

Peran Fleksibilitas Kognitif dan Orientasi Tujuan Berprestasi Approach-Based terhadap Resiliensi Akademik Mahasiswa Bidikmisi = The Role of Cognitive Flexibility and Approach-Based Achievement Goal Orientation towards Bidikmisi College Students Academic Resilience

Shafira Nurul Izzah, author

Deskripsi Lengkap: <https://lib.ui.ac.id/detail?id=9999920558423&lokasi=lokal>

Abstrak

Mahasiswa dengan faktor risiko status sosial ekonomi rendah cenderung mengalami hambatan dan tekanan akademik yang lebih besar dibandingkan mahasiswa lainnya. Penelitian ini bertujuan untuk mengetahui apakah fleksibilitas kognitif dan approach-based goals memprediksi resiliensi akademik mahasiswa dengan status sosial ekonomi rendah. Penelitian bersifat korelasional dengan sampel mahasiswa Bidikmisi (N = 212). Alat ukur penelitian yang digunakan yaitu Cognitive Flexibility Inventory (CFI), subskala approach 3×2 Achievement Goal Questionnaire (AGQ), dan ARS-Indonesia. Hasil analisis regresi linear berganda antara fleksibilitas kognitif dan approach-based goals terhadap resiliensi akademik menunjukkan hasil yang signifikan ($R^2 = 0,411$, $p < 0,001$). Fleksibilitas kognitif ($\beta = 0,53$, $t = 8,91$, $p < 0,001$), self-approach goals ($\beta = 0,15$, $t = 2,02$, $p < 0,05$) dan other-approach goals ($\beta = 0,18$, $t = 2,09$, $p < 0,05$) merupakan prediktor signifikan dari resiliensi akademik mahasiswa Bidikmisi. Spesifiknya fleksibilitas kognitif memiliki kontribusi variansi terbesar terhadap resiliensi akademik mahasiswa Bidikmisi (22,5%). Penelitian ini menunjukkan kontribusi fleksibilitas kognitif dan approach-based goals dalam menumbuhkan resiliensi akademik mahasiswa dengan status sosial ekonomi rendah (khususnya mahasiswa Bidikmisi).

.....College students with low socioeconomic status tend to experience psychological barriers which puts them at a greater academic stress than other college students. This study aims to determine whether cognitive flexibility and approach-based goals are able to predict the academic resilience of low socioeconomic college students. This is a correlational study using a sample of Bidikmisi college student (N = 212). Cognitive Flexibility Inventory (CFI), approach subscale of 3×2 Achievement Goal Questionnaire (AGQ), and ARS-Indonesia are used in this study. Multiple regression analyses shows that cognitive flexibility and approach-based goals significantly predicted academic resilience ($R^2 = 0,411$, $p < 0,001$). Cognitive flexibility ($\beta = 0,53$, $t = 8,91$, $p < 0,001$), self-approach goals ($\beta = 0,15$, $t = 2,02$, $p < 0,05$), and other-approach goals ($\beta = 0,18$, $t = 2,09$, $p < 0,05$) are significant predictors of academic resilience. Specifically, cognitive flexibility is the utmost predictor with greater contribution to academic resilience (22,5%). This result shows the contribution of cognitive flexibility and approach-based goals in building the academic resilience of low socioeconomic college students (specially Bidikmisi college students).