi, dibenci, atau dihindarkan dari perhatian saat performa siswa rendah?
Dukungan Keterkaitan	Apa yang dapat Anda ceritakan tentang hubungan guru-siswa di sekolah Anda? Apakah Anda dapat mengatakan bahwa guru memiliki hubungan baik dengan siswa?
Perilaku Sabotase Diri Akademik	Apakah Anda pernah mengerjakan atau menyelesaikan tugas dari guru di menit-menit terakhir? Apa waktu terbaik Anda dapat mulai bersiap dan belajar untuk ujian? Apakah Anda terlibat dalam aktivitas lain yang menyenangkan namun mengganggu aktivitas belajar Anda? Apakah menurut Anda beberapa siswa sengaja membolos saat ujian?

the authors to collect large amounts of data within a short period of time. Before the administration, the authors provided instructions on how to fill the questionnaires, and guided the respondents in rating their responses on the scale given. To obtain qualitative data, face-to-face interviews were conducted, and audios recorded. The process was carried after lessons during normal school days, taking around 35 to 45 minutes. The filled questionnaires and the voice recordings were kept for the analysis.

Data Analysis Procedures

Data collected were coded, cleaned, and analyzed using International Business Machines (IBM) Statistical Product and Service Solutions (SPSS). Descriptive statistics such as frequencies and percentages were used to describe the sample respondents. In the description of study variables, statistics including mean, standard deviation, range, kurtosis, and skewness were used. Inferential statistics using Pearson's Product Moment Correlation analysis was conducted to test null hypothesis. An alpha of .5 was set for the following null hypothesis:

Hypothesis: There is no significant relationship between needs-supportive learning environment and academic self-sabotaging behavior among Form Two students (Pearson Product Moment Correlation).

For qualitative data analysis, systematic thematic analysis was done using steps outlined by Naeem et al. (2023). Firstly, the voice recordings were transcribed into textual form, which involved selection of respondent's relevant quotations and writing them down. These transcripts were then read to the interviewees to ascertain if they were accurate, that is member checking was used to check the integrity of data. Secondly, recurring words and phrases were identified as keywords to capture students' experiences and perceptions. Afterwards, coding was done by assigning short labels to data segments, then the codes were grouped into broader categories to create themes which enabled the identification of patterns and relationships for deeper insights into the study problem. Lastly, the findings were presented using themes alongside the quotes from the respondents.

kemudahan pengisiannya, yang memungkinkan para penulis mengumpulkan data dalam jumlah besar dalam waktu singkat. Sebelum pengisian, para penulis menyediakan instruksi tentang cara mengisi kuesioner, dan memandu responden dalam menilai respons mereka berdasarkan skala yang diberikan. Untuk memperoleh data kualitatif, wawancara tatap muka dilakukan dan rekaman audio direkam. Proses ini dilakukan setelah jam pelajaran di hari sekolah biasa, yang memakan waktu sekitar 35 hingga 45 menit. Kuesioner yang telah diisi dan rekaman suara disimpan untuk analisis.

Prosedur Analisis Data

Data yang terkumpul dikodekan, dibersihkan, dan dianalisis menggunakan *International Business Machines (IBM) Statistical Product and Service Solutions (SPSS)*. Statistik deskriptif seperti frekuensi dan persentase digunakan untuk mendeskripsikan responden sampel. Dalam mendeskripsikan variabel studi, statistik yang meliputi rerata, standar deviasi, rentang, kurtosis, dan *skewness* digunakan. Statistik inferensial menggunakan analisis *Pearson's Product Moment Correlation* dilakukan untuk menguji hipotesis nol. *Alpha* 0,5 ditetapkan untuk hipotesis nol berikut:

Hipotesis: Tidak ada hubungan yang signifikan antara lingkungan belajar yang mendukung kebutuhan dan perilaku sabotase diri akademik pada siswa *Form Two* (*Pearson's Product Moment Correlation*).

Untuk analisis data kualitatif, analisis tematik sistematis dilakukan menggunakan langkah yang diuraikan oleh Naeem et al. (2023). Pertama, rekaman suara ditranskripsi ke dalam bentuk tekstual, yang melibatkan pemilihan kutipan relevan dari responden dan pencatatan. Transkrip ini kemudian dibacakan kepada narasumber untuk memastikan keakuratannya, yaitu dengan *member checking* untuk memeriksa integritas data. Kedua, kata dan frasa yang berulang diidentifikasi sebagai kata kunci untuk menangkap pengalaman dan persepsi siswa. Setelah itu, pengkodean dilakukan dengan memberi label singkat pada segmen data, kemudian kode tersebut dikelompokkan ke dalam kategori yang lebih luas untuk menciptakan tema yang memungkinkan identifikasi pola dan hubungan untuk wawasan yang lebih mendalam tentang masalah studi. Terakhir, temuan disajikan menggunakan sejumlah tema, bersama dengan kutipan dari responden.

Results

Demographic Data of the Study Participants

This section highlights the detailed breakdown of the demographic characteristics of the students, focusing on sex or gender, school type, and age. Analysis of sex or gender distribution and school type are indicated in Table 2.

Table 2 shows the proportion of students across the school types. Students from co-education day had the highest proportion, followed by boys boarding, girls boarding, and co-education boarding as the lowest. The data reveal that all school types were proportionately sampled, indicating that the sample was a representative of the broader population of students. This was important in enhancing the generalization of the results by clearly showing the specific type of school context the findings can be applied.

Further analysis of sex or gender distribution was done and reported in Table 3. Data in Table 3 shows that a slight majority of the respondents ($N = 215$) representing 54% were boys, with girls ($N = 183$) constituting 46% of the entire sample. The age range in years for boys was 14-20, while for girls was 13-21 years. Boys' mean age was higher (16.08; $SD = 0.99$), compared to that of girls' (15.68; $SD = 0.93$). The data indicates that the distribution of sex or gender and age was balanced, which is important in understanding and interpreting students' academic self-sabotaging behavior within broader social context.

Description of Needs-Supportive Learning Environment

Needs-supportive learning environment was measured using needs satisfaction sub-scale of the Basic Psychological Needs Satisfaction and Frustration Scale (BPNSFS). The sub-scale's descriptive statistics and reliability alpha are presented in Table 4.

Data in Table 4 indicates that needs-supportive learning environment scores had a range of 18-60, and a mean of 45.47 ($SD = 7.70$). Further exploration on its components shows that: (1) autonomy need satisfaction varied between 4-20 with a mean of 16.60 ($SD = 2.96$); (2) competence need satisfaction varied between 4-20 with a mean of 14.13 ($SD = 3.70$); and (3) relatedness

Hasil

Data Demografis Partisipan Studi

Bagian ini menyoroti rincian karakteristik demografis siswa, dengan fokus pada jenis kelamin atau *gender*, tipe sekolah, dan usia. Analisis distribusi jenis kelamin atau *gender* dan tipe sekolah ditunjukkan pada Tabel 2.

Tabel 2 menunjukkan proporsi siswa di seluruh tipe sekolah. Siswa dari sekolah koedukasi memiliki proporsi tertinggi, diikuti oleh siswa asrama putra, asrama putri, dan asrama koedukasi sebagai yang terendah. Data menunjukkan bahwa semua tipe sekolah diambil sampelnya secara proporsional, yang menunjukkan bahwa sampel tersebut mewakili populasi siswa yang lebih luas. Hal ini penting dalam meningkatkan generalisasi hasil dengan menunjukkan secara jelas konteks sekolah spesifik tempat temuan dapat diterapkan.

Analisis lebih lanjut mengenai distribusi jenis kelamin atau *gender* telah dilakukan dan dilaporkan dalam Tabel 3. Data dalam Tabel 3 menunjukkan bahwa sebagian kecil responden ($N = 215$) yang mewakili 54% adalah laki-laki, sedangkan perempuan ($N = 183$) merupakan 46% dari keseluruhan sampel. Rentang usia dalam tahun untuk laki-laki adalah 14-20 tahun, sedangkan untuk perempuan adalah 13-21 tahun. Usia rerata laki-laki lebih tinggi (16,08; $SD = 0,99$), dibandingkan dengan perempuan (15,68; $SD = 0,93$). Data tersebut menunjukkan bahwa distribusi jenis kelamin atau *gender* dan usia seimbang, yang penting dalam memahami dan menafsirkan perilaku sabotase diri akademik siswa dalam konteks sosial yang lebih luas.

