

Abstrak

Penelitian ini dilatarbelakangi oleh tingginya stres akademik pada siswa, khususnya di Madrasah Aliyah yang memiliki beban ganda antara pelajaran umum dan agama. Penelitian ini bertujuan untuk mengetahui pengaruh *self management* dan dukungan sosial terhadap stres akademik pada siswa MAN X. Metode yang digunakan adalah pendekatan kuantitatif dengan desain kausalitas. Teknik sampling menggunakan *probability sampling* dengan metode *cluster proportional random sampling*, dengan jumlah sampel sebanyak 154 siswa. Instrumen yang digunakan meliputi *Self Management Leadership Questionnaire (SMLQ)*, *Multidimensional Scale of Perceived Social Support (MSPSS)*, dan *Educational Stress Scale for Adolescents (ESSA)*. Data dianalisis menggunakan regresi linear berganda. Hasil penelitian menunjukkan bahwa *self management* dan dukungan sosial berpengaruh signifikan terhadap stres akademik secara simultan ($F = 106,747$; $p < 0,05$) maupun parsial ($\beta = -0,239$; $\beta = -0,448$; $p < 0,05$), dengan kontribusi sebesar 58,6%. Disimpulkan bahwa kedua variabel berperan sebagai faktor protektif terhadap stres akademik.

Kata Kunci : *self management*, dukungan sosial, stres akademik



Abstract

This research is motivated by the high academic stress among students, especially in Madrasah Aliyah (Islamic Senior High School), which has a dual burden of general and religious studies. This study aims to determine the effect of self-management and social support on academic stress in MAN X students. The method used is a quantitative approach with a causality design. The sampling technique used probability sampling with a cluster proportional random sampling method, with a sample size of 154 students. The instruments used include the Self-Management Leadership Questionnaire (SMLQ), the Multidimensional Scale of Perceived Social Support (MSPSS), and the Educational Stress Scale for Adolescents (ESSA). Data were analyzed using multiple linear regression. The results showed that self-management and social support significantly influenced academic stress simultaneously ($F = 106.747$; $p < 0.05$) and partially ($\beta = -0.239$; $\beta = -0.448$; $p < 0.05$), with a contribution of 58.6%. It was concluded that both variables act as protective factors against academic stress.

Keywords: self management, social support, academic stress

