

Hubungan executive function dan prestasi akademik pada mahasiswa = The relationship between executive function and academic achievement among college students

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Abstrak

Berbagai seleksi dilakukan untuk dapat memprediksi kesuksesan akademik mahasiswa, namun belum ada seleksi yang berkaitan dengan kemampuan regulasi diri, motivasi akademik, dan berpikir abstrak. Executive function terbukti berkaitan dengan regulasi diri, motivasi akademik, dan berpikir abstrak. Penelitian ini dilakukan untuk melihat hubungan dan pengaruh executive function terhadap prestasi akademik pada mahasiswa. Partisipan berjumlah 144 mahasiswa Universitas Indonesia. Komponen-komponen executive function diukur dengan alat ukur Backward Digit Recall Test, Kelancaran Verbal Fonemik dan Semantik, Tower of Hanoi, dan Stroop Color and Word Test. Hasil perhitungan multiple regression menunjukkan secara bersama-sama komponen-komponen executive function tidak dapat memprediksi prestasi akademik. Namun jika dihitung menggunakan simple regression, ditemukan bahwa tiga dari empat komponen executive function yang diteliti, yaitu working memory, generativity dan inhibition secara signifikan dapat memprediksi prestasi akademik. Cognitive flexibility ditemukan tidak dapat memprediksi prestasi akademik. Hasil penelitian ini menunjukkan bahwa kemampuan mahasiswa dalam memanipulasi dan menyimpan informasi, memunculkan ide, serta menahan respon yang tidak sesuai konteks berpengaruh terhadap prestasi akademik.

.....Various selection is done to be able to predict the academic success of students, but there is no selection with regard to the ability of self-regulation, academic motivation, and abstract thinking. Executive function has been found associated with self-regulation, academic motivation, and abstract thinking. This study was conducted to see the relationship between executive function and academic achievement in students.

Participants are 144 students of Universitas Indonesia. The components of executive function was measured by Backward Digit Recall Test, Phonemic and Semantic Verbal Fluency Test, Tower of Hanoi, and the Stroop Color and Word Test. Results of multiple regression calculation shows that together the components of executive function can not predict academic achievement. However, if calculated using simple regression, it was found that three of the four components of executive function, which are working memory, inhibition and generativity significantly predicted academic achievement. Cognitive flexibility was found not able to predict academic achievement. Results of this study indicate that students' ability to manipulate and store information, generate new ideas, and holding the inappropriate response affect academic achievement.