Deskripsi Lingkungan Belajar yang Mendukung Kebutuhan

Lingkungan belajar yang mendukung kebutuhan diukur menggunakan sub-skala kepuasan kebutuhan dari *Basic Psychological Needs Satisfaction and Frustration Scale (BPNSFS)*. Statistik deskriptif dan skor *alpha* reliabilitas sub-skala disajikan pada Tabel 4.

Data pada Tabel 4 menunjukkan bahwa skor lingkungan belajar yang mendukung kebutuhan memiliki rentang 18-60, dan rerata 45,47 ($SD = 7,70$). Eksplorasi lebih lanjut pada komponennya menunjukkan bahwa: (1) kepuasan kebutuhan otonomi bervariasi antara 4-20 dengan rerata 16,60 ($SD = 2,96$); (2) kepuasan kebutuhan kompetensi bervariasi antara 4-20 dengan rerata

Table 2
Students' Sex or Gender and School Type

School Type	Sex or Gender of Students		Total
	Boy	Girl	
Girls' Boarding	0 (0.00)	77 (42.10)	77 (19.30)
Boys' Boarding	88 (40.90)	0 (0.00)	88 (22.10)
Co-Education Day	109 (50.70)	98 (53.60)	207 (52.00)
Co-Education Boarding	18 (8.4)	8 (4.4)	26 (6.5)

Notes. $N = 398$; Co-Education Day = Mixed Gender Day Schools; Co-Education Boarding = Mixed Gender Boarding Schools; Parentheses = Percentage.

Table 3
Students' Sex or Gender Distribution and Age Differences

Variable	Categories	f	%	Age				
				Range	Mean	SD	sk	kur
Sex or Gender	Boys	215	54	14-20	16.08	0.99	0.61	1.27
	Girls	183	46	13-21	15.69	0.93	0.92	5.2
		398	100	13-21	15.91	0.98	0.73	2.53

Notes. F = Frequency; % = Percentage; SD = Standard Deviation; sk = Skewness; kur = Kurtosis.

Table 4
Descriptive Statistics and Reliability Alphas for Needs-Supportive Learning Environment Scale and its Sub-Scales

Variables	Range	Mean	SD	sk	kur
Needs-Supportive Learning Environment	18-60	45.47	7.7	- 0.66	0.29
Autonomy Need Satisfaction	20-Apr	16.6	2.96	- 1.06	1.12
Competence Need Satisfaction	20-Apr	14.13	3.7	- 0.41	- 0.31
Relatedness need satisfaction	20-Apr	14.72	3.49	- 0.46	- 0.37
$\alpha = .72$					

Notes. $N = 398$; SD = Standard Deviation; sk = Skewness; kur = Kurtosis; α = Cronbach's alpha.

Table 5
Descriptive Statistics and Reliability Alphas for Academic Self-Sabotaging Behavior Scale

Variables	Range	Mean	SD	sk	kur
Academic Self-Sabotaging Behavior	Jun-42	25.33	9.45	- 0.41	- 0.67
Academic Procrastination	21-Mar	12.09	5.2	- 0.19	- 1.07
Academic Disengagement	21-Mar	10.91	5.45	0.08	- 1.19
$\alpha = .82$					

Notes. $N = 398$; SD = Standard Deviation; sk = Skewness; kur = Kurtosis; α = Cronbach's alpha.

Table 6
Number of Students Missing School Over a Single Term

School Type	Number of Students	
	Yes	No
BB	34 (8.54)	54 (13.57)
GB	33 (8.29)	44 (11.06)
CoeDD	114 (28.65)	93 (23.37)
CoeDB	11 (2.76)	15 (3.76)
Total	192 (48.24)	206 (51.76)

Notes. $N = 398$; BB = Boys' Boarding; GB = Girls' Boarding; CoeDD = Co-Education Day; CoeDB = Co-Education Boarding. Parentheses = Percentage.

Table 7
Responses on Missing School Days per Sex or Gender

Sex or Gender of Students	Missing School	
	Yes	No
Boys	95 (44.20)	120 (55.80)
Girls	97 (53.00)	86 (47.00)
Total	192 (48.24)	206 (51.76)

Notes. $N = 398$; N Boys = 215; N Girls = 18; Parentheses = Percentage.

Tabel 2
Jenis Kelamin atau Gender Siswa dan Tipe Sekolah

Tipe Sekolah	Jenis Kelamin atau Gender Siswa		Total
	Laki-Laki	Perempuan	
Asrama Perempuan	0 (0,00)	77 (42,10)	77 (19,30)
Asrama Laki-Laki	88 (40,90)	0 (0,00)	88 (22,10)
Campur (Hanya Siang)	109 (50,70)	98 (53,60)	207 (52,00)
Asrama Campur	18 (8,4)	8 (4,4)	26 (6,5)

Catatan. N = 398; Campur (Hanya Siang) = Sekolah Campuran Hanya di Siang Hari; Asrama Campur = Sekolah Asrama Campur Laki-Laki dan Perempuan; Tanda Kurung = Persentase.

Tabel 3
Distribusi Jenis Kelamin atau Gender Siswa dan Perbedaan Umur

Variabel	Kategori	f	%	Umur				
				Range	Mean	SD	sk	kur
Jenis Kelamin atau Gender	Laki-Laki	215	54	14-20	16,08	0,99	0,61	1,27
	Perempuan	183	46	13-21	15,69	0,93	0,92	5,2
		398	100	13-21	15,91	0,98	0,73	2,53

Catatan. F = Frekuensi; % = Persentase; SD = Standard Deviation; sk = Skewness; kur = Kurtosis.

Tabel 4
Skor Statistik Deskriptif dan Reliabilitas untuk Skala Lingkungan Belajar yang Mendukung Kebutuhan dan Sub-Skala

Variabel	Range	Mean	SD	sk	kur
Lingkungan Belajar yang Mendukung Kebutuhan	18-60	45,47	7,7	- 0,66	0,29
Kepuasan Kebutuhan Otonomi	20-Apr	16,6	2,96	- 1,06	1,12
Kepuasan Kebutuhan Kompetensi	20-Apr	14,13	3,7	- 0,41	- 0,31
Kepuasan Kebutuhan Keterkaitan	20-Apr	14,72	3,49	- 0,46	- 0,37

$\alpha = 0,72$

Catatan. N = 398; SD = Standard Deviation; sk = Skewness; kur = Kurtosis; α = Cronbach's alpha.

Tabel 5
Skor Statistik Deskriptif dan Reliabilitas untuk Skala Perilaku Sabotase Diri Akademik

Variabel	Range	Mean	SD	sk	kur
Perilaku Sabotase Diri Akademik	Jun-42	25,33	9,45	- 0,41	- 0,67
Prokrastinasi Akademik	21-Mar	12,09	5,2	- 0,19	- 1,07
Ketidakterlibatan Akademik	21-Mar	10,91	5,45	0,08	- 1,19

$\alpha = 0,82$

Catatan. N = 398; SD = Standard Deviation; sk = Skewness; kur = Kurtosis; α = Cronbach's alpha.

Tabel 6
Jumlah Siswa Bolos Sekolah Dalam Satu Tahun Ajaran

Tipe Sekolah	Jumlah Siswa	
	Ya	Tidak
BB	34 (8,54)	54 (13,57)
GB	33 (8,29)	44 (11,06)
CoEDD	114 (28,65)	93 (23,37)
CoEDB	11 (2,76)	15 (3,76)
Total	192 (48,24)	206 (51,76)

Catatan. N = 398; BB = Asrama Laki-Laki; GB = Asrama Perempuan; CoEDD = Campur (Hanya Siang); CoEDB = Asrama Campur. Tanda Kurung = Persentase.

