

**HUBUNGAN *MINDFULNESS* DENGAN RESILIENSI AKADEMIK PADA
PESERTA DIDIK SMP NEGERI 12 BANDUNG SERTA IMPLIKASINYA
BAGI LAYANAN BIMBINGAN DAN KONSELING**



SKRIPSI

diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar Sarjana
Pendidikan dalam Bidang Ilmu Bimbingan dan Konseling

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**PROGRAM STUDI SARJANA BIMBINGAN DAN KONSELING
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS PENDIDIKAN INDONESIA
2025**

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Sebuah skripsi yang diajukan untuk memenuhi salah satu syarat memperoleh
gelar Sarjana Pendidikan pada Fakultas Ilmu Pendidikan
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Agustus 2025

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HALAMAN PERNYATAAN KEASLIAN SKRIPSI

Dengan ini saya menyatakan bahwa skripsi dengan judul “Hubungan *Mindfulness* dengan Resiliensi Akademik pada Peserta Didik SMP Negeri 12 Bandung serta Implikasinya bagi Layanan Bimbingan dan Konseling” 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 risiko/sanksi apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

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KATA PENGANTAR

Segala puji hanya milik Allah Swt. yang telah menciptakan manusia dan menyempurnakannya dengan ilmu-Nya, serta memeliharanya dengan limpahan karunia dan ridha-Nya. Puji syukur penulis panjatkan kepada Allah Swt. atas segala nikmat dan potensi yang telah diamanatkan-Nya, sehingga penulis diberikan kekuatan untuk mampu menyelesaikan penyusunan skripsi ini.

Penyusunan skripsi ini tentunya tidak terlepas dari dukungan, bantuan, arahan, serta bimbingan dari berbagai pihak. Oleh karena itu, dengan penuh rasa hormat dan terima kasih, penulis mengucapkan kepada:

1. Dr. Sudaryat Nurdin Akhmad, M.Pd., selaku Pembimbing I, atas segala perhatian, arahan, bimbingan, dan motivasi dalam berbagai hal sehingga memberi ilmu dan pengalaman yang sangat besar manfaatnya pada penulis.
2. Dr. Dadang Sudrajat, M.Pd., selaku Pembimbing II sekaligus dosen Pembimbing Akademik, yang sangat luar biasa memberikan ilmu, dukungan, dan pengalaman berharga selama penulis menempuh studi.
3. Dr. Ipah Saripah, M.Pd., selaku Ketua Program Studi Bimbingan dan Konseling dan Dr. Eka Sakti Yudha, M.Pd., selaku Sekretaris Program Studi Bimbingan dan Konseling FIP UPI, yang telah memberikan dukungan dan kemudahan kepada penulis dalam penyelesaian skripsi.
4. Bapak dan Ibu Dosen Program Studi Bimbingan dan Konseling FIP UPI, yang dengan penuh kesabaran, keikhlasan, dan semangat telah mencurahkan tenaga juga perhatiannya dalam mengajar, membimbing, serta mendidik penulis selama menjalani perkuliahan.
5. Ibu Fiji Indriany dan Bapak Rama, staf administrasi Program Studi Bimbingan dan Konseling FIP UPI, yang telah memberikan bantuan, dukungan, serta kemudahan khususnya dalam urusan administrasi selama proses perkuliahan hingga penyusunan skripsi.

6. Kepala Sekolah, Bapak/Ibu Guru, dan seluruh staf SMP Negeri 12 Bandung yang telah memberikan izin, arahan, serta dukungan moril dan teknis selama pelaksanaan penelitian, sehingga penyusunan skripsi ini dapat berjalan dengan baik.
7. Peserta didik kelas VIII Tahun Ajaran 2024/2025 SMPN 12 Bandung yang telah bersedia membantu dan berpartisipasi dalam pelaksanaan penelitian.
8. Bapak Edrismanto dan Ibu Misbah Sitorus Pane, orang tua terhebat yang telah memberikan pengorbanan tanpa batas, menjadi sumber kekuatan dan inspirasi dalam setiap langkah hidup penulis, serta kepada kedua adik tercinta Syaila Nazwarianto dan Syahdu Vicka Dibamasari, atas doa dan dukungan yang tak pernah terputus dalam mengiringi perjalanan ini, dan juga seluruh keluarga besar yang senantiasa memberikan semangat dan kasih sayang.
9. Hana Maryam Kamilia, sahabat yang setia menjadi partner belajar, selalu hadir dalam suka maupun duka, berbagi tawa dan saling menguatkan, hingga akhirnya dapat meraih impian menjadi sarjana bersama.
10. Syahrul Asyura, S.Pd., M.Pd., Yusri Candraningtyas S.Pd., sebagai kakak tingkat serta teman-teman seperjuangan KMBK Angkatan 2021, yang sudah memberikan dukungan, bantuan, motivasi dan kenangan berharga yang sangat berarti bagi penulis.

