

# Hubungan perfeksionisme maladaptif dengan prestasi akademik: peran persepsi ekspektasi significant others, self-compassion dan goal adjustment pada mahasiswa berbakat intelektual = Relationship between maladaptive perfectionism and academic achievement: the roles of significant others' perceived expectation, self-compassion and goal adjustment in undergraduate gifted student

Lubis, Fitriani Yustikasari, author

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## Abstrak

Mahasiswa berbakat intelektual merupakan aset yang potensial untuk mampu berhasil di bidangnya, meski demikian tidak semua mahasiswa berbakat intelektual mengalami kesuksesan karena aspek sosial emosi. Karakter perfeksionisme merupakan aspek sosial emosi yang dominan dan memiliki dampak negatif terhadap prestasi akademik. Penelitian ini bertujuan untuk menjelaskan dinamika pengaruh negatif perfeksionisme maladaptif terhadap prestasi akademik, ketika dalam dinamikanya terdapat peran persepsi ekspektasi guru dan teman sebaya. Dibahas juga peran keterampilan yang dapat membuat perfeksionisme maladaptif menjadi lebih adaptif dalam pencapaian prestasi akademik, yaitu self-compassion dan goal adjustment yang terdiri dari goal disengagement dan goal re-engagement.

Penelitian ini menggunakan pendekatan mixed-method; explanatory sequential design untuk menguji model teoritis moderated mediation yang diajukan. Pada tahap kuantitatif delapan puluh enam responden mahasiswa berbakat intelektual mengisi kuesioner: (1) pelaporan nilai IPK, (2) Skala Persepsi Ekspektasi Guru; (3) Skala Persepsi Ekspektasi Teman Sebaya, (4) Frost Multidimensional Perfectionism Scale, (5) Self-Compassion Scale, dan (6) Goal Adjustment Scale. Hasil menemukan kondisi persepsi ekspektasi guru dan teman sebaya dihayati sebagai keinginan menghindari kekecewaan terbukti secara empiris berdampak pada prestasi akademik ketika perfeksionisme maladaptif sebagai mediator. Selain itu, ketika terdapat dinamika self-compassion dan goal adjustment sebagai moderator, pengaruh perfeksionisme maladaptif melemah terhadap prestasi akademik. Sementara kondisi persepsi ekspektasi guru dan teman sebaya dihayati positif atau memberatkan terbukti tidak berpengaruh secara signifikan pada hubungan perfeksionisme maladaptif dan prestasi akademik. Pada tahap 2 kualitatif wawancara terhadap delapan responden yang dipilih dari tahap pertama. Hasil menunjukkan perfeksionisme mengganggu prestasi akademik, persepsi ekspektasi guru dan teman sebaya memperkuat sikap perfeksionisme, dan kemampuan untuk menerima kesalahan (self-compassion) dan kemampuan melepaskan sementara tujuan utama (goal disengagement) dapat mengurangi dampak negatif perfeksionisme pada prestasi akademik.

.....Undergraduate gifted students are a potential asset to be able to succeed in their fields, although not all undergraduate gifted students experience success because of the social and emotional aspects. Perfectionism character is the dominant social emotional aspect and has a negative impact on academic achievement. This study aims to explain the dynamics of negative impact maladaptive perfectionism on academic achievement, when the perception of expectations of teachers and peers intervene. It also discusses the role of skills that can make maladaptive perfectionism more adaptive in achieving academic achievement, namely self-compassion and goal adjustment consisting of goal disengagement and goal re-engagement.

This study uses a mixed-method approach; explanatory sequential design to test the proposed moderated

mediation theoretical model. In the quantitative stage, eighty-six intellectual gifted student respondents filled out the questionnaires: (1) GPA value reporting, (2) Teacher's Expectation Perception Scale; (3) Peer Expectation Perception Scale, (4) Frost Multidimensional Perfectionism Scale, (5) Self-Compassion Scale, and (6) Goal Adjustment Scale. The results found that the perception of teacher and peer expectations as a desire to avoid disappointment was empirically proven to have an impact on academic achievement when maladaptive perfectionism was the mediator. In addition, when there are dynamics of self-compassion and goal adjustment as moderators, the effect of maladaptive perfectionism weakens on academic achievement. Meanwhile, the perception of teacher and peer expectations positive or burdensome was proven not to have a significant effect on the relationship between maladaptive perfectionism and academic achievement. In stage 2 qualitative interviews with eight respondents were selected from the first stage. The results show that perfectionism give a negative to academic achievement, perceptions of teacher and peer expectations strengthen attitudes of perfectionism, and the ability to accept mistakes (self-compassion) and the ability to temporary let go the main goal (goal disengagement) can reduce the negative impact of perfectionism on academic achievement.