Tabel 7
Respons Atas Bolos Sekolah per Jenis Kelamin atau Gender

Jenis Kelamin atau Gender Siswa	Bolos Sekolah	
	Ya	Tidak
Laki-Laki	95 (44,20)	120 (55,80)
Perempuan	97 (53,00)	86 (47,00)
Total	192 (48,24)	206 (51,76)

Catatan. N = 398; N Laki-Laki = 215; N Perempuan = 18; Tanda Kurung = Persentase.

need satisfaction varied between 4-20 with a mean of 14.72 ($SD = 3.49$). The skewness and kurtosis values were within the range of -2 to +2 for needs-supportive learning environment and its aspects. According to Demir (2022), this demonstrates that the scores fulfilled the assumption of normality. The sub-scale had adequate reliability which indicated the consistency of items in measuring the underlying construct as reflected in Cronbach's alpha value (Bonett & Wright, 2015). Thus, the scale was considered fit for this study's purpose.

Description of Academic Self-Sabotaging Behavior

Items to measure students' academic self-sabotaging behavior were adapted from the Academic Self-Handicapping Scale. The descriptive statistics and reliability values are indicated in Table 5.

Table 5 demonstrates that academic self-sabotaging behavior scores had a range of 6-42 and a mean of 25.33 ($SD = 9.45$). Focusing at its aspects, academic procrastination ranged between 3-21 with a mean of 12.09 ($SD = 5.20$) while academic disengagement ranged between 3-12 with a mean of 10.91 ($SD = 5.45$). The skewness and kurtosis values for overall academic self-sabotaging behavior and its aspects were within the range of -2 to +2, suggesting normal distribution as argued by Demir (2020). The scale had adequate reliability, suggesting that the items were all measuring the same underlying construct, as indicated by the Cronbach's alpha value.

Further, exploratory analysis was conducted on students' academic self-sabotaging behavior. An item in the questionnaire sought to examine the extent to which students engaged in self-sabotaging behavior by missing school without any relevant reason. The results are provided in Table 6.

Data in Table 6 indicates that nearly half of the students (48.24%) reported to have missed school days. More of these students were from co-education day ($N = 114$), followed by the boarders (boys boarding $N = 34$; girls boarding $N = 33$), and only few students said to have missed school from co-education boarding ($N = 11$). These findings imply that students from co-educational day engaged more in self-sabotaging behavior, particularly by being disengaged from the school.

14,13 ($SD = 3,70$); dan (3) kepuasan kebutuhan keterkaitan bervariasi antara 4-20 dengan rerata 14,72 ($SD = 3,49$). Nilai *skewness* dan *kurtosis* berada dalam rentang -2 hingga +2 untuk lingkungan belajar yang mendukung kebutuhan dan aspeknya. Menurut Demir (2022), hal ini menunjukkan bahwa skor memenuhi asumsi normalitas. Sub-skala ini memiliki reliabilitas memadai yang menunjukkan konsistensi butir dalam mengukur konstruk yang mendasarinya, sebagaimana tercermin dalam nilai *Cronbach's alpha* (Bonett & Wright, 2015). Dengan demikian, skala ini dianggap sesuai untuk tujuan studi ini.

Deskripsi Perilaku Sabotase Diri Akademik

Butir untuk mengukur perilaku sabotase diri akademik mahasiswa diadaptasi dari *Academic Self-Handicapping Scale*. Skor statistik deskriptif dan nilai reliabilitas disediakan dalam Tabel 5.

Tabel 5 menunjukkan bahwa skor perilaku sabotase diri akademik memiliki rentang 6-42 dan rerata 25,33 ($SD = 9,45$). Jika berfokus pada aspeknya, prokrastinasi akademik berkisar antara 3-21 dengan rerata 12,09 ($SD = 5,20$), sementara ketidakterlibatan akademik berkisar antara 3-12 dengan rerata 10,91 ($SD = 5,45$). Nilai *skewness* dan *kurtosis* untuk keseluruhan perilaku sabotase diri akademik dan aspeknya berada dalam rentang -2 hingga +2, menunjukkan distribusi normal sebagaimana dikemukakan oleh Demir (2020). Skala ini memiliki reliabilitas yang memadai, menunjukkan bahwa semua butir mengukur konstruk dasar yang sama, sebagaimana ditunjukkan oleh nilai *Cronbach's alpha*.

Selanjutnya, analisis eksploratif dilakukan terhadap perilaku sabotase akademik siswa. Salah satu butir dalam kuesioner bertujuan untuk mengkaji sejauh mana siswa terlibat dalam perilaku sabotase diri dengan membolos tanpa alasan yang relevan. Hasilnya disajikan pada Tabel 6.

Data pada Tabel 6 menunjukkan bahwa hampir separuh siswa (48,24%) melaporkan tidak masuk sekolah. Dari total, kebanyakan merupakan siswa dari kelompok koedukasi ($N = 114$), diikuti oleh siswa asrama (asrama putra $N = 34$; asrama putri $N = 33$), dan hanya sedikit siswa yang mengaku tidak masuk sekolah dari kelompok koedukasi ($N = 11$). Temuan ini menyiratkan bahwa siswa dari kelompok koedukasi lebih banyak terlibat dalam perilaku sabotase diri, terutama dengan tidak terlibat dalam kegiatan sekolah.

Table 8
Students' Absenteeism Over Single School Term

School Type	School Days Missed				Total
	1 Day	< 5 Days	> 5 Days	Several Days	
BB	15	11	7	7	88
GB	12	22	1	16	77
CoeDD	60	51	12	33	207
CoeDB	5	4	0	2	26
Total	92	88	20	58	398
Percentage	23.1	22.1	5	14.6	100

Notes. BB = Boys' Boarding; GB = Girls' Boarding; CoeDD = Co-Education Day; CoeDB = Co-Education Boarding.

In regards to sex or gender, the proportion of students who reported having missed school day over a single school term are as shown in Table 7.

Table 7 indicate that about 48.24% of students reported to have missed school days in a single term. The pattern reveals that more girls (53.00%) missed school days compared to boys (44.20%). Students' absenteeism was analyzed across school types. Data in Table 8 show the proportion of students who were absent over a single school term.

In regard to the number of school days missed, Table 8 indicate that 23.1% of the students reported having missed school for at least one day during the term. A closer investigation of the data shows a particular pattern with 22.1% of the students missing exactly five days, and 19.4% missing for several days. These statistics imply a significant concern with students' level of absenteeism. During the interview, students were asked the reasons for their absenteeism, and majority did not give relevant reasons. This suggested a notable level of academic self-sabotaging behavior among the students which not only hinder their academic success but also expresses concerns on the factors that may be connected to the same.

Terkait jenis kelamin atau *gender*, proporsi siswa yang melaporkan tidak masuk sekolah selama satu semester sekolah disediakan pada Tabel 7.

Tabel 7 menunjukkan bahwa sekitar 48,24% siswa melaporkan tidak masuk sekolah dalam satu semester. Pola ini menunjukkan bahwa lebih banyak siswa perempuan (53,00%) yang tidak masuk sekolah dibandingkan siswa laki-laki (44,20%). Ketidakhadiran siswa dianalisis di semua tipe sekolah. Data pada Tabel 8 menunjukkan proporsi siswa yang tidak masuk sekolah dalam satu semester.

Terkait jumlah hari sekolah yang tidak dihadiri, Tabel 8 menunjukkan bahwa 23,1% siswa melaporkan telah tidak hadir di sekolah setidaknya selama satu hari selama semester tersebut. Penyelidikan data yang lebih cermat menunjukkan pola tertentu, dengan 22,1% siswa tidak hadir tepat lima hari, dan 19,4% tidak hadir selama beberapa hari. Statistik ini menunjukkan kekhawatiran yang signifikan terhadap tingkat ketidakhadiran siswa. Selama wawancara, siswa ditanyai alasan ketidakhadiran mereka, dan mayoritas tidak memberikan alasan yang relevan. Hal ini menunjukkan tingginya tingkat perilaku sabotase diri akademik pada siswa, yang tidak hanya menghambat keberhasilan akademik mereka, tetapi juga menghasilkan kekhawatiran tentang faktor yang mungkin terkait dengan hal tersebut.

