

ABSTRAK

Fariz Pradana Ihza. 220541100012. Pengaruh *Growth Mindset* dan Dukungan Sosial terhadap Resiliensi Akademik Mahasiswa Penerima KIP-K di Universitas Trunodjoyo Madura. Program Studi Psikologi. Fakultas Ilmu Sosial dan Ilmu Budaya. Universitas Trunodjoyo Madura. 2026

Mahasiswa penerima KIP-K berada dalam kondisi akademik yang menuntut kemampuan bertahan dan beradaptasi secara optimal, mengingat adanya tekanan akademik, tuntutan kelulusan tepat waktu, serta keterbatasan sumber daya yang dihadapi selama masa perkuliahan. Penelitian ini bertujuan untuk mengkaji pengaruh *growth mindset* dan dukungan sosial terhadap resiliensi akademik mahasiswa penerima Kartu Indonesia Pintar Kuliah (KIP-K) di Universitas Trunodjoyo Madura. Penelitian ini menggunakan pendekatan kuantitatif dengan desain kausal. Subjek penelitian adalah mahasiswa penerima KIP-K Universitas Trunodjoyo Madura. Sampel penelitian berjumlah 100 mahasiswa, yang dipilih menggunakan teknik *non-probability sampling*. Pengumpulan data dilakukan melalui kuesioner yang disusun berdasarkan skala *growth mindset*, skala dukungan sosial, dan skala resiliensi akademik yang telah diuji validitasnya ($r > 0,312$) dan reliabilitasnya (*Cronbach's alpha* $> 0,70$). Analisis data dilakukan menggunakan IBM SPSS Statistics versi 23 dengan teknik analisis regresi linear berganda yang meliputi uji asumsi klasik, uji F, uji t, dan koefisien determinasi (R^2). Hasil penelitian menunjukkan bahwa *growth mindset* dan dukungan sosial secara simultan berpengaruh signifikan terhadap resiliensi akademik mahasiswa penerima KIP-K ($F = 137,214$ sig. = $0,000 < 0,05$), sehingga hipotesis penelitian dapat diterima. Secara parsial, *growth mindset* berpengaruh positif dan signifikan terhadap resiliensi akademik ($t = 0,000$; sig. = $0,000 < 0,05$), sedangkan dukungan sosial memiliki pengaruh positif namun tidak signifikan terhadap resiliensi akademik ($t = 0,104$ sig. = $0,104 > 0,05$). Nilai Adjusted R^2 sebesar 0,739 menunjukkan bahwa sebesar 73,9% variasi resiliensi akademik dapat dijelaskan oleh *growth mindset* dan dukungan sosial, sementara sisanya dipengaruhi oleh faktor lain di luar penelitian ini. Temuan ini menegaskan bahwa kemampuan internal mahasiswa dalam mengembangkan pola pikir berkembang memiliki peran utama dalam membentuk ketahanan akademik, dengan dukungan sosial berfungsi sebagai faktor pendukung emosional.

Kata kunci: *growth mindset*, dukungan sosial, resiliensi akademik, mahasiswa, KIP-K

ABSTRACT

Fariz Pradana Ihza. 220541100012. *The Effect of Growth Mindset and Social Support on Academic Resilience KIP-K Recipient Students at Universitas Trunodjoyo Madura. Psychology Study Programme. Faculty of Social and Cultural Sciences Trunodjoyo University Madura. 2026*

KIP-K recipient students are in an academic condition that requires optimal adaptive and persistence abilities, given the academic pressures, demands for timely graduation, and limited resources encountered during their university studies. This study aims to examine the effect of growth mindset and social support on the academic resilience of students who are recipients of the Indonesia Smart Card for Higher Education (KIP-K) at Universitas Trunodjoyo Madura. This research employed a quantitative approach with a causal research design. The research subjects were KIP-K recipient students at Universitas Trunodjoyo Madura. The sample consisted of 100 students, selected using a non-probability sampling technique. Data were collected through questionnaires developed based on growth mindset, social support, and academic resilience scales, which had been tested for validity ($r > 0.312$) and reliability (Cronbach's $\alpha > 0.70$). Data analysis was conducted using IBM SPSS Statistics version 23 through multiple linear regression analysis, including classical assumption tests, F-test, t-test, and the coefficient of determination (R^2). The results showed that growth mindset and social support simultaneously had a significant effect on the academic resilience of KIP-K recipient students ($F = 137.214$; $\text{sig.} = 0.000 < 0.05$), indicating that the research hypothesis was accepted. Partially, growth mindset had a positive and significant effect on academic resilience ($t = 0.000$; $\text{sig.} = 0.000 < 0.05$), while social support had a positive but not significant effect on academic resilience ($t = 0.104$; $\text{sig.} = 0.104 > 0.05$). The Adjusted R^2 value of 0.739 indicates that 73.9% of the variance in academic resilience can be explained by growth mindset and social support, while the remaining percentage is influenced by other factors outside this study. These findings emphasize that students' internal capacity to develop a growth mindset plays a major role in shaping academic resilience, with social support functioning primarily as an emotional supporting factor.

Keywords: growth mindset, social support, academic resilience, students, KIP-K