

**ANALISIS GAYA PERTAHANAN EGO DALAM PROKRASTINASI
AKADEMIK MAHASISWA**

SKRIPSI

diajukan untuk memenuhi salah satu syarat mendapatkan gelar Sarjana
Pendidikan dalam bidang keilmuan Bimbingan dan Konseling



oleh

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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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ABSTRAK

Dhiya Annisa Indrayana. (2022). “Analisis Gaya Pertahanan Ego dalam Prokrastinasi Akademik Mahasiswa”. Program Studi Sarjana Bimbingan dan Konseling, Fakultas Ilmu Pendidikan, Universitas Pendidikan Indonesia.

Mekanisme pertahanan ego tidak dapat dipisahkan dari kehidupan sehari-hari, seperti ketika mahasiswa menyangkal bahwa tugas yang tidak dikerjakannya akibat kelalaian dirinya melainkan akibat dari kurang jelasnya penjelasan yang diberikan dosen atau ketika mahasiswa menunda mengerjakan tugas agar meminimalisir perasaan cemas dalam dirinya. Prokrastinasi akademik merupakan salah satu akibat dari penggunaan mekanisme pertahanan ego, dimana individu mencoba melindungi dirinya dari konflik atau stres yang diakibatkan oleh kegiatan yang bersangkutan dengan akademik sehingga menjadikan mahasiswa menunda untuk memulai atau menyelesaikan kegiatan akademik tersebut. Penelitian ini bertujuan untuk mengeksplorasi gaya mekanisme pertahanan ego yang digunakan oleh mahasiswa ketika melakukan prokrastinasi akademik. Metode yang digunakan dalam penelitian ini adalah studi kasus dengan desain *embedded single-case study* dengan partisipan dua orang. Hasil penelitian menunjukkan penggunaan mekanisme pertahanan ego yang menyebabkan prokrastinasi akademik pada partisipan berada pada tingkatan *neurotic* dan *immature* dengan gaya yang ditunjukkan adalah *undoing* dan *somatization*, selain itu faktor pendorong penyebab prokrastinasi akademik yang disebabkan oleh mekanisme pertahanan ego berasal dari dalam diri maupun luar diri seperti situasi akademik, lingkungan sosial, dan lingkungan keluarga. Selanjutnya, adanya perbedaan gender yang diakibatkan oleh budaya para partisipan mengakibatkan penggunaan mekanisme pertahanan ego yang berbeda ketika menghadapi stressor atau konflik eksternal dan internal yang mengakibatkan prokrastinasi akademik. Dengan demikian, gaya mekanisme pertahanan ego yang menyebabkan prokrastinasi akademik akan berbeda pada masing-masing mahasiswa dan bergantung pada faktor pendorong serta budaya yang dimilikinya. Dalam hal ini, peran bimbingan dan konseling dapat memberikan layanan baik klasikal maupun responsif untuk mengurangi tingkat prokrastinasi akademik pada mahasiswa.

Kata Kunci: Bimbingan dan Konseling, Mekanisme pertahanan ego, Mahasiswa, Prokrastinasi akademik, Studi kasus.

ABSTRACT

Dhiya Annisa Indrayana. (2022). "Ego Defense Style in College Students' Academic Procrastination". Guidance and Counseling Study Program, Faculty of Education, Indonesia University of Education.

The ego defense mechanism cannot be separated from daily life, such as when students deny that they don't do the task is due to their neglect but due to unobvious explanation from their lecturer or when students postpone doing the task is in order to minimize feelings of anxiety. Academic procrastination is one of the result of the use of ego defense mechanisms, where individuals try to protect themselves from conflicts or stress caused by activities related to academics so that students postpone starting or completing academic activities. This study aims to explore the style of ego defense mechanisms used by students when doing academic procrastination. The method used in this research is a case study with an embedded single-case study design with two participants. The results showed that the use of ego defense mechanisms that caused academic procrastination in participants to be at the neurotic and immature levels with the styles shown were undoing and somatization, besides, the driving factors for academic procrastination caused by ego defense mechanisms came from within and outside themselves such as situations. academic, social and family environment. Furthermore, the existence of gender differences caused by the culture of the participants resulted in the use of different ego defense mechanisms when facing stressors or external and internal conflicts that resulted in academic procrastination. Thus, the style of the ego defense mechanism that causes academic procrastination will be different for each student and will depend on the driving factors and the culture they have. In this case, the role of guidance and counseling can provide both classical and responsive services to reduce the level of academic procrastination in students.

Keywords: Academic procrastination, Case study, College students, Ego defense mechanism, Guidance and Counseling.

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