

# Peran Moderasi Self-compassion pada Hubungan antara Learned Resourcefulness dan Stres Akademik Mahasiswa Sarjana = The Moderating Role of Self-compassion in the Relationship between Learned Resourcefulness and Academic Stress in Undergraduate Students

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## Abstrak

Tingginya tuntutan akademik akibat Revolusi Industri 4.0 mempengaruhi stres akademik yang dimiliki oleh mahasiswa sarjana saat ini. Salah satu kemampuan yang dapat membantu mahasiswa menghadapi stres akademik adalah learned resourcefulness. Terkait dengan situasi sulit, kehadiran self-compassion diprediksi berperan dalam menjelaskan kekuatan hubungan antara learned resourcefulness dan stres akademik.

Penelitian ini bertujuan untuk melihat hubungan antara learned resourcefulness dan stres akademik pada mahasiswa sarjana di Indonesia dengan self-compassion sebagai moderator. Pengambilan data pada penelitian dilakukan secara daring melalui penyebaran kuesioner yang memuat alat ukur Perception of Academic Stress Scale (PASS), Self Control Schedule (SCS), dan Self Compassion Scale (SCS).

Berdasarkan hasil analisis terhadap 151 partisipan, self-compassion tidak memberikan peran signifikan pada hubungan antara learned resourcefulness dan stres akademik,  $F(3,147) = 14.712$ ,  $p > .05$ . Namun demikian, hasil analisis juga menemukan adanya hubungan langsung dari variabel learned resourcefulness ( $b = -.073$ ,  $p < .05$ ) dan self-compassion ( $b = -3.3984$ ,  $p < .05$ ) terhadap stres akademik. Diskusi mengenai hasil dan implikasi penelitian ini akan dibahas lebih lanjut.

.....The high academic demands due to the Industrial Revolution 4.0 affect the academic stress experienced by undergraduate students. Learned resourcefulness is one of the skills that can help students deal with academic stress. Related to difficult situations, the presence of self-compassion is predicted to play a role in explaining the strength of the relationship between learned resourcefulness and academic stress. The purpose of this study is to investigate the relationship between learned resourcefulness and academic stress in Indonesian undergraduate students, with self-compassion as a moderator. The data used for the research was collected online through the distribution of questionnaires containing Perception of Academic Stress Scale (PASS), Self Control Schedule (SCS), dan Self Compassion Scale (SCS). Based on the analysis of 151 participants, self-compassion did not significantly influence the relationship between learned resourcefulness and academic stress,  $F(3,147) = 14.712$ ,  $p > .05$ . However, the results of the analysis also found a direct relationship between learned resourcefulness ( $b = -.073$ ,  $p < .05$ ) and self-compassion ( $b = -3.3984$ ,  $p < .05$ ) on academic stress. The research's findings and implications will be discussed further.