

HUBUNGAN ANTARA FUNGSI ADAPTIF MENDENGARKAN MUSIK DENGAN *ACADEMIC BUOYANCY* PADA MAHASISWA *EMERGING ADULTHOOD*

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ABSTRAK

Mahasiswa perlu memiliki *academic buoyancy* karena pada masa *emerging adulthood* seseorang menghadapi tuntutan yang dapat menyebabkan stres, ditambah dengan tuntutan akademik selama perkuliahan. Mendengarkan musik menjadi salah satu cara untuk membantu seseorang menjadi lebih tenang dan memikirkan cara mengatasi tuntutan akademik sehingga memiliki *academic buoyancy*. Penelitian ini bertujuan untuk mengetahui hubungan antara fungsi adaptif mendengarkan musik dengan *academic buoyancy* pada mahasiswa *emerging adulthood*. Sebanyak 257 mahasiswa/i aktif berusia 18-25 tahun dipilih menggunakan *probability sampling* menjadi partisipan dalam penelitian ini. Penelitian ini menggunakan pendekatan kuantitatif dan kuisioner *on-line*. Alat ukur yang digunakan adalah *Adaptive Function of Music Listening scale* (AFMLS) dan *Academic Buoyancy Scale* (ABS).

Hasil uji hipotesis non-parametrik menemukan adanya hubungan positif yang signifikan antara fungsi adaptif mendengarkan musik dengan *academic buoyancy* berdasarkan *spearman* ($p = 0.030$; $r = 0.135$). Pada uji korelasi antar aspek fungsi adaptif mendengarkan musik, terdapat hubungan antara regulasi stres dengan *academic buoyancy* ($p = 0.019$; $r = 0.129$). Aspek pengalaman emosional yang kuat dengan *academic buoyancy* ($p = 0.030$; $r = 0.117$). Tidak terdapat hubungan antara aspek regulasi kognitif dengan *academic buoyancy* ($p = 0.066$; $r = 0.094$). Kesimpulan penelitian ini adalah mendengarkan musik secara adaptif dapat membantu meningkatkan *academic buoyancy* mahasiswa. Saran penelitian selanjutnya adalah menambahkan pertanyaan mengenai analisis lirik dan mengukur faktor-faktor yang bisa mempengaruhi *academic buoyancy*.

Kata kunci: fungsi adaptif mendengarkan musik, *academic buoyancy*, mahasiswa aktif, *emerging adulthood*

**THE RELATIONSHIP BETWEEN ADAPTIVE FUNCTION OF MUSIC LISTENING
WITH ACADEMIC BUOYANCY IN EMERGING ADULTHOOD COLLEGE
STUDENTS**

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ABSTRACT

College students need to have academic buoyancy, because in the emerging adulthood phase, a person faces many demands that can cause stress integrated with academic demands from college life. Music listening is one of the way to help someone reduce anxiety and think about ways to overcome academic demands in order to have academic buoyancy. This study aims to determine the relationship between adaptive function of music listening with academic buoyancy on emerging adulthood college students. 257 active college students aged 18-25 years were selected using probability sampling to be participants in this study. This study uses a quantitative approach and on-line questionnaire. The measuring instruments used are Adaptive Function of Music Listening scale (AFMLS) and Academic Buoyancy Scale (ABS).

The results of the non-parametric hypothesis test found that there was a significantly positive relationship between adaptive function of music listening and academic buoyancy by spearman ($p = 0.030$; $r = 0.135$). In the correlation test between the adaptive function of music listening aspects, there is a relationship between stress regulation and academic buoyancy ($p = 0.019$; $r = 0.129$). The test also shows relationship between strong emotional experience aspect with academic buoyancy ($p = 0.030$; $r = 0.117$). However, there was no relationship between aspect of cognitive regulation with academic buoyancy ($p = 0.066$; $r = 0.094$). In conclusion, this study shows that listening to music in an adaptive way can help college students improve their academic buoyancy. Suggestion for further research is to add questions about lyric analysis and measure factors that can influence academic buoyancy.

Key words: adaptive function of music listening, academic buoyancy, active college student, emerging adulthood