

ABSTRAK

Penelitian ini berfokus untuk menganalisis pengaruh *self-compassion*, *grit*, dan *academic motivation* terhadap prestasi akademik pada mahasiswa pekerja angkatan 2022 di Universitas Maritim Raja Ali Haji. Penelitian ini menggunakan metode kuantitatif dengan teknik pengambilan sampel *proportionate stratified random sampling* terhadap 65 responden. Data dikumpulkan melalui kuesioner dan dianalisis menggunakan analisis regresi linier berganda. Hasil penelitian menunjukkan bahwa secara parsial *self-compassion* tidak berpengaruh terhadap prestasi akademik, sedangkan *grit* dan *academic motivation* berpengaruh terhadap prestasi akademik. Secara simultan, *self-compassion*, *grit*, dan *academic motivation* berpengaruh terhadap prestasi akademik. Nilai *Adjusted R Square* sebesar 0,582 menunjukkan bahwa ketiga variabel mampu menjelaskan 58,2% variasi prestasi akademik, sedangkan sisanya 41,8% dipengaruhi oleh faktor lain di luar penelitian. Dengan demikian, dapat disimpulkan bahwa *grit* dan *academic motivation* merupakan faktor penting dalam meningkatkan prestasi akademik mahasiswa pekerja, sementara *self-compassion* tidak berpengaruh secara langsung terhadap prestasi akademik, namun tetap berkontribusi ketika diuji secara bersama-sama dengan variabel lainnya.

Kata Kunci: *Self-Compassion*, *Grit*, *Academic Motivation*, Prestasi Akademik, Mahasiswa Pekerja.

ABSTRACT

This study aims to analyze the influence of self-compassion, grit, and academic motivation on academic achievement in working-class students of the 2022 intake at Raja Ali Haji Maritime University. This study used a quantitative method with a proportionate stratified random sampling technique for 65 respondents. Data were collected through questionnaires and analyzed using multiple linear regression analysis. The results showed that self-compassion partially had no effect on academic achievement, while grit and academic motivation did. Simultaneously, self-compassion, grit, and academic motivation influenced academic achievement. The Adjusted R Square value of 0.582 indicates that the three variables were able to explain 58.2% of the variation in academic achievement, while the remaining 41.8% was influenced by other factors outside the study. Thus, it can be concluded that grit and academic motivation are important factors in improving the academic achievement of working-class students, while self-compassion did not directly influence academic achievement, but still contributed when tested together with other variables.

Keywords: Self-Compassion, Grit, Academic Motivation, Academic Achievement, Working-class Students.