

Hubungan antara Mindfulness dan College Adjustment pada Mahasiswa Tahun Pertama: Peran Openness to Experience sebagai Mediator = The Relationship between Mindfulness and College Adjustment among First-Year Undergraduate Students: Roles of Openness to Experience as a Mediator

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Abstrak

Tuntutan perkembangan yang ditambah dengan ketidakpastian selama pembelajaran jarak jauh (PJJ) membuat mahasiswa tahun pertama berisiko mengalami kesulitan dalam menyesuaikan diri. Penelitian korelasional ini melihat hubungan mindfulness dan college adjustment pada mahasiswa tahun pertama selama PJJ dan peran openness to experience sebagai variabel yang memediasi. Hasil penelitian pada mahasiswa tahun pertama (N=394) menggunakan alat ukur SACQ, BFI, dan MAAS menunjukkan bahwa mindfulness berhubungan positif dengan college adjustment ($r = 0,99$; $SE = 0,10$; $t = 10,21$; $p < 0,05$; $CI = [0,80-1,18]$) dan openness to experience memediasi hubungan tersebut secara parsial ($r = 0,04$; $SE = 0,02$; $t = 2,00$; $p < 0,05$; $CI = [0,00-0,09]$). Temuan ini menunjukkan bahwa hubungan mindfulness dan college adjustment tetap dapat dipertahankan walaupun openness to experience tidak menjadi mediator. Penelitian ini dapat menjadi landasan penelitian selanjutnya terkait pentingnya mindfulness dan openness to experience dalam membantu mahasiswa tahun pertama menyesuaikan diri.

.....Development demands coupled with uncertainty during distance learning (DL) cause first-year undergraduate students at risk of facing difficulties in adjusting. This correlational study looks at the relationship between mindfulness and college adjustment in first-year undergraduate students during DL and roles of openness to experience as the mediating variable. The results of the study on first-year undergraduate students (N=394) using the SACQ, BFI, and MAAS as the measurement tools indicate that mindfulness is positively correlated with college adjustment ($r = 0,99$; $SE = 0,10$; $t = 10,21$; $p < 0,05$; $CI = [0,80-1,18]$) and openness to experience partially mediates the relationship ($r = 0,04$; $SE = 0,02$; $t = 2,00$; $p < 0,05$; $CI = [0,00-0,09]$). These findings indicate that the relationship between mindfulness and college adjustment can be maintained even though openness to experience does not mediate the relationship. This study can be considered as the basis for further research regarding the importance of mindfulness and openness to experience in helping first-year undergraduate students adjust to college.