

ABSTRAK

HUBUNGAN ANTARA *SELF EFFICACY* DENGAN STRES AKADEMIK PADA SISWA KELAS 12 DI SMAN 1 GEDEG

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Tingginya tuntutan akademis, padatnya beban penugasan, serta persiapan seleksi perguruan tinggi pada siswa kelas 12 SMAN 1 Gedeg berpotensi memicu timbulnya stres akademik. Keyakinan diri (*self-efficacy*) diduga kuat menjadi salah satu faktor psikologis internal yang menentukan kemampuan siswa dalam mengelola dan mengendalikan tekanan tersebut. Penelitian ini bertujuan untuk menganalisis hubungan antara *self-efficacy* dengan stres akademik pada siswa kelas 12 di SMAN 1 Gedeg. Penelitian ini menggunakan desain analitik korelasional dengan pendekatan *cross-sectional*. Populasi penelitian adalah seluruh siswa kelas 12 SMAN 1 Gedeg berjumlah 421 siswa, dengan sampel sebanyak 206 responden yang dipilih menggunakan teknik *stratified random sampling*. Pengumpulan data menggunakan kuesioner *General Self-Efficacy Scale* (GSES) dan *Student-Life Stress Inventory* (SSI), kemudian dianalisis menggunakan uji korelasi *Spearman's Rho*. Sebagian besar responden memiliki *self-efficacy* kategori sedang sebanyak 126 siswa (61,2%) dan mengalami stres akademik kategori sedang sebanyak 128 siswa (62,1%). Hasil uji statistik menunjukkan adanya hubungan negatif yang signifikan dengan tingkat keceratan sedang menuju kuat antara *self-efficacy* dan stres akademik. Terdapat hubungan berlawanan arah, di mana semakin tinggi tingkat *self-efficacy* siswa, maka semakin rendah tingkat stres akademik yang dirasakan. Siswa dengan *self-efficacy* tinggi cenderung memandang beban akademik sebagai tantangan serta menerapkan strategi koping yang adaptif. Oleh karena itu, disarankan bagi pihak sekolah dan guru Bimbingan Konseling (BK) untuk menyelenggarakan program pelatihan psikoedukasi dan layanan konseling guna meningkatkan *self-efficacy* siswa sebagai upaya preventif dalam mereduksi stres akademik.

Kata kunci : *Self-Efficacy*, Stres Akademik, Siswa Kelas 12.

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ABSTRAK

The Relationship Between Self-Efficacy and Academic Stress Among 12th-Grade Students at SMAN 1 Gedeg

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High academic demands, heavy assignment loads, and preparations for university entrance exams among 12th-grade students at SMAN 1 Gedeg have the potential to trigger academic stress. Self-efficacy is strongly suspected to be a key internal psychological factor determining a student's ability to manage and control such pressure. This study aimed to analyze the relationship between self-efficacy and academic stress among 12th-grade students at SMAN 1 Gedeg. A correlational analytic design with a cross-sectional approach was employed. The study population consisted of all 421 12th-grade students at SMAN 1 Gedeg, with a sample of 206 respondents selected via stratified random sampling. Data were collected using the General Self-Efficacy Scale (GSES) and the Student-Life Stress Inventory (SSI) and subsequently analyzed using the Spearman's Rho correlation test. The majority of respondents demonstrated moderate self-efficacy (126 students; 61.2%) and experienced moderate academic stress (128 students; 62.1%). Statistical results revealed a significant negative correlation—ranging from moderate to strong—between self-efficacy and academic stress. An inverse relationship was observed: higher levels of student self-efficacy corresponded to lower levels of perceived academic stress. Students with high self-efficacy tend to view academic burdens as challenges and employ adaptive coping strategies. Therefore, it is recommended that the school and guidance counselors organize psychoeducational training programs and counseling services to enhance student self-efficacy as a preventive measure to reduce academic stress. Therefore, educational institutions and guidance counselors are recommended to implement proactive psychological support programs and self-efficacy training to help students mitigate academic stress effectively.

Keywords: *Self-Efficacy*, Academic Stress, 12th-Grade Students.

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