

Dinamika Efikasi Diri Akademik Mahasiswa Psikologi yang sedang Mengerjakan Skripsi dan Terlewat Lulus Tepat Waktu

Tiara Puja Abeliana¹, Avin Fadilla Helmi²

^{1,2}*Fakultas Psikologi, Universitas Gadjah Mada*

Email: ¹tiara.puja.abeliana@mail.ugm.ac.id ²avinpsi@ugm.ac.id

Abstrak

Penyelesaian skripsi pada mahasiswa akhir sering kali berkaitan dengan dinamika efikasi diri akademik dalam menyelesaikan tugas yang kompleks. Penelitian ini bertujuan untuk memahami dinamika pengalaman subjektif mahasiswa akhir yang terlewat mencapai target kelulusan, dengan menelusuri bagaimana keyakinan diri mereka terbentuk, berubah, serta dipengaruhi oleh beragam faktor selama proses pengerjaan. Informan terdiri dari lima mahasiswa tingkat akhir dari Fakultas Psikologi Universitas Gadjah Mada yang sedang dalam fase pengerjaan skripsi dan melampaui batas waktu kelulusan. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan metode analisis tematik dan teknik pengumpulan data melalui wawancara mendalam semi terstruktur. Hasil penelitian menunjukkan pengalaman orang lain yang relevan dan pengalaman keberhasilan atau kegagalan informan di masa lalu mampu memengaruhi keyakinan informan selama pengerjaan skripsi, dukungan sosial juga disebutkan paling dapat mendorong informan untuk terus mengerjakan skripsi, kondisi fisiologis dan emosional juga berpengaruh pada motivasi informan selama pengerjaan. Selain itu, persepsi informan terhadap skripsi mempengaruhi seberapa sulit pengerjaan dan bagaimana informan mengelola stres ketika menghadapi tantangan. Tantangan itu sendiri muncul dari berbagai arah seperti pola komunikasi dengan dosen pembimbing, manajemen waktu informan, kendala teknis, dan masalah pribadi yang dihadapi selama proses pengerjaan. Semua tantangan ini membentuk strategi coping yang beragam seperti pencarian dukungan eskternal, mengubah pola pikir dan persepsi terhadap apa yang dihadapi, hingga penyesuaian ulang target pribadi agar tetap termotivasi. Implikasi penelitian menekankan pentingnya pengembangan intervensi pendampingan akademik berbasis kebutuhan psikologis mahasiswa agar dapat meningkatkan efikasi diri akademik dan mencegah keterlambatan penyelesaian skripsi.

Kata kunci: efikasi diri, mahasiswa akhir, kualitatif deskriptif, skripsi, motivasi

Abstract

The completion of undergraduate theses among final years student often associated with the dynamics of academic self-efficacy in managing complex tasks. This study aims to understand the subjective experiences of students who were unable to complete their thesis completion targets by exploring how their sense of efficacy was formed, changed, and influenced by various factors throughout the process. The participants consisted of five final year students from Faculty of Psychology, Universitas Gadjah Mada, who were in the phase of working on their theses and has exceeded their target deadlines. This research employed a descriptive qualitative approach using thematic analysis, with data collected through semi-structured in-dept interview. The findings indicate that relevant experiences of others, as well as participants' own pst successes and failures influenced their academic self-efficacy during the thesis writing process. Social support was also identified as a major factor that encouraged participants to continue working on their theses. Physiological and emotional conditions were found to affect their motivation throughout the process. In addition, pariticipants' perceptions of the thesis itself shaped how difficult they perceived the task to be and how they managed stress when facing challenges. These challenges emerged from various sources, including communication patterns with supervisors, time management issues, technical obstacles, and personal problems encountered during the process. Such challenges contributed to the development of diverse coping strategies, including seeking external support, reframing thoughts and perceptions regarding the difficulties faced, and readjusting personal targets to remain motivated. The implications of this study highlight the importance of developing academic support interventions tailored to students psychological need in order to enhance self efficacy and prevent delays in thesis completion.

Keywords: self efficacy, final year student, descriptive qualitative, undergraduate thesis, motivation