

Peran Motivasi Akademik sebagai Mediator dalam Hubungan Mindfulness dan Kemampuan Berpikir Kritis pada Mahasiswa Tahun Pertama = The Role of Academic Motivation as a Mediator in the Relationship Between Mindfulness and Critical Thinking among First-Year Undergraduate Students

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Abstrak

Kemampuan berpikir kritis merupakan keterampilan yang penting untuk dimiliki mahasiswa di pembelajaran abad 21 guna menghadapi tuntutan akademik di perguruan tinggi. Akan tetapi, penelitian terdahulu menemukan bahwa mahasiswa tahun pertama memiliki kemampuan berpikir kritis yang rendah. Penting bagi mereka untuk mengembangkan kemampuan berpikir kritis sedini mungkin agar dapat beradaptasi di perguruan tinggi. Penelitian ini ingin menjelaskan bagaimana peran motivasi akademik sebagai mediator dalam hubungan antara mindfulness dan kemampuan berpikir kritis. Kemampuan berpikir kritis diukur dengan Tes Analog yang dikembangkan oleh Suleeman dan Christia (2016), mindfulness diukur dengan 15-Item Five Facet Mindfulness Questionnaire (FFMQ-15) oleh Baer dkk. (2012) yang telah diadaptasi peneliti ke dalam bahasa Indonesia, dan motivasi akademik diukur dengan Academic Motivation Scale versi pendek yang telah diadaptasi ke dalam bahasa Indonesia oleh Natalya (2018). Partisipan penelitian ini terdiri dari 186 mahasiswa tahun pertama berusia 18 – 23 tahun ($M = 18.9$), dengan partisipan perempuan berjumlah 145 orang (78%). Penelitian ini merupakan penelitian non-eksperimental dengan metode analisis regresi sederhana. Hasil penelitian menunjukkan bahwa motivasi akademik ($M = 65.97$, $SD = 8.283$) berperan memediasi sepenuhnya hubungan antara mindfulness dengan kemampuan berpikir kritis (indirect effect = 0.0305, BootSE = 0,0190, CI [0.0010,0.0739]). Hasil dari penelitian ini menyarankan mahasiswa tahun pertama untuk mengembangkan kemampuan berpikir kritisnya melalui mindfulness serta motivasi akademik

.....Critical thinking is an essential skill for college students in this 21st century learning, in order for them to cope with academic demands. However, previous studies have found that first-year students have low critical thinking skills. It is important for them to develop critical thinking skill as early as possible in order to adapt well in college. This study aims to explain the role of academic motivation as a mediating variable between mindfulness and critical thinking among first-year undergraduate students. Critical thinking skill was measured with Analog Test by Suleeman dan Christia (2016), mindfulness was measured with 15-Item Five Facet Mindfulness Questionnaire (FFMQ-15) by Baer et al. (2012) that has been adapted to bahasa Indonesian, and academic motivation was measured with Academic Motivation Scale Short Version that has been adapted to bahasa Indonesia by Natalya (2018). This study consisted of 186 first-year students aged between 18-23 years old ($M = 18.9$), with 145 female participants (78%) . This study was non-experimental with a simple regression method. Based on the analysis result, it was found that the relationship between mindfulness and critical thinking was fully mediated by academic motivation (indirect effect = 0.0305, BootSE = 0,0190, CI [0.0010,0.0739]). This study suggested first-year college students develop their critical thinking skill with mindfulness practice that will lead to academic motivation enhancement, which will accelerate the critical thinking skill