

**KONTRIBUSI KONSEP DIRI AKADEMIK TERHADAP KETERLIBATAN
MAHASISWA DALAM PERKULIAHAN DARING YANG DIMEDIASI
STRES AKADEMIK**

SKRIPSI

Diajukan untuk memenuhi salah satu syarat memperoleh gelar Sarjana Psikologi
pada Program Studi Psikologi



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2021

Iffah Qonita, 2021

*KONTRIBUSI KONSEP DIRI AKADEMIK TERHADAP KETERLIBATAN MAHASISWA DALAM PERKULIAHAN
DARING YANG DIMEDIASI STRES AKADEMIK*

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Kontribusi Konsep Diri Akademik terhadap Keterlibatan Mahasiswa dalam Perkuliahan Daring yang Dimediasi Stres Akademik

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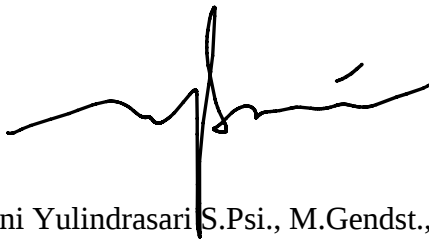
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ABSTRAK

Iffah Qonita (1603870). Kontribusi Konsep Diri Akademik terhadap Keterlibatan Mahasiswa dalam Perkuliahan Daring yang Dimediasi Stres Akademik. Skripsi. Departemen Psikologi, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia, Bandung, (2021).

Penelitian ini bertujuan untuk melihat kontribusi konsep diri akademik terhadap keterlibatan mahasiswa dalam perkuliahan daring yang dimediasi oleh stres akademik. Responden (N=356) mahasiswa Universitas Pendidikan Indonesia dari angkatan 2016-2019 mengisi kuesioner Konsep Diri Akademik (ASCS), Keterlibatan Mahasiswa dalam Perkuliahan Daring (OSES), dan Stres Akademik (PASS). Teknik sampel yang digunakan adalah teknik *incidental sampling*. Teknik analisis data yang digunakan yaitu regresi sederhana dan regresi berganda. Hasil penelitian ini menunjukkan bahwa stres akademik tidak berperan sebagai mediator pada kontribusi konsep diri akademik terhadap keterlibatan mahasiswa, karena salah satu syarat mediasi tidak signifikan. Namun, stres akademik dapat menjadi prediktor pada variabel konsep diri akademik dan variabel keterlibatan mahasiswa.

Kata kunci: perkuliahan daring, konsep diri akademik, keterlibatan mahasiswa, stres akademik.

ABSTRACT

Iffah Qonita (1603870). *The Contribution of Academic Self-concept to Student Engagement in Online Learning Mediated by Academic Stress. Thesis. Department of Psychology, Faculty of Education, Indonesia University of Education. Bandung, (2021).*

This study aims to examine the contribution of academic self-concept to student engagement in online learning mediated by academic stress. Respondents (N = 356) students in Indonesia University of Education batch 2016 to 2019 completed questionnaire of The Academic Self-concept Scale (ASCS), The Online Student Engagement Scale (OSES), and The Perception of Academic Stress Scale (PASS). The sample technique used is incidental sampling. The analyses technique using linear regression and multiple regression. The results of this study indicate that academic stress is not functions as a mediator in contribution of academic self-concept to student engagement, because one of the requirement is not significant. However, academic stress can be a predictor of academic self-concept and student engagement.

Keywords: *online learning, academic self-concept, student engagement, academic stress.*

DAFTAR ISI

KATA PENGANTAR.....	i
UCAPAN TERIMA KASIH	ii
ABSTRAK	iv
ABSTRACT	v
DAFTAR ISI.....	vi
DAFTAR TABEL	viii
DAFTAR GAMBAR.....	ix
DAFTAR LAMPIRAN	x
BAB I.....	1
PENDAHULUAN.....	1
A. Latar Belakang Penelitian.....	1
B. Pertanyaan Penelitian	5
C. Tujuan Penelitian.....	6
D. Manfaat Penelitian.....	6
E. Sistematika Penulisan	6
BAB II	8
KAJIAN PUSTAKA	8
A. Konsep Diri Akademik.....	8
1. Definisi Konsep Diri Akademik	8
2. Aspek-aspek Konsep Diri Akademik.....	9
3. Faktor-faktor yang Berkorelasi dengan Konsep Diri Akademik	10
B. Keterlibatan Mahasiswa	11
1. Definisi Keterlibatan Mahasiswa	11
2. Dimensi Keterlibatan Mahasiswa	13
3. Faktor-faktor yang Berkorelasi dengan Keterlibatan Mahasiswa	14
C. Stres Akademik	15
1. Definisi Stres Akademik	15
2. Dimensi Stres Akademik	17
3. Faktor-faktor yang Berkorelasi dengan Stres Akademik	17
D. Kerangka Pemikiran	19
E. Hipotesis Penelitian	23
BAB III.....	24

METODE PENELITIAN	24
A. Desain Penelitian	24
B. Populasi, Sampel dan Responden Penelitian	25
C. Variabel Penelitian dan Definisi Operasional	28
1. Variabel Penelitian	28
2. Definisi Konseptual dan Operasional	28
D. Teknik Pengambilan Data Penelitian	31
E. Instrumen Penelitian	31
1. Instrumen Konsep Diri Akademik	32
2. Instrumen Keterlibatan Mahasiswa	32
3. Instrumen Stres Akademik	33
F. Penskoran dan Kategorisasi Skor	34
G. Pengembangan Instrumen Penelitian	35
H. Analisis Data Penelitian	37
I. Prosedur Penelitian	38
BAB IV	40
HASIL DAN PEMBAHASAN	40
A. Gambaran Konsep Diri Akademik	40
B. Gambaran Keterlibatan Mahasiswa	43
C. Gambaran Stres Akademik	47
D. Uji Hipotesis dan Pembahasan	50
1. Perhitungan Sub Hipotesis	50
2. Perhitungan Hipotesis Utama	56
E. Keterbatasan Penelitian	62
BAB V	63
SIMPULAN DAN REKOMENDASI	63
A. Simpulan	63
B. Rekomendasi	63
1. Bagi Mahasiswa	63
2. Bagi Peneliti Selanjutnya	64
DAFTAR PUSTAKA	65
LAMPIRAN	72

DAFTAR PUSTAKA

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