Tabel 8
Absensi Siswa Dalam Satu Tahun Ajaran

Tipe Sekolah	Hari Absen Sekolah				Total
	1 Hari	< 5 Hari	> 5 Hari	Beberapa Hari	
<i>BB</i>	15	11	7	7	88
<i>GB</i>	12	22	1	16	77
<i>CoeDD</i>	60	51	12	33	207
<i>CoeDB</i>	5	4	0	2	26
Total	92	88	20	58	398
Persentase	23,1	22,1	5	14,6	100

Catatan. BB = Asrama Laki-Laki; GB = Asrama Perempuan; CoeDD = Campur (Hanya Siang); CoeDB = Asrama Campur.

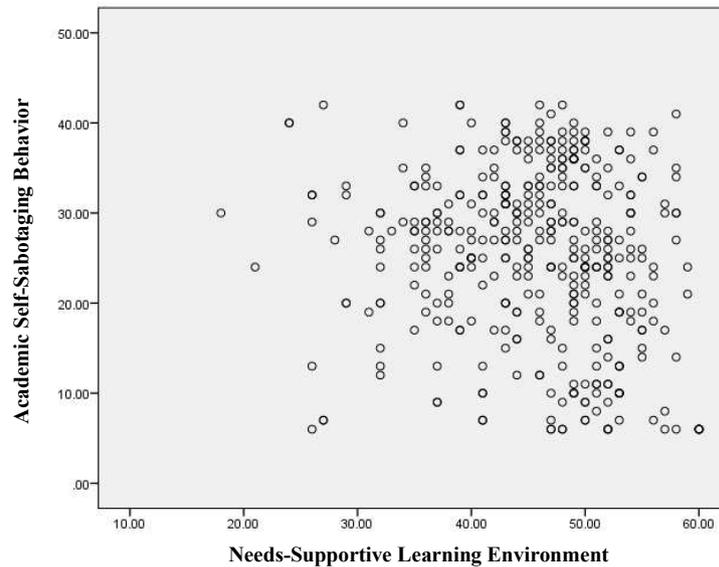


Figure 2. Scatter-plot of needs-supportive learning environment and academic self-sabotaging behavior.

Assumption Testing for Pearson Correlation

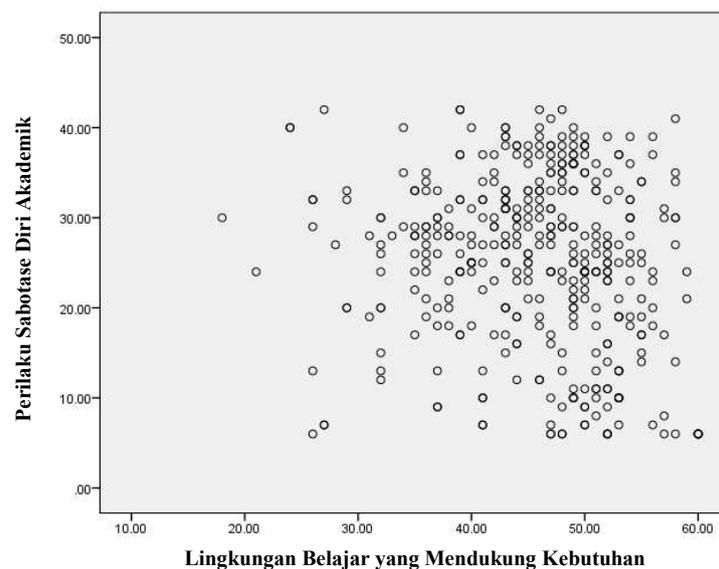
The assumptions related to Pearson correlation were checked to ensure the results obtained were valid and reliable. The first assumption that the data must be continuous was met as both variables were measured at interval scale and not categorical.

Afterwards, the requirement that the two variables should have a linear relationship was examined using a scatter-plot, as shown in Figure 2.

Pengujian Asumsi untuk Korelasi Pearson

Asumsi terkait korelasi *Pearson* diperiksa untuk memastikan hasil yang diperoleh valid dan reliabel. Asumsi pertama bahwa data harus kontinu terpenuhi karena kedua variabel diukur pada skala interval dan bukan kategorikal.

Selanjutnya, persyaratan bahwa kedua variabel harus mempunyai hubungan linear diperiksa menggunakan *scatter-plot*, seperti ditunjukkan pada Gambar 2.



Gambar 2. Scatter-plot lingkungan belajar yang mendukung kebutuhan dan perilaku sabotase diri akademik.

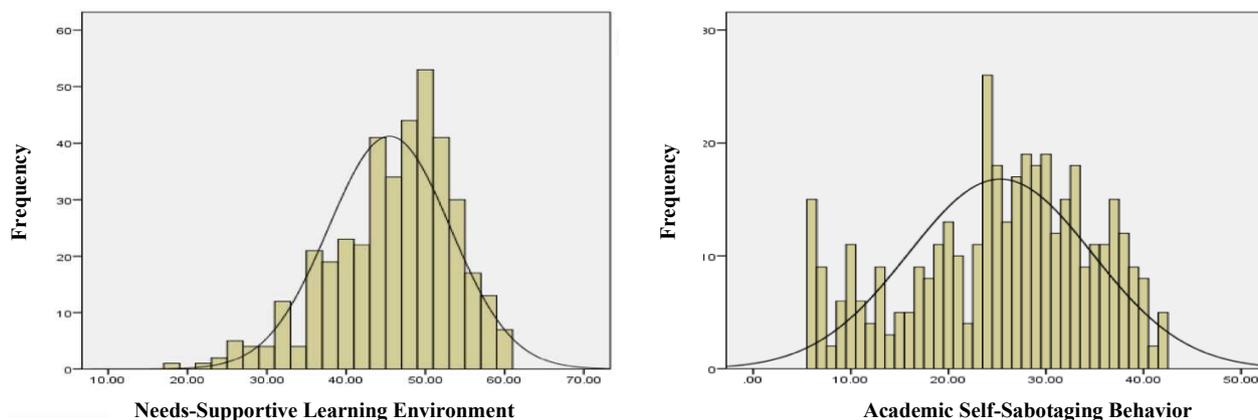


Figure 3. Histogram for needs-supportive learning environment and academic self-sabotaging behavior.

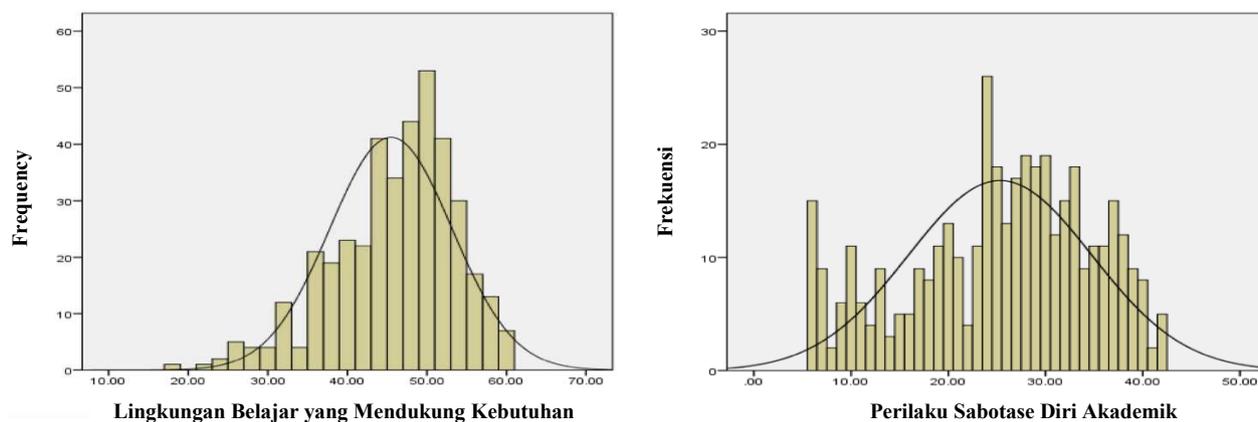
Notes. Needs-Supportive Learning Environment [$Mean = 45.47$; $SD = 7.703$; $N = 398$]; Academic Self-Sabotaging Behavior [$Mean = 25.33$; $SD = 9.45$; $N = 398$].

