

Abstrak

Mahasiswa sering menghadapi berbagai tantangan akademik sehari-hari seperti tekanan ujian, beban tugas, dan tuntutan adaptasi di lingkungan perguruan tinggi yang dapat memengaruhi ketahanan akademik mereka. Salah satu faktor yang diduga berperan dalam meningkatkan kemampuan menghadapi tantangan tersebut adalah penyesuaian diri. Penelitian ini bertujuan untuk mengetahui hubungan antara penyesuaian diri dengan *academic buoyancy* pada mahasiswa. Hipotesis yang diajukan adalah terdapat hubungan positif yang signifikan antara penyesuaian diri dan *academic buoyancy*. Partisipan dalam penelitian ini berjumlah 149 mahasiswa aktif semester 1 sampai semester 4. Data dikumpulkan menggunakan skala *Likert*, yaitu Skala *Academic Buoyancy* berdasarkan aspek Martin dan Marsh (2008) serta Skala Penyesuaian Diri berdasarkan aspek Baker dan Siryk (1989). Analisis data menggunakan teknik korelasi *Product Moment Pearson* setelah melalui uji normalitas dan linearitas. Hasil penelitian menunjukkan bahwa terdapat hubungan positif yang signifikan antara penyesuaian diri dengan *academic buoyancy* ($p < 0,05$), yang berarti semakin tinggi penyesuaian diri mahasiswa maka semakin tinggi pula *academic buoyancy* dalam menghadapi tekanan akademik sehari-hari.

Kata kunci: academic buoyancy, mahasiswa, penyesuaian diri

Abstract

University students often face various daily academic challenges such as exam pressure, assignment workload, and adjustment demands within the higher education environment, which may affect their academic resilience. One factor assumed to play a role in enhancing students' ability to cope with these challenges is self-adjustment. This study aimed to examine the relationship between self-adjustment and academic buoyancy among university students. The proposed hypothesis stated that there is a positive and significant relationship between self-adjustment and academic buoyancy. The participants in this study were 149 active students from semesters 1 to 4. Data were collected using Likert-type scales, namely the Academic Buoyancy Scale based on the aspects proposed by Martin and Marsh (2008) and the Self-Adjustment Scale based on the aspects introduced by Baker and Siryk (1989). Data were analyzed using Pearson Product Moment correlation after fulfilling the assumptions of normality and linearity. The results indicated a positive and significant relationship between self-adjustment and academic buoyancy ($p < 0.05$), meaning that higher levels of self-adjustment are associated with higher levels of academic buoyancy in dealing with daily academic pressures.

Key words: academic buoyancy, adjustment, university students