

Abstrak

Tingginya beban pelajaran, persaingan akademik yang ketat, dan tuntutan nilai yang selalu meningkat pada siswa SMA dapat memicu timbulnya stres akademik. Di sisi lain, adanya sumber daya belajar seperti dukungan teman sebaya, guru, dan ketersediaan informasi dapat membantu mengurangi dampak tekanan akademik. Penelitian ini bertujuan untuk mengetahui pengaruh *study demands* dan *study resources* terhadap stres akademik pada siswa kelas unggulan di SMAN 2 Kota Cirebon. Metode penelitian menggunakan pendekatan kuantitatif dengan desain korelasional. Partisipan berjumlah 72 siswa yang dipilih dengan teknik total sampling. Instrumen yang digunakan adalah *Study Demands and Resources Scale* (SDRS) dan *Educational Stress Scale for Adolescents* (ESSA) yang telah diadaptasi ke bahasa Indonesia. Analisis data menggunakan regresi linier berganda. Hasil penelitian menunjukkan bahwa *study demands* berpengaruh positif signifikan terhadap stres akademik, sedangkan *study resources* tidak berpengaruh signifikan. Secara simultan, kedua variabel berpengaruh signifikan terhadap stres akademik.

Kata Kunci : *Study demands, study resources, stres akademik*

Abstract

High academic demands, intense competition, and constantly rising grade expectations among high school students can trigger academic stress. On the other hand, learning resources such as peer support, teacher assistance, and the availability of information can help reduce the impact of academic pressure. This study aims to determine the effect of study demands and study resources on academic stress among gifted class students at SMAN 2 Kota Cirebon. This research employed a quantitative approach with a correlational design. The participants were 72 students selected using a total sampling technique. The instruments used were the Study Demands and Resources Scale (SDRS) and the Educational Stress Scale for Adolescents (ESSA), adapted into Indonesian. Data analysis was conducted using multiple linear regression. The results showed that study demands had a significant positive effect on academic stress, while study resources had no significant effect. Simultaneously, both variables significantly affected academic stress.

Keywords : *Study demands, study resources, academic stress*