

ABSTRAK

Samosir, Lidya. 2026. Hubungan Efikasi Diri Akademik dan *Psychological Well-Being* pada Mahasiswa. *Skripsi*. Yogyakarta: Psikologi, Fakultas Psikologi, Universitas Sanata Dharma.

Mahasiswa berada pada tahap perkembangan *emerging adulthood* yang ditandai dengan tuntutan akademik, sosial dan perkembangan, yang dapat mempengaruhi kondisi *psychological well-being*. Salah satu faktor yang diduga berhubungan dengan *psychological well-being* adalah efikasi diri akademik. Maka, penelitian ini bertujuan untuk melihat hubungan antara keduanya sebagai variabel penelitian.

Penelitian ini melibatkan 101 mahasiswa perguruan tinggi dan menggunakan pendekatan penelitian kuantitatif dengan desain korelasional. Data dikumpulkan menggunakan *College Academic Self Efficacy* (CASES) berdasarkan konsep Owen dan Froman (1988) dan diadaptasi oleh Ifdil et al. (2024) dan *Ryff's Psychological Well-Being Scale* (RPWBS) yang diadaptasi oleh Revelia (2019). Analisis data dilakukan menggunakan korelasi Pearson *Product Moment* dengan bantuan program Jamovi.

Hasil penelitian menunjukkan adanya hubungan positif yang signifikan antara efikasi diri akademik dan *psychological well-being* pada mahasiswa ($r = 0.46$, $p < 0.001$). Temuan ini menunjukkan bahwa semakin tinggi efikasi diri akademik yang dimiliki mahasiswa, semakin tinggi pula tingkat *psychological well-being*-nya. Sebaliknya, semakin rendah efikasi diri akademik, semakin rendah pula *psychological well-being* yang dimiliki. Hasil penelitian menyatakan bahwa keyakinan mahasiswa terhadap kemampuan akademiknya berperan penting dalam mendukung kesejahteraan psikologis selama menjalani perkuliahan.

Kata kunci : efikasi diri akademik, *psychological well-being*, *emerging adulthood*.

ABSTRACT

Samosir, Lidya. 2026. The Correlation Between Academic Self-Efficacy and Psychological Well-Being in University Students. *Thesis*. Yogyakarta: Psychology, Psychology Faculty, Sanata Dharma University.

University students are in the emerging adulthood stage, a developmental period characterized by various academic, social and developmental challenges that may affect their psychological well-being. One of the factor that is presumed to be associated with psychological well-being is academic self-efficacy. Therefore, this study aimed to explore the relationship between academic self-efficacy and psychological well-being among university students.

This study was participated by 101 undergraduate students and employed a quantitative study approach with a correlational design. Data were collected using the Collage Academic Self Efficacy (CASES) based on a concept by Owen and Froman (1988) and adapted to Bahasa Indonesia by Ifdil et al. (2024) and Ryff's (1988) Psychological Well-Being Scale which were adapted to Bahasa Indonesia by Revelia (2019). Data were analyzed using the Pearson Product Moment correlation with the assistance of the analytics program Jamovi.

The results revealed a significant positive relationship between academic self-efficacy and psychological well-being among university students ($r = 0.46$, $p < 0.001$). These findings indicate that students with higher levels of academic self-efficacy tend to report higher levels of psychological well-being also. Conversely, students with lower levels of academic self-efficacy is associated with lower levels of psychological well-being. The findings suggest that students' confidence in their academic abilities play an important role in supporting their psychological well-being throughout their university experience.

Keywords : *academic self-efficacy, psychological well-being, emerging adulthood.*