

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh *academic stress* dan *perceived social support* terhadap *future anxiety* siswa. Penelitian menggunakan pendekatan kuantitatif dengan metode survei terhadap 240 siswa kelas XII SMAN 1 Cianjur. Instrumen penelitian berupa skala *Future anxiety Scale*, *The Perceptions of Academic stress Scale* dan *The Multidimensional Scale of Perceived Social Support*. Data dianalisis menggunakan regresi berganda. Hasil penelitian menunjukkan bahwa *academic stress* berpengaruh positif dan signifikan terhadap *future anxiety* ($p = 0,000$), sedangkan *perceived social support* berpengaruh negatif dan signifikan terhadap *future anxiety* ($p = 0,001$). Secara simultan, kedua variabel independen berpengaruh signifikan terhadap kecemasan masa depan siswa ($p = 0,000$). Temuan ini menunjukkan bahwa semakin tinggi tekanan akademik, semakin tinggi kecemasan siswa terhadap masa depan, sementara dukungan sosial yang dirasakan mampu menurunkan kecemasan tersebut. Dengan demikian, faktor stres akademik dan dukungan sosial berperan penting dalam kondisi psikologis siswa menjelang masa transisi pendidikan.

Kata Kunci: *academic stress, perceived social support, future anxiety*



Abstract

This study aims to analyze the influence of academic stress and perceived social support on students' future anxiety. A quantitative approach with a survey method was employed involving 240 twelfth-grade students of SMAN 1 Cianjur. The instruments used were the Future anxiety Scale, The Perceptions of Academic stress Scale, and The Multidimensional Scale of Perceived Social Support. Data were analyzed using multiple regression analysis. The results indicated that academic stress had a positive and significant effect on future anxiety ($p = 0.000$), while perceived social support had a negative and significant effect on future anxiety ($p = 0.001$). Simultaneously, both independent variables significantly influenced students future anxiety ($p = 0.000$). These findings suggest that higher academic pressure increases students' anxiety about the future, whereas perceived social support helps reduce such anxiety. Therefore, academic stress and social support play important roles in students psychological conditions during educational transition periods.

Keywords: *academic stress, perceived social support, future anxiety*

