

ABSTRACT

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Effect of Rumination to Academic Achievement on Undergraduate Students; Sandi Kartasasmita, M. Psi, Psi. Undergraduate Program in Psychology, Tarumanagara University, (i-xiii; 64 pages, R1-R5, Appx 1-37)

Rumination is something common in human, especially when people are facing problem. Rumination is repeated mindset rooted in negative mood (like sadness) and do not motivate a person to devise a plan to eliminate such thinking (Nolen-Hoeksema, 2004). The aim of this research is to know rumination in Indonesia especially the effect of rumination to academic achievement on undergraduate students. This study included 518 students aged 18-22 years using a purposive sampling technique. The experiment was conducted in March 2015 to April 2015. Rumination variable is measured by using a questionnaire adapted from Nolen-Hoeksema's Ruminative Response Scale (RRS) into Bahasa Indonesia. Academic achievement variable is measured by using student's last cumulative grade point (GPA). The result shows that rumination has negative effect on academic achievement. From each rumination dimensions regression analysis yields two dimensions that have negative effect to undergraduate student's academic achievement. Those dimensions are brooding and depressive-related.

Keywords: Rumination and Academic Achievement.