As seen in Figure 2, the scatter-plot show that the majority of data points follow a linear trend indicating that the two variables, that is, needs-supportive learning environment and academic self-sabotaging behavior were linearly related. This indicated a linear relationship between needs-supportive learning environment and academic self-sabotaging behavior variables, consistent with the criterion advanced by Osborne and Waters (2002). Moreover, the data from the two variables were assessed for normality using histogram, the findings are depicted in Figure 3.

Information presented in Figure 3 unveils a histogram illustrating the distribution of the data points for needs-supportive learning environment and academic self-sabotaging behavior scores, which nearly fits in a bell curve. This demonstrates a normally distributed data responses as per stipulations by Gauss (1809, as

Seperti yang terlihat pada Gambar 2, *scatter-plot* menunjukkan bahwa mayoritas titik data mengikuti tren linear yang menunjukkan bahwa kedua variabel, yaitu lingkungan belajar yang mendukung kebutuhan dan perilaku sabotase diri akademik, memiliki hubungan linear. Hal ini mengindikasikan hubungan linear antara variabel lingkungan belajar yang mendukung kebutuhan dan perilaku sabotase diri akademik, konsisten dengan kriteria yang dikemukakan oleh Osborne dan Waters (2002). Lebih lanjut, data dari kedua variabel tersebut dinilai normalitasnya menggunakan histogram, yang temuannya disediakan pada Gambar 3.

Informasi yang disediakan pada Gambar 3 menunjukkan histogram yang menggambarkan distribusi titik data untuk skor lingkungan belajar yang mendukung kebutuhan dan perilaku sabotase diri akademik, yang hampir sesuai dengan kurva lonceng (*bell curve*). Hal ini menunjukkan respons data yang terdistribusi nor-



Gambar 3. Histogram lingkungan belajar yang mendukung kebutuhan dan perilaku sabotase diri akademik.

Catatan. Lingkungan Belajar yang Mendukung Kebutuhan [$Mean = 45,47$; $SD = 7,703$; $N = 398$]; Perilaku Sabotase Diri Akademik [$Mean = 25,33$; $SD = 9,45$; $N = 398$].

cited in Bhandari, 2023). Since both needs-supportive learning environment and academic self-sabotaging behavior variables were normally distributed and had a linear relationship, the hypothesis testing was conducted using Pearson correlation.

Testing for the Relationship Between Needs-Supportive Learning Environment and Academic Self-Sabotaging Behavior

This study aimed to examine if needs-supportive learning environment is related to academic self-sabotaging behavior, with the aforementioned null hypothesis:

Hypothesis: There is no significant relationship between needs-supportive learning environment and academic self-sabotaging behavior.

Since needs-supportive learning environment involved satisfaction of three needs, the following three supplementary null hypotheses were set:

Hypothesis A: There is no significant relationship between autonomy need satisfaction and academic self-sabotaging behavior.

Hypothesis B: There is no significant relationship between competence need satisfaction and academic self-sabotaging behavior.

Hypothesis C: There is no significant relationship between relatedness needs satisfaction and academic self-sabotaging behavior.

Pearson Correlation was conducted to test the hypotheses, with results provided in Table 9. As depicted in Table 9, there is a weak negative and statistically significant correlation between needs-supportive learning environment and academic self-sabotaging behavior ($r(396) = -.14; p < .01$). Hence, the study's null hypothesis was rejected, and an alternative hypothesis stating needs-supportive learning environment is related to academic self-sabotaging behavior was adopted. This finding suggested that a high needs-supportive learning environment would lead to decrease in academic self-sabotaging behavior.

Turning to aspects of needs-supportive learning environment: (1) autonomy need satisfaction had a weak

mal sesuai ketentuan Gauss (1809, sitat dalam Bhandari, 2023). Hasil yang menunjukkan bahwa variabel lingkungan belajar yang mendukung kebutuhan dan perilaku sabotase diri akademik terdistribusi normal dan memiliki hubungan linear menghasilkan keputusan untuk melaksanakan pengujian hipotesis dengan korelasi *Pearson*.

Pengujian Hubungan Antara Lingkungan Belajar yang Mendukung Kebutuhan dan Perilaku Sabotase Diri Akademik

Studi ini bertujuan untuk menguji apakah lingkungan belajar yang mendukung kebutuhan berhubungan dengan perilaku sabotase diri akademik, dengan hipotesis nol yang dinyatakan sebelumnya:

Hipotesis: Tidak ada hubungan yang signifikan antara lingkungan belajar yang mendukung kebutuhan dan perilaku sabotase diri akademik.

Mengingat bahwa lingkungan belajar yang mendukung kebutuhan melibatkan pemenuhan tiga kebutuhan, maka tiga hipotesis nol tambahan berikut ditetapkan:

Hipotesis A: Tidak ada hubungan yang signifikan antara pemuasan kebutuhan otonomi dan perilaku sabotase diri akademik.

Hipotesis B: Tidak ada hubungan yang signifikan antara kepuasan kebutuhan kompetensi dan perilaku sabotase diri akademik.

Hipotesis C: Tidak ada hubungan yang signifikan antara pemenuhan kebutuhan keterkaitan dan perilaku sabotase diri akademik.

Korelasi *Pearson* dilakukan untuk menguji hipotesis, dengan hasil disediakan pada Tabel 9. Sebagaimana digambarkan pada Tabel 9, terdapat korelasi negatif yang lemah dan signifikan secara statistik antara lingkungan belajar yang mendukung kebutuhan dan perilaku sabotase diri akademik ($r(396) = -0,14; p < 0,01$). Oleh karena itu, hipotesis nol studi ini ditolak, dan hipotesis alternatif yang menyatakan lingkungan belajar yang mendukung kebutuhan berhubungan dengan perilaku sabotase diri akademik diadopsi. Temuan ini menunjukkan bahwa lingkungan belajar yang mendukung kebutuhan yang tinggi akan menyebabkan penurunan perilaku sabotase diri akademik.

Beralih ke aspek lingkungan belajar yang mendukung kebutuhan: (1) kepuasan kebutuhan otonomi me-

Table 9
Intercorrelations Between Needs-Supportive Learning Environment and Academic Self-Sabotaging Behavior

	1	2	3	4	5
NSLE	-				
CNS	.71**	-			
RNS	.79**	.35**	-		
ANS	.77**	.34**	.38**	-	
ASSB	-.14**	-.06	-.14**	-.10*	-

Notes. $N = 398$; *NSLE* = Needs-Supportive Learning Environment; *CNS* = Competence Need Satisfaction; *RNS* = Relatedness Need Satisfaction; *ANS* = Autonomy Need Satisfaction; *ASSB* = Academic Self-Sabotaging Behavior; * $p < .05$; ** $p < .01$.

negative significant correlation with academic self-sabotaging behavior ($r(396) = -.10$; $p < .05$), as a result, Hypothesis A was also rejected, indicating a significant relationship in which academic self-sabotaging behavior would decrease with increase in autonomy need satisfaction; (2) competence need satisfaction had a non-significant correlation with academic self-sabotaging behavior ($r(396) = -.06$; $p > .05$), consequently, there were not enough evidence to reject Hypothesis B, indicating that competence need satisfaction was not correlated to academic self-sabotaging behavior; and (3) relatedness need satisfaction had weak negative significant correlation with academic self-sabotaging behavior ($r(396) = -.14$; $p < .01$), resulting in Hypothesis C being rejected, suggesting that increase in relatedness need satisfaction would be associated with decrease in academic self-sabotaging behavior.

