

Hubungan antara emosi malu dan emosi bersalah dengan ketidakjujuran akademis pada mahasiswa Universitas Indonesia = The relationship between shame and guilt emotion with academic dishonesty in college student of Universitas Indonesia

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Abstrak

Penelitian ini bertujuan untuk melihat hubungan emosi malu dan emosi bersalah dengan ketidakjujuran akademis pada mahasiswa Universitas Indonesia. Pengukuran emosi malu dan emosi bersalah menggunakan Test of Self-Conscious Affect-3 (TOSCA-3) yang telah diadaptasi ke dalam bahasa Indonesia. Sementara untuk pengukuran ketidakjujuran akademis menggunakan Academic Integrity Survey (AIS). Penelitian dilakukan dengan responden mahasiswa aktif S1 dan Program Vokasi Universitas Indonesia yang berusia 18-25 tahun.

Hasil menunjukkan bahwa emosi bersalah berkontribusi secara signifikan terhadap ketidakjujuran akademis ($r = -0,201$, $p < 0,05$), sedangkan tidak terdapat hubungan yang signifikan antara emosi malu dengan ketidakjujuran akademis ($r = -0,002$, $p < 0,05$). Adapun berdasarkan hasil penelitian, terdapat perbedaan yang signifikan antar kelompok dari karakteristik demografis jenis kelamin, fakultas, Indeks Prestasi Kumulatif (IPK), pekerjaan ibu, serta domisili asal dan domisili saat ini dengan ketidakjujuran akademis.

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This study is conducted to find about the relationship of shame emotion and guilt emotion with academic dishonesty in college students at Universitas Indonesia. Measurement of shame and guilt is using Test of Self-Conscious Affect-3 (TOSCA-3), which has been adapted into Indonesian. As for the measurement of academic dishonesty is using the Academic Integrity Survey (AIS). This study was conducted with active college students of Bachelor Degree and Vocational Program in Universitas Indonesia from 18-25 years old. The results showed that guilt emotion are contributing significantly to academic dishonesty ($r = -0,201$, $p < 0,05$), whereas no significant relationship between shame emotion with academic dishonesty ($r = -0,002$, $p < 0,05$). As based on research results, there are significant differences between the groups of the demographic characteristics of gender, faculty major, grade point average (GPA), maternal employment, as well as the domicile of origin and current domicile with academic dishonesty.