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**IMPOSTOR PHENOMENON PADA PESERTA DIDIK GIFTED SERTA  
IMPLIKASINYA BAGI LAYANAN BIMBINGAN DAN KONSELING  
PRIBADI**

**(Studi Deskriptif terhadap Peserta Didik Kelas X SMA Negeri 10 Bandung  
Tahun Ajaran 2023/2024)**

**SKRIPSI**

diajukan untuk memenuhi sebagian syarat memperoleh gelar Sarjana Pendidikan  
dalam bidang keilmuan Bimbingan dan Konseling



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**PROGRAM STUDI BIMBINGAN DAN KONSELING  
FAKULTAS ILMU PENDIDIKAN  
UNIVERSITAS PENDIDIKAN INDONESIA  
2024**

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Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
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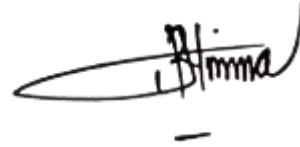
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## LEMBAR PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul “Impostor Phenomenon Pada Peserta Didik Gifted Serta Implikasinya Bagi Layanan Bimbingan Dan Konseling Pribadi (Studi Deskriptif terhadap Peserta Didik Kelas X SMA Negeri 10 Bandung Tahun Ajaran 2023/2024)” 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 risiko/sanksi apabila dikemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, 20 Agustus 2024

Yang membuat pernyataan,



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## UCAPAN TERIMA KASIH

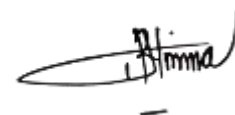
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Bandung, 20 Agustus 2024



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## ABSTRAK

**Tria Mega Utari. (2024). *Impostor Phenomenon* Pada Peserta Didik *Gifted* Serta Implikasinya Bagi Layanan Bimbingan Dan Konseling Pribadi (Studi Deskriptif Terhadap Peserta Didik Kelas X SMA Negeri 10 Bandung Tahun Ajaran 2023/2024).**

*Impostor phenomenon* rentan dialami oleh peserta didik *gifted* terutama ketika tidak dapat mencapai hasil belajar yang diinginkan. Tekanan untuk unggul secara akademis, kebutuhan untuk membuktikan bakat, ekspektasi tinggi, dan perbandingan sosial dapat memperburuk perasaan tidak mampu dan keraguan diri peserta didik *gifted*. Perasaan peserta didik *gifted* sebagai *impostor* di kelas dapat menurunkan motivasi dan kinerja akademik, menurunkan kepercayaan diri, lebih jauh penurunan kesejahteraan. Penelitian ini bertujuan untuk mengetahui gambaran *impostor phenomenon* pada peserta didik *gifted* di SMAN 10 Bandung dan merancang program layanan bimbingan dan konseling pribadi sebagai implikasi penelitian yang dapat diterapkan di sekolah. Penelitian ini menggunakan pendekatan kuantitatif dengan metode deskriptif dan desain penelitian survei. Instrumen penelitian merupakan instrumen *impostor phenomenon* berisi 46 butir item yang dikembangkan berdasarkan kajian teori Pauline Clance. Partisipan penelitian berjumlah 182 orang peserta didik, ditetapkan secara *purposive sampling* yang memenuhi kriteria *gifted* kelas X di SMAN 10 Bandung. Hasil penelitian menunjukkan bahwa secara umum peserta didik *gifted* berada pada tingkat *have moderate impostor phenomenon*. Hal tersebut berarti perasaan *impostor* tidak terlalu intens dirasakan peserta didik *gifted* hanya terkadang dirasakan terutama dalam situasi tertentu atau saat mencapai keberhasilan baru dalam pembelajaran. Walaupun perasaan *impostor* tidak intens dan frekuensi perasaan *impostor* hanya terkadang dirasakan, namun tetap perlu adanya upaya untuk mereduksi perasaan *impostor* peserta didik *gifted*. Oleh karena itu, penelitian ini menghasilkan rancangan program layanan bimbingan dan konseling pada bidang pribadi yang dapat menjadi salah satu alternatif dalam mereduksi perasaan *impostor* dengan mempertimbangkan setiap aspeknya dalam layanan untuk setiap tingkatan kategorinya.

**Kata Kunci:** *Impostor phenomenon*, Peserta Didik, *Gifted*, Bimbingan dan Konseling

## ABSTRACT

**Tria Mega Utari. (2024). *Impostor Phenomenon in Gifted Students and Its Implications for Personal Guidance and Counseling Services (A Descriptive Study of 10th Grade Students at SMA Negeri 10 Bandung in the 2023/2024 Academic Year)*.**

*Gifted students are particularly vulnerable to experiencing the impostor phenomenon, especially when they fail to achieve their desired learning outcomes. The pressure to excel academically, the need to prove their talent, high expectations, and social comparisons can exacerbate feelings of inadequacy and self-doubt among gifted students. Feeling like an impostor in the classroom can diminish their motivation and academic performance, lower their self-confidence, and further impact their psychological well-being. This study aims to explore the prevalence of the impostor phenomenon among gifted students at SMAN 10 Bandung and to design a personal guidance and counseling program as a research implication that can be implemented in schools. The study employs a quantitative approach with a descriptive method and a survey research design. The research instrument is an impostor phenomenon instrument consisting of 46 items, developed based on Pauline Clance's theoretical framework. The research participants consist of 182 students who were selected through purposive sampling and meet the criteria for gifted 10th-grade students at SMAN 10 Bandung. The research findings indicate that gifted students generally experience a moderate level of impostor phenomenon. This suggests that the feeling of being an impostor is not particularly intense for these students and is only experienced occasionally, particularly in specific situations or when achieving new successes in learning. Although the intensity and frequency of the impostor phenomenon are not high, efforts are still needed to reduce these feelings among gifted students. Therefore, this research proposes a guidance and counseling program in the personal domain as a potential alternative to address the impostor phenomenon by considering its various aspects and tailoring interventions to each level of the phenomenon.*

**Keywords:** *Impostor phenomenon, Gifted, Student, Guidance and Counseling*



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