Qualitative Findings on the Relationship Between Needs-Supportive Learning Environment and Academic Self-Sabotaging Behavior

To gain in-depth understanding of how students' experiences of having their basic psychological needs (BPN) satisfied in a learning environment relate with their academic self-sabotaging behavior, qualitative a-

miliki korelasi signifikan negatif lemah dengan perilaku sabotase diri akademik ($r(396) = -.10$; $p < 0,05$), sebagai hasilnya, Hipotesis A juga ditolak, yang menunjukkan hubungan signifikan ketika perilaku sabotase diri akademik akan berkurang dengan peningkatan kepuasan kebutuhan otonomi; (2) kepuasan kebutuhan kompetensi memiliki korelasi yang tidak signifikan dengan perilaku sabotase diri akademik ($r(396) = -0,06$; $p > 0,05$), akibatnya, tidak ada cukup bukti untuk menolak Hipotesis B, yang menunjukkan bahwa kepuasan kebutuhan kompetensi tidak berkorelasi dengan perilaku sabotase diri akademik; dan (3) kepuasan kebutuhan keterkaitan memiliki korelasi signifikan negatif lemah dengan perilaku sabotase diri akademik ($r(396) = -0,14$; $p < 0,01$), yang mengakibatkan Hipotesis C ditolak, yang menunjukkan bahwa peningkatan kepuasan kebutuhan keterkaitan akan dikaitkan dengan penurunan perilaku sabotase diri akademik.

Temuan Kualitatif Tentang Hubungan Antara Lingkungan Belajar yang Mendukung Kebutuhan dan Perilaku Sabotase Diri Akademik

Untuk mendapatkan pemahaman mendalam tentang bagaimana pengalaman siswa dalam memenuhi kebutuhan psikologis dasar mereka dalam lingkungan belajar berhubungan dengan perilaku sabotase diri akade-

Tabel 9
Interkorelasi Antara Lingkungan Belajar yang Mendukung Kebutuhan dan Perilaku Sabotase Diri Akademik

	1	2	3	4	5
<i>NSLE</i>	-				
<i>CNS</i>	0,71**	-			
<i>RNS</i>	0,79**	0,35**	-		
<i>ANS</i>	0,77**	0,34**	0,38**	-	
<i>ASSB</i>	-0,14**	-0,06	-0,14**	-0,10*	-

Catatan. $N = 398$; *NSLE* = Lingkungan Belajar yang Mendukung Kebutuhan; *CNS* = Kepuasan Kebutuhan Kompetensi; *RNS* = Kepuasan Kebutuhan Keterkaitan; *ANS* = Kepuasan Kebutuhan Otonomi; *ASSB* = Perilaku Sabotase Diri Akademik; * $p < 0,05$; ** $p < 0,01$.

Table 10
Code-book for Needs-Supportive Learning Environment

Priori Themes	Codes
Autonomy Need Satisfaction	Students' engagement in learning activities, such as independent reading, personal timetable, self-initiated learning schedules, study schedules adjustments, and self-initiated group discussions.
Competence Need Satisfaction	Students' responses reflecting activities, such as self-quizzing, learning task engagement, help-seeking, asking questions during lessons, and completing assignment independently.
Relatedness Need Satisfaction	Students' responses indicating positive interaction with teachers/students and willingness to consult teachers and other students.

analysis was conducted. Systematic thematic analysis was done using steps outlined by Naeem et al. (2023). Table 10 presents the codebook for needs-supportive learning environment.

As indicated in Table 10, the three predetermined themes (namely: autonomy, competence, and relatedness need satisfaction) were used to frame research questions. Repeated phrases and patterns were identified and used as key indicators to group students' experiences of needs satisfaction in the learning environment. The themes were derived through exploration of student quotations, to gain insights into how students' basic psychological needs (BPN) were met in the learning environment. To gain diverse perspectives on research problem, interviews involved students exhibiting both appropriate and problematic academic behaviors.

mik mereka, para penulis melakukan analisis kualitatif. Analisis tematik sistematis dilakukan menggunakan langkah yang diuraikan oleh Naeem et al. (2023). Tabel 10 menyediakan buku kode untuk lingkungan belajar yang mendukung kebutuhan.

Sebagaimana ditunjukkan pada Tabel 10, tiga tema yang telah ditentukan sebelumnya (yaitu: kepuasan kebutuhan otonomi, kompetensi, dan keterkaitan) digunakan untuk merumuskan pertanyaan penelitian. Frasa dan pola yang berulang diidentifikasi dan digunakan sebagai indikator kunci untuk mengelompokkan pengalaman siswa dalam memenuhi kebutuhan di lingkungan belajar. Tema tersebut diperoleh melalui eksplorasi kutipan siswa untuk mendapatkan wawasan tentang bagaimana kebutuhan psikologis dasar siswa terpenuhi di lingkungan belajar. Untuk mendapatkan beragam perspektif mengenai permasalahan penelitian, wawancara dilakukan terhadap siswa yang menunjukkan perilaku akademik yang sesuai dan bermasalah.

Tabel 10
Buku Kode untuk Lingkungan Belajar yang Mendukung Kebutuhan

Tema Priori	Kode
Kepuasan Kebutuhan Otonomi	Keterlibatan siswa dalam aktivitas belajar, seperti baca mandiri, jadwal pribadi, jadwal belajar mandiri, penyesuaian jadwal belajar, dan diskusi kelompok mandiri.
Kepuasan Kebutuhan Kompetensi	Respon siswa merefleksikan aktivitas, seperti kuis mandiri, keterlibatan dalam tugas belajar, mencari bantuan, bertanya saat pelajaran, dan menyelesaikan tugas secara mandiri.
Kepuasan Kebutuhan Keterkaitan	Respon siswa mengindikasikan interaksi positif dengan guru/siswa dan kemauan berkonsultasi dengan guru dan siswa lainnya.

Autonomy Need Satisfaction

According to self-determination theory (SDT), autonomy need refers to student's need to feel in control of one's own learning process (Ryan & Deci, 2017). In this study, autonomy was demonstrated by students' engagement in activities such as use of personal timetable, independent reading, self-initiated study schedules, self-initiated discussions, and study schedules adjustments. This is evidenced through students quotes such as: "I do my assignments and study for exams without needing reminders". When probed how they conduct their study, one student said: "Most of us make our own timetable", while another student said: "I do my personal studies very early in the morning; like I wake up at 4.00 A.M and read before I come to school". These students' quotes demonstrated a very strong sense of autonomy, supported by the learning environment. This is seen in the initiative taken by the students to organize their study through making own reading timetable, voluntarily completing assignments, and conducting self-directed studies. This finding agrees with the study by Oram et al. (2020) who stated that satisfying students' basic needs increased their motivation which in turn increased their adaptive learning behaviors.

Competence Need Satisfaction

In view of self-determination theory (SDT), competence need refers to students' need to feel capable and confidence in handling learning tasks (Ryan & Deci, 2017). In this study, students demonstrated confidence in their ability to handle learning tasks through asking and answering questions during lesson, completing assignment independently, help-seeking on difficulty learning tasks, and engaging in self-quiz. This is revealed in students' quotes such as: "I like assignment and exams. I answer questions in class. Sometimes I give myself assignment on some subjects, and sometimes I do self-quizzes". Another student added: "When one fails the exam; first they are assigned either a bright student or a teacher to assist them". Meanwhile, another student said: "Only few students ask for assistance in class". These findings reveal a learning environment characterized by high level of competence through student eagerness to participate in learning activities such as assignment and exams. Moreover, student engagement in self-directed learning activities, such as giving themselves assignment and self-quizzing reflects confidence in one's own ability to manage their learning indepen-

Kepuasan Kebutuhan Otonomi

Menurut *self-determination theory (SDT)*, kebutuhan otonomi mengacu pada kebutuhan siswa untuk merasa mengendalikan proses belajarnya sendiri (Ryan & Deci, 2017). Dalam studi ini, otonomi ditunjukkan oleh keterlibatan siswa dalam kegiatan seperti penggunaan jadwal pribadi, membaca mandiri, jadwal belajar yang diinisiasi sendiri, diskusi yang diinisiasi sendiri, dan penyesuaian jadwal belajar. Hal ini dibuktikan melalui kutipan siswa seperti: "Saya mengerjakan tugas dan belajar untuk ujian tanpa perlu pengingat". Ketika ditanya bagaimana mereka melakukan studi mereka, seorang siswa berkata: "Sebagian besar dari kami membuat jadwal sendiri", sementara siswa lain berkata: "Saya melakukan studi pribadi saya sangat pagi; saya bangun pukul 4.00 pagi dan membaca sebelum saya datang ke sekolah". Kutipan siswa ini menunjukkan rasa otonomi yang sangat kuat, didukung oleh lingkungan belajar. Hal ini terlihat dari inisiatif yang diambil oleh siswa untuk mengatur studi mereka melalui pembuatan jadwal membaca sendiri, menyelesaikan tugas secara sukarela, dan melakukan studi yang diarahkan sendiri. Temuan ini sesuai dengan studi oleh Oram et al. (2020) yang menyatakan bahwa terpenuhinya kebutuhan dasar siswa meningkatkan motivasi mereka yang pada gilirannya meningkatkan perilaku belajar adaptif mereka.

