

***ACADEMIC BUOYANCY MAHASISWA PENDIDIKAN BAHASA ARAB***

**TESIS**

**diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar  
Magister Pendidikan dalam Bidang Psikologi Pendidikan**



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***ACADEMIC BUOYANCY MAHASISWA PENDIDIKAN BAHASA ARAB***

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Sebuah tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan (M.Pd) pada Sekolah Pascasarjana Program Studi Psikologi Pendidikan

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## **PERNYATAAN KEASLIAN**

Dengan ini saya menyatakan bahwa tesis dengan judul “*Academic Buoyancy* Mahasiswa Pendidikan Bahasa Arab” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika yang berlaku dalam keilmuan. Atas pernyataan ini, saya siap menanggung resiko atau sanksi apabila dikemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

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Yang membuat pernyataan

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Tesis dengan judul "*Academic Buoyancy* Mahasiswa Pendidikan Bahasa Arab" ini diajukan untuk memenuhi salah satu syarat untuk memperoleh gelar Magister Psikologi Pendidikan Universitas Pendidikan Indonesia Bandung. Penulis menyadari adanya kekurangan dalam penulisan tesis karena keterbatasan pengetahuan serta kemampuan penulis. Oleh karena itu, penulis berharap kritik dan saran yang membangun dari para pembaca. Penulis berharap semoga hasil penelitian ini mampu memberikan manfaat untuk berbagai banyak pihak khususnya pihak yang mendalami bidang psikologi pendidikan.

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## ABSTRAK

Semua mahasiswa menghadapi tantangan akademik, namun cara mereka mengelolanya sangat beragam. Untuk menghadapi tantangan akademik tersebut, dibutuhkan kemampuan yang disebut *academic buoyancy*. *Academic buoyancy* merupakan suatu kemampuan siswa untuk menghadapi tantangan, kesulitan, dan *setback* akademik sehari-hari seperti: nilai dan kinerja akademik yang buruk, ancaman kepercayaan diri dari akademik, tugas sekolah yang sulit dan kompleks, tenggat waktu yang sempit, motivasi dan keterlibatan akademik yang rendah, serta kurangnya interaksi dengan guru. Penelitian ini merupakan penelitian kualitatif dengan desain studi kasus untuk mengeksplorasi bagaimana profil para mahasiswa Pendidikan Bahasa Arab dilihat dari alasan pemilihan program studi, latar belakang pendidikan terakhir, dan pengalaman sebagai mahasiswa serta proses dalam menghadapi tantangan dan kesulitan akademik sehari-hari ditinjau dari dimensi-dimensi *academic buoyancy*. Teknik pengumpulan data yang digunakan yaitu teknik wawancara, observasi, serta catatan harian kepada lima mahasiswa Pendidikan Bahasa Arab angkatan 2022. Hasil penelitian ini menjelaskan bahwa tantangan dan kesulitan akademik sehari-hari yang dialami mahasiswa Pendidikan Bahasa Arab yaitu pengelolaan waktu, perubahan cara belajar, penguasaan materi, dan aktivitas belajar di kelas. Dari tantangan dan kesulitan akademik sehari-hari yang dialami kelima mahasiswa Pendidikan Bahasa Arab ini kemudian muncul dinamika *academic buoyancy* yang dibahas secara mendalam ditinjau dari dimensi-dimensi *academic buoyancy: confidence, coordination, commitment, composure, dan control*.

**Kata Kunci:** *academic buoyancy*, mahasiswa, pendidikan bahasa Arab, penelitian kualitatif, studi kasus



## ABSTRACT

All university students face academic challenges, yet how they overcome them varies greatly. To overcome these academic challenges, university students need the ability known as academic buoyancy. Academic buoyancy refers to a student's ability to deal with daily academic challenges, difficulties, and setbacks such as poor grades and academic performance, threats to self-confidence, difficult and complex school assignments, competing deadlines, low academic motivation and engagement, and lack of interaction with teachers. This research is a qualitative study with a case study design to explore the profile of Arabic Language Education university students based on the reasons for choosing a study program, previous educational background, and experience as a university student. Additionally, it explores the process of facing daily academic challenges and difficulties focusing on dimensions of academic buoyancy. The data collection methods used were interviews, observations, and journaling for five Arabic Language Education university students' class of 2022. The findings of this research highlight that the daily academic challenges and difficulties experienced by Arabic Language Education university students are time management, change to new learning methods, lesson material comprehension, and learning activities in class. From the daily academic challenges and difficulties experienced by these five Arabic Language Education university students, the dynamics of academic buoyancy emerged which were discussed in-depth in terms of the dimensions of academic buoyancy: confidence, coordination, commitment, composure, and control.

Keywords: *academic buoyancy*, university student, Arabic language education, qualitative approach, case studies

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