

Abstrak

Kegagalan seringkali dikaitkan dengan sesuatu hal yang menyeramkan, bukan sebagai ruang untuk tumbuh. Dalam tekanan seperti ini, Sebagian siswa membentuk mekanisme perlindungan diri yang justru merugikan yang dikenal dengan istilah *self-handicapping*, yaitu sabotase terhadap performa sendiri demi menghindari rasa malu jika gagal. Penelitian ini bertujuan untuk menguji pengaruh *fear of failure* terhadap *self-handicapping*, serta peran moderasi *academic self-efficacy* dalam hubungan tersebut. Menggunakan pendekatan kuantitatif dan desain moderasi, data diperoleh dari 180 siswa kelas XI SMA “X” Kota Bandung. Analisis menggunakan SPSS versi 27 dan Hayes ver 4.2 menunjukkan bahwa *fear of failure* dan *academic self-efficacy* berpengaruh secara simultan dan parsial terhadap *self-handicapping*, meskipun *academic self-efficacy* tidak signifikan berperan sebagai moderator. Hasil ini memperlihatkan bahwa keyakinan akademik belum tentu cukup untuk meredam efek psikologis dari ketakutan akan gagal. Penelitian ini turut mengeksplorasi tantangan yang muncul dalam memahami dinamika *self-handicapping* di lingkungan sekolah, diskusi mendalam turut disajikan mengenai keterbatasan pendekatan saat ini dalam menjelaskan dinamika tersebut.

Kata Kunci : *Fear of Failure, Academic Self-Efficacy, Self-Handicapping, Remaja, Pendidikan*

Abstract

Failure is often associated with something frightening rather than seen as a space for growth. Under such pressure, some students develop self-protective mechanisms that are actually detrimental—known as self-handicapping, a behavior in which individuals sabotage their own performance to avoid the shame of failure. This study aims to examine the effect of fear of failure on self-handicapping, as well as the moderating role of academic self-efficacy in this relationship. Using a quantitative approach and moderation design, data were collected from 180 11th-grade students at SMA "X" in Bandung City. Analysis using SPSS version 27 and Hayes PROCESS Macro version 4.2 revealed that fear of failure and academic self-efficacy have both simultaneous and partial effects on self-handicapping, although academic self-efficacy does not significantly moderate the relationship. These findings indicate that academic self-efficacy alone may not be sufficient to buffer the psychological impact of fear of failure. This study also explores the challenges in understanding the dynamics of self-handicapping in school settings, and presents an in-depth discussion on the limitations of current approaches in explaining these dynamics.

Keywords: *Fear of Failure, Academic Self-Efficacy, Self-Handicapping, Adolescents, Education*