Kepuasan Kebutuhan Kompetensi

Dalam *self-determination theory (SDT)*, kebutuhan kompetensi mengacu pada kebutuhan siswa untuk merasa mampu dan percaya diri dalam menangani tugas belajar (Ryan & Deci, 2017). Dalam studi ini, siswa menunjukkan kepercayaan diri dalam kemampuan mereka untuk menangani tugas belajar melalui bertanya dan menjawab pertanyaan selama pelajaran, menyelesaikan tugas secara mandiri, mencari bantuan untuk tugas belajar yang sulit, dan terlibat dalam kuis mandiri. Hal ini terungkap dalam kutipan siswa seperti: "Saya suka tugas dan ujian. Saya menjawab pertanyaan di kelas. Terkadang saya memberi diri saya tugas sendiri pada beberapa mata pelajaran, dan terkadang saya melakukan kuis mandiri". Siswa lain menambahkan: "Ketika seseorang gagal ujian; pertama-tama mereka ditugaskan seorang siswa yang cerdas atau seorang guru untuk membantu mereka". Sementara itu, siswa lain mengatakan: "Hanya sedikit siswa yang meminta bantuan di kelas". Temuan ini mengungkapkan lingkungan belajar yang ditandai dengan tingkat kompetensi yang tinggi melalui keinginan siswa untuk berpartisipasi dalam kegiatan belajar seperti tugas dan ujian. Selain

dently. These findings also revealed that some struggling students were less likely to seek help, indicating that while competence need was supported, it may not reach all students equally.

Relatedness Need Satisfaction

The relatedness need refers to students' need to feel connected to teachers and other students. In this study, relatedness need support is reflected in students' willingness to consult teachers on academic matters. This is illustrated by student quote such as: "The students are free with teachers, even at evening many go to consult them on academic matters". Relatedness support is also echoed in students' acts of consulting teachers on personal problems and also to interact with them without fear. This is supported by following students' responses: "They consult on personal issues, though myself have never asked anything personal from teachers, but I consult teachers too if I don't understand what am reading". These quotes show a learning environment characterized by accessible and supportive teachers on academic and personal matters. This suggests a supportive relationship that foster high sense of relatedness between teachers and students.

Discussion

The current study aimed at uncovering if satisfying basic psychological needs (BPN) identified in self-determination theory (SDT) in a learning environment was associated with less or increased academic self-sabotaging behavior. The results indicated a negative and statistically significant relationship between needs-supportive learning environment and academic self-sabotaging behavior. Qualitative findings also revealed that when basic psychological needs (BPN) were satisfied, students' engaged in activities such as independent reading, demonstrating confidence in their ability to handle learning tasks and showed willingness to consult teachers on academic and personal matters. These results are in the line with the self-determination

itu, keterlibatan siswa dalam kegiatan belajar mandiri, seperti memberi diri mereka tugas dan kuis mandiri mencerminkan kepercayaan diri dalam kemampuan seseorang untuk mengelola pembelajaran mereka secara mandiri. Temuan ini juga mengungkap bahwa beberapa siswa yang mengalami kesulitan cenderung tidak mencari bantuan, yang menunjukkan bahwa meskipun kebutuhan kompetensi didukung, hal itu mungkin tidak menjangkau semua siswa secara merata.

Kepuasan Kebutuhan Keterkaitan

Kebutuhan keterkaitan mengacu pada kebutuhan siswa untuk merasa terhubung dengan guru dan siswa lainnya. Dalam studi ini, dukungan kebutuhan keterkaitan tercermin dalam kesediaan siswa untuk berkonsultasi dengan guru tentang hal akademik. Hal ini diilustrasikan oleh kutipan siswa seperti: "Para siswa merasa bebas dengan guru, bahkan di malam hari banyak yang pergi berkonsultasi dengan mereka tentang masalah akademik". Dukungan keterkaitan juga digaungkan dalam tindakan siswa berkonsultasi dengan guru tentang masalah pribadi dan juga untuk berinteraksi dengan mereka tanpa rasa takut. Hal ini didukung dengan tanggapan siswa berikut: "Mereka berkonsultasi tentang masalah pribadi, meskipun saya sendiri tidak pernah meminta sesuatu yang pribadi dari guru, tetapi saya juga berkonsultasi dengan guru jika saya tidak mengerti apa yang saya baca". Kutipan ini menunjukkan lingkungan belajar yang ditandai oleh guru yang mudah diakses dan mendukung tentang masalah akademik dan pribadi. Ini menunjukkan hubungan yang mendukung yang menumbuhkan rasa keterkaitan yang tinggi antara guru dan siswa.

Diskusi

Studi ini bertujuan untuk mengungkap apakah memenuhi kebutuhan psikologis dasar yang diidentifikasi dalam *self-determination theory (SDT)* dalam lingkungan belajar dikaitkan dengan perilaku sabotase diri akademik yang lebih sedikit atau lebih banyak. Hasil studi menunjukkan hubungan negatif dan signifikan secara statistik antara lingkungan belajar yang mendukung kebutuhan dan perilaku sabotase diri akademik. Temuan kualitatif juga mengungkapkan bahwa ketika kebutuhan psikologis dasar terpenuhi, siswa terlibat dalam kegiatan seperti membaca mandiri, menunjukkan kepercayaan diri dalam kemampuan mereka untuk menangani tugas pembelajaran dan menunjukkan kemauan untuk berkonsultasi dengan guru tentang masalah aka-

theory (SDT) by Ryan and Deci (2017), which indicates that when students perceive their learning environment as supportive of the basic psychological needs (BPN), they get intrinsically motivated, which in turn encourage them to participate in positive learning behaviors, thereby reducing academic self-sabotaging behavior.

The current study's results that needs-supportive learning environment relate negatively and significantly with academic self-sabotaging behavior are consistent with those of previous studies (Collie et al., 2019b; Opendakker, 2021; Oram & Rogers, 2022). For instance, Collie et al.'s (2019b) study linked satisfaction of basic psychological needs (BPN) in a learning environment to less self-sabotaging behavior. Specifically, the study revealed that use of autonomy-supportive motivational strategies by teachers was associated with less homework disengagement and self-handicapping. Qualitative findings also reveals that autonomy was demonstrated by students' engagement in activities such as use of personal timetable, independent reading, self-initiated study schedules, self-initiated discussions, and study schedules adjustments.

Similar findings are reported by Oram and Rogers (2022), who examined the experiences of university students in regard to their basic psychological needs (BPN) and their relation to academic self-sabotaging behavior, and found that satisfaction of these needs, as perceived by students, significantly predicted low levels self-sabotaging behavior like academic procrastination.

The current study also corroborates Opendakker's (2021) results that revealed a negative correlation between needs-supportive teacher behavior and students' procrastination behavior. These results implied that when student perceive teacher behaviors in a school learning environment as fulfilling in regard to their needs, they engage more in adaptive learning behaviors such as academic engagement.