Semoga Allah swt. senantiasa melimpahkan rahmat dan kasih sayang-Nya, serta melipatgandakan pahala atas segala kebaikan dan bantuan yang diterima penulis selama proses penyusunan skripsi ini

Bandung, Agustus 2025

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ABSTRAK

Silviedriya Mayfani. (2025). Hubungan *Mindfulness* dengan Resiliensi Akademik pada Peserta Didik SMP Negeri 12 Bandung serta Implikasinya bagi Layanan Bimbingan dan Konseling.

Peserta didik SMP berada pada tahap perkembangan yang rentan terhadap tekanan akademik. Resiliensi akademik menjadi kemampuan penting agar peserta didik dapat bertahan dan bangkit dari kesulitan belajar. Salah satu faktor dari resiliensi akademik adalah *mindfulness*, yaitu kesadaran penuh terhadap momen saat ini secara terbuka dan tanpa menghakimi. Penelitian ini bertujuan untuk mengetahui kecenderungan umum *mindfulness* dan resiliensi akademik serta hubungan kedua variabel tersebut. Penelitian ini menggunakan pendekatan kuantitatif dengan metode korelasional dengan teknik Spearman-Brown. Populasi penelitian ini melibatkan seluruh peserta didik kelas VIII, yang diperoleh dengan teknik sampel jenuh (*census sampling*). Instrumen yang digunakan dalam penelitian ini adalah *Kentucky Inventory of Mindfulness Skills* (KIMS) yang dikembangkan oleh Baer, Smith, dan Allen (2004) untuk mengukur *mindfulness*, dan *Academic Resilience Scale* (ARS-30) dari Cassidy (2016) untuk mengukur resiliensi akademik, yang diuji validitas dan reliabilitasnya. Hasil penelitian ini menunjukkan kecenderungan umum *mindfulness* pada kategori *sedang* sementara resiliensi akademik berada pada kategori *tinggi*. Selanjutnya terdapat hubungan *positif* dan *signifikan* antara *mindfulness* dengan resiliensi akademik, dalam kategori *lemah*. Hasil ini memberikan implikasi penting bagi pengembangan layanan bimbingan dan konseling, khususnya pada layanan dasar, melalui penguatan aspek-aspek *mindfulness* untuk mendukung resiliensi akademik peserta didik dalam menghadapi berbagai tantangan akademik.

Kata Kunci: *mindfulness*, resiliensi akademik, peserta didik, bimbingan dan konseling

ABSTRACT

Silviedriya Mayfani. (2025). *The Relationship between Mindfulness and Academic Resilience Among Students of SMP Negeri 12 Bandung and Its Implications for Guidance and Counseling Services.*

Junior high school students are in a developmental stage that is vulnerable to academic pressure. Academic resilience is an essential ability that enables students to endure and recover from learning difficulties. One of the factors contributing to academic resilience is mindfulness, which refers to full awareness of the present moment in an open and non-judgmental manner. This study aims to examine the general tendencies of mindfulness and academic resilience, as well as the relationship between the two variables. The research employed a quantitative approach with a correlational method using the Spearman-Brown technique. The population consisted of all eighth-grade students, selected using the census sampling technique. The instruments used in this study were the Kentucky Inventory of Mindfulness Skills (KIMS) developed by Baer, Smith, and Allen (2004) to measure mindfulness, and the Academic Resilience Scale (ARS-30) developed by Cassidy (2016) to measure academic resilience, both of which were tested for validity and reliability. The results showed that students' general tendency toward mindfulness fell into the moderate category, while academic resilience was in the high category. Furthermore, there was a positive and significant relationship between mindfulness and academic resilience, albeit in the weak category. These findings provide important implications for the development of guidance and counseling services, particularly in basic services, through the enhancement of mindfulness aspects to support students' academic resilience in facing various academic challenges.

Keywords: *mindfulness, academic resilience, junior high school students, guidance and counseling*

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