

ABSTRAK

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PERAN *PERCEIVED SOCIAL SUPPORT* TERHADAP EFIKASI DIRI AKADEMIK MAHASISWA BEASISWA RESIPROKASI DI UNIVERSITAS X

(xii + 51 halaman: 4 gambar; 20 tabel; 29 lampiran)

Efikasi diri akademik dapat memprediksi kinerja akademik individu pada lingkungan universitas dan juga memprediksi emosi yang muncul mengenai pembelajaran di universitas melalui kinerja akademiknya, sehingga mahasiswa beasiswa penting memiliki efikasi diri agar mahasiswa beasiswa memiliki keyakinan akan kemampuan dirinya dalam mengerjakan tugas, mengatur jadwal, dan mencapai tujuan mereka, mengingat mahasiswa beasiswa memiliki beberapa ketentuan yang perlu dipenuhi. Oleh karena itu, dalam hal ini individu membutuhkan dukungan sosial yang berasal dari orang sekitarnya. Bentuk dari dukungan secara sosial yang dirasakan oleh diri sendiri disebut sebagai *perceived social support*. Tujuan penelitian ini yaitu untuk dapat mengetahui apakah terdapat peran yang signifikan antara *perceived social support* terhadap efikasi diri akademik mahasiswa beasiswa resiprokasi di Universitas X. Penelitian dilakukan dengan desain penelitian kuantitatif yang melibatkan 119 partisipan dengan teknik *purposive sampling* dengan *google form*. Hasilnya semakin tinggi *perceived social support* yang diterima mahasiswa beasiswa, maka semakin tinggi efikasi diri akademik yang dimiliki. Berdasarkan uji regresi linear sederhana, ditemukan bahwa *perceived social support* memprediksi secara signifikan terhadap efikasi diri akademik. Hasil penelitian menyimpulkan *perceived social support* memberikan peran terhadap efikasi diri akademik sebesar 26,4%, sedangkan untuk sisanya berasal dari faktor diluar penelitian ini.

Kata Kunci: mahasiswa beasiswa resiprokasi; *perceived social support*; efikasi diri akademik mahasiswa.

Referensi: 34 (1988 – 2023)

ABSTRACT

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THE ROLE OF PERCEIVED SOCIAL SUPPORT IN THE ACADEMIC SELF-EFFICACY OF RECIPROCAL SCHOLARSHIP STUDENTS AT X UNIVERSITY

(xii + 51 page; 4 figure; 20 table; 29 appendix)

Self-academic efficacy can predict the academic performance of an individual in the university environment and also predict the emotions that arise regarding learning at the university through their academic performance, so scholarship students are important to have self-efficacy so that scholarship students have confidence in their ability to complete tasks, manage schedules, and achieve their goals, considering that scholarship students have several requirements that need to be met. Therefore, in this case, individuals need social support from those around them. The form of self-perceived social support is called Perceived Social Support. The aim of this study is to determine whether there is a significant role of Perceived Social Support in the academic self-efficacy of reciprocal scholarship students at X University. The research was conducted using quantitative methods involving 119 participants using Purposive Sampling techniques using Google Form. The result is the higher the perceived social support a student receives a scholarship, the higher the academic self-efficacy they have. Based on the Simple Linear Regression Test, it was found that Perceived Social Support significantly predicts Academic Self-Efficacy. The research results concluded that Perceived Social Support had an role on Academic Self-Efficacy of 26.4%, while the remainder came from factors outside this research.

Keywords: reciprocal scholarship students; perceived social support; self-efficacy academics

References: 34 (1988 – 2023)

