

pencapaian tertentu dan diakui secara publik atas pencapaiannya (misalnya, melalui penerimaan kelolosan menjadi peserta kampus merdeka). Gambaran perilaku *impostor syndrome* pada mahasiswa peserta kampus merdeka dalam penelitian ini terbagi menjadi 5 perilaku yaitu merasa pencapaian yang didapatkan karena atribusi eksternal, persepsi diri tentang ketidakmampuan, membandingkan diri sendiri dengan orang lain, mencerminkan ketidakmampuan untuk mengakui pujian dan kinerja yang baik, dan perasaan memberi orang lain kesan yang salah. Faktor yang mempengaruhi *impostor syndrome* pada mahasiswa dalam penelitian ini adalah ekspektasi dari orang lain (keluarga, teman, mentor, guru, dan lainnya) dan adanya evaluasi. *Coping strategy impostor syndrome* yang dilakukan mahasiswa adalah dengan meminta bantuan orang lain melalui *sharing* pengalaman, bercerita, dukungan sosial, dan melakukan penghindaran. Temuan lainnya dalam penelitian ini selama mengikuti program kampus merdeka para informan mengembangkan keterampilan dan menerapkan pengetahuan baru seperti berbicara di depan umum, skill komunikasi, *teamwork*, dan *design thinking*. Penelitian ini mendorong pembaca untuk merenungkan cara mahasiswa dalam melihat kegagalan. Meskipun biasanya dipandang sebagai fenomena internal, *impostor syndrome* bisa sangat berakar pada faktor eksternal seperti lingkungan akademik yang dingin dan penuh tekanan. Universitas, departemen, penasihat/mentor, dan mahasiswa mungkin menganggap penelitian ini berguna, terutama untuk memahami bagaimana institusi dan individu dapat bekerja sama untuk membantu mahasiswa dan menciptakan sistem pendukung bagi mereka yang mengalami/berisiko mengalami *impostor syndrome* yang dapat mempengaruhi kesehatan mental dan kesejahteraan siswa. Inisiatif semacam itu akan berguna tidak hanya untuk kesuksesan mahasiswa saat mengikuti program kampus merdeka, tetapi juga untuk pencapaian prestasi lainnya yang lebih baik lagi

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