

# Pengaruh stres akademik terhadap subjective well-being dengan optimisme sebagai moderator pada mahasiswa tahun pertama = The effect of academic stress on subjective well-being with optimism as the moderator among first year undergraduates

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## Abstrak

Selama menghadapi proses adaptasi, mahasiswa tahun pertama rentan mengalami stres akademik yang tinggi. Berbagai usaha dapat dilakukan untuk menurunkan pengaruh stres akademik terhadap subjective well-being (SWB) salah satunya dengan memiliki tingkat optimisme yang tinggi. Dalam penelitian ini akan dilihat bagaimana pengaruh optimisme dalam memoderasi pengaruh stres akademik terhadap SWB.

Terdapat 4 alat ukur yang digunakan, meliputi The Positive Affect and Negative Affect Schedule (Watson et al. 1988), The Satisfaction With Life Scale (Diener et al. 1985), Student-life Stress Inventory (Gadzella, 1994), dan Life Orientation Test-Revised (Scheier & Carver, 1994). Dari 215 partisipan ditemukan bahwa stres akademik secara signifikan menurunkan SWB ( $t(213)=-7,119$ ,  $p<0,05$ ), dimana 18,8% varians dari skor SWB dapat dijelaskan oleh stres akademik. Optimisme secara signifikan meningkatkan subjective well-being ( $t(213)=5,271$ ,  $p<0,05$ ), dimana 11,1% varians dari skor SWB dapat dijelaskan oleh optimisme.

Walaupun demikian, peningkatan optimisme tidak memperlemah pengaruh stres akademik terhadap subjective well-being pada mahasiswa tingkat pertama ( $t(211)=0,491$ ,  $p>0,05$ ), dimana 24,5% dari skor SWB dapat dijelaskan oleh stres akademik dan optimisme. Penelitian ini dapat bermanfaat untuk memberikan bahan dalam penyusunan intervensi pada mahasiswa yang memiliki masalah dalam prestasi akademis yang disebabkan oleh stres akademis.

.....The first-year undergraduate students are prone to academic stress. Various ways can be done to reduce the influence of academic stress on subjective well-being, one of which by having a high level of optimism. This study examined the effect of academic stress on subjective well-being with optimism as the moderator among first year undergraduates. This study used 4 measures, which were the Positive Affect and Negative Affect Schedule (Watson et al. 1988), the Satisfaction With Life Scale (Diener et al. 1985), the Student-Life Stress Inventory (Gadzella, 1994), and the Life Orientation Test-Revised (Scheier & Carver, 1994). This study found that academic stress decreased subjective well-being significantly ( $t(213)=-7,119$ ,  $p<0,05$ ), where 18,8% of SWB variance was explained by academic stress. On the other hand, optimism increased subjective well-being significantly ( $t(213)=5,271$ ,  $p<0,05$ ), where 11,1% of SWB variance was explained by optimism. Nevertheless, the increase in optimism did not lessen the influence of academic stress on subjective well-being among first-year undergraduate students ( $t(211)=0,491$ ,  $p>0,05$ ), where 24,5% of SWB variance was explained by academic stress and optimism. This research is useful in providing material for the preparation of interventions on students who have problems in academic performance due to academic stress.