

## **Pengaruh tekanan dari media sosial terhadap subjective Well-Being mahasiswa penerima KIP Kuliah Universitas Indonesia = The Influence of social media pressure on the subjective Well-Being of KIP-Kuliah scholarship recipients at Universitas Indonesia**

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### **Abstrak**

Penelitian ini membahas pengaruh tekanan dari media sosial terhadap subjective well-being mahasiswa penerima Kartu Indonesia Pintar (KIP) Kuliah di Universitas Indonesia. Subjective well-being, yang mencakup evaluasi kehidupan dan keseimbangan afeksi, rentan terhadap ekspektasi sosial yang dibentuk di media sosial. Tekanan muncul ketika mahasiswa merasa harus menyesuaikan diri dengan standar ideal yang ditampilkan di ruang digital, termasuk cibiran publik terhadap status sebagai penerima bantuan. Berbeda dari studi sebelumnya yang menyoroti dukungan sosial atau keluarga, penelitian ini fokus pada media sosial sebagai faktor eksternal yang memengaruhi subjective well-being mahasiswa. Menggunakan pendekatan kuantitatif yang didukung oleh wawancara dan studi literatur. Data dikumpulkan melalui kuesioner online kepada mahasiswa penerima KIP Kuliah, dengan pengukuran subjective well-being menggunakan Satisfaction With Life Scale (Diener, 1985) dan Positive and Negative Affect Schedule (Watson et al., 1988). Analisis dilakukan berdasarkan dimensi norma yang diinternalisasi, perbandingan sosial, dan pengawasan sosial. Hasil menunjukkan bahwa perbandingan sosial merupakan bentuk tekanan paling signifikan yang memengaruhi subjective well-being. Mahasiswa juga menunjukkan strategi coping seperti menerima perbedaan dan membatasi eksposur. Penelitian ini menekankan pentingnya literasi digital dalam menjaga kesejahteraan mahasiswa penerima bantuan pendidikan.

.....This study explores the influence of social media pressure on the subjective well-being of Kartu Indonesia Pintar Kuliah (KIP Kuliah) recipients at the University of Indonesia. Subjective well-being, which includes life evaluation and emotional balance, is vulnerable to external factors, particularly social expectations shaped through digital platforms. Pressure emerges when students feel the need to conform to idealized online standards, including criticism linked to their scholarship status. Unlike prior studies that emphasize family or peer support, this research focuses on social media as an external factor affecting students' psychological well-being. A quantitative method was used, supported by literature review and in-depth interviews. Data were collected through an online questionnaire distributed to KIP Kuliah recipients and measured using the Satisfaction With Life Scale (Diener, 1985) and the Positive and Negative Affect Schedule (Watson et al., 1988). The analysis examined the relationship between social media pressure and subjective well-being through three dimensions: internalized social norms, social comparison, and social surveillance. Results show that social comparison is the most influential pressure on students' well-being. Students also reported coping strategies such as accepting differences and reducing social media exposure. This study emphasizes the need for digital literacy to help students from disadvantaged backgrounds maintain their well-being.