

ABSTRAK

Elga Arisetya Pringgadani. 210541100006. Program Studi Psikologi. Pengaruh *Task Commitment* terhadap *Academic Flow* pada Mahasiswa Aktif Berorganisasi. Skripsi. Program Studi Psikologi, Fakultas Ilmu Sosial dan Ilmu Budaya, Universitas Trunojoyo Madura. 2025.

Keputusan untuk bergabung organisasi membuat mahasiswa kerap menghadapi tantangan dalam menyeimbangkan dua peran utama, yakni sebagai pelajar dan organisatoris. Ketika kedua tuntutan ini bersinggungan, timbul konflik peran yang dapat mengganggu fokus dan dedikasinya terhadap studi akademik. Dengan demikian, mahasiswa cenderung sulit merasakan *academic flow*. Terdapat berbagai faktor yang memicu munculnya *flow*, salah satunya mahasiswa perlu memiliki *task commitment*. Penelitian ini bertujuan untuk mengetahui pengaruh *task commitment* terhadap *academic flow* pada mahasiswa aktif berorganisasi. Metode penelitian yang digunakan adalah kuantitatif korelasi kausal, dengan melibatkan 248 mahasiswa berorganisasi sebagai subjek penelitian. Adapun teknik pengambilan *sampling* dengan *nonprobability sampling* jenis *purposive sampling*. Karakteristik subjek diantaranya mahasiswa aktif berorganisasi intra UTM, menjabat sebagai pengurus organisasi, berada di semester II-VI. Instrumen penelitian disusun oleh peneliti, terdiri dari skala *task commitment* (35 item, reliabilitas 0,897) berdasarkan aspek Hawadi (2002), dan skala *academic flow* (19, reliabilitas 0,820) berdasarkan aspek Bakker (2005). Analisis data menggunakan regresi linier sederhana dengan program IBM SPSS 26. Hasil uji hipotesis menunjukkan bahwa nilai F 238,766, signifikansi 0,000 ($p < 0,05$), *R square* 0,493 dan *standardized coefficients* (β) sebesar 0,702. Dengan demikian hipotesis diterima, yaitu terdapat pengaruh *task commitment* terhadap *academic flow* pada mahasiswa aktif berorganisasi, dengan kontribusi sebesar 49,3%. Hasil ini turut menunjukkan bahwa variabel *task commitment* memiliki korelasi positif yang kuat dengan variabel *academic flow*. Artinya, semakin tinggi *task commitment* yang dimiliki mahasiswa aktif berorganisasi terhadap tanggung jawab perkuliahan maka semakin tinggi *academic flow* yang dirasakan, begitu pula sebaliknya.

Kata kunci: *academic flow*, *task commitment*, mahasiswa aktif berorganisasi

ABSTRACT

Elga Arisetya Pringgadani. 210541100006. Psychology Study Program. The Effect of Task Commitment on Academic Flow in Students Actively Organizing. Thesis. Psychology Study Program, Faculty of Social Sciences and Cultural Sciences, Trunojoyo University Madura. 2025.

The decision to join an organization makes students often face challenges in balancing two main roles, namely as students and organizers. When these two demands intersect, role conflicts arise that can disrupt his focus and dedication to academic studies. Thus, students tend to find it difficult to feel academic flow. There are various factors that trigger the emergence of flow, one of which is that students need to have a task commitment. This study aims to determine the influence of task commitment on academic flow in students who are actively organizing. The research method used was quantitative causal correlation, involving 248 students organized as research subjects. The sampling technique is with nonprobability sampling type of purposive sampling. The characteristics of the subjects include students who are active in intra-UTM organizations, serve as organizational administrators, are in semesters II-VI. The research instruments were compiled by the researcher, consisting of a task commitment scale (35 items, reliability 0,897) based on the Hawadi aspect (2002), and an academic flow scale (19, reliability 0,820) based on the Bakker (2005) aspect. Data analysis using simple linear regression with the IBM SPSS 26 program. The results of the hypothesis test showed that the value of F was 238,766, the significance was 0,000 ($p < 0,05$), the R square was 0,493 and the standardized coefficients (β) were 0,702. Thus, the hypothesis is accepted, namely that there is an effect of task commitment on academic flow in students who are actively organizing, with a contribution of 49,3%. These results also show that the task commitment variable has a strong positive correlation with the academic flow variable. This means that the higher the task commitment that students have in actively organizing their lecture responsibilities, the higher the academic flow that is felt, and vice versa.

Keywords: *academic flow, task commitment, students actively organizing*