

ABSTRAK

HUBUNGAN REGULASI EMOSI DENGAN STRES AKADEMIK PADA SISWA SMA NEGERI 1 SOOKO KABUPATEN MOJOKERTO

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Siswa SMA sering dihadapkan pada berbagai tuntutan akademik, seperti beban tugas, persaingan belajar, tuntutan memperoleh nilai yang tinggi yang berpotensi menimbulkan stres akademik. Regulasi emosi salah satu kemampuan yang dapat membantu siswa mengelola emosi sehingga mampu menghadapi tekanan akademik secara adaptif. Penelitian ini bertujuan untuk mengetahui hubungan antara regulasi emosi dengan stres akademik pada siswa SMA Negeri 1 Sooko Kabupaten Mojokerto. Penelitian ini menggunakan desain kuantitatif dengan pendekatan korelasional *cross sectional*. Populasi penelitian berjumlah 837 siswa, dengan sampel sebanyak 271 responden yang dipilih menggunakan teknik *stratified random sampling*. Instrumen yang digunakan berupa kuesioner *Emotion Regulation Questionnaire (ERQ)* untuk mengukur regulasi emosi dan *Educational Stress Scale For Adolescents (ESSA)* untuk mengukur stres akademik. Analisis data dilakukan menggunakan uji korelasi *Spearman Rank*. Hasil penelitian menunjukkan bahwa sebagian besar responden memiliki regulasi emosi kategori sedang sebanyak 173 responden (63,8%) dan stres akademik kategori sedang sebanyak 195 responden (72%). Hasil uji *spearman rank* menunjukkan adanya hubungan yang signifikan antara regulasi emosi dengan stres akademik ($p\text{-value} = 0,000$; $\alpha < 0,05$; $r = -0,285$), arah hubungan negatif dengan kekuatan lemah. Hasil penelitian menunjukkan semakin tinggi kemampuan regulasi emosi yang dimiliki siswa, maka semakin rendah tingkat stres akademik yang dialami. Penelitian ini mengindikasikan bahwa regulasi emosi merupakan faktor yang berperan dalam membantu siswa mengelola tekanan akademik, sehingga penguatan regulasi emosi melalui dukungan sekolah dan keluarga dapat menjadi salah satu upaya untuk menurunkan tingkat stres akademik pada siswa.

Kata Kunci: Siswa SMA, Regulasi emosi, Stres akademik

ABSTRACT

THE RELATIONSHIP BETWEEN EMOTIONAL REGULATION AND ACADEMIC STRESS AMONG STUDENTS AT SMA NEGERI 1 SOOKO KABUPATEN MOJOKERTO

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High school students often faced various academic demands, such as heavy coursework, academic competition, and pressure to achieve high grades, which had the potential to cause academic stress. Emotion regulation was one of the abilities that helped students manage their emotions, enabling them to cope with academic pressure more adaptively. This study aimed to determine the relationship between emotion regulation and academic stress among students at SMA Negeri 1 Sooko Kabupaten Mojokerto. This study used a quantitative research design with a cross-sectional correlation approach. The study population consisted of 837 students, and a sample of 271 respondents was selected using stratified random sampling. The instruments included the Emotion Regulation Questionnaire (ERQ) to measure emotion regulation and the Educational Stress Scale for Adolescents (ESSA) to assess academic stress. Data were analyzed using the Spearman rank correlation test. The results showed that most respondents had a moderate level of emotion regulation (173 respondents (63,8%)) and a moderate level of academic stress (195 respondents (72%)). The Spearman rank test revealed a significant relationship between emotion regulation and academic stress ($p\text{-value} = 0,000$; $\alpha < 0,05$; $r = -0,285$), indicating a weak negative correlation. The findings indicated that the higher the students' emotion regulation ability, the lower their level of academic stress. The study suggested that emotion regulation played an important role in helping students manage academic pressure. Therefore, strengthening emotion regulation through support from school and families could serve as one of the strategies to reduce academic stress among high school students.

Keywords: High school students, Emotional regulation, Academic stress