This claim is echoed in Zamarripa et al.'s (2022) study that found a moderate positive and statistically significant correlation between basic psychological needs (BPN) satisfaction and academic engagement. These results further revealed students who perceived their needs satisfied experienced high autonomous and controlled motivation, less disaffection and amotiva-

demik dan pribadi. Hasil ini sejalan dengan *self-determination theory (SDT)* oleh Ryan dan Deci (2017), yang menunjukkan bahwa ketika siswa menganggap lingkungan belajar mereka mendukung kebutuhan psikologis dasar, mereka mendapatkan motivasi intrinsik, yang pada gilirannya mendorong mereka untuk berpartisipasi dalam perilaku belajar yang positif, sehingga mengurangi perilaku sabotase diri akademik.

Hasil studi ini yang menunjukkan bahwa lingkungan belajar yang mendukung kebutuhan berkorelasi negatif dan signifikan dengan perilaku sabotase diri akademik konsisten dengan studi sebelumnya (Collie et al., 2019b; Opendakker, 2021; Oram & Rogers, 2022). Sebagai contoh, studi Collie et al. (2019b) mengaitkan pemenuhan kebutuhan psikologis dasar dalam lingkungan belajar dengan berkurangnya perilaku sabotase diri. Secara spesifik, studi ini mengungkapkan bahwa penggunaan strategi motivasi yang mendukung otonomi oleh guru dikaitkan dengan berkurangnya keterlibatan dalam pekerjaan rumah dan *self-handicapping*. Temuan kualitatif juga mengungkapkan bahwa otonomi ditunjukkan oleh keterlibatan siswa dalam kegiatan seperti penggunaan jadwal pribadi, membaca mandiri, jadwal belajar yang diinisiasi sendiri, diskusi yang diinisiasi sendiri, dan penyesuaian jadwal belajar.

Temuan serupa dilaporkan oleh Oram dan Rogers (2022), yang meneliti pengalaman mahasiswa sehubungan dengan kebutuhan psikologis dasar mereka dan kaitannya dengan perilaku sabotase diri akademik, dan menemukan bahwa kepuasan terhadap kebutuhan ini, sebagaimana dirasakan oleh mahasiswa, secara signifikan memprediksi tingkat rendah perilaku sabotase diri seperti prokrastinasi akademik.

Studi ini juga menguatkan hasil studi Opendakker (2021) yang menunjukkan korelasi negatif antara perilaku guru yang mendukung kebutuhan dan perilaku prokrastinasi siswa. Hasil ini menyiratkan bahwa ketika siswa menganggap perilaku guru di lingkungan belajar sekolah memenuhi kebutuhan mereka, mereka lebih terlibat dalam perilaku belajar adaptif seperti keterlibatan akademik.

Klaim ini sejalan dengan studi oleh Zamarripa et al. (2022) yang menemukan korelasi positif sedang dan signifikan secara statistik antara kepuasan kebutuhan psikologis dasar dan keterlibatan akademik. Hasil ini selanjutnya mengungkapkan bahwa siswa yang merasa kebutuhannya terpenuhi memiliki motivasi otonom dan terkendali yang tinggi, serta lebih sedikit rasa tidak puas

tion, which explained their high academic engagement.

Same results are reported by Mutisya (2020), who investigated whether students' perception of teacher support was related to academic engagement. The study showed that students' perception of autonomy and competence support from the teachers was moderately and positively related to academic engagement of students. These results suggest that creating a learning environment that supports students' needs will lead to high level of adaptive behaviors and less maladaptive behaviors such as academic disengagement.

In congruent with the current study's results, Burns et al. (2019) examined whether classroom interpersonal support from teachers and peers could buffer the impacts of disengagement among female learners in Australia. The findings revealed an increasing level of disengagement across the three years in the study. As students advanced to the next level their disengagement level increased and teacher support was related to declining upward disengagement among learners.

Conclusion

Based on the finding that needs-supportive learning environment is negatively related to academic self-sabotaging behavior, it is concluded that fulfilling students' basic psychological needs (BPN) in a school environment motivates and promotes positive academic behaviors, thus protecting them from engaging in academic self-sabotaging behavior. Therefore, there is a great need for teachers to promote an autonomy-supportive school environment that meets students' needs of autonomy, competence, and relatedness. To achieve this, teachers may use strategies such as allowing students a sense of direction, and control over their learning process by helping them to create self-initiated study schedules (autonomy), and encouraging them to proactively ask questions in class (competence). Moreover, teachers should cultivate an approachable environment which enhances students trust to consult for academic and personal related matters, thereby reducing tendencies to engage in academic self-sabotaging behavior such as procrastination and disengagement from studies.

dan amotivasi, yang menjelaskan tingginya keterlibatan akademik mereka.

Hasil serupa dilaporkan oleh Mutisya (2020), yang menyelidiki apakah persepsi siswa terhadap dukungan guru berhubungan dengan keterlibatan akademik. Studi ini menunjukkan bahwa persepsi siswa terhadap otonomi dan dukungan kompetensi dari guru berkorelasi sedang dan positif dengan keterlibatan akademik siswa. Hasil ini menunjukkan bahwa menciptakan lingkungan belajar yang mendukung kebutuhan siswa akan menghasilkan perilaku adaptif tingkat tinggi dan perilaku maladaptif yang lebih sedikit, seperti ketidakterlibatan akademik.

Selaras dengan hasil studi ini, Burns et al. (2019) meneliti apakah dukungan interpersonal di kelas dari guru dan teman sebaya dapat meredam dampak ketidakterlibatan di kalangan pelajar perempuan di Australia. Temuannya menunjukkan peningkatan tingkat ketidakterlibatan selama tiga tahun studi. Seiring siswa naik ke jenjang berikutnya, tingkat ketidakterlibatan mereka meningkat, dan dukungan guru dikaitkan dengan penurunan tingkat ketidakterlibatan di kalangan pelajar.

Simpulan

Berdasarkan temuan bahwa lingkungan belajar yang mendukung kebutuhan berhubungan negatif dengan perilaku sabotase diri akademik, disimpulkan bahwa pemenuhan kebutuhan psikologis dasar siswa di lingkungan sekolah memotivasi dan mendorong perilaku akademik yang positif, sehingga melindungi mereka dari perilaku sabotase diri akademik. Oleh karena itu, guru sangat perlu mempromosikan lingkungan sekolah yang mendukung otonomi yang memenuhi kebutuhan siswa akan otonomi, kompetensi, dan keterkaitan. Untuk mencapai hal ini, guru dapat menggunakan strategi seperti menyediakan siswa menentukan arah pembelajarannya, dan kendali atas proses belajar mereka dengan membantu mereka membuat jadwal belajar yang diinisiasi sendiri (otonomi), dan mendorong mereka untuk secara proaktif mengajukan pertanyaan di kelas (kompetensi). Selain itu, guru harus memupuk lingkungan yang mudah didekati yang meningkatkan kepercayaan siswa untuk berkonsultasi tentang hal yang berkaitan dengan akademik dan pribadi, sehingga mengurangi kecenderungan untuk terlibat dalam perilaku sabotase diri akademik seperti prokrastinasi dan ketidakterlibatan dari studi.

Limitations and Implications

The findings of this study are limited by the exclusive focus on Form Two students, restricting the generalizability of results. Future study should target students from other levels (Form One, Form Three, and Form Four) to enhance the robustness of conclusions and determine the reliability of observed patterns across different educational stages. In addition, the study design does not allow for causal inferences between the learning environment, and academic self-sabotaging behavior. To address this limitation, future studies should employ a longitudinal approach to better understand the causal relationships between these variables.

Keterbatasan dan Implikasi

Temuan studi ini terbatas oleh fokus yang eksklusif pada siswa *Form Two*, sehingga membatasi generalisasi hasil. Studi selanjutnya sebaiknya menargetkan siswa dari jenjang lain (*Form One*, *Form Three*, dan *Form Four*) untuk meningkatkan kekokohan kesimpulan dan menentukan reliabilitas pola yang diamati di berbagai jenjang pendidikan. Selain itu, desain studi ini tidak memungkinkan adanya inferensi kausal antara lingkungan belajar dan perilaku sabotase diri akademik. Untuk mengatasi keterbatasan ini, studi selanjutnya sebaiknya menggunakan pendekatan longitudinal untuk lebih memahami hubungan kausal antara variabel tersebut.

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