

ABSTRAK

Aditya, K. S. (2025). Pengaruh Interpretasi Goal-Setting Elaboratif Terhadap Prestasi Akademis Mahasiswa Indonesia: Sebuah Eksperimen Lapangan Longitudinal. *Skripsi*. Yogyakarta: Psikologi, Fakultas Psikologi, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk menyelidiki apakah Intervensi *Goal-Setting* Elaboratif berpengaruh terhadap prestasi akademis mahasiswa Indonesia. Peneliti menghipotesiskan intervensi berpengaruh positif terhadap prestasi akademis. Penelitian ini melibatkan 34 partisipan yang merupakan mahasiswa aktif jurusan psikologi semester tiga di Universitas Sanata Dharma.

Penelitian ini menggunakan alat intervensi bernama *Goal-Setting* Elaboratif yang terdiri dari tiga tahap (dua tahap menulis dan satu tahap refleksi pelaksanaan). Partisipan dibagi menjadi dua kelompok, kelompok eksperimen yang diberi perlakuan dan kelompok kontrol yang tidak diberi perlakuan. Uji hipotesis dilaksanakan menggunakan *Repeated Measures* ANOVA. Selengkapnya, hubungan antara skor kualitas/kuantitas perencanaan (*Goal Attainment Plan*; GAP) dan skor kualitas/kuantitas pelaksanaan (*Goal Pursuit Effort*; GPE) diuji menggunakan *Repeated Measures* ANOVA dan uji korelasi.

Hasil menunjukkan tidak ada pengaruh intervensi yang signifikan dari waktu ke waktu terhadap kedua indikator prestasi akademis, yaitu Indeks Prestasi Kumulatif (IPK) dan Indeks Prestasi Semester (IPS) mahasiswa. Selain itu, tidak ditemukan hubungan yang signifikan antara skor GPE dengan prestasi akademis mahasiswa di ketiga semester, tetapi ditemukan hubungan positif yang tidak signifikan secara statistik antara skor GAP dengan prestasi akademis di semua semester. Meskipun demikian, hal tersebut sulit dikatakan mendukung kemampuan intervensi dalam meningkatkan prestasi akademis, sebab mahasiswa yang memang memiliki prestasi akademis lebih tinggi cenderung mengerjakan intervensi dengan lebih baik, dan bukan sebaliknya.

Kata kunci: *Goal-Setting* Elaboratif, Prestasi Akademis, Mahasiswa Indonesia

ABSTRACT

Aditya, K. S. (2025). The Impact of Elaborative Goal-Setting Intervention on Academic Achievement of Indonesian University Students: A Longitudinal Field Experiment. *Thesis*. Yogyakarta: Psychology, Psychology Faculty, Sanata Dharma University.

This study aims to investigate whether an Elaborative Goal-Setting intervention has an effect on the academic achievement of Indonesian university students. The researcher hypothesized that the intervention would have a positive effect on academic achievement. This study involved 34 participants who were active third semester psychology students from Sanata Dharma University.

The study used an intervention called Elaborative Goal-Setting, which consists of three stages (two stages of writing and one stage of implementation reflection). Participants were divided into two groups: an experimental group that received treatment and a control group that did not. The hypothesis test was conducted using Repeated Measures ANOVA. Additionally, the relationship between the quality/quantity scores of planning (Goal Attainment Plan; GAP) and the quality/quantity scores of implementations (Goal Pursuit Effort; GPE) was tested using Repeated Measures ANOVA and correlation.

Results showed no significant effect of intervention over time on either of the academic achievement's indicators, namely students' Indeks Prestasi Kumulatif (IPK) and Indeks Prestasi Semester (IPS). Moreover, no significant relationship was found between GPE scores and students' academic achievement across the three semesters, although a statistically non-significant positive relationship was found between GAP scores and academic achievement in all semesters. Nevertheless, these findings can't be interpreted as in support of the intervention's efficacy in increasing academic achievement, since students who already had higher academic achievement tend to complete the intervention better, and not the other way around.

Key words: *Elaborative Goal-Setting, Academic Achievement, Indonesian University Student*