

Kontribusi kesiapan belajar daring dan optimisme mahasiswa baru terhadap tingkat stres di masa pandemi COVID-19 = The contribution of readiness to online learning and new student optimism to level of stress during COVID-19 pandemic

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Abstrak

Mahasiswa baru menghadapi banyak tantangan saat memasuki perguruan tinggi. Namun, tantangan yang dihadapi mahasiswa baru angkatan 2020 bertambah dengan adanya perkuliahan daring akibat pandemi COVID-19. Adapun pandemi COVID-19 merupakan peristiwa traumatis yang dapat meningkatkan traumatic event stress mahasiswa baru. Ditemukan adanya hubungan yang negatif antara kesiapan belajar daring dan optimisme dengan traumatic event stress. Kesiapan belajar dan optimisme menjadi penting untuk diteliti guna mengetahui besaran pengaruhnya terhadap tingkat stres mahasiswa baru. Penelitian ini merupakan penelitian regresi sederhana yang bertujuan untuk melihat besaran kontribusi kesiapan belajar daring dan optimisme terhadap traumatic event stress mahasiswa baru. Partisipan penelitian ini adalah mahasiswa baru yang berjumlah 327 orang (88 laki-laki dan 238 perempuan; rata-rata usia = 18,10). Hasil analisis regresi menunjukkan bahwa optimisme dan kesiapan belajar daring tidak signifikan dalam berkontribusi terhadap traumatic event stress ($p > 0,05$, $p = 0,48$, $p = 0,65$, secara berurutan). Besaran kontribusi optimisme dan kesiapan daring terhadap traumatic event stress sangatlah minim ($R^2 = 0,02\%$, $R^2 = 0,01\%$, secara berurutan). Seluruh hipotesis dalam penelitian ini ditolak dan adapun diskusi serta saran mengenai hasil penelitian ini akan dijelaskan lebih lanjut

.....First year students face many challenges when entering university. However, the challenges faced by first year students of the 2020 are increased by online learning due to the COVID-19 pandemic. The COVID-19 pandemic is suggested as traumatic event that can increase students traumatic event stress. It was found that there was a negative relationship between readiness to online learning and optimism with level of traumatic event stress. Readiness to online learning and optimism are important to be researched in order to see the magnitude of their effect on students level of stress. This research is a simple regression research which aims to see the contribution of readiness to online learning and optimism on students level of traumatic event stress. The participants of this study were 327 of first year students (88 male and 238 female; mean age = 18.10). The results of the regression analysis showed that optimism and readiness to online learning were not significant in contributing on traumatic event stress levels ($p > 0.05$, $p = 0.48$, $p = 0.65$, respectively). The contribution of optimism and readiness to online learning on traumatic event stress levels is minimal ($R^2 = 0.02\%$, $R^2 = 0.01\%$, respectively). All hypotheses in this study are rejected and implications this study are discussed.