

ABSTRAK

Melinda, N. 2025. Gambaran Resiliensi Akademik pada Mahasiswa Magang atau Bekerja. *Skripsi*. Yogyakarta: Psikologi, Fakultas Psikologi, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk menggambarkan pengalaman resiliensi akademik pada mahasiswa yang menjalani program magang atau bekerja di tengah kesibukan perkuliahan. Resiliensi akademik mengacu pada kemampuan individu untuk bertahan dan beradaptasi secara efektif dalam menghadapi tekanan dan tantangan akademik. Mahasiswa yang magang atau bekerja berpotensi mengalami konflik peran yang dapat memengaruhi performa akademik maupun kinerjanya di tempat kerja. Penelitian ini menggunakan pendekatan kualitatif, melibatkan dua partisipan yang dipilih melalui teknik *purposive sampling*. Data dikumpulkan melalui wawancara mendalam dan dianalisis secara tematik. Hasil penelitian menunjukkan bahwa mahasiswa magang atau bekerja mengalami berbagai tantangan, seperti manajemen waktu, tekanan akademik, beban kerja, dan kurangnya arahan. Namun, mereka mampu mengembangkan strategi koping yang adaptif, seperti membangun efikasi diri, manajemen emosi, dan pencarian dukungan sosial. Faktor internal dan eksternal seperti motivasi pribadi, dukungan keluarga, serta relasi sosial berperan penting dalam membentuk resiliensi akademik. Temuan ini memberikan kontribusi pada pemahaman mendalam tentang dinamika psikologis mahasiswa yang magang maupun bekerja dan menekankan pentingnya intervensi yang mendukung pengembangan resiliensi dalam konteks pendidikan tinggi.

Kata Kunci: Resiliensi akademik, mahasiswa magang, mahasiswa bekerja, konflik peran, strategi koping.

ABSTRACT

Melinda, N. 2025. An Overview of Academic Resilience in Internship or Working Students. *Thesis*. Yogyakarta: Psychology, Faculty of Psychology, Sanata Dharma University.

This study aims to describe the experience of academic resilience among university students who are undertaking internships or working while managing their academic responsibilities. Academic resilience refers to an individual's ability to persist and adapt effectively in the face of academic pressures and challenges. Students who intern or work are likely to experience role conflicts that may affect both their academic performance and work outcomes. This study employed a qualitative approach involving two participants selected through purposive sampling. Data were collected through in-depth interviews and analyzed thematically. The findings reveal that interning or working students encounter various challenges, including time management, academic pressure, workload, and lack of guidance. However, they were able to develop adaptive coping strategies such as building self-efficacy, managing emotions, and seeking social support. Both internal and external factors—such as personal motivation, family support, and social relationships—play a crucial role in shaping academic resilience. These findings contribute to a deeper understanding of the psychological dynamics of students who intern or work and highlight the importance of interventions that foster resilience development within higher education contexts.

Keywords: *Academic resilience, intern students, working students, role conflict, coping strategies.*