

DETERMINAN KESEJAHTERAAN AKADEMIK MAHASISWA INTERNASIONAL DARI NEGARA MAJU YANG BELAJAR DI NEGARA BERKEMBANG

Abstrak

Penelitian ini difokuskan pada kesejahteraan akademik mahasiswa internasional dari negara maju yang belajar di negara berkembang. Adapun tujuan dari penelitian ini adalah untuk menguji model teoretis kesejahteraan akademik yang menyatakan peran kemampuan menyesuaikan diri, keterikatan akademik dan orientasi tujuan pencapaian terhadap kesejahteraan akademik dengan mediator perilaku mencari bantuan sesuai dengan data empiris. 234 GTS dari NHL-Stenden University of Applied Sciences yang berasal dari negara Belanda dan Jerman dan mengambil mata kuliah minor selama 10 minggu di STIE Triatma Mulya Stenden berperan sebagai responden penelitian ini. Data diperoleh dengan menggunakan skala *The Student Adaptation to College Questionnaire* (SACQ) ciptaan Baker dan Siryk, *Academic Engagement* ciptaan Maroco, Maroco, Campos, dan Fredricks, *Achievement Goal Orientation* ciptaan Elliot, Murayama dan Pekrun, *General Help-Seeking Questionnaire* (GHSQ) ciptaan Wilson, Deane, Ciarrochi, dan Rickwood, dan *Academic Wellbeing Scale* ciptaan Borgonovi dan Pál, yang sudah diuji konstraknya dengan *Confirmatory Factor Analysis*. Analisis dengan menggunakan *structural Equation Model*, diperoleh hasil bahwa model teoritik yang diajukan dalam penelitian ini didukung data empirik. Hal ini menunjukkan bahwa penyesuaian, keterikatan dan orientasi tujuan pencapaian berperan terhadap kesejahteraan akademik melalui mediator perilaku mencari bantuan.

Kata kunci: kesejahteraan akademik, penyesuaian, keterikatan akademik, orientasi tujuan pencapaian, perilaku mencari bantuan

DETERMINANTS OF THE ACADEMIC WELL-BEING OF INTERNATIONAL STUDENTS FROM DEVELOPED COUNTRIES WHO STUDY IN DEVELOPING COUNTRIES

Abstract

This research is focused on the academic well-being of international students from developed countries who study in developing countries. The purpose of this study is to test whether the theoretical model depicting the role of adjustment to college, academic engagement and achievement goal orientation towards academic well-being with help-seeking behavior as a mediating variable is in accordance with empirical data. 234 GTS students from NHL-Stenden University of Applied Sciences of Dutch and German nationalities taking a 10-week minor at STIE Triatma Mulya Stenden are respondents of this study. Data were obtained using five scales namely The Student Adaptation to College Questionnaire (SACQ) by Baker and Siryk, Academic Engagement by Maroco, Maroco, Campos, and Fredricks, Achievement Goal Orientation by Elliot, Murayama and Pekrun, General Help-Seeking Questionnaire (GHSQ) by Wilson, Deane, Ciarrochi, and Rickwood, and Academic Wellbeing Scale by Borgonovi dan Pál, of which each scale's respective construct has been tested with Confirmatory Factor Analysis. By using a Structural Equation Model, results show that the theoretical model proposed in this study is supported by empirical data. This shows that adjustment, engagement and achievement goal orientation play a role in determining academic well-being mediated by help-seeking behavior.

Keywords: academic well-being, adjustment, academic attachment, achievement goal orientation, help seeking behavior