

ABSTRAK

TINGKAT SEMANGAT BELAJAR MAHASISWA ANGKATAN 2023 PROGRAM STUDI BIMBINGAN DAN KONSELING UNIVERSITAS SANATA DHARMA YANG BELAJAR DI KAFE

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Perubahan pola belajar mahasiswa mendorong pemanfaatan kafe sebagai salah satu lingkungan belajar nonformal. Kafe dipilih karena suasananya yang nyaman dan fleksibel, namun tidak selalu memberikan dampak yang sama bagi setiap mahasiswa dalam meningkatkan semangat belajar. Oleh karena itu, penelitian ini bertujuan untuk mendeskripsikan tingkat semangat belajar mahasiswa Program Studi Bimbingan dan Konseling Universitas Sanata Dharma Yogyakarta ketika belajar di kafe serta mengidentifikasi butir semangat belajar yang tergolong rendah untuk dijadikan dasar usulan layanan bimbingan dan konseling.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain deskriptif. Subjek penelitian berjumlah 68 mahasiswa Program Studi Bimbingan dan Konseling angkatan 23 Universitas Sanata Dharma Yogyakarta. Instrumen penelitian berupa skala semangat belajar yang mencakup aspek *Attention*, *Relevance*, *Confidence*, *Satisfaction*, motivasi intrinsik, motivasi ekstrinsik, dan amotivasi. Hasil uji validitas menunjukkan 49 item dinyatakan valid, sedangkan uji reliabilitas menggunakan Cronbach's Alpha memperoleh nilai 0,973 yang termasuk kategori sangat tinggi. Data dianalisis menggunakan analisis deskriptif dengan teknik kategorisasi.

Hasil penelitian menunjukkan bahwa Tingkat semangat belajar mahasiswa yang belajar di kafe mayoritas berada dalam kategori sedang, dengan persentase terbesar sebesar 44%.Capaian butir item semangat belajar mahasiswa mayoritas berada pada kategorisasi sedang dengan persentase sebesar 44%, sehingga topik layanan bimbingan yang diusulkan melalui FCH (*Focused Class Helping*) atau dialog kelas diarahkan pada penguatan kepercayaan diri akademik, pengelolaan konsentrasi, peningkatan relevansi belajar, serta pengembangan strategi belajar yang sesuai dengan lingkungan kafe.

Kata kunci: semangat belajar, mahasiswa, kafe, lingkungan belajar nonformal

ABSTRACT

LEVEL OF LEARNING MOTIVATION OF 2023 COHORT STUDENTS OF GUIDANCE AND COUNSELING STUDY PROGRAM SANATA DHARMA UNIVERSITY WHO STUDY IN CAFES

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Changes in students' learning patterns have encouraged the use of cafés as non-formal learning environments. Cafés are often chosen because they offer a comfortable and flexible atmosphere; however, they do not always provide the same impact on every student's learning spirit. Therefore, this study aims to describe the level of learning spirit of Guidance and Counseling students at Sanata Dharma University Yogyakarta when studying in cafés and to identify learning spirit items that are categorized as low as a basis for proposing guidance and counseling services.

This study employed a quantitative approach with a descriptive design. The research subjects consisted of 68 students from the Guidance and Counseling Study Program, cohort 23, at Sanata Dharma University Yogyakarta. The instrument used was a learning spirit scale covering the aspects of Attention, Relevance, Confidence, Satisfaction, intrinsic motivation, extrinsic motivation, and amotivation. Validity testing resulted in 49 valid items, while reliability testing using Cronbach's Alpha yielded a coefficient of 0.973, indicating very high reliability. Data were analyzed using descriptive analysis with score categorization.

The results showed that the students' learning spirit when studying in cafés was mostly in the moderate category, with a percentage of 44%. In addition, several learning spirit items were identified as low, particularly in the aspects of confidence, relevance, and extrinsic motivation. These findings indicate that cafés can serve as an alternative learning space that supports comfort, but they have not fully optimized students' learning spirit. The results of this study are expected to serve as a basis for developing guidance and counseling services, especially learning guidance programs.

Keywords: learning spirit, university students, café, non-formal learning environment