

ACADEMIC BUOYANCY BERMUATAN 7Cs SKILLS DAN BERLANDASKAN PERSPEKTIF ENGAGEMENT THEORY

ABSTRAK

Kebutuhan memahami mahasiswa dalam mengatasi stres akademik yang tidak kronis namun sering terjadi pada perguruan tinggi di Indonesia saat ini pada umumnya masih menggunakan alat ukur *academic buoyancy* (daya apung akademik) dari subjek yang berada pada budaya Barat, yang berpotensi bias. Penelitian ini bertujuan untuk mengembangkan alat ukur *academic buoyancy* (daya apung akademik) bermuatan 7Cs skills berlandaskan *engagement theory* berdasarkan hasil kajian teoritik, uji pakar, uji empirik, dan validitas konstruk menggunakan *Structural Equation Model* (SEM). Menggunakan rancangan *exploratory sequential mixed methods*, penelitian ini dilakukan melalui dua tahap, yaitu tahap penelitian kualitatif diikuti dengan tahap penelitian kuantitatif. Tahap penelitian kualitatif ditunjukan untuk mengkonseptualisasi pengembangan alat ukur *academic buoyancy* (daya apung akademik) bermuatan 7Cs berlandaskan *engagement theory* dibuktikan dengan kajian teoritik dan uji pakar. Hasil penelitian kualitatif menunjukan bahwa konsep pengembangan alat ukur *academic buoyancy* (daya apung akademik) bermuatan 7Cs berlandaskan *engagement theory* terdiri dari 16 dimensi: *self efficacy, planning, persistence, low anxiety, low uncertain control, critical thinking, collaboration, communication, creativity, connectivity, computational thinking, cross culture understanding, agentic engagement, behavioral engagement, emotional engagement, dan cognitive engagement*. Uji pakar dilakukan oleh 4 orang ahli di bidang, bahasa, psikologi perkembangan, evaluasi pendidikan dan penelitian, dan bimbingan konseling. Pada uji kuantitatif, alat ukur dikembangkan berdasarkan 16 dimensi yang terdiri dari 162 butir instrumen. Alat ukur diujicobakan kepada 385 mahasiswa Pendidikan IPS di Indonesia. Alat ukur tersebut dianalisis uji persyatan kelayakan, analisis faktor, dan validitas konstruk menggunakan *Structural Equation Model* (SEM). Melalui tahapan ini butir instrumen menjadi 142 butir disebabkan ada butir instrumen yang tidak memenuhi kelayakan. Hasil *Goodness of Fit Index* yaitu $\chi^2 = 3,074$, $df = 2$, $RMSEA = 0,073$, $TLI = 0,629$, $NFI = 0,436$, dan $PNFI = 0,629$. Data ini menunjukkan bahwa alat ukur *academic buoyancy* (daya apung akademik) bermuatan 7Cs skills berlandaskan *engagement theory* dan butir komponennya valid untuk mahasiswa Pendidikan IPS di Indonesia. Untuk menyempurnakan *engagement theory* dalam mengonstruksi alat ukur *academic buoyancy* (daya apung akademik) yang memuat keterampilan 7Cs, peneliti menjadikan *engagement theory* sebagai dasar pengembangan konsep *academic buoyancy*. Oleh karena itu, teori keterlibatan perlu diperluas agar dapat mencakup dimensi-dimensi keterampilan 7Cs secara lebih komprehensif Sehingga peran *Self-Determination Theory* (SDT), teori *Stage-Environment Fit* (SEF), dan teori *expectancy-value* menjadi penyempurna *engagement theory* dalam mengkonstruksi alat ukur *academic buoyancy* (daya apung akademik) bermuatan 7Cs skills (*Critical thinking, Collaboration, Communication, Creativity, Connectivity, Computational Thinking, dan Cross culture understanding*).

Kata kunci: *academic buoyancy, 7Cs skills, engagement theory, psikometri*

ACADEMIC BUOYANCY CONTAINS 7Cs SKILLS BASED ON ENGAGEMENT THEORY PERSPECTIVE

ABSTRACT

The need to understand students in overcoming non-chronic academic stress which frequently occurs in Indonesian universities is generally still addressed using academic buoyancy measurement tools developed in Western cultural contexts, which may introduce bias. This study aims to develop an academic buoyancy measuring instrument containing 7Cs skills based on engagement theory based on the results of theoretical studies, expert tests, empirical tests, and construct validity using the Structural Equation Model (SEM). Using an exploratory sequential mix methods design, this study was conducted in two stages, namely the qualitative research stage followed by the quantitative research stage. The qualitative research stage is intended to conceptualize the development of an academic buoyancy measuring instrument containing 7Cs skills based on engagement theory as evidenced by theoretical studies and expert tests. The results of qualitative research show that the concept of developing an academic buoyancy measuring instrument containing 7Cs skills based on engagement theory consists of 16 dimensions: self-efficacy, planning, persistence, low anxiety, low uncertain control, critical thinking, collaboration, communication, creativity, connectivity, computational thinking, cross-culture understanding, agentic engagement, behavioral engagement, emotional engagement, and cognitive engagement. Expert testing was conducted by 4 experts in the fields of language, developmental psychology, educational evaluation and research, and counseling. In the quantitative test, the measuring instrument was developed based on 16 dimensions consisting of 162 instrument items. The measuring instrument was tested on 385 Social Studies Education students in Indonesia. The measuring instrument was analyzed for feasibility requirements, factor analysis, and construct validity using the Structural Equation Model (SEM). Through this stage, the instrument items became 142 items because there were instrument items that did not meet the feasibility. The results of the Goodness of Fit Index are $\chi^2 = 3.074$, $df = 2$, $RMSEA = 0.073$, $TLI = 0.629$, $NFI = 0.436$, and $PNFI = 0.629$. These data indicate that the academic buoyancy measuring instrument containing 7Cs skills is based on engagement theory and its komponen items are valid for Social Studies Education students in Indonesia. In order to enhance the engagement theory in the development of an academic buoyancy measurement tool encompassing the 7Cs skills, the researcher adopts the engagement theory as the conceptual foundation for academic buoyancy. So the role of Self-Determination Theory (SDT), Stage-Environment Fit (SEF) theory, and expectancy-value theory complement engagement theory in constructing academic buoyancy measuring tools containing 7Cs skills (Critical thinking, Collaboration, Communication, Creativity, Connectivity, Computational Thinking, Cross cultural understanding).

Keywords: academic buoyancy, 7Cs skills, engagement theory, Psychometry