

ABSTRAK

Genta Fajar Ramadhani. 200541100157. Program Studi Psikologi. Perbedaan Resiliensi Akademik Ditinjau Dari Tipe Kepribadian Pada Siswa Akselerasi MTsN Dan MAN Bangkalan.

Resiliensi akademik sangat diperlukan bagi siswa baik ekstrovert maupun introvert memiliki cara tersendiri dalam mengatasi tekanan akademik. Dengan tekanan akademik yang tinggi sering kali menyebabkan siswa akselerasi menjadi kelelahan, stres, dan perasaan yang terisolasi, sehingga dalam hal ini resiliensi akademik sangat diperlukan bagi siswa akselerasi. Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan resiliensi akademik ditinjau dari tipe kepribadian pada siswa akselerasi MTsN dan MAN Bangkalan. Penelitian ini menggunakan pendekatan kuantitatif komparasi. Subjek penelitian berjumlah 80 siswa akselerasi dengan teknik pengambilan sampel *nonprobability sampling* pendekatan *total sampling*. Instrumen pengukuran tipe kepribadian menggunakan skala "*Eysenck Personality Inventory*" (EPI) diadopsi dari Husain dan Ibrahim (2018), skala resiliensi akademik menggunakan teori Martin dan Marsh (2006) dengan reliabilitas 0,943. Hasil uji hipotesis menggunakan *independent sampel t-test* didapatkan nilai t sebesar 1,581 dengan signifikansi sebesar $0,118 > 0,05$ maka H_0 diterima dan H_a ditolak, artinya tidak ada perbedaan resiliensi akademik dengan tipe kepribadian siswa akselerasi, jumlah siswa akselerasi di MTsN dan MAN Bangkalan yang sedikit dapat berpengaruh terhadap hasil uji hipotesis, selain itu, selisih kepribadian siswa akselerasi yang tidak setara berbeda 16 siswa pada kepribadian ekstrovert berjumlah 32 dan introvert berjumlah 48, siswa akselerasi berkepribadian ekstrovert dan introvert memiliki kemampuan belajar yang baik, sehingga mampu bertahan dalam tekanan akademik yang dihadapinya, subjek berada dalam varian yang sama, sehingga resiliensi akademik lebih dipengaruhi oleh motivasi akademik dan faktor lingkungan, bukan kepribadian. Siswa akselerasi memiliki resiliensi yang sedang, membuatnya mampu untuk bertahan dan bangkit kembali dalam suatu tantangan ataupun kesulitan di lingkungan sekolahnya.

Kata Kunci : resiliensi akademik, tipe kepribadian, siswa akselerasi.

ABSTRACT

Genta Fajar Ramadhani. 200541100157. Psychology Study Program. Differences in Academic Resilience in View of Personality Type in Accelerated Students of MTsN and MAN Bangkalan.

Academic resilience is essential for both extroverted and introverted students, who have their own ways of coping with academic pressure. High academic pressure often causes accelerated students to become exhausted, stressed, and isolated, so academic resilience is essential for accelerated students. This study aims to determine whether there are differences in academic resilience based on personality type among accelerated students at MTsN and MAN Bangkalan. The study employs a quantitative comparative approach. The sample consists of 80 accelerated students, selected using non-probability sampling with a total sampling approach. The personality type measurement instrument used the "Eysenck Personality Inventory" (EPI) scale adopted from Husain and Ibrahim (2018), while the academic resilience scale used the theory of Martin and Marsh (2006) with a reliability of 0.943. The results of the hypothesis test using an independent samples t-test yielded a t-value of 1.581 with a significance level of $0.118 > 0.05$, thus accepting H_0 and rejecting H_a . This means that there is no difference in academic resilience between accelerated students and those with different personality types. The small number of accelerated students at MTsN and MAN Bangkalan may influence the results of the hypothesis test. Additionally, the difference in personality types among accelerated students is not significant, with 16 students exhibiting extroverted personalities 32 students and 48 students exhibiting introverted personalities. Accelerated students with extroverted and introverted personalities have good learning abilities, enabling them to withstand academic pressure. The subjects are in the same variant, so academic resilience is more influenced by academic motivation and environmental factors, not personality. Accelerated students have moderate resilience, enabling them to endure and bounce back from challenges or difficulties in their school environment.

Keywords : *academic resilience, personality type, accelerated students.*