

Peran Kelekatan Cemas terhadap Keterlibatan Akademik pada Dewasa Awal: Mediasi Serial oleh Fenomena Impostor dan Penghambatan Diri

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Abstrak

Penelitian ini bertujuan untuk menguji peran fenomena impostor dan penghambatan diri sebagai serial mediator dalam hubungan antara kelekatan cemas dan keterlibatan akademik pada dewasa awal. Kelekatan cemas yang ditandai oleh kebutuhan berlebih akan kedekatan dan kecemasan terhadap penolakan diduga lebih rentan mendorong individu untuk melakukan fenomena impostor dan penghambatan diri, yang pada akhirnya berdampak pada menurunnya keterlibatan akademik. Penelitian ini menggunakan pendekatan kuantitatif dengan desain serial mediasi. Data dikumpulkan dari 300 dewasa awal di Indonesia berusia 18 - 22 tahun dan berstatus sebagai mahasiswa aktif di perguruan tinggi melalui *purposive sampling*. Instrumen penelitian meliputi *Experiences in Close Relationship-Relationship Structures* (ECR-RS) untuk kelekatan cemas, *Clance Impostor Phenomenon Scale* (CIPS) untuk fenomena impostor, *Self-Handicapping Scale* (SHS) untuk penghambatan diri, dan *SInAPsi Academic Engagement Scale* (SAES) untuk keterlibatan akademik. Analisis data menggunakan *path analysis* dalam kerangka *Structural Equation Modelling* (SEM) dengan bootstrapping 5.000 replikasi di JASP. Hasil penelitian menemukan bahwa kelekatan cemas berpengaruh positif dan signifikan terhadap fenomena impostor ($\beta = 0.476$; $p < 0.001$; CI 1.687; 2.578), fenomena impostor berpengaruh positif dan signifikan terhadap penghambatan diri ($\beta = 0.560$; $p < 0.001$; CI 0.301; 0.443), dan penghambatan diri berpengaruh negatif dan signifikan terhadap keterlibatan akademik ($\beta = -0.235$; $p < 0.001$; CI -0.582; -0.138). Efek tidak langsung serial terbukti signifikan ($B = -0.291$; $p = 0.002$; 95% CI -0.515; -0.110). Sementara itu efek langsung kelekatan cemas terhadap keterlibatan akademik tidak signifikan ($p = 0,104$) yang mengkonfirmasi terjadinya *full serial mediation*. Dengan demikian, fenomena impostor dan penghambatan diri terbukti berperan sebagai serial mediator penuh dalam hubungan antara kelekatan cemas dan keterlibatan akademik. Implikasi penelitian ini menekankan pentingnya intervensi psikologis terintegrasi yang tidak hanya secara langsung berfokus pada keterlibatan akademik, tetapi juga mengelola kelekatan cemas, mengidentifikasi fenomena impostor sejak dini, serta mengurangi penghambatan diri agar individu dapat berkembang dengan lebih optimal di lingkungan perguruan tinggi.

Kata kunci: kelekatan cemas, keterlibatan akademik, fenomena impostor, penghambatan diri, dewasa awal, serial mediasi, structural equation modelling.



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The Role of Anxious Attachment on Academic Engagement in Emerging Adulthood: Serial Mediation by Impostor Phenomenon and Self-Handicapping

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ABSTRACT

This study aims to examine the role of impostor phenomenon and self-handicapping as serial mediators in the relationship between anxious attachment and academic engagement in emerging adulthood. Anxious attachment, characterized by excessive need for closeness and fear of rejection, is presumed to make individuals more susceptible to experiencing impostor phenomenon and engaging in self-handicapping, which ultimately leads to a decline in academic engagement. This study employed a quantitative approach with a serial mediation design. Data were collected from 300 emerging adulthood in Indonesia aged 18–22 years who were actively enrolled in higher education institutions through purposive sampling. Research instruments included the Experiences in Close Relationships-Relationship Structures (ECR-RS) for anxious attachment, the Clance Impostor Phenomenon Scale (CIPS) for impostor phenomenon, the Self-Handicapping Scale (SHS) for self-handicapping, and the SInAPsi Academic Engagement Scale (SAES) for academic engagement. Data were analyzed using path analysis within a Structural Equation Modelling (SEM) framework with 5,000 bootstrap replications in JASP. The results revealed that anxious attachment had a significant positive effect on impostor phenomenon ($\beta = 0.476$; $p < 0.001$; CI 1.687; 2.578), impostor phenomenon had a significant positive effect on self-handicapping ($\beta = 0.560$; $p < 0.001$; CI 0.301; 0.443), and self-handicapping had a significant negative effect on academic engagement ($\beta = -0.235$; $p < 0.001$; CI -0.582; -0.138). The serial indirect effect was found to be significant ($B = -0.291$; $p = 0.002$; 95% CI -0.515; -0.110). Meanwhile, the direct effect of anxious attachment on academic engagement was non-significant ($p = 0.104$), confirming the occurrence of full serial mediation. Therefore, impostor phenomenon and self-handicapping are proven to serve as full serial mediators in the relationship between anxious attachment and academic engagement. The implications of this study highlight the importance of integrated psychological interventions that not only focus directly on academic engagement but also address anxious attachment, identify the impostor phenomenon early on, and reduce self-handicapping, thereby enabling individuals to thrive more optimally in the university environment.

Keywords: anxious attachment, academic engagement, impostor phenomenon, self-handicapping, emerging adulthood, serial mediation, structural equation modelling.