

**PENGEMBANGAN SKALA MULTIDIMENSIONAL *ACADEMIC*  
*BUOYANCY* SISWA SMA NEGERI 9 BANDUNG**

**TESIS**

diajukan untuk memenuhi sebagian syarat memperoleh gelar  
Magister Pendidikan Program Studi Bimbingan dan Konseling



oleh

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**PENGEMBANGAN SKALA MULTIDIMENSIONAL *ACADEMIC*  
*BUOYANCY* SISWA SMA NEGERI 9 BANDUNG**

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Agustus 2024

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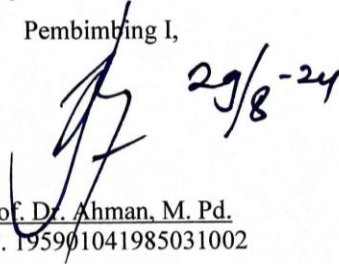
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**PENGEMBANGAN SKALA MULTIDIMENSIONAL *ACADEMIC BUOYANCY* SISWA  
SMA NEGERI 9 BANDUNG**

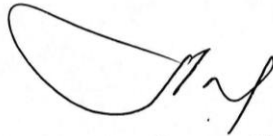
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## PERNYATAAN KEASLIAN TESIS DAN BEBAS PLAGIARISME

Dengan ini saya menyatakan bahwa tesis dengan judul “Pengembangan Skala Multidimensional *Academic Buoyancy* Siswa SMA Negeri 9 Bandung” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung resiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Demikian surat pernyataan ini dibuat dengan sebenar-benarnya.

Bandung, Agustus 2024

Yang Membuat Pernyataan



Muhammad Nur Habibi

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## ABSTRAK

**Muhammad Nur Habibi, 2208336. (2024).** Pengembangan Skala Multidimensional *Academic Buoyancy* Siswa SMA Negeri 9 Bandung. Dibimbing oleh Prof. Dr. Ahman, M.Pd., dan Dr. Yaya Sunarya, M.Pd. Program Studi Magister Bimbingan dan Konseling, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia.

Penelitian dilatarbelakangi oleh pentingnya pengembangan skala multidimensional *Academic Buoyancy*. Penelitian ini bertujuan untuk mengembangkan skala multidimensional *Academic Buoyancy* yang melibatkan dimensi-dimensi yang terdiri dari *Confidence (Self-Efficacy)*, *Coordination (Planning)*, *Commitment (Persistence)*, *Composure (Low of Anxiety)*, *Control (Low of Uncertain Control)* sebagai dimensi dalam pengembangannya. Metode yang diberdayakan adalah survei dengan *crosssectional study design*. Partisipan yang dilibatkan dalam penelitian ini berjumlah 300 siswa SMA Negeri 9 Bandung. Analisis data menggunakan SPSS versi 26 dan *Rasch Model* pada aplikasi Winsteps Versi 3.73. Hasil Uji Ketepatan Skala menunjukkan bahwa semua pilihan jawaban pada masing-masing butir pernyataan dapat dihitung bobotnya. Hasil uji Normalitas menunjukkan bahwa data penelitian berdistribusi normal. Hasil Uji Daya Beda menunjukkan semua butir memiliki daya pembeda yang memadai. Hasil Uji Validitas *Pearson Product-Moment Correlation* menghasilkan 57 butir yang valid. Hasil Validitas Konkuren menunjukkan terdapat korelasi antara skala multidimensional *Academic Buoyancy* dengan nilai matematika responden. Hasil Uji Reliabilitas *Cronbach's Alpha* 0,927 menunjukkan skala memiliki reliabilitas tinggi. Hasil Uji *Unidimensionality* menunjukkan menunjukkan bahwa nilai *Raw variance explained by measures* berada pada rentang skor 20 – 40% artinya skala multidimensional *Academic Buoyancy* dapat mengukur satu variabel secara utuh. Hasil Uji *Item Fit Order* menunjukkan terdapat 1 butir pernyataan yang *misfit*. Hasil Uji *Person Reliability* 0,92 dan *Item Reliability* 0,98 menunjukkan konsistensi jawaban responden dan kualitas item pada skala berada pada kategori bagus sekali. Hasil Uji Validitas berdasarkan perspektif CTT dan IRT cenderung linier, serta hasil Uji Relabilitas dari perspektif CTT dan IRT menghasilkan skor yang tinggi. Hasil analisis ANOVA menunjukkan adanya perbedaan yang signifikan pada *Academic Buoyancy* ditinjau dari jensi kelamin laki-laki dan perempuan. Desain awal skala multidimensional *Academic Buoyancy* adalah skala pengukuran yang berjumlah 72 butir, namun telah tereduksi melalui pengujian-pengujian psikometri sehingga menghasilkan desain final skala multidimensional *Academic Buoyancy* terdiri dari 56 butir pernyataan tanpa adanya indikator dan sub-dimensi yang hilang.

**Kata Kunci:** *Academic Buoyancy*, Pengembangan Skala Multidimensional, Dimensi 5C, Siswa SMA

## **ABSTRACT**

**Muhammad Nur Habibi, 2208336. (2024).** Development of a Multidimensional *Academic Buoyancy* Scale for Students at SMA Negeri 9 Bandung. Supervised by Prof. Dr. Ahman, M.Pd., and Dr. Yaya Sunarya, M.Pd. Program in Guidance and Counseling, Faculty of Education, Universitas Pendidikan Indonesia.

The research is motivated by the importance of developing a multidimensional Academic Buoyancy scale. This study aims to develop a multidimensional Academic Buoyancy scale incorporating dimensions that include Confidence (Self-Efficacy), Coordination (Planning), Commitment (Persistence), Composure (Low of Anxiety), and Control (Low of Uncertain Control) as the dimensions in its development. The method employed is a survey with a cross-sectional study design. The participants involved in the study number 300 students from SMA Negeri 9 Bandung. Data analysis was conducted using SPSS Version 26 and the Rasch Model in Winsteps Version 3.73. The results of the Scale Accuracy Test indicate that all response options for each item can be weighted. The Normality Test results show that the research data are normally distributed. The Discriminatory Power Test results indicate that all items have adequate discriminatory power. The Pearson Product-Moment Correlation Validity Test results show that all 57 items are valid. The concurrent validity result shows a correlation between the multidimensional Academic Buoyancy scale and respondents' math scores. The Cronbach's Alpha Reliability Test result of 0.927 indicates that the scale has high Reliability. The Unidimensionality Test results show that the Raw Variance Explained by Measures falls within the range of 20-40%, meaning the multidimensional Academic Buoyancy scale can measure a single variable comprehensively. The Item Fit Order Test results indicate that there is one item that is a misfit. The Person Reliability result of 0.92 and Item Reliability result of 0.98 demonstrate that respondent consistency and item quality are rated very high. The results of the validity tests based on CTT (Classical Test Theory) and IRT (Item Response Theory) are generally linear, and the reliability tests from both perspectives, CTT and IRT, yield high scores. The ANOVA analysis indicates a significant difference in Academic Buoyancy based on gender, comparing males and females. The initial design of the multidimensional Academic Buoyancy scale was a 72-item measurement scale. However, after undergoing psychometric testing and reduction, the final design of the multidimensional Academic Buoyancy scale consists of 56 items, with no indicators or sub-dimensions missing.

**Keywords:** Academic Buoyancy, Development of a Multidimensional Scale, 5C Dimension